COURSE DESCRIPTION

On-site field experience (60 hours) in public school classrooms, focusing on curricula, instruction, and students involved in the learning process; concurrent with junior-year graduate-level education course work in elementary or secondary specialization. Students are assigned a teacher mentor and are expected to prepare and teach a formal lesson and conduct a student case study. Prerequisites: EDUC 2401, EDUC 2402 Field Experience I, II; EDUC 1108 Seminar in Professional Practice I: Teacher’s Role in School and Community; EDUC 2209 Seminar in Professional Practice II: Teachers as Educational Leaders and EDUC 3309 Seminar in Professional Practice III: The Functions of Teaching. Co requisites: approved graduate education courses in elementary or secondary specialization. (Undergraduate Studies Bulletin, 2006-2008)

EDUC 3403 Field Experience III is the third of four Field Experiences which pre-service teachers will complete before their Apprenticeship Teaching internship. EDUC 3403 promotes the exploration of the role of the teacher and teacher effectiveness on student learning. Emphasis is on observation of practical applications of theoretical principles related to development, human behavior, motivation, and learning through case study. Concurrent with courses in an elementary or secondary specialization, students experience the knowledge and skills required of successful teaching through observations, class participation and school activities engagement. Reflection on areas such as classroom management, instructional planning, curriculum, teaching strategies, and student assessment are further integrated in Field Experience III.

The pre-service teacher is assigned to a school and a cooperating teacher who will guide him/her through a variety of jointly planned experiences and prescribed performance tasks. In general, the pre-service teacher will observe the mentor teacher and his/her students in action to determine how various techniques and strategies are applied in a diverse classroom. Whenever possible, the pre-service teacher will observe other classes and teachers as arranged by the teacher mentor. EDUC 3403 primarily focuses the pre-service teacher on observing and analyzing individual student behavior and characteristics within the context of the diverse classroom.
Upon completion of Field Experience III, *the pre-service teacher will demonstrate basic proficiency*, as evidenced by formative assessment of knowledge dispositions, skills and performance competencies indicated in written reports to be submitted using identified criteria based on the Professional Standards for Teachers.

The following Professional Standards for Teachers as designated by the Department of Education for the State of New Jersey are addressed in this course. For a complete list of the knowledge indicators and the performance indicators, please refer to: [http://www.state.nj.us/njded/profdev/standards/](http://www.state.nj.us/njded/profdev/standards/).

**Standard #1 (Subject Matter Knowledge):**
Teachers shall understand the central concepts, tools of inquiry; structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS) and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. 1.1, 1.2, 1.6, 1.7, 1.8

**Standard #2 (Human Growth and Development):**
Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. 2.1, 2.2, 2.3, 2.4, 2.7, 2.8

**Standard #3 (Diverse Learners):**
Teachers shall understand the practice of culturally responsive teaching. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

**Standard #4 (Instructional Planning and Strategies):**
Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. 4.1, 4.3, 4.5, 4.6, 4.7, 4.9, 4.11

**Standard 5 (Assessment):**
Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. 5.1, 5.3, 5.4, 5.5, 5.7

**Standard #6 (Learning Environment):**
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation. 6.1, 6.2, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10

**Standard 7 (Special Needs):**
Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

**Standard #8 (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 interactions. 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8

**Standard #9 (Collaboration and Partnerships):**
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. 9.1, 9.2, 9.4, 9.5, 9.6, 9.8

**Standard #10 (Professional Development):**
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process. 10.2, 10.3, 10.5
COURSE OBJECTIVES

1. The student will observe, analyze, reflect upon and explain instructional practices used by teachers to address the special needs of students in diverse classrooms and specialized settings.

2. The student will conduct a brief school analysis and develop a profile of the assigned school that describes student diversity as well as the services available to students with learning differences, such as resource rooms, basic skills support and ESL or bilingual classes.

3. The student will review the curriculum, particularly for the grade level(s)/subject(s) to which he/she is assigned, observe its implementation and teach one formal lesson under the supervision of the assigned mentor teacher. The lesson will include appropriate differentiation based on the diversity within the given classroom.

4. The student will write a case study based on careful, daily observations of an individual student considering that student’s academic, social and behavioral history, readiness to learn, needs and abilities as well as implications for teaching him/her. The student selected for study will represent an element of diversity you will find in a classroom setting such as, a learning disabled, ESL, bilingual student or one with other exceptional needs.

5. The student will reflect on how various teachers addressed the needs of all students including those with special needs such as learning disabilities, second language learners, and basic skills students. Conclusions about how the strategies worked to address those students as well as others in regular classrooms will be cited. A summary of how the field experience prepared the FE III student for his/her future diverse classroom will finalize the report.

TEXTBOOKS

No specific textbooks are required for this course. Reference can be made to the following:


Other reading selections from appropriate texts and scholarly articles may also be used.
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Meetings /Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>#1 Orientation</td>
<td>• Introduction to the course</td>
<td>• Acquire a notebook for daily journal data collection.</td>
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<tr>
<td>Date TBA – Check the Blackboard Announcements</td>
<td>• Review of the syllabus</td>
<td>• Review the lesson plan format</td>
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<td></td>
<td>• Explanation of each task</td>
<td>• Prepare to ask your teacher mentor to assist you in gaining entrance into other classes for observation. Complete INCOMPLETE STATUS FORM if you will not complete FE III in January, 2008.</td>
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<tr>
<td></td>
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<td>• Isolate questions you have about the Written Final Report and gain answers in order to complete all tasks.</td>
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<td>• Hand in completed Attendance Summary and Teacher Evaluation Form.</td>
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<td>#2 Sharing Information</td>
<td>• Discuss the various activities and options you had during FE III</td>
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<tr>
<td>Date TBA – Check the Blackboard Announcements</td>
<td>• What did you expect?</td>
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<td>• What actually happened?</td>
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<td>• Compare and contrast the various observations.</td>
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<td>• Review your formal lesson and its impact.</td>
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<td>• Discuss what was learned from the student case study.</td>
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<td>#3 Evaluation</td>
<td>• Evaluate your placement and the information process for FE III.</td>
<td>• Complete evaluation forms.</td>
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<tr>
<td>Date TBA – Check the Blackboard Announcements</td>
<td>• Evaluate your placement and the information process for FE III.</td>
<td>• Hand in paper.</td>
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</table>
The following performance tasks are required as part of Field Experience III. You will conduct Tasks #1-5 during your 60-hour field experience in accordance with the schedule developed by you and your mentor. The focus of EDUC 3403 is on applying your knowledge & skills to instruction; student behaviors & characteristics; classroom observation; and active participation in classroom and school activities. The conduct of the performance task data collection and activities is to be completed in an unobtrusive and collaborative manner.

Your cooperating teacher is expected to facilitate activities and provide guidance as needed. The guidance and focus questions for each task which follow are viewed as suggested minimums with full understanding that time and circumstances may dictate your ability to address all tasks as specifically outlined. In such cases, good judgment should prevail as to setting priorities and making reasonable adjustments, and consultation with your mentor is advised. You are encouraged to exceed the tasks as outlined, interact with members of the school community as much as possible, and volunteer during & after the field experience to participate/assist in school/classroom activities to extend your learning experience and professional development.

NOTE: This list of Performance Tasks should be shared and discussed with your cooperating teacher.

Field Experience III requires that all pre-service teachers complete the following:

1. **60 hours** (minimum) of various planned activities under the supervision of the cooperating teacher, who will determine and arrange appropriate experiences in the classroom and school such as: teaching, attending staff development activities and meetings, varied classroom observations, observations or participation in non-instructional activities (lunch, playground, etc.) and student co-curricular activities;

2. Complete five specific **performance tasks** which draw upon the knowledge base developed through readings, discussions/activities in coursework and direct involvement in the classroom via observations and teaching.

3. Submit a **written final report** that incorporates a:
   - daily journal focused on student needs and how they are addressed in the classroom;
   - a brief school analysis;
   - a curriculum review that is related to the development of a single formal lesson (*to be observed and critiqued by the cooperating teacher*) which is culturally responsive and differentiated to address the students’ special needs;
   - special student case study;
   - reflections, conclusions and implications for future teaching are to be incorporated in the reflections about each task completed

4. Attend **three (3) required meetings** with the Field Experience III advisor to review and discuss their tasks, on-site experiences and observations, their findings, conclusions, and plans
Task #1: DAILY JOURNAL & OBSERVATION

A. DATA COLLECTION (Daily Journal)

The daily journal entries will be kept in a small notebook. The notebook will be placed in the front pocket of your binder containing your Written Final Report.

You will record observations of both a regular and special classroom in your journal which relate to areas which include, but not limited to, instructional strategies that address the needs of the students with respect to their learning styles, multiple intelligences, ability levels, interests, and active participation.

During your field experience you will visit a special classroom setting such as, a resource room ESL or bilingual class. Your observation in special classrooms will allow you to note how the different classroom settings provides students with learning options to promote academic, social, and emotional growth.

The daily journal entries summarize key activities or experiences observed each day. There will be entries for 10 days in your Daily Journal. The daily journal should primarily focus upon:

- Diverse Learners (NJPST #3) (how teachers demonstrate culturally responsive teaching), and
- Special Needs (NJPST #7) (how teachers adapt and modify instruction to accommodate the special learning needs of all students)

The written summary of each day’s observations should include comparing and contrasting the various instructional strategies used with all students, diverse students, and students with special needs. When possible, compare and contrast strategies used in the regular classroom with those used in special education settings.

B. WRITTEN OBSERVATION REPORT

You will review the data collected and write up one observation that addressed special needs students or was culturally responsive. The observation reports will include the following:

- WHAT transpired (described how the teacher taught the students)
- WHO was involved (the type of setting: basic skills group, resource room, ESL or bilingual class)
- WHEN did the activity/experience occur (time and duration of activity or lesson)
- WHY it was presented (the purpose or objective of the lesson/activity)
- HOW the activity unfolded.
- REFLECT: Indicate what went well; what could be improved
Task #2: SCHOOL ANALYSIS (about 2-3 pages)

This task requires that you: (1) obtain and analyze basic school data; (2) review relevant documents; and (3) obtain information related to school enrollment, structures, and policies & procedures. The purpose of this task is to familiarize you with relevant, essential information about the demographics, school structure, services available for special needs students, and the climate of the school. Whenever possible, it is recommended that you obtain information from the school website, school policy manuals, and The New Jersey Report Card. Information about the NJ Report Card can be obtained via [http://www.state.nj.us/education/](http://www.state.nj.us/education/). The focus questions to guide this task follow:

A. SCHOOL ENROLLMENT & DEMOGRAPHICS

1. Describe the community in which the school is located? Is it urban, suburban, or rural? How would you describe the socio-economic status of the community?
2. How many students attend the school?
3. What is the average class size, or range of class sizes (low-high)?
4. What is the racial/ethnic breakdown of the student body?
5. How many students are in Special Education?
6. Does a Bilingual, and/or English as a Second Language (ESL) program exist?
7. How is the basic skills program implemented at the school?
8. Are there any other services provided such as, speech correction?

B. SCHOOL STRUCTURE

1. What is the grade level configuration of the school?
2. How are classes configured: self-contained or departmentalized; heterogeneous or homogeneous; or combinations of these? If the school is departmentalized, what grade levels are involved, and what are the departments?
3. How many inclusive classrooms, resource rooms, and support centers exist?
4. Does the school have a full time Child Study Team (CST)? If not, how is the CST shared?
5. Does the school have a guidance counselor?

C. SCHOOL CLIMATE

1. (a) What is your sense of the school’s climate? Does it have a friendly, productive atmosphere for teachers and students?
   (b) What structures and activities typically occur in the school to promote a positive climate, or what seems to impede it?
2. (a) Is the school staff cognizant of the complexity of issues that directly affect students’ lives in our society?
   (b) How culturally sensitive is the school or how do teachers and/or students learn about and appreciate the values and backgrounds of the students?
3. (a) Is equal academic effort expected of all students?
   (b) Are student strengths highlighted in order to have them achieve recognition for being good at something?
   (c) Is intercultural understanding a part of the entire curriculum rather than a specific topic or unit integrated in a course or two?
4. (a) Is the engagement of parents valued by the staff and administration as a means to promote greater and ongoing student performance?
   (b) What opportunities does the school utilize to link the home/school connection to send a consistent message to the students about how they can learn ways to succeed in today’s dominant culture?
Task #3: CURRICULUM REVIEW AND INSTRUCTION (about 2-3 pages)

This task requires that you: carefully review the curriculum, particularly for the grade level(s)/subject area(s) to which you are assigned with your mentor and discuss/observe the implementation of the curriculum as facilitated by your cooperating teacher.

Finally, you are to prepare & teach at least one formal lesson.

A. CURRICULUM REVIEW

You will review the curriculum guide for a subject area that you and your cooperating teacher have selected for your individual lesson. You will note in the guide or discuss with your cooperating teacher the following:

1. What are the educational goals and objectives described in the curriculum guide for your lesson or topic?

2. How is the curriculum linked/aligned with the New Jersey Core Curriculum Content Standards? (NJCCCS)

3. What curriculum approaches are suggested or can be used such as:
   - Performance/project-based learning, integration across the curriculum
   - Technology infusion, multiculturalism and/or social problem-solving, etc.
   - What student assessment approaches/strategies are suggested or can be used?

4. To what extent does the curriculum guide appear to serve as an effective blueprint to guide the teacher’s instruction; what information does it provide that is helpful to the teacher?

5. Does the curriculum address the diverse needs and abilities of the students? How does the teacher address the Individual Educational Plan (IEP) for classified students or incorporate basic skills support in planning for instruction to meet the curricular objectives.

B. INSTRUCTION

You will be required to teach at least one (1) formal lesson with a prepared lesson plan under the supervision of your cooperating teacher. Cooperating teachers are encouraged to have you teach and conduct various instructional activities based on their assessment of your readiness to do so. The setting for the lesson(s) or topic(s) will be determined by your cooperating teacher based on his/her assessment of your readiness to teach.

1. FORMAL LESSON

You will use the standard lesson plan format introduced in your FDU coursework unless your mentor prefers a different format. (See Appendix A in the back of this syllabus for the lesson plan format.)

- Your formal written lesson plan must include all the components of a full lesson plan.
- You must also note how you considered the diverse needs of your class in planning you lesson and instructional strategies.
- After you teach your lesson, you should add a reflection to your lesson plan describing what went well, what needed improvement, what you might consider if you teach this lesson again, and how you met the needs of all students.
- A copy of your lesson plan must be included in the Written Final Report. Your lesson MUST include the appropriate NJCCCS references.
2. **TEACHER MENTOR FEEDBACK**

A copy of the lesson plan with reflective statements from the pre-service teacher and cooperating teacher are to be included in the Written Final Report.

The cooperating teacher is asked to write a short, evaluative statement for the pre-service teacher. This feedback should be discussed with the pre-service teacher after the lesson.

The following feedback suggestions are offered to the mentor teacher to evaluate the one formal lesson delivered by the student:

- Was the objective clear and measurable?
- Were all of the lesson components included?
- Were all of the materials ready and well prepared for use?
- Were the classroom routines about attendance or instructional procedures in place?
- Was the affect of the student teacher caring?
- Were all of the students engaged in their own learning?
- Were accommodations made to provide learning options for ALL of the learners?
- Was the activity or activities designed creative and congruent with the objective?
- Were the students monitored in terms of their grasp of the learning objective?
- Was guided as well as independent practice provided?
- Was good modeling evident in the lesson?
- How was the lesson concluded?
- Was the learning objective achieved?
- Was an assessment or extension of the learning provided?
- Were the NJCCC standards noted?
- Was the lesson effective? To what degree?
- What were the strengths of the lesson?
- What were areas in need of improvement?
Task # 4: STUDENT CASE STUDY  (3-5 pages)

This task requires that you identify and carefully observe a special needs or diverse student on a daily basis for the purpose of gaining greater understanding of an individual student’s needs and abilities, and his/her readiness to learn. You will then write a brief case study on the student considering: his/her academic, social, & behavior history; your observations; other relevant information; and the implications for teaching the student. Observations will be conducted under the supervision of the cooperating teacher and will subscribe to ethical/legal standards of confidentiality related to students. Do not use the student’s name. You may refer to the student by his/her initials or use a fictitious name. Information concerning the student need not be obtained from formal school records unless approved by the cooperating teacher; discussions with the teacher and other school professionals will suffice along with direct observations and discussions with the student. The information you gather, and your written case study, should be organized in the following categories:

1. academic (e.g. ability to communicate and follow directions, learning style, attention span, indicators of learning difficulties and/or exceptional abilities)
2. socialization (e.g. interaction with teacher and peers, adjustment, ability to function in groups, evidence of social problems)
3. motivation (e.g. self-initiating activities, enthusiastically engaged in activities)
4. behavior (e.g. self-discipline, behavior in social and academic settings, evidence of behavior problems)
5. personal characteristics (e.g. personal appearance, appropriate dress, physical well-being, hygiene, development of motor skills, non-academic interests, emotional nature)
6. instructional options (e.g. types of assistance provided to the student in and out of the classroom; coordination of efforts among classroom and special education/ESL/bilingual teacher as well as other relevant personnel; outreach to parents to establish a home/school connection to promote educational growth and ongoing student success)

Your written case study report for this task should be written in sections

- first providing a brief summary of the student for each category above (#1-6),
- then giving your impressions related to the following:
  - some judgments on your part which consider the student’s history and your observations regarding implications for teaching the student;
  - how the teacher addresses his/her needs; and
  - how you would address the student’s needs to optimize learning if he/she were in your class?

Task #5: YOUR REFLECTION  (about 2 pages)

You will tie together all of the aspects of your FE III experiences with an overall summary of your personal reflections and conclusions based on what you learned during the 60 hour assignment. What were the most memorable observations? How did you incorporate what you learned about diverse learners and special needs students into your lesson and engagement with students? What will you want to use in your future classroom? Where do you think you need growth and what would you like to learn more about?
REQUIRED FORMAT FOR WRITTEN FINAL REPORT

The assessment and evaluation for Field Experience III is performance based. The level of proficiency and thoroughness invested in the completion of each Performance Task will affect your final grade.

You should include your daily journal in the front pocket of your portfolio. Do not copy your notes. Papers will be returned to students before the end of the semester. **Papers will be kept in the Quest Office until the first three weeks of the new semester (fall or spring) and then DISCARDED.**

The report must be organized in sections as follows:

I. Cover Page (course # and name, your name, faculty advisor, submission date)
II. Table of Contents
III. Field Assignment Information (name of school, district, dates of placement, grade level, subject, mentor teacher, etc.)
IV. Summaries of Performance Tasks
   Task #1 Daily Journal
   Task #2 School Analysis
   Task #3 Curriculum Review and Instruction (include your lesson plan, reflection, and mentor teacher’s feedback)
   Task #4 Student Case Study
   Task #5 Overall Reflection and Conclusions

ASSESSMENT AND EVALUATION OF FIELD EXPERIENCE III

Final grades for Field Experience III will be determined by the instructor based on the following criteria:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1. Daily Journal and Observation Report</td>
<td>8</td>
<td>8%</td>
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<tr>
<td>2. School Analysis</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>3. Curriculum Review and Instruction</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>4. Student Case Study</td>
<td>24</td>
<td>24%</td>
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<td>5. Overall Reflection</td>
<td>4</td>
<td>4%</td>
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<tr>
<td>6. Signed Attendance Log</td>
<td>15</td>
<td>15%</td>
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<td>7. Cooperating Teacher’s Evaluation</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>8. Attendance at 3 seminar meetings</td>
<td>5</td>
<td>5%</td>
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FIELD EXPERIENCE EXTENSIONS

Any student who will not be able to complete FE III in the month of January must have written approval to complete the field experience later in the semester from the Field Placement Offices, and file an INCOMPLETE STATUS CONTRACT detailing the rationale for the delay and the actual completion date. The “contract” will be discussed, developed, and signed by the student and course professor. A copy of the contract will be placed in the student’s file until completion and the submission of a final grade.

If you do not turn in your portfolio by the due date, you must turn in an Incomplete Status Contract by the due date. **Failure to turn in either your finished work or contract by the due date will result in a loss of 5 points off the final grade.**
EDUC 3403: Field Experience III  
TASKS 1-5 EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Task #1: Journal/Observation (8)</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Below Standards</th>
<th>Points</th>
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<tbody>
<tr>
<td>#1 (a) Daily Journal</td>
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<td>#1 (b) Observation Report</td>
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<th>Task #2: School Analysis (12)</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
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<td>#2 (a) School Enrollment &amp; Demographics</td>
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<td>#2 (b) School Structure</td>
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<td>#2 (c) School Climate</td>
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<tr>
<th>Task #3: Curriculum Review &amp; Instruction (12)</th>
<th>Exceeds Standards</th>
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<tr>
<td>#3 (a) Curriculum Review</td>
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<td>#3 (b) Instruction: Formal Lesson</td>
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<td>#3 (c) Lesson Feedback</td>
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<th>Task #4: Student Case Study (24)</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
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<td>#4 (a) Academic Profile</td>
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<td>#4 (b) Socialization</td>
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<td>#4 (c) Motivation</td>
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<td>#4 (d) Behavior</td>
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<td>#4 (e) Personal Characteristics</td>
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<td>#4 (f) Instructional Options</td>
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<th>Task #5: Reflection &amp; Conclusions (4)</th>
<th>Exceeds Standards</th>
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<th>Points</th>
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<td>#5 (a) What was learned overall? What will you want to use in your future classroom?</td>
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Total Points

Comment:
RUBRIC CRITERIA

Task #1 Daily Journal & Observation Report
(a) Daily Journal
4 points Exemplary: contains two weeks of entries with appropriate focus
2-3 points Adequate: contains most entries with appropriate focus on special needs
0-1 point Minimal: missing a few entries with limited appropriate focus

(b) Observation Report
4 points Exemplary: contains full report on Special Needs (SN) observation
2-3 points Adequate: contains report with most descriptors of SN observation
0-1 point Minimal: contains report with limited number of descriptors of SN observation

Task #2 School Analysis
(a) School Enrollment & Demographics
4 points Exemplary: contains full report of enrollment & demographic data
2-3 points Adequate: contains report of most of enrollment & demographic data
0-1 point Minimal: contains report of some of enrollment & demographic data

(b) School Structure
4 points Exemplary: contains full review of school structure
2-3 points Adequate: contains review of most of enrollment/demographic data
0-1 point Minimal: contains review of some of enrollment/demographic data

(c) School Climate
4 points Exemplary: contains thorough and thoughtful analysis of climate
2-3 points Adequate: contains good analysis of most of required components
0-1 point Minimal: contains limited analysis of some of required components

Task #3 Curriculum & Instruction
(a) Curriculum Review
4 points Exemplary: contains thorough review of required curriculum data
2-3 points Adequate: contains good review of most of required data
0-1 point Minimal: contains limited review of most of the required data

(b) Instruction: Formal Lesson
4 points Exemplary: contains all necessary lesson components from set to closure
2-3 points Adequate: contains most of the necessary lesson components
0-1 point Minimal: is missing a necessary lesson component

(c) Lesson Feedback
4 points Exemplary: the evaluation by the mentor teacher is outstanding
2-3 points Adequate: the evaluation by the mentor teacher notes effective teaching
0-1 point Minimal: the evaluation by the mentor teacher notes deficiencies and a limited quality of instructional delivery

Task #4: Student Case Study - Items (a) to (f)
4 points Exemplary: the case study is thorough and includes all required areas
2-3 points Adequate: the case study covers most of the required areas thoroughly
0-1 point Minimal: the case study covers some of the required areas in a limited manner

Task #5: Reflections & Conclusions
4 points Exemplary: the conclusion and reflections are thoughtful and thorough
2-3 points Adequate: the conclusion and reflections are meaningful, but not complete
0-1 point Minimal: the conclusion and reflections are limited and lacking specifics
**GRADING RUBRIC FOR FIELD EXPERIENCE III**

100 Point System

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Below Standards</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion of 60 hours</strong></td>
<td>The 60 hours were successfully completed for the field experience and documented.</td>
<td>The 60 hours were completed but not fully understood in terms of expectations.</td>
<td>The 60 hour requirement was not completed during the designated time period,</td>
<td></td>
</tr>
<tr>
<td><strong>Time Log</strong></td>
<td>(14-15 points)</td>
<td>(10-13 points)</td>
<td>but will be made up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Non completion will result in no credit.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Final Report</strong></td>
<td>All required components are present. A consistent effort was made on all sections</td>
<td>All required components are present although a consistent effort was not made on</td>
<td>One or more required sections of the final report are missing or inadequate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with few, if any, mechanical errors.</td>
<td>all sections of the report. Minor errors regarding writing mechanics affected</td>
<td>Several minor errors with writing mechanics severely affected the quality of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(56-60 points)</td>
<td>the quality of the final report.</td>
<td>final report.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Report</strong></td>
<td>The report from the partner school indicated excellence on all criteria. Written</td>
<td>The evaluation report indicated excellence on most criteria although minor</td>
<td>The evaluation report indicated major concerns in 3 or more of the criteria.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comments were extremely positive.</td>
<td>concerns were indicated on the rubric or by comments.</td>
<td>These concerns were reinforced by written comments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(18-20 points)</td>
<td>(12-17 points)</td>
<td>(0-11 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance at Workshops</strong></td>
<td>All three workshops were attended.</td>
<td>Two workshops were attended and an e-mail was sent before the third indicating</td>
<td>One workshop was attended and e-mails were not sent before the two missed</td>
<td></td>
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<tr>
<td></td>
<td>(5 points)</td>
<td>the reason for non-attendance at the missed session.</td>
<td>sessions indicating valid reasons for non-attendance.</td>
<td></td>
</tr>
<tr>
<td><strong>Papers submitted after the due date will lose points.</strong></td>
<td></td>
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<tr>
<td><strong>Reports with mechanical errors (spelling, punctuation, grammar) may lose points.</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Students who earn less than 70 points will be asked to repeat this field experience.</strong></td>
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</tbody>
</table>

A=100-90  
B=89-80  
C=79-70
University, Department, and Instructor Policies

I. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education's Policy Committee met and established the following policy for attendance

1. Attendance is required in all our classes
2. 3 absences, grade drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class

II. Academic integrity

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed

B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed

C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws

D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material

E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU, 2002, p. 14)

F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-” in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies

1. Grades:

a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades
   a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

X. Disclaimer

A. This syllabus is subject to change as the needs arise. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

XI. References


FDU Student Name: .................................................. Field Placement # .............

Please take this opportunity to comment on your impressions of the pre-service teacher’s performance during his/her placement in your school. Thank you.

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Initiative</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Ability to Relate to Others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Sense of Responsibility (attendance, follow through on commitments, punctuality)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Appearance (neatness, dress, hair, etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Communication Skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Completed Work as Required</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Went Beyond Requirements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Overall General Evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Is Student Ready for a More Advanced Field Placement | Yes | No |

11. General Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Cooperating Teacher’s Signature: ___________________________ Date: ______________
FDU Student Name: ……………………………………………....
Dates of Assignment …………………………. Field Placement # …………………………………..
School Contact Person ………………………………………………… ...………………...
School District ……………………………………… School …………………………………………
Address …………………………………………….. Phone # …………………………………..……..

<table>
<thead>
<tr>
<th>DATE</th>
<th>NUMBER OF HOURS</th>
<th>SCHOOL CONTACT PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MENTOR TEACHER (Signature/Initials)</td>
</tr>
</tbody>
</table>

Total Number of Hours ________

Cooperating Teacher - Print Name:  ___________________________________________
Cooperating Teacher's Signature:  ___________________________________________
Date:  __________________

At the end of the Field Experience, this Attendance Record and Quest Teacher Evaluation Form should be handed to the student. If you wish, it may be put into a sealed envelope.
INCOMPLETE STATUS CONTRACT
Incomplete Policy – Incompletes (not a grade but a temporary status) can be given only in exceptional or emergency circumstances that will prevent the student from completing the required coursework on time. Students have the responsibility to complete all work in a course in the prescribed term. The student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete can be conferred in exceptional situations at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester to complete the requirements for the course or the incomplete automatically will change to a failure.

The INCOMPLETE STATUS CONTRACT is to be used by the student initiating the request for an extension of time to complete the requirements of a course in a given semester or summer period. The instructor will be able to use the form to outline an action plan for course work completion by the student and the date when the work is will be accepted for grading and processing.

To Be Completed by the Student (or by the instructor if the student is unable to present this request in person).

Student Name _____________________________ Student ID Number ______________________

Full Course Number ____________________ Course Name ____________________________

Semester: Fall 20____ Winter 20____ Spring 20____ Summer 20____

Instructor __________________________ Date of Contract: __________________

Reason for Incomplete:
_________________________________________________________________________________

Plan for Removal of Incomplete (specification of work to be completed)
_________________________________________________________________________________

Date by which work must be completed ______________________

Signatures:  Student________________________ Instructor____________________

FDU Policy on Incompletes:
Incompletes are to be conferred in rare cases and an agreement between the parties involved is needed to ensure the completion of the work required in a timely fashion. The contract spells out the reason for the work completion delay and it would incorporate a plan of action to complete the given tasks.

A copy of the agreement (contract) would be given to the student and placed in his/her file. The instructor would keep a copy and another copy would be sent to the Director and the records clerk at enrollment services. Thus, everyone would be aware of the process to be followed and hopefully, the plan of action would encourage a rapid completion of the tasks by the student.

The contract approach will make the circumstances surrounding the conferral of an incomplete clear and readily accessible to anyone who needs the information about a delayed grade. The contract would serve as a quality control measure and hopefully resolve some of the difficulties presented after the close of semester when an incomplete turns to an “F” from failure to submit the work in the specified period of time. Please note exceptions to the 3-week rule must be specified in the “Plan of action”.

Appendix A - FDU Lesson Plan Format

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 must 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. “Each student will write, from memory, the Preamble to the Constitution. Then each student will explain, orally or in writing, what the Preamble means to him/her.”

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
   - Community resources

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 the 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 students learned (rubric, observation checksheets, rating scales, numeric/letter grades)?

VII. **Feedback/Reflection** [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.
   - What went well with the lesson?
   - Do any students need review or special help?
   - How can I improve this lesson?