Course Description:

Field experience in senior year designed as a culminating experience to undergraduate course work prior to apprenticeship (student) teaching. Emphasis on application of field research and the knowledge base developed in previous course work and field experiences to classroom/instructional practice. The student is placed in a school(s) with an assigned school-based teacher mentor. While in the field (minimum 60 hours), the pre-service teacher conducts a research study on the topic of his/her choice (subject to advisor approval) and is required to prepare a final research report of the study and its application to the classroom and instructional practice. An on-site visit/observation of formal teaching is also required by a School of Education faculty supervisor. Pre-requisites: EDUC 3403 Field Experience III. Pre/Co-requisites: approved graduate education courses in elementary or secondary specialization.

Course Objectives:

By the conclusion of the course, the student will:

1. teach at least 2 lessons in a clinical setting in order to gain practical experiences in the classroom;
2. be prepared for apprenticeship teaching experience;
3. observe and analyze curriculum trends that impact the effectiveness of the classroom;
4. synthesize the research on curricular trends observed in a clinical setting into a research paper;
5. participate in an online community of learners so that the pre-service teacher learns how to share concerns, issues and opinions regarding learning and teaching in a clinical setting;
6. reflect and assess his/her field experience in an on-going process by collaborating with peers and mentors to give and receive help.
Course Objectives/Competencies:

Professional Standards (Field Experience IV - 3404)

Upon completion of this course, pre-service teachers will demonstrate competencies (knowledge, dispositions, skills, and performances) based on INTASC standards for beginning teachers.

The following Professional Standards (INTASC) for teachers are addressed in this course. For a complete list of the indicators please refer to: http://www.state.nj.us/njded/profdev/profstand/standards/.pdf

Standard #1 (Content): 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, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9]

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, 2.5, 2.6, 2.7, 2.8, 2.9]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2, 3.4, 3.5]

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, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12]

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, 5.7]

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, 6.3, 6.4, 6.7, 6.8, 6.10, 6.11, 6.12]

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.3, 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, 8.5, 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. [9.3, 9.4, 9.5]

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. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6]
Required Text:

There is no required text for this course. All materials needed are available online through Blackboard or other appropriate databases (FDU online library Databases, e-Books, e-Journals: http://librarydb.fdu.edu/onlinelibrary.html) or may be obtained from texts (such as Kaleidoscope) used in previous courses.

Required Novell and WebCampus (Blackboard) Accounts:

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) components of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

If you are using campus computers, you must have a Novell account. For additional information, please see the Students Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required

To access Blackboard:

WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6828
From then on, you will be able to access the various components of the course.
Course Outline:

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Orientation session – 1st meeting</td>
<td>• Introduction to course&lt;br&gt;• Requirements&lt;br&gt;• How to access and navigate Blackboard&lt;br&gt;• How to find background information needed for final assignment</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>2nd meeting</td>
<td>• Discussion of selected trends in education.&lt;br&gt;• Discussion of specific issues of concern to students based on their field work.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>3rd meeting (if needed)</td>
<td>• Continued discussion of selected trends in education.&lt;br&gt;• Preparing for apprenticeship teaching.</td>
</tr>
</tbody>
</table>

**Evaluation:**

Your grade will be based upon the following criteria:

- **Your paper**
  - 45 points
  - This correlates to course objectives #3 & 4.
  - This correlates to the SOE claims of Competent, Globally Aware, Learning to Learn, and Culturally Responsive

- **Your teacher’s evaluation**
  - 40 points
  - (20 point from the cooperating teacher and 20 from the field supervisor)
  - This correlates to course objectives #1 & 2.
  - This correlates to the SOE claims of Competent, Caring, Culturally Responsive

- **Your attendance, and participation at 3 seminars**
  - 6 points
  - This correlates to course objective #6.
  - This correlates to the SOE claims of Globally Aware and Culturally Responsive

- **Your participation in the online discussion forums**
  - 9 points
  - This correlates to course objective #5.
  - This correlates to the SOE claims of Caring, Learning to Learn, and Technology.
Course Requirements:

- The student will have a field experience of a minimum of 60 hours in the classroom observing, and participating in the role of teacher.

- The student will teach at least 2 classes (2 periods or 2 lessons) one of which will be observed by an FDU field supervisor. **It is the pre-service teacher’s responsibility to make contact with your assigned field supervisor and to set the date for your formal observation.**

- You will be observed by a field supervisor from FDU. This supervisor should contact you by your first day of field work to set up an appointment for observation. If the supervisor does not reach you by this time, please call the FDU office immediately or contact your professor to find out who your supervisor is and how to reach him/her. Failure to be observed during this FEIV may result in not being placed for student teaching the following semester.

- The student will maintain a daily log of observations relating to the specific curriculum trends being implemented in the classroom. The student will keep detailed records on five (5) of the curriculum trends observed in the classroom which are listed below:

  - Global Awareness
  - Culturally Responsive Teaching
  - Balanced literacy/ Literature-rich learning environments
  - NCTM standards/using manipulatives in mathematics
  - Moral and ethical teaching
  - Interdisciplinary efforts
  - Higher level thinking skills
  - Cooperative learning
  - Reading and writing across the curriculum
  - Multicultural education
  - Constructivist classroom
  - Integrating technology into the curriculum
  - Authentic/alternative assessment/Differentiated Assessment
  - Learning styles/Multiple Intelligences
  - Differentiated Instruction
  - Hands-on science

- During each observation period, the student will then describe under each curricular approach being used in the classroom (of the 5 selected by the student):

  - Instructional strategies used by the teacher to support this approach;
  - Curricular material used by the teacher;
  - Social interactions that occurred during this approach.
At the end of the field experience, the student will synthesize the log entries into a formal typed report of about 10 pages in length. The student will consider these five curricular approaches and include:

- A description of each curricular approach you chose to observe;
- A comparison of what you observed in the classroom to what the scholarly research says;
- The effectiveness of the approaches;
- How you might incorporate these into your teaching.
- Please reference specific incidents in the classroom you observed that support your statements. It is not recommended that you interview the teacher before the class begins, but rather see if you can observe which strategies this teacher is using.

A website has been set up where you can access research articles on each curriculum trend that you choose to study. You can use all those articles available to you online or you may choose to use articles that you have read from other classes or have read from a scholarly journal or database. In any case, you must reference and cite the articles appropriately.

It is recommended that you purchase Publication Manual published by the American Psychological Association, which you can get in the bookstore. It is expected that you will use the APA style to reference all research cited in your paper.

Online participation
- You will participate in all three online discussion forums that are available at this website (blackboard).
- You will use the website for your research and to enhance many of the skill you are learning in the classroom.
- You will e-mail your classmates and/or your instructor throughout the class with any concerns, issues, and opinions you have. This may be done directly or through the “Issues in the Classroom” forum.

The typed paper, time sheet, and all supervisory reports (cooperating teacher and field supervisor) should be included in your final portfolio. You must also provide a copy of your Praxis exam in your portfolio (all 4 pages). If you have not yet taken the Praxis, include a copy of your registration form to take the Praxis. No Praxis – no grade. No grade, no apprenticeship teaching!

It is strongly recommended that you keep copies of all of your evaluations and time log as artifacts in a professional development folder. (Keep a copy of your time log and cooperating teacher’s report BEFORE you turn in your original! – just in case)
Ongoing Performance Tasks: Online Discussion Boards

You will use your FDU e-mail account to access Blackboard and respond to each of the 3 forums posted by your instructor. You may access these forums directly from the menu under “Discussion Board” or through “Communication”.

Note: If you are in Dr. Smith’s section(s) please answer these questions on paper (not online) and attach to the end of your final paper.

The following are questions posted on the Blackboard:

**Forum #1: Curriculum**

Is there a difference between the NJCCCS and your school’s curriculum? Explain. How does your teacher use the NJCCCS and the school’s curriculum?

**Forum #2: Caring Teachers**

A good teacher is **competent, caring, and qualified**. What does a **caring** teacher look like? What did you observe which indicates your cooperating teacher is caring? How will you demonstrate caring in your classroom?

**Forum #3: Using Data**

Why should you use student test data to develop your lesson plans? What types of data did you see? How was it used?
Assignment/Performance Task – 5-7 page paper for Field Experience IV

Student: ________________________________

The Assignment:
At the end of the field experience, the student will synthesize the log entries into a formal typed report of approximately 10 pages in length. The student will consider five curricular approaches and include:

- A description of each curricular approach you chose to observe;
- A comparison of what you observed in the classroom to what the research says;
- The effectiveness of the approaches;
- How you might incorporate these into your teaching.

The Grading Rubric: total task (rubric) is worth 45 points

<table>
<thead>
<tr>
<th>The questions →</th>
<th>Description of each curricular approach 2 points each</th>
<th>Comparison of what you observed and the research 2 points each</th>
<th>Effectiveness of the approaches 2 points each</th>
<th>How you might incorporate the approach into your teaching 3 points each</th>
<th>Total for each approach (9 pts. possible each)</th>
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<tbody>
<tr>
<td>Your choice of approaches ↓</td>
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<td>5.</td>
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</table>

Your paper (45 points) _____
Time Log, Attendance at Seminars, Copy of Praxis Exam (6 points) _____
Online participation (9 points) _____
Your cooperating teacher’s evaluation (20 points) _____
Your field supervisor’s evaluation (20 points) _____
Total: _____
Rubric Criteria

Description of each curricular approach:
- 2 points Exemplary analysis, reflections, commentary. Uses appropriate scholarly research base. Cites all sources.
- 1 point Adequate analysis, reflections, commentary. Uses some scholarly research base. Cites all sources.
- 0 points Minimal analysis, reflections, commentary. Does not use scholarly research base. Does not cite sources.

Comparison of what you observed and the research:
- 2 points Exemplary analysis, reflections, commentary. Cites specific examples.
- 1 point Adequate analysis, reflections, commentary. Gives non-specific examples.
- 0 points Minimal analysis, reflections, commentary. Does not give examples or comparison.

Effectiveness of the approach:
- 2 points Exemplary analysis, reflections, commentary. Cites specific examples with explanation.
- 1 point Adequate analysis, reflections, commentary. Uses some examples.
- 0 points Minimal analysis, reflection, commentary. Fails to discuss effectiveness of the approach.

How you might incorporate the approach into your teaching in the future:
- 3 points Exemplary analysis, reflections, commentary. Gives specific, multiple examples of how to incorporate approach in future teaching.
- 2 points Adequate analysis, reflections, commentary. Gives some examples of using the approach in future teaching.
- 1 point Minimal analysis, reflections, commentary. Gives minimal or vague examples of using the approach in future teaching with out specifics.
- 0 points Fails to give examples of using the approach in future teaching.
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 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


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>
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<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>
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<tr>
<td>5. Appearance (neatness, dress, hair, etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>6. Communication Skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>7. Completed Work as Required</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>8. Went Beyond Requirements</td>
<td>5</td>
<td>4</td>
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<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>
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<tbody>
<tr>
<td></td>
<td></td>
<td>MENTOR TEACHER</td>
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<td>(Signature/Initials)</td>
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</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 intern. If the cooperating teacher wishes, the evaluation may be given in 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. **Make sure that your lesson plan has a title, the subject, and the grade level specified.**

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?