FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course</th>
<th>Dates</th>
<th>Day/Time/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6825 Seminar Apprenticeship Teaching</td>
<td></td>
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</tbody>
</table>

Instructor
Phone:
Fax:
E-mail:

Office and office hours:

COURSE DESCRIPTION

The seminar will provide an opportunity to review current theories and practices in education as they directly relate to the student’s teaching experiences. This course is taken as a co-requisite with EDUC 6575 Apprenticeship Teaching.

Rationale

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

The eight sessions of this seminar utilize a format to encourage dialogue, problem-solving, and sharing of effective strategies. A variety of methods will be employed including: analysis of case studies, simulations, role-playing, videos, guest speakers, and demonstrations of effective teaching practices. Required readings and materials are selected in terms of their usefulness in teaching, theoretical constructs, and practical applications. Participants will be required to develop a portfolio for use in the employment process and self-reflection.
COURSE OBJECTIVES

Upon completion of this course, the pre-service teacher will be able to:

1. Demonstrate understandings and the ability to apply knowledge, skills, strategies, and techniques of the following in the classroom/school setting:

   a. Classroom management strategies
   b. Conflict resolution and social problem-solving strategies
   c. Curriculum development, adaptation and implementation of New Jersey Core Content Standards
   d. Adapting instruction to meet diverse student needs
   e. Utilizing technology in the classroom
   f. District’s philosophy of education, major goals, mission, future plans
   g. Classroom organization and relationship to the school culture
   h. Collegiality and collaboration as a member of the professional staff

   NJPST: 1.5, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 4.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.8, 6.9, 6.10, 7.1, 7.2, 7.3, 7.4, 7.7, 8.1, 8.2, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8, 11.1.11.2, 11.3

   This objective addresses SOE claims of: qualified, caring, technology, culturally responsive.

2. Identify effective teaching practices, classroom routines, and design of instructions which contribute to the learning process:

   a. Lesson planning and instruction delivery of the curriculum
   b. The learning process
   c. Curriculum development and implementation of NJCCCS
   d. Instructional models and effective instructional strategies
   e. Instructional alignment (standards, procedures, materials, assessment)
   f. Student assessment and evaluation
   g. Special student populations/diverse needs and abilities of students
   h. Multicultural education
   i. Parent and community relations

   NJPST: 1.2, 1.3, 1.4, 1.5, 1.9, 2.1, 2.9, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.9, 4.12, 5.1, 5.2, 5.3, 5.4, 5.7, 7.1, 7.2, 7.3, 7.4, 7.7, 7.8, 8.1, 8.4, 9.1, 9.8, 10.4, 10.7, 11.1, 11.2.11.3

   This objective addresses SOE claims of: qualified, caring, technology, culturally responsive, and learning to learn.

3. Develop and present a portfolio of work samples demonstrating a range of teacher competencies particularly in the areas of planning and preparation, classroom environment, instruction and curriculum management and leadership and professionalism. The portfolio shall provide evidence of reflective practice, critical and creative thinking, observational and technological skills, effective managerial behaviors and problem solving.

   NJPST: 1.6, 8.1, 8.3, 8.4, 10.2, 10.3, 10.5, 11.11.2, 11.3
This objective addresses TEAC claims of: qualified, technology, and learning to learn.

**COURSE STANDARDS**

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics and have a copy of these standards on their computer. They can be found at: [http://www.corestandards.org/](http://www.corestandards.org/). This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at [http://www.state.nj.us/education/cccs/](http://www.state.nj.us/education/cccs/). This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: [http://www.state.nj.us/njded/profdev/profstand/standards.pdf](http://www.state.nj.us/njded/profdev/profstand/standards.pdf)

Professional Standards (Apprenticeship Seminar - 6825)

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](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, 2.4, 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, 3.5]

**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, 4.8, 4.9, 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, 5.2, 5.3, 5.4, 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, 6.5, 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, 8.4, 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, 9.3, 9.4, 9.5, 9.7, 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. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7]

Standard #11 (Professional Responsibility): Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.1, 11.2, 11.3]

REQUIRED TEXTS AND READINGS

Text:


Readings:

Articles from education journals and materials from the Internet as well as from relevant books and texts may be used to introduce, supplement, and review cogent issues related to apprenticeship teaching and the seminar. Excerpts may be distributed in class at the professor’s discretion.

Recommended Readings:


Cummings, C. (2002). Winning strategies for classroom management. ASCD.


REQUIRED NOVELL AND WEBCAMPUS 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 Web Campus, 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 our 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 e-mail 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 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 6825
From then on, you will be able to access the various components of the course.
PLEASE NOTE: Apprenticeship teachers will be expected to complete online a final copy of the Clinical Competency Inventory (CCI).
Please submit copies of supervisor’s observations each session or as they are done.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td><strong>You as Teacher</strong>&lt;br&gt;Introduction to Apprenticeship Teaching Seminar&lt;br&gt;• Overview of course objectives&lt;br&gt;• Purposes, requirements and expectations&lt;br&gt;• Self-assessment of knowledge base in teaching, concerns, and personal goals&lt;br&gt;• Identification of apprenticeship teachers’ learning style, interests and abilities&lt;br&gt;• Time management&lt;br&gt;• CCI and portfolio&lt;br&gt;The Teacher as a Professional&lt;br&gt;• Teaching as a profession&lt;br&gt;• Metaphors for teacher behavior, practices and roles&lt;br&gt;• Effective communication skills: assertive behavior, how to give praise and constructive criticism&lt;br&gt;• The transition from being a student to a teacher&lt;br&gt;• School law, role of unions and contracts</td>
<td>Wong 2-34 51-68</td>
</tr>
</tbody>
</table>
| (2)     | **Your classroom**<br>Promoting a Healthy Classroom Environment<br>• Creating an inviting learning environment (room layout, bulletin boards, centers and library areas)<br>• Preparing the room to facilitate learning<br>• Effective communication skills that motivate student learning and increase positive behaviors<br>• Character education (values in the classroom) conflict resolution, and promoting a caring atmosphere<br>Effective Classroom Management<br>• Models of discipline<br>• Effective management skills: establishing rules and procedures, record keeping, preventing problems<br>• Case studies involving management issues<br>• Reflections on how your cooperating teacher is creating a positive classroom environment | Wong 35-44 69-76 116-120

Performance Task #1A: School Profile – oral presentation of your data for class discussion.
<table>
<thead>
<tr>
<th>Strategies and techniques</th>
<th>Wong</th>
<th>83-89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Effective Teaching Strategies</td>
<td>127-139</td>
<td></td>
</tr>
<tr>
<td>Importance of planning</td>
<td>141-194</td>
<td></td>
</tr>
<tr>
<td>Lesson planning: a review of formats, allocation of time, pacing, varied strategies, gearing instruction to student needs, abilities and interests</td>
<td>Performance Task #1B</td>
<td></td>
</tr>
<tr>
<td>Unit planning: parts, formats and utilization</td>
<td>Class Profile due</td>
<td></td>
</tr>
<tr>
<td>Effective Questioning Techniques: Using questions to facilitate critical and creative thinking, listening skills, problem solving, and higher order thinking (Bloom’s Taxonomy)</td>
<td>(written paper)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology in the Classroom</th>
<th>Curriculum, Instruction, and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of the “Information Age”, “Schools of Tomorrow”</td>
<td>Observation and use of instructional strategies: direct instruction, small groups, role playing, simulations, mastery learning, cooperative learning, inductive inquiry, problem solving, constructivism, reading, writing, and thinking across the curriculum, think-pair-share, peer tutoring</td>
</tr>
<tr>
<td>Technology as a management and teaching tool</td>
<td>Role and importance of assessment including tests and measurement, alternative assessment, authentic assessment, NJ Core Standards and Common Core standards, nature and use of teacher data collection, grading policies and report cards</td>
</tr>
<tr>
<td>Information literacy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your students</th>
<th>Wong</th>
<th>197-245</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development and Learning</td>
<td>Review NJ Core</td>
<td></td>
</tr>
<tr>
<td>Review theories pertinent to child development</td>
<td>Curriculum Content</td>
<td></td>
</tr>
<tr>
<td>Review brain research and its impact on teaching</td>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>Explore differentiation based on learning styles and multiple intelligences</td>
<td>Task 2 Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Examine the sociopolitical, cultural and economic factors affecting today’s schools, students, teachers</td>
<td></td>
<td></td>
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<tr>
<td>Creating a multicultural classroom</td>
<td></td>
<td></td>
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<tr>
<td>Health and safety issues, such as bullying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Working with Parents and Community | |
|-----------------------------------| |
| Engaging parents in education | |
| Understanding and assessing the community | |
| Teacher involvement in school/community | |
| Utilization of community resources | |
| Field trips | |
| Preparing for effective communication with parents, referrals, sharing effective practices | |
| (5) | **School Culture and Environment**  
**Bureaucratic Nature of Schools**  
- Schools as organizations, role of administration and staff  
- School district structures and policies  
- Culture of the school  
- State laws and requirements impacting on teaching  
- Sharing of experiences: grade level and faculty meeting, open school night, parent conferences | **Performance Task**  
3A/B Resume and cover letter due |
| (6) | **From college to classroom:** Preparing for the Job Search  
- Resume, cover letters, contacts  
- Developing positive relationships  
- Presentation Portfolio  
- Certification Process (CEAS) Certificate of Eligibility with Advanced Standing  
- The provisional or induction (first year)  
- Mentoring requirements  
- Advance preparation  
- Do’s and don’ts of the interview  
- Role playing the interview process  
- Formulating responses to general and specific questions  
- Follow-up procedures to application and interview processes | **REMINDER:** Have you read or written anything lately on Blackboard? Wong 271-325 |
| (7) | **Wrap up Moving On**  
- Reviewing the research on induction year and the role of the mentor  
- Developing supportive, collaborative relationships  
- Recognizing the different stages of teacher development from novice to master teacher  
- Helpful hints for future success  
- Sharing professional portfolios and use  
- Personal goal setting  
- Self-assessment in terms of apprenticeship teaching (pre/mid/post analysis of growth) | **Performance Task 4: Reflections-standards 3 and 6**  
Sharing individual portfolios  
(Note: Portfolios may be submitted earlier)  
Task #5 Reflection on Student Teaching |
| (8) | **Portfolio Day. Time and Place to be announced** | **Task #5 Reflection on Student Teaching**  
Sharing individual portfolios  
Last day to submit portfolio |
# ASSIGNMENTS/PERFORMANCE TASKS

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Assignment Details</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance Task #1A</td>
<td>School Profile (oral presentation)*</td>
<td>Session 2</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Performance Task #1B</td>
<td>Class Profile (paper)</td>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td>2. Performance Task #2</td>
<td>Philosophy of Education</td>
<td>Session 4</td>
<td>10 pts.</td>
</tr>
<tr>
<td>3. Performance Task #3A</td>
<td>Resume (Due: Session 5)</td>
<td>Session 5</td>
<td>7 pts.</td>
</tr>
<tr>
<td>Performances Task #3B</td>
<td>Cover letter (Due: Session 5)</td>
<td>Session 5</td>
<td>5 pts.</td>
</tr>
<tr>
<td>4. Performance Task #4</td>
<td>Standards 3 and 6 reflections</td>
<td>Session 7</td>
<td>18 pts.</td>
</tr>
<tr>
<td>5. Performance Task #5</td>
<td>Reflection student teaching</td>
<td>Session 7</td>
<td>10 pts.</td>
</tr>
<tr>
<td>6. Technology Task 6 (Blackboard)</td>
<td>On going (min. 5 entries)</td>
<td></td>
<td>5 pts.</td>
</tr>
<tr>
<td>7. Performance Task #7</td>
<td>Portfolio (all required items)</td>
<td>Session 8 or earlier</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td></td>
<td></td>
<td>10 pts.</td>
</tr>
</tbody>
</table>

Total Value 100 pts.

*Grade is part of overall participation grade

Your total number of points will be converted into the following grade:

- 95-100: A
- 90-94: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C

Any grade below C is considered unacceptable in graduate programs and considered failing.

Students are required to complete and submit all assignments on the due dates. Students should be analytical and reflective in preparing these assignments.

All assignments should be typed, double spaced, and use a 12 size font. Arial or Times New Roman are the preferred font styles.
PLAN AHEAD. Begin preparing your portfolio the first week of the semester by collecting artifacts and begin maintaining an informal journal to assist you for tasks above. The items can be completed as the semester progresses.

Assignment/Performance Task 1A  (Due Session # 2)
SCHOOL/DISTRICT PROFILE AND ANALYSIS

This task will be conducted in class as a discussion, but you must bring the appropriate information to class in order to participate. Grade will be included in your attendance and participation grade.

Using the school’s website and/or the school’s report card (found on the NJ Department of Education website), investigate your school and district in order to ascertain the following information:

- Size of your school
- Number of staff
- Location
- Philosophy
- Mission statement
- DFG (district factor group)
- Socio-economic status of community
- Ethnic/linguistic mix of school
- Any other relevant information you find to help get a good snapshot of the school and district

Be prepared to discuss the following questions:

- Describe your school and district
- Why is it important for you to know this? How is it relevant to your Apprenticeship?
- In what manner will similar information be helpful for you in the future when you go for job interviews?

This task addresses New Jersey Profession Standards 1.1, 1.5, 1.9, 4.1, 4.2, 4.3, 4.4, 4.9, 4.11, 5.2, 6.1, 6.2, 9.1, 9.4, 10.3, 10.5
This task correlates to Course Objective #1.
Assignment/Performance Task #1B (Due Session # 3)

CLASS PROFILE AND ANALYSIS

Paper

Learning how to effectively manage a classroom is all important to a novice teacher. In addition, knowing how the management style of your assigned classroom is related to the philosophy, organization, regulations and recommended practices of the school and district in which you are doing your apprenticeship teaching is extremely important. The purpose of this assignment is to have you examine what contributes to effective instructional approaches that prevent most managerial problems and solve those they do not prevent. **Write a profile of your class and include the items below. The paper should be about 2-4 pages (double spaced)**

1. Describe your class: its physical organization, number of students, grade level, special needs groups, and first impressions.

2. How are your class, classroom, and school day organized? Describe the physical layout of the room. Discuss your class schedule.

3. Indicate what management style/s are employed such as, behavior modification, socio-emotional climate approach, or group process.

4. Indicate how the curriculum is followed and related to the **NJ Core Curriculum Content Standards** and Common Core Standards

5. Note how the curriculum and instructional delivery observed addresses the differentiated needs of the students in the class.

6. Note the climate established which is/is not conducive to learning in the classroom.

7. Indicate what are the most significant problems encountered in the class and how problems are addressed or solved.

8. Describe how the class supports the school’s mission.

Please check the grading rubric before you turn in your paper.

This task addresses New Jersey Profession Standards 1.1, 1.5, 1.9, 4.1, 4.2, 4.3, 4.4, 4.9, 4.11, 5.2, 6.1, 6.2, 9.1, 9.4, 10.3, 10.5
This task correlates to Course Objective #1.
PERFORMANCE TASK #1B GRADING RUBRIC: CLASS PROFILE/ANALYSIS

Write a profile of your class (elementary) (for secondary - one of your sections) and your reflections about the class which will include the items below. Your grade will be based on the data you provide and your reflection on how the administrative organization and management style of your assigned classroom are related to the philosophy, organization, regulations and recommended practices of the school and district. Secondary ed students may refer to one class in particular and comment on the overall program they have.

<table>
<thead>
<tr>
<th>A. Items to include</th>
<th>Explanation</th>
<th>Adequate</th>
<th>Not Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Composition</td>
<td>Number of students, boys/girls, number of Special Education students, bilingual/ELL, gifted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Organization</td>
<td>Layout, resources, schedule, daily routine, class rules, role of students in classroom management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Style</td>
<td>Management style of supervising teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. NJCCCS/Common Core Standards</td>
<td>Implementation of Core Content Standards in curriculum delivery observed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Differentiation</td>
<td>How the needs of the students are met - those who need remediation, extensions or support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Climate</td>
<td>Description of the atmosphere of the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Problem(s)</td>
<td>Note the most significant problems in the classroom, if any</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Reflection
May be integrated throughout paper

| Compatibility                             | How the classroom structure matches the school’s philosophy and goals       |          |              |

COMMENT:
**Assignment/Performance (Due Session #7)**

**INDIVIDUAL PORTFOLIO PRESENTATION**

You are required to develop a “Presentation Portfolio” as a final assignment for this course. This portfolio should demonstrate that you are **Qualified, Competent, and Caring** by showing your involvement specific areas of professional training and adherence to the New Jersey Professional Standards for Teachers. The work samples included will cover a range of competencies reflective of these teacher performance standards. Thus, you are to include the following in your portfolio:

1. **Cover page:** Include your name, address, telephone number, e-mail address (if applicable)
2. **A statement of your philosophy of education**
3. **Address each of the**
   a. New Jersey Professional Standards for Teachers (1 through 11)
   b. Include 2 pieces of evidence for each standard. **See attached supplement regarding the details**
   c. Provide an explanation of why you chose the evidence and how each demonstrates the standard.
   d. Any other areas you want to include

You are to make brief statements on the evidence you provide for each standard to indicate your competencies in that area. You should include 2-3 reviews from your field supervisor. Place them appropriately as they relate to lessons or units included.

Suggested evidence you may want to include in your portfolio are: 2-3 samples of lesson plans (which include NJCCCS) you have written, 2 assessments you created, a unit plan, classroom management materials, and any assignments you have done in your education studies that demonstrate your competency in a standard. Other artifacts you may want to draw upon are: samples of student work, pictures, notes to you from parents and/or students, cooperating teacher, principal and/or college supervisor comments on your knowledge, skills, and/or abilities. Photos of bulletin boards, centers or activities you created, power point presentations, and any artifacts you feel demonstrate your abilities are important to incorporate. Use this portfolio to highlight your talents and knowledge.

Your work should be thoroughly proofread for accuracy, spelling, grammar and mechanics. Neatness counts! Use a cover or binder of appropriate size for the product you are producing. Excluding your cover page, all typed work should be 12 font (Times New Roman) and double spaced for easy reading. Use standard margins of 1-1.25”.

Please check the grading rubrics before you turn in your portfolio.

This task addresses New Jersey Professional Standards 1.1, 1.3, 2.1, 7.8, 8.1, 8.3, 8.4, 10.1, 10.3, 10.5, 10.6
This task correlates to Course Objective #3.
Guideline for Artifacts for Portfolio for Teaching Certification

Below is list of artifacts that are strongly suggested for inclusion in your portfolio. Each standard must have two pieces of evidence (artifacts). Each artifact is to have a reflection that ties the evidence you provide with the standard. For some artifacts, you MUST include the suggested focus for the reflection (*).

**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]

For elementary education students – lessons that deal with each of the four content areas- L.A., math, science, social studies
For secondary ed students- interdisciplinary lessons, lab lessons
For all students- at least one artifact from a lesson produced in a course and other plans as developed.
Lessons that stress reading and writing across the curriculum

**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, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

Artifacts that illustrate differentiated instruction
Developmentally appropriate lesson plans
Lessons that indicate scaffolding
Lessons that indicate work with struggling readers

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

Examples of lessons address diverse learners
Explain diversity in your class in broad or narrow terms and how you address it.
Artifacts that encourage K-12 students to have multiple perspectives
Lessons that have been modified in content, assessment, materials, environment
*Reflection on awareness of student differences and how they are addressed in teaching.

**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, 4.8, 4.9, 4.12]

Artifacts from EDUC classes that demonstrate planning
Use 3 or 4 of your best observations
Lessons plans from courses.

**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, 5.2, 5.3, 5.4, 5.7]

*Assessment and data collection (see attached details)
Rubrics with student work and tests
Samples
Assignments for EDUC 6893 or equivalent class
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, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10]

- Classroom management plan
- Rules for the class
- Discipline procedures
- Reward system peer review process

*Reflection on how the candidate is a caring teacher and why.

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]

- Lesson plans that specifically indicate modifications for students with special needs
- Lessons that contain multiple measures of teaching, assessment, and student response

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, 8.4, 8.8]

- Samples of student writing presentations
- Letters or correspondence to parents, etc
- Writing assignments
- Examples of how written and oral communications are facilitated

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, 9.3, 9.4, 9.5, 9.7, 9.8]

- Emails or communication process used with parents
- Examples of home-school connection

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, 10.7]

- NIH certificate
- Workshops or faculty meetings attended
- Outside readings
- Websites visited for instructional purposes

*Reflection on how the candidate perceives “teacher as leader”

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

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

*Reflection on moral issues and ethics as related to the teaching profession

Please note: Common Core Standards in English Language Arts and Mathematics can be found at: http://www.corestandards.org/.
Assessment Plan
(Include in Portfolio)

2. Administer it.
3. Set levels of performance, for example: advanced, proficient, novice, emerging. Select novice as benchmark.
4. Do statistical analysis: Mean, Median, SD and Item Analysis using Excel.
5. Analyze the results.
   a. Who is LD?
   b. Who is ELL?
   c. Other
6. Write up a plan for differentiation of instruction on how the data impact instruction for the whole class. What do you need to do to see that all students will succeed?
Task #7: Presentation Portfolio Rubric
(25 points)
The presentation portfolio provides an opportunity for you to: provide evidence of your knowledge of the NJPST; to reflect on their application in the classroom based on your experiences; and to present yourself as a professional who is well prepared for a teaching position. Please note: since your resume, philosophy of education, and standards #3 and #6 have been graded previously they will “not” be reassessed. However, each of these items must be included in your portfolio.

<table>
<thead>
<tr>
<th>Items to Include &amp; Point Value</th>
<th>Criteria</th>
<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cover page (1 pt.)</td>
<td>Includes name, contact information, professional appearance</td>
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<tr>
<td>• Table of Contents</td>
<td>Includes each of the items and presented professionally</td>
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<td>• Praxis</td>
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<td>• Transcript</td>
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<td>• Letter of Recommendation</td>
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<tr>
<td>• Resume</td>
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<tr>
<td>• Philosophy of Education (4 pts.)</td>
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<tr>
<td>NJPST and Reflections (18 pts.)</td>
<td>• 2 or more pieces of evidence appropriate to standard&lt;br&gt;• Thoughtful reflection on why evidence chosen and relationship to standard</td>
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<tr>
<td>• Standard 1: Content Knowledge</td>
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<td>• Standard 2: Human Growth &amp; Dev.</td>
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<tr>
<td>Standard 3: Diverse Learners</td>
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<tr>
<td>Standard 4: Instructional Planning and Strategies</td>
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<td>Standard 5: Assessment</td>
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<td>Standard 6: Learning Environment</td>
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<td>Standard 7: Special Needs</td>
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<td>Standard 8: Communication</td>
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<td>Standard 9: Collaboration and Partnership</td>
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<td>Standard 10: Professional Development</td>
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<tr>
<td>Standard 11: Professional Responsibility</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>2 pts.</td>
<td>Well organized</td>
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<td></td>
<td>All items included</td>
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Total: ______

Comments:
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### Performance Task #2: Philosophy of Education Rubric

(10 POINTS)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Level: Superior</th>
<th>Performance Level: Adequate</th>
<th>Performance Level: Needs improvement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical foundation</strong></td>
<td>Correctly articulates the meaning of one or more theoretical foundations (4 pts.)</td>
<td>Description of theoretical foundation(s) is/are limited (2 pts.)</td>
<td>Fails to articulate any theoretical foundation. (0 pts.)</td>
<td></td>
</tr>
<tr>
<td><strong>Relevant practical examples</strong></td>
<td>Provides numerous examples of how theory is represented in practice and articulates well the connection (4 pts.)</td>
<td>Provides a few examples of how theory is represented in practice (2 pts.)</td>
<td>Provides examples that are not relevant or does not provide examples (0 pts.)</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Writing is indicative of a reflective practitioner (2 pts.)</td>
<td>Writing is indicative of a novice’s attempt at reflection (1 pt.)</td>
<td>Mere statement of opinion without reflection (0 pts.)</td>
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</tbody>
</table>

**Total**

**Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
Name: __________________________ Date: _______________ Points: __________

**Performance Task #4: Standards #3 and #6 Reflections (20 PTS TOTAL)**

Standard 3 and 6 are graded separately from the other standards. The following rubric will be used for grading them. Each standard should have a reflection of 1-2 pages. Provide specific details to support your perspective. **Data from this task will be collected for program assessment purposes.**

### MULTICULTURAL PERSPECTIVE RUBRIC (8 pts)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
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<tbody>
<tr>
<td>Awareness of student differences based on race, color, ethnicity,</td>
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<tr>
<td>language, disability, religion, sex, sexual orientation, SES, age,</td>
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<tr>
<td>appearance.</td>
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<td></td>
<td>4</td>
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<tr>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>1</td>
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<tr>
<td>Points.</td>
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<tr>
<td>Exhibits high-levels of awareness of these differences.</td>
<td></td>
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<tr>
<td>Exhibits some awareness of the differences.</td>
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<tr>
<td>Shows beginning of self-reflection on differences.</td>
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</tr>
<tr>
<td>Shows no self-reflection on differences.</td>
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</tbody>
</table>

| Action to address student differences.                                   |                    |
| Uses complex/multiple strategies to address complex/multiple differences.|                    |
| Implements one specific strategy to address a difference manifested by one or more students. |                    |
| Implements no specific action, but demonstrates an awareness of differences. |                    |
| Implements no action or awareness of differences.                        |                    |

### CARING RUBRIC (10 pts)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between the teacher and the student is marked by the teacher’s acceptance of the student.</td>
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<tr>
<td></td>
<td>2.5</td>
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<tr>
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<td>1.5</td>
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<td>.5</td>
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<tr>
<td></td>
<td>0</td>
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<tr>
<td>Points.</td>
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<tr>
<td>Exhibits unconditional acceptance.</td>
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<tr>
<td>Exhibits some acceptance</td>
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<tr>
<td>Shows beginning of acceptance.</td>
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<tr>
<td>Remains aloof and unresponsive to students.</td>
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</tbody>
</table>

| The teacher’s intention to address the student’s educational needs.      |                    |
|                                                                          |                    |
|                                                                          |                    |
|                                                                          |                    |
|                                                                          |                    |
| Articulates regularly that the teacher is caring                         |                    |
| Articulates that the teacher cares                                      |                    |
| Seldom articulates that the teacher cares                               |                    |
| Articulates that the teacher does not care, is indifferent or does not understand the student |                    |

| The student’s recognition that the teacher cares.                       |                    |
|                                                                          |                    |
|                                                                          |                    |
|                                                                          |                    |
| Teaching strategies that reflect concern.                                |                    |
|                                                                          |                    |
|                                                                          |                    |
| Uses complex/multiple strategies                                        |                    |
| Implements one well-delineated strategy                                 |                    |
| Implements a limited strategy                                           |                    |
| Implements no action that exhibits caring                                |                    |

Comments: 

**Total**
Personal Reflection on Student Teaching

Reflect on your Apprenticeship. Think about what you have observed in your classroom and throughout the school. Think about where you were at the beginning of the semester and where you are now. You may want to keep a weekly journal.

Write a reflection paper about your Apprenticeship (student teaching) experience. Address the following issues as well as any others you feel are important to you now or for the future:

- How have things/dynamics in your classroom changed over the past 10-12 weeks? What are the important issues which you have noticed in your classroom and in the school?
- How have you changed over the past 10-12 weeks? Discuss your personal growth.
- How have you used reflective practice to improve your own teaching?
- What have you seen in the way of professional collegiality and how does it affect the work environment?
- Discuss your relationship with your cooperating teacher and with your field supervisor?
- Reflect on how your observations will benefit you in the future in your own classroom.
- Indicate what practices you might or might not adopt for your future classroom. Explain why (evaluation).
- Value added: any other issues your wish to discuss

Please check the grading rubric before you turn in your paper.

This task addresses New Jersey Professional Standard 10.

This task correlates to Course Objective #2
Name: _________________________ Date: ______ Points: __________

**Task #5: Personal Reflection on Student Teaching Rubric**
*(10 points)*

The responses will be rated and given points: (2) Excellent, (1) Good, (0) Inadequate

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>How have you changed over the past 10-12 weeks? Discuss your personal growth.</td>
<td></td>
</tr>
<tr>
<td>How have you used reflective practice to improve your own teaching?</td>
<td></td>
</tr>
<tr>
<td>What have you seen in the way of professional collegiality and how does it affect the work environment?</td>
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<tr>
<td>Discuss your relationship with your cooperating teacher and with your field supervisor?</td>
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<tr>
<td>Reflect on how your observations will benefit you in the future in your own classroom.</td>
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</table>

**Total**

**Comments:**

________________________________________________________________________
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TECHONOLOGY PERFORMANCE TASK: USING BLACKBOARD

You will use your FDU e-mail account to access Blackboard and respond to the ongoing Discussion Question. Five posts are required and are collectively worth up to 5 points.

ONGOING FORUM – ISSUES MAJOR AND MINOR

This is a forum for you to post issues and questions as they come up in your student teaching. Your peers and I can all support you with our suggestions and comments. You may find that you are sharing similar concerns and that knowledge alone may offer support. Feel free to write anything of concern or share a triumph with us.

Suggested topics: (you may chose others)
- Planning and instruction
- Classroom environment
- Class management
- Differentiated instruction
- Dealing with students with special needs
- Diversity in your classroom
- Interruptions in the classroom
- Technology
- Issues in evaluating students and in assessment in general
- Students and family problems
- Unexpected happenings
- Pull out/push in
- Before school / After school programs
- Teacher cooperation
- Administration in the school
- Resources
- Any other topics which you find interesting or questions you want to pose for your peers.

Due: All posts due by week 15.
You must post a minimum of 5 times during the semester. You may initiate a new thread or respond to someone else’s post.

Please make sure to use your higher order thinking skill (HOTS) when responding to these questions. Give specific examples. These tasks collectively correlate to Course Objectives # 1 & 2.
This task collectively address the New Jersey Professional Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 5.4, 5.6, 7.5, 7.7, 11.1-11.2,11.3

Three (3) criteria for grading of Blackboard question.
1. Student addresses the question in a logical manner.
2. The response shows that the student has used the higher order thinking skills (HOTS) of Bloom’s Taxonomy [Analysis; Synthesis; Evaluation].
3. Question is answered on time and submitted electronically.

UNIVERSITY, DEPARTMENT, AND INSTRUCTOR POLICIES

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. 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.

B. Academic dishonesty includes, but is not necessarily limited to, the following:
   1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
   2. Plagiarism—Representing the ideas or language of others as one’s own.
   3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
   4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
   5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
   6. Interference—Interfering with the ability of a student to perform his or her assignments.

C. Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
   1. No Credit (0) or Failure for the academic exercise.
   2. Reduced grade for the course.
   3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
   4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services.
   5. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
      a) Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
Dismissal from the University.

For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs:
http://www.fdu.edu/faculty/academicintegrity.pdf
http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and]

E. Grade equivalents

1. **A** = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
2. **B** = competent performance, very good understanding and demonstration of the knowledge and skills addressed
3. **C** = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
4. **D** = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
5. **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)
6. **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.

III. 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.
IV. 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)
V. 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.
VI. 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.
VII. 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.
VIII. 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

IX. Disclaimer

A. This syllabus is subject to change as the need arises. 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.

X. References

C. FDU. (August 2011). University College, Office of the Dean, Academic Integrity Policy.

Special Note:

Papers will be returned promptly to students and maintained in the School of Education Office until the first week of the next semester. After the grace period (three weeks into the following semester), the papers will be discarded.

Due dates are listed in the syllabus and rubrics are provided to guide performance. If anyone is having difficulty with an assignment, the instructor is available for immediate contact by e-mail and/or individualized conferences to assist in the successful completion of tasks. Extensions will not be given after the due dates. Incompletes are unacceptable due to the need to file certification papers with the NJDOE.