MANUAL FOR

INTERNS

MASTER TEACHERS

AND

SUPERVISORS

• EDUC 6561 INSTRUCTIONAL THEORY & PRACTICE (PRACTICUM)
• EDUC 6571/6572 CLINICAL TEACHING INTERNSHIPS I AND II
• EDUC 6578 ASSISTANTSHIP

AY 2012 - 2013 Edition

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UNIVERSITY MISSION STATEMENT

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

SOE MISSION STATEMENT

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.
What is TEAC?

The Teacher Education Accreditation Council (TEAC) is a nonprofit organization dedicated to improving academic degree programs for professional educators who will teach and lead in schools, pre-K through grade 12. The New Jersey Department of Education requires that every teacher education program at an institution of higher learning become accredited with a national level professional organization. The School of Education at Fairleigh Dickinson University has chosen TEAC for its national accrediting body. For more information on TEAC go to www.teac.org.

What is the Mission of the School of Education?

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

What is the Conceptual Framework of the School of Education?

The Teacher as Leader: The School of Education is committed to preparing our teaching candidates to assume the role of teacher as leader with the knowledge, processes and dispositions that are representative of qualified, competent, and caring educators.

What are the School of Education’s Claims?

Candidates are:

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

How will TEAC affect the School of Education?

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

Fairleigh Dickinson University’s School of Education prepares you to become a caring, competent and highly-qualified educator.
Section I:
General Information
Fairleigh Dickinson University (FDU) is the largest private university in New Jersey. A nonsectarian, coeducational institution, FDU offers undergraduate, graduate, and professional programs. Founded as a small junior college in 1942, the University now maintains two major campuses in northern New Jersey suburbs—the Metropolitan Campus, Teaneck, and the College at Florham, Madison. The university also maintains campuses in Wroxton, England and Vancouver, British Columbia. In addition, FDU has an expanding partnership with community colleges located in southern and central New Jersey.

The Metropolitan Campus consists of three colleges: 1) University College housing the Arts, Sciences and Professional Studies, 2) the Silberman College of Business and 3) the Petrocelli College of Continuing Studies. University College, which encompasses the Arts and Sciences and Professional Studies, includes engineering programs, a health profession major, a clinical psychology program, the Peter Sammartino School of Education, and the largest number of professionally accredited programs on any FDU campus.

The Peter Sammartino School of Education serves three major audiences of students:

1. Students who are admitted as undergraduates pursue an accelerated five year program leading to a B.A. or B.S. degree and a Master of Arts in Teaching (MAT) degree. These students are members of the QUEST (QUality in Education, Schools and Teaching) teacher preparation program;

2. Students who enter FDU with an earned bachelor’s degree but without teaching certification are able to earn certification and enter the teaching profession through their matriculation in the SOE’s Master of Arts in Teaching (M.A.T.) Program. Students are able to earn certification in elementary education (grades K-5) and middle school endorsement in content areas, the secondary education (grades K-12) content areas are biological science, chemistry, English, mathematics, physical science, social studies and world languages. Students may also earn certification in English as a Second Language (ESL) for grades K-12.

3. Students who enter FDU as certified teachers pursue a Master of Arts for Certified Teachers (M.A.C.T.) degree with concentrations in various specialties, including a Master of Arts in Learning Disabilities or a Master of Arts in Educational Leadership.

The Master of Arts in Teaching (MAT) is the largest SOE graduate degree program. The Master of Arts in Teaching (MAT) was introduced in the Peter Sammartino School of Education in the early 1960’s. Adapted from a Harvard model and funded by a Ford Foundation grant, the rationale of the MAT Program was that highly qualified teachers with solid backgrounds in their fields could be developed by attracting liberal arts majors to the teaching profession. The MAT Program is designed as an efficient pathway into the teaching profession and state teacher licensure for students who have earned a bachelor’s degree in the liberal arts or sciences.

The program offers a choice of early or delayed practice teaching and subsequent experience in the classroom as an intern teacher within the guidelines and regulations of the New Jersey State
Department of Education Provisional Teacher Program. Internships that satisfy the provisional induction year are established once the student secures a teaching position.

When you employ a Fairleigh Dickinson University (FDU) graduate student please notify the New Jersey State Department of Education that you have employed a graduate student enrolled in FDU’s Master of Arts in Teaching Program as a provisional teacher in your school and district. This is done by calling the Training Unit of the Office of Licensing and Credentials at (609) 984-6377 or FAX the information, using an appropriate registration application at (609) 984-3356. They will send you the necessary registration materials. Since the Fairleigh Dickinson University Program has some unique characteristics that have received State Department of Education approval you must always emphasize that the provisional teacher is attending FDU and has completed the Practicum experience.

Please be aware that for FDU students who have completed the MAT Practicum at FDU and are continuing in our program:

- The State requirement of an employing school district to provide a mentor in the classroom for the first 20 days and the accompanying fee is waived as a result of a supervised Practicum experience (EDUC 6561 – Instructional Theory and Practice – 6 credits);
- Our university will supply the services of a university supervisor who will observe the mentee teacher (6 visits are made in the Fall and 6 in the Spring);
- The school district will form a support team which includes the principal and at least one licensed teacher to service the mentee;
- Our agreement with the State Department of Education also permits you to disregard all portions of the information package pertaining to payment and attendance for 200 hours at a State regional training center site;
- The university course work that our graduate students take incorporates the same material as that being taught at the regional training centers for Alternate Route candidates.

These provisions and agreements with the State Department of Education mean that our provisional teachers are in a unique category, of which you need to be aware. Further information or clarification may be obtained at the numbers listed on both the Teaneck/Hackensack and Florham/Madison campuses.
Metropolitan Campus (201) 692-2085
College at Florham (973) 443-8375

* Fairleigh Dickinson University’s School of Education had an aggregate pass rate of 99% on the HEOA-Title II reporting for the 2010-2011 academic year. The corresponding statewide pass rate for the same period was 98%.
Overview of the MAT Program – Practicum Model

I. What is the MAT?

A. The Master of Arts in Teaching (MAT) is a graduate program of teacher preparation for individuals who have a baccalaureate degree in the liberal arts or sciences and a desire to enter the teaching profession. This program is designed to build upon a sound undergraduate academic foundation, as well as the student’s other educational and work-related experiences, to provide an efficient path to State teacher licensure. The program is rigorous in its curriculum and expectations, yet flexible in its scheduling to meet the needs of the graduate student who typically must balance formal coursework with other demands.

B. Students may choose from two MAT models – the Practicum Model and Apprenticeship Teaching Model. Each program option is designed to enable students to meet State eligibility requirements for certification completing the MAT degree, which requires a total of 36 credits.

II. What is the goal of the MAT Program?

To train teachers who can enable students to develop to the fullest of their potential for productive participation in a rapidly changing world and in a multicultural society.

III. How do we propose to achieve our goal? By:

A. Building on a solid foundation of undergraduate Liberal Arts/Science studies.

B. Integrating theory and practice.

C. Preparing the interns for teaching through clinical experiences under the guidance of experienced mentors.

D. Having the interns engage in peer learning/teaching and working as a team.

E. Developing self-reflective practitioners.

F. Ensuring the growth of the MAT candidates in subject area, educational theory, research, technical, and interpersonal skills.

IV. Components of the Program
A. **The Practicum:** Intensive clinical-based teaching experience integrating theory and practice.

This experience usually occurs early in the course of study. Interns are placed with a Master Teacher in pairs whenever feasible. They work as a team planning, observing, teaching, and critiquing. This format develops peer learning and teaching skills and the ability to view colleagues as resource persons and promotes collegial sharing of ideas.

B. **The Internships, (Induction Year):** Two semester-long internships take place after the Practicum and upon securing a teaching position. Provisionally certified teachers are supervised by a specialty area FDU coordinator who serves as a member of the support team mandated by the New Jersey State Department of Education. At the end of the internship, the interns may be eligible to receive their standard certificates upon recommendation of their school principal or by the superintendent.

C. **The Assistantship (Internship alternative):** Students who do not secure a teaching position may choose to do a 6 – 8 week assistantship in a K-12 school under the guidance of a Master teacher. Responsibilities of intern in the assistantship are similar to those of interns doing Practicum, except that, as they are more experienced, they can take over teaching duties more quickly and in larger amounts. Students who choose this option are eligible for a CEAS upon completion of all other certification requirements (i.e. upon accepting a teaching position, they will still have to complete an induction year).

**N.B. The CEAS does not expire.**

D. The formal course of study consists of:

1. The course work required of all provisional teachers to attain certification.

2. Graduate course(s) and seminars in behavioral sciences and educational technology and courses in specific disciplines and content areas.

- Note: The interns are responsible to apply for their certificates of eligibility.

- The interns are responsible for assuring that the proper paperwork is filed for the provisional certificate and the standard certificate.
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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<tbody>
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</tr>
</tbody>
</table>

Students are also assigned a Master teacher within their school and a field supervisor from FDU who will be observing and evaluating each student’s progress.

**Dates and Times of Sessions:** TBA

**School of Education Administrative Team**

Dr. Vicki Cohen, Director, School of Education,  
Prof. Daniel Aronoff, Deputy Director, School of Education
I. Course Description:

Six to seven weeks school teaching experience preceded by orientation and classroom observations. Prepares teaching candidates in state-prescribed studies under supervision of a master-teacher and professional support team members for provisional teaching certification.

II. Course Rationale:

The six- to seven-week intensive program usually occurs early in the course of study. Unlike traditional student teaching, the teaching candidates usually are placed with a master teacher. From the beginning, they work as a team, planning, observing, teaching. Students who have successfully completed the practicum, if they get a job, are exempt from the state's 20-day supervised time period and need to take Clinical Internships. Practicum students who do not find a teaching position may substitute a four-credit assistantship as an alternative to receive a Certificate of Eligibility (CEAS) with Advanced Standing upon completion of the prescribed program.

III. Format of the Course:

Six to seven weeks of field training under the supervision of a master teacher, FDU practicum coordinator, and FDU field supervisor. The teaching candidates (Practicum Students) observe and teach during the morning and afternoon sessions. At the end of the school day(s), the following activities take place:

- Critiques of lessons observed and taught;
- Lesson planning/test development for the upcoming lessons;
- Consultation with master teacher and/or FDU field supervisor.

IV. Course Requirements

- Teaching candidates are expected to show their competencies as defined by the Interstate Teacher Assessment and Support Consortium (InTASC) Standards (See Appendix i) These competencies will be evaluated throughout the term of the Practicum by the master teacher and by the field supervisor.

- The Master Teacher will submit two Clinical Competency Inventories assessing the teaching candidate’s progress. The Field Supervisor will observe three times and submit three Observation/Conference Reports and one Clinical Competency Inventory on the last visit.

- Teaching candidates will meet a minimum of three times with the practicum coordinator including the orientation session. These meetings will provide a time for self reflection, sharing of experiences, and delving deeper into the world of the teacher as a professional.
Teaching candidates must keep a portfolio during the Practicum which is aligned with the InTASC Standards. Each section should contain artifacts showing competency in that standard and a reflection as to why that artifact addresses the standard. This portfolio will be collected and assessed by the practicum coordinator at the end of the Practicum. See Appendix ii Guidelines for Artifacts to see inclusions suggested for alignment with INTASC.

V. Course Goals and Outcomes:

At the end of the course, the teaching candidate will be able to:

- Meet the competencies specified in the Interstate Teacher Assessment and Support Consortium (InTASC) Standards as a provisional teacher;
- Develop a portfolio of artifacts that demonstrate proficiency in the Interstate Teacher Assessment and Support Consortium Standards.

VI. Course outline – suggested pacing:

First week of Practicum: Observation of master teacher(s)

Second week of Practicum: Assume responsibility for at least one full class by the start of this week. For elementary teaching candidates a class is the equivalent of a single subject.

Third week of Practicum: Assume responsibility for at least 2 full classes by the start of this week.

Fifth week of Practicum: Assume full responsibility for 3 or more classes by the start of this week.

Grading and evaluation policies:
- Daily observation (by Master Teacher) 40%
- 3 Formal observations (by Field Supervisor) 40%
- Seminars and Portfolio (Coordinator) 20%

VII. Required Text(s)/ Supplemental Reading:

- The following article is required for all Practicum students.


  http://education.stateuniversity.com/pages/1834/Classroom-Management.html

- The following books are suggested as supplemental reading and many teaching
candidates will find them valuable:


✈ *The following book is required for teaching candidates in ESL and World Languages:*


✈ *The following are suggested as resources for teaching candidates in ESL:*


**VIII. Recommended related websites**

**Interstate Teacher Assessment and Support Consortium Standards**
This link will take you to the Interstate Teacher Assessment and Support Consortium Standards. You will find the complete listing of all indicators for each of the 10 standards.
http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_%28intasc%29.html

**New Jersey Core Curriculum Content Standards and Common Core Standards**
This link will take you to the New Jersey Department of Education website. The link leads directly to the Core Curriculum Content Standards (CCCS). Revisions as of February 2004.
http://www.state.nj.us/njded/cccs/

**New Jersey Department of Education**
This link will take you to the home page of the New Jersey Department of Education.
http://www.state.nj.us/education

**VIII. Information Specific to Practicum Students:**

The Practicum is 6-8 weeks in duration. Practicum is not considered formal student teaching by the New Jersey Department of Education, but it is essentially the same process with a shorter calendar. FDU MAT Practicum students may, with approval of the advisor, opt for the Certificate of Eligibility with Advanced Standing by completing an additional four-credit Assistantship after completion of the Practicum.
Students must register for the appropriate methods course prior to the Practicum. If you are unsure as to which course this is, you should consult your advisor and/or the Practicum coordinator. Effective Teaching – Effective Schools and the appropriate Methods course are prerequisites for Practicum.

Teaching candidates should observe the master teacher during the first week of Practicum. They should assume at least one full class responsibility by the start of the second week, 2 full classes by the third week, and 3 or more by the start of the fifth week (see course outline above).

MAT Practicum teaching candidates may assume the entire teaching load of the Master Teacher’s teaching responsibility as determined by the master teacher, the field supervisor and the teaching candidate. Flexibility is the operative term.

The following is a list of advantages for FDU Practicum MAT students over Standard Alternate Route candidates:

- Our students have completed a State-approved on-site teaching candidacy (Practicum) prior to accepting a teaching position.
- No State Alternate Route classes need to be taken.
- FDU provides a supervisor to observe the first year provisional teacher during Clinical Teaching Internship I and Clinical Teaching Internship II as part of the mentoring team. To secure a Standard Teaching Certificate (Permanent NJ License) candidates must complete one full, successful year of teaching as a provisional year teacher (the induction year) under the State approved provisional teaching requirements.
  - Clinical Teaching Internship I (2 credits) (Mentor teacher must be NJ certified.)
  - Clinical Teaching Internship II (2 credits) (Mentor teacher must be NJ certified.)
  - Standard Certification will not be issued until the following required courses are completed (Provisional Certification is renewable):
    - Effective Teaching – Effective Schools
    - Language and Literacy I (elementary) or Effective Reading Instruction (secondary) or Literacy Development for Second Language Learners
    - Evaluation and Measurement or Assessment in the Second Language Classroom (ESL and World Languages)
    - Problem-Based Strategies for Elementary Math (elementary teachers only)
    - Appropriate methods course (secondary, World Language, and ESL teachers only)
    - ESL teachers must also complete an 18-credit content component for New Jersey certification.

IX. UNIVERSITY and DEPARTMENT POLICIES (see Appendix vi)
Objectives – Elementary Education Courses

I. Teacher – Student Relationships
   A. The intern will help create a positive, healthy and humanistic learning environment in the classroom.
   B. The intern will demonstrate sensitivity to the needs, problems and individual learning styles of students.
   C. The intern will develop the skill needed to achieve a productive and professional relationship with all students.

II. Organizing and Managing the Learning Environment
   A. The intern will prepare daily lesson plans that include:
      1. Aims
      2. Objectives
      3. Motivation
      4. Content
      5. Pivotal Questions
      6. Summary Assessment
      7. Homework Assignment
      8. Connection to NJ Core Curriculum Content Standards
   B. The intern will develop well organized, conceptually based lesson plans with evidence of continuity between lessons in the same unit. Copies of these plans will be in folders in the teaching classroom available for review. Each lesson must include the following: behavioral goals, content to be considered, methods to be employed, materials needed, evaluation method(s), introduction to follow-up lesson plan as well as the flexibility to depart from it when the classroom situation warrants it.
   C. The intern will teach using a variety of methods, activities, and teaching techniques, including the following:
      1. role playing and simulation
      2. small group discussion
      3. brainstorming
      4. problem solving
      5. large group instruction and discussion
      6. use of creative assignments when appropriate
      7. cooperative learning
   D. The intern will indicate an awareness of the need to make learning relevant and actively involve students in the learning process.
Objectives – World Languages/ESL Education Courses

I. Classroom Management and Teacher Attitude

The intern:
A. Shares expectations of academic achievement with students
B. Shares, with the objective of creating a relaxed but work-oriented classroom, clear teaching guidelines of rules of behavior with students regarding:
   1. Work habits
   2. Attendance
   3. Tardiness
C. Varies seating arrangements and grouping to suit age groups and specific lessons (with the consent of the master teacher)
D. Plans strategies for potential problem behaviors.
E. Stops inappropriate behavior quickly and firmly.
F. Uses clear directions and maintains the flow of activities.
G. Provides quick feedback on assignments, assessments, and tests.
H. Uses the resources available in the Resource Center in planning lessons, units, and curricula.
I. Consults teachers of other disciplines and the NJCCCS in order to relate their own selection of materials to the total experience of students.
J. Develops various techniques for teaching a specific topic after consulting research on that topic.
K. Develops assessments based on behavioral goals and cognitive objectives.
L. Provides a rationale for techniques and methods during clinical critique sessions.

II. Methodology and Techniques

The intern:
A. Prepares detailed lesson plans to achieve clearly stated goals – behavioral - cognitive – affective – generic.
B. Adjusts lessons to students’ needs.
C. Assigns team research appropriate to age level and proficiency level of students. Keeps a log of techniques that are effective and of those that are not for specific groups or individual students.
D. Develops heuristic questions leading to rule formation.
E. Organizes lessons, units and curricular activities around a “cultural-behavioral” concept whenever feasible.
F. Integrates Core Curriculum Content of disciplines other than language in units and lesson plans (see NJCCCS).
G. Concretizes materials and techniques whenever possible (always with young children).
III. Attitude toward Students

The intern:

A. Selects variety of activities to involve all students and allow for a measure of success for all.
B. Includes student suggestions in the curriculum whenever feasible.
C. Helps individual students develop techniques for focusing on problem areas.
D. Encourages students to report, discuss, and compare their own culture with that of the United States.
E. Accepts students’ contributions with warmth and appreciation.

IV. Subject Matter

The intern:

A. Uses instruction in linguistics supplied by the Master Teacher in:
   1. Developing pronunciation lessons;
   2. Developing vocabulary lessons;
   3. Developing syntax, morphology, and function word lessons;
   4. Developing cultural activities related to the sub-system of language being taught;
   5. Developing teacher-made tests (and other assessments) to evaluate all of the above;
B. Consults resources in Linguistics and Methodology under guidance of Clinical Supervisor.
C. Uses correct language in spoken and written form at all times.

V. Standards

The intern:

A. Addresses the NJCCCS in his/her lessons
B. Addresses WIDA Standards
C. Addresses National Standards for World Languages
Objectives – Science/Math Education Courses

I. Teacher – Student Relationships
   A. The intern will help create a positive, healthy and humanistic learning environment in the classroom.
   B. The intern will demonstrate a sensitivity to the needs, problems and individual learning styles of students.
   C. The intern will develop the skill needed to achieve a productive and professional relationship with all students.

II. Organizing and Managing the Learning Environment
   A. The intern will prepare daily lesson plans that include:
      1. Aims
      2. Objectives
      3. Motivation
      4. Content
      5. Pivotal Questions
      6. Summary Assessment
      7. Homework Assignment
      8. Connection to NJ Core Curriculum Content Standards
      9. Connection to appropriate National Standards for Science and Mathematics
   B. The intern will develop well organized, conceptually based lesson plans with evidence of the continuity between lessons in the same unit. Copies of these plans will be in folders in the teaching classroom available for review. Each lesson must include the following: behavioral goals, content to be considered, methods to be employed, materials needed, evaluation method(s), introduction to follow-up lesson, and written self-critique. Intern will demonstrate the ability to execute the lesson plan as well as the flexibility to depart from it when the classroom situation warrants it. The intern will prepare clean and well designed hand-out materials.
   C. The intern will teach using a variety of methods, activities and teaching techniques, including the following as appropriate:
      1. Laboratory work
      2. Demonstration
      3. Simulation
      4. Small group discussion
      5. Brain storms
      6. Problem solving
      7. Research projects
      8. Large group instruction and discussion
      9. Use of creative assignments
10. Use of manipulatives
11. Cooperative learning

D. The intern will indicate an awareness of the need to make learning relevant and actively involve students in the learning process.

E. The intern will demonstrate the use of variety of teaching models such as inquiry-based and cooperative learning. Lecturing to students will be minimized. The “hand-on” approach and scientific method is to be stressed in science. Problem solving is stressed in mathematics. Relationships to real world experiences are stressed in both science and math.

F. Intern’s lesson plans will encompass a variety of questioning techniques employing divergent and higher order questions based on Bloom’s Taxonomy (analysis, synthesis, and evaluation – see Appendices xiii and ix).

G. The intern will maintain an accurate and up to date record of student progress and attendance.

H. The intern will meet classes punctually and begin all lessons promptly.

I. The intern will identify potential behavioral problems and develop a plan to rectify them.

J. The intern will demonstrate subject matter understanding and will give indication that he/she is doing supplementary reading in those areas of content in which he/she is not particularly strong.

K. The intern will demonstrate an awareness of the need for change of pace, student interaction, student involvement, and flexibility within the classroom.

L. The intern will have an awareness of the importance of various aspects of classroom management. Included are areas such as temperature, ventilation and lighting, room arrangements, presenting adequate directions, defining student responsibilities, and strategies to reinforce positively desired behaviors.

M. The intern will formulate a unit plan which will be evaluated by his/her field supervisor or his/her methods professor.

N. The intern will develop and use appropriate evaluative measures of student learning.

O. The intern will evaluate each student through a grade or written anecdotal report or both, based upon requirements of the local school in which the internship is conducted.

P. As the Practicum progresses, the intern will evaluate the strengths and weaknesses of his/her own lessons. He/she will develop the ability to constructively critique his/her own lesson and be able to improve upon past practices.

Q. The intern will demonstrate an awareness and knowledge of safety in the science laboratory and classroom.

III. Intern Relations with Peer Group and Faculty

A. The intern will display a cooperative attitude with other interns in the sharing or teaching ideas and materials.

B. The intern will participate in constructive critiquing with other interns when possible.

C. The intern will demonstrate the ability to accept and implement constructive suggestions of faculty and fellow interns.
D. The intern will discuss and review weekly progress with faculty (Master Teacher, Field Supervisor, and/or Practicum coordinator).

E. The intern will work cooperatively to implement suggestion made by the Master Teacher(s) and Supervisor(s).
I. Teacher – Student Relationships
   A. The intern will help create a positive, healthy and humanistic learning environment in the classroom.
   B. The intern will demonstrate a sensitivity to the needs, problems and individual learning styles of students.
   C. The intern will develop the skill needed to achieve a productive and professional relationship with all students.

II. Organizing and Managing the Learning Environment
   A. The intern will prepare daily lesson plans that include:
      1. Aims
      2. Objectives
      3. Motivation
      4. Content
      5. Pivotal Questions
      6. Summary Assessment
      7. Homework Assignment
      8. Connection to NJ Core Curriculum Content Standards
      9. Connection to appropriate National Standards for English and/or Social Studies
   B. The intern will develop well organized, conceptually based lesson plans with evidence of the continuity between lessons in the same unit. Copies of these plans will be in folders in the teaching classroom available for review. Each lesson must include the following: behavioral goals, content to be considered, methods to be employed, materials needed, evaluation method(s), introduction to follow-up lesson, and written self-critique. Intern will demonstrate the ability to execute the lesson plan as well as the flexibility to depart from it when the classroom situation warrants it. The intern will prepare clean and well designed handout materials.
   C. The intern will teach using a variety of methods, activities and teaching techniques, including the following as appropriate:
      1. Role playing
      2. Simulation
      3. Small group discussion
      4. Brain storming
      5. Problem solving
      6. Research projects
      7. Large group instruction and discussion
      8. Use of creative assignments
9. Cooperative learning

D. The intern will indicate an awareness of the need to make learning relevant and actively involve students in the learning process.

E. The intern will demonstrate the use a variety of teaching models such as inquiry-based and cooperative learning. Lecturing to students will be minimized. Relationships to real world experiences should be stressed.

F. The intern's lesson plan will employ a variety of questioning techniques employing divergent and higher order questions based on Bloom's Taxonomy (analysis, synthesis, and evaluation – see Appendices xiii and xiv).

G. The intern will maintain an accurate and up to date record of the students' progress and attendance.

H. The intern will meet classes punctually and begin all lessons promptly.

I. The intern will identify potential behavioral problems and develop a plan to rectify them.

J. The intern will demonstrate subject matter understanding and will give indication that he/she is doing supplementary reading in those areas of content in which he/she is not particularly strong.

K. The intern will demonstrate an awareness of the need for change of pace, student interaction, student involvement, and flexibility within the classroom.

L. The intern will have an awareness of the importance of various aspects of classroom management. Included are areas such as temperature, ventilation and lighting, room arrangements, presenting adequate directions, defining student responsibilities, and strategies to positively reinforce desired behaviors.

M. The intern will formulate a unit plan which will be evaluated by his/her field supervisor or his/her methods professor.

N. The intern will develop and use appropriate evaluative measures of student learning.

O. The intern will evaluate each student through a grade or written anecdotal report or both, based upon requirements of the local school in which the internship is conducted.

P. As the Practicum progresses, the intern will evaluate the strengths and weaknesses of his/her own lessons. He/she will develop the ability to critique constructively his/her own lesson and be able to improve upon past practices.

III. Intern Relations with Peer Group and Faculty

A. The intern will display a cooperative attitude with other interns in the sharing or teaching ideas and materials.

B. The intern will participate in constructive critiquing with other interns when possible.

C. The intern will demonstrate the ability to accept and implement constructive suggestions of faculty and fellow interns.

D. The intern will discuss and review weekly progress with faculty (Master Teacher, Field Supervisor, and/or Practicum coordinator).

E. The intern will work cooperatively to implement suggestion made by the Master Teacher(s) and Supervisor(s).
IV. English teaching interns will:
   A. Evaluate student writing
   B. Choose effective literature to share with students
   C. Demonstrate understanding of student(s) by judicious selection of materials
   D. Create interesting and pertinent writing tasks
   E. Formulate contracts with individual students
   F. Rationally sequence activities and lessons
   G. Construct a variety of speaking and listening activities
   H. Read orally to group in a clear and effective manner
   I. Create learning activities that reflect having internalized rhetorical or communications theory
   J. Integrate media into weekly lessons

V. Social Studies teaching interns will:
   A. Model and develop in students the ability to utilize historical thinking, problem solving, and research skills to maximize the understanding of civics, history, geography, and economics

   B. Encourage the application of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

   C. Teach reading in the context of social studies

   D. Incorporate writing activities and strategies for effective learning from other NJCCCS and common core standards into the social studies curriculum.

   E. Rationally sequence activities and lessons
   F. Construct a variety of speaking and listening activities
   G. Create learning activities that reflect an understanding of thematic and chronological approaches to the teaching of social studies
   H. Integrate media related to current events into weekly lessons
   I. Evaluate student writing
   J. Choose relevant primary and secondary source material to share with students
   K. Develop effective assessment plans that reflect the objectives of the discipline, state standards and local variations
I. Course description:
First year teachers undergo clinical supervision by a college faculty member with the support of a school-based professional team. Each observation is followed by a post-observation critique session. Concurrently, the first year teachers attend three seminars each semester where problems arising in professional practice are addressed.

II. Course Rationale:
Following the six- to seven-week Practicum, which usually occurs early in the course of Study, teaching candidates, if they get a job, are exempt from the state's 20-day supervised time period when they take the Clinical Internships. Practicum students who do not find a teaching position may substitute a four-credit assistantship as an alternative to receive a Certificate of Eligibility with Advanced Standing upon completion of the prescribed program.

III. Seminar Description:
Three (3) seminars provide an opportunity to discuss problems and successes with their colleagues and the seminar leader.

IV. Course Standards
Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon Interstate Teacher Assessment and Support Consortium Standards. A complete listing of these standards can be found in Appendix i as well as at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

V. Course objectives: The students will:
   A. participate actively in communicating issues, problems, and successes they experience in their first year of teaching;

   B. demonstrate reflective practice and personal growth by identifying effective classroom management strategies they have employed and those that they recognize need improvement;

   C. explain how they have created a healthy classroom environment in their classrooms through the use of effective strategies;

   D. share and apply effective lesson and unit planning strategies they use to address the New Jersey Core Curriculum Content Standards (as appropriate to the level being taught) http://www.state.nj.us/njded/cccs/ and standards in their disciplines and the curriculum as applicable.

   E. assess the support they have received from their assigned mentors and support team as well as the FDU supervisor and how they have implemented recommendations in their teaching practices;

   F. demonstrate how they work effectively with parents, care-givers, and families to develop relationships that support their students’ learning and well-being;
G. evaluate their personal views of teaching now that they are first year teachers.

VI. Required text

VII. Required Novell and WebCampus (Blackboard) accounts
For clinical internship courses, you are required to have an FDU webmail account in order to use Blackboard.

VIII. Seminar outline
Session* Topic

Session 1/
- Sharing experiences related classroom management, creating healthy classroom environments, effective classroom management strategies used; areas needing improvement; working with college supervisors, mentors, colleagues, and parents; getting ready for parent conferences.

Session 2/
- Planning: review of formats, allocation of time, pacing, gearing instruction to meet students’ needs, interests, abilities and the NJCCCS; effective questioning techniques that facilitate higher order thinking skills.
- Assessment of student learning: outcome-based, alternative, and authentic assessment; grading practices and procedures.
- Professional Development: NJEA Conference, workshops, professional organizations.

Session 3/
- Personal assessment of progress: re: classroom management, lesson and unit planning, assessment, working with parents, colleagues, mentors, and supervisors.
- Professional development; effective teaching strategies; direct instruction, small groups, role playing, simulations, mastery learning, etc.
- Sharing effective strategies utilized as well as problems occurring when using a strategy.
- Discuss ways to improve your implementation of strategies.

- Log due.
*Session dates will be announced via FDU webmail and Blackboard

IX. Requirements /performance tasks
A. Handle a variety of teaching tasks in a clinical setting.

B. Demonstrate competencies in the INTASC 1-11 and in addressing the NJCCCS;

C. Attend three seminars; participate in class discussions and activities;

D. Build a Personal Professional Portfolio demonstrating how you are addressing the
INTASCs as well as the NJCCCS; articulate your personal philosophy of education; include a self-reflection piece on your personal growth and areas needing improvement.

Assignments/Performance Tasks: Criterion Percentage of grade

Performance Task #1 Successful completion of all teaching duties (based upon evaluations by Master Teacher and FDU Supervisor) 80%;

Performance Task #2 Participation in seminar class sessions and assignments 10%;

Performance Task #3 Presentation Portfolio 10%.

Performance Tasks/Assignments:

Performance Task #1 (Performance in the Classroom): 80% of grade Students during the each half of their first professional year of teaching will be observed and supervised six times. An FDU supervisor will assess your progress in terms of your competencies in the INTASC and addressing the NJCCCS. Your FDU supervisor will evaluate your performance in the classroom.

Performance Task #2 (Class Participation): 10% of grade Students are expected to attend all three seminars. You will be evaluated on your class participation during the seminar. You will be expected to come prepared to discuss authentic issues you are facing in your teaching; assist others, when possible, with suggestions and useful resources; and share issues you would like addressed.

Performance Task #3 (Building a Presentation Portfolio): 10% of grade During your provisional year of teaching you are to maintain a personal professional portfolio that demonstrates your competencies in achieving the Interstate Teacher Assessment and Support Consortium Standards and the New Jersey Core Curriculum Content Standards.

See INDIVIDUAL PORTFOLIO PRESENTATION (Appendices ii, iii, iv, v)

Recommended websites
- NJCCCS in his/her lessons
- WIDA Standards
- National Standards for World Languages

X. UNIVERSITY and DEPARTMENT POLICIES (see Appendix vi)
I. Course description:
Assistant teachers are placed in the classroom under the supervision of a mentor teacher for six to eight weeks. They also undergo clinical supervisions by a University faculty member. Each observation is followed by a post-observation critique session. Concurrently, teaching assistants attend three seminars each semester where problems arising in professional practice are addressed.

II. Course Rationale: Following the six- to seven-week Practicum, which usually occurs early in the course of study, teaching candidates who do not find a teaching position may substitute a four-credit assistantship as an alternative to the two Clinical Internships (two credits each) in order to qualify for a Certificate of Eligibility with Advanced Standing upon completion of the prescribed program.

III. Seminar Description:
Three (3) seminars provide an opportunity to discuss problems and successes with their colleagues and the seminar leader.

IV. Course Standards
Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon Interstate Teacher Assessment and Support Consortium Standards as follows. A complete listing of these standards can be found in Appendix i as well as at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

V. Course objectives: The students will:
   A. participate actively in communicating issues, problems, and successes they experience in their first year of teaching;

   B. demonstrate reflective practice and personal growth by identifying effective classroom management strategies they have employed and those that they recognize need improvement;

   C. explain how they have created a healthy classroom environment in their classrooms through the use of effective strategies;

   D. share and apply effective lesson and unit planning strategies they use to address the New Jersey Core Curriculum Content Standards http://www.state.nj.us/njded/cccs/ and standards in their disciplines and the curriculum as applicable;

   E. assess the support they have received from their assigned mentors and support team as well as the FDU supervisor and how they have implemented recommendations in their teaching practices;

   F. demonstrate how they work effectively with parents, care-givers, and families to develop relationships that support their students’ learning and well-being;
G. evaluate their personal views of teaching.

VI. Required text

VII. Required Novell and WebCampus (Blackboard) accounts
For clinical internship courses, you are required to have an FDU webmail account in order to use Blackboard.

VIII. Seminar outline

Session Topic

Session 1/

• Sharing experiences related to the start of school year, classroom management, creating healthy classroom environments, effective classroom management strategies used; areas needing improvement; working with college supervisors, mentors, colleagues, and parents; getting ready for parent conferences

Session 2/

• Planning: review of formats, allocation of time, pacing, gearing instruction to meet students’ needs, interests, abilities and the NJCCCS; effective questioning techniques that facilitate higher order thinking skills.

• Assessment of student learning: outcome-based, alternative, and authentic assessment; grading practices and procedures.

• Professional Development: NJEA Conference, workshops, professional organizations.

Session 3/

• Personal assessment of progress: re: classroom management, lesson and unit planning, assessment, working with parents, colleagues, mentors, and supervisors.

• Professional development; effective teaching strategies; direct instruction, small groups, role playing, simulations, mastery learning, etc.

• Sharing effective strategies utilized as well as problems occurring when using a strategy.

• Discuss ways to improve your implementation of strategies.

• Log due.

IX. Requirements /performance tasks

A. Handle a variety of teaching tasks in a clinical setting.

B. Demonstrate competencies in the INTASC 1-11 and in addressing the NJCCCS;

C. Attend three seminars; participate in class discussions and activities;

D. Build a Personal Professional Portfolio demonstrating how you are addressing five of the
INTASC as well as the NJCCCS; articulate your personal philosophy of education; include a self-reflection piece on your personal growth and areas needing improvement.

Assignments/Performance Tasks: Criterion Percentage of grade

- **Performance Task #1** Successful completion of all teaching duties 80%;
- **Performance Task #2** Participation in seminar class sessions and assignments 10%;
- **Performance Task #3** Presentation Portfolio 10%

Performance Tasks/Assignments:

**Performance Task #1 (Performance in the Classroom) 80%**: Students doing their assistantship will be observed and supervised three times. An FDU supervisor will assess your progress in terms of your competencies in the INTASC and addressing the NJCCCS. Your FDU supervisor will evaluate your performance in the classroom.

**Performance Task #2 (Class Participation) 10%**: Students are expected to attend all three seminars. You will be evaluated on your class participation during the seminar. You will be expected to come prepared to discuss authentic issues you are facing in your teaching; assist others, when possible, with suggestions and useful resources; and share issues you would like addressed.

**Performance Task #3 (Presentation Portfolio) 10%**: During your assistantship you are to maintain a personal professional portfolio that demonstrates your competencies in achieving the Interstate Teacher Assessment and Support Consortium Standards and the New Jersey Core Curriculum Content Standards. See **INDIVIDUAL PORTFOLIO PRESENTATION (Appendices ii, iii, iv, v)**

X. Recommended websites

- NJ Core Curriculum Content Standards [http://www.state.nj.us/njded/cccs/]
- WIDA Standards
- National Standards for World Languages

XI. UNIVERSITY and DEPARTMENT POLICIES(see Appendix vi)
Section II:
Intern Information
Practicum Intern Information and Responsibilities

Practicum Interns will work closely with the Master Teacher in developing:

- Appropriate methods of instruction and assessment;
- Daily lesson plans;
- Appropriate classroom management techniques.

Practicum Interns will also:

- Attend scheduled Practicum seminars *(and submit Confirmation of Orientation Attendance, p. 28 and Salary Waiver Form p. 29 to practicum Coordinator)*
- Provide the FDU clinical (field) supervisor with representative lesson plans during each observation visit.
- Discuss with the FDU clinical (field) supervisor an Observation/Conference Report after each observation visit *(see Appendix x)*.
- Complete and discuss with the Master Teacher a Clinical Competency Inventory during the final week. These can be given to the clinical supervisor or practicum coordinator *(see Appendices viii and ix)*.
- Complete their presentation portfolios according to the guidelines given in Appendices ii, iii, iv, and v of this manual.

**Practicum interns must immediately apply to the New Jersey Department of Education for a Certificate of Eligibility.** If you have not already done so, please see the following section for procedures.

Many school districts are now requiring a Daily Substitute’s License for Practicum interns. You may apply through your local Board of Education for this license.
Confirmation of Orientation Attendance and Confidentiality Agreement

Practicum Intern’s Name (print) ____________________________________________

I have attended the orientation meeting for Practicum Teaching and understand the policies, procedures, and expectations regarding my performance and the requirements for the course(s).

- I have been provided with the Practicum Manual and understand that it is my responsibility to read it thoroughly and ask questions of my Master Teacher, my Practicum Seminar Professor, my advisor, and/or my FDU Practicum Supervisor (Field Supervisor) as needed.

- I understand that information has been provided to me regarding the application process for State certification during the orientation session. If I am absent from that orientation, it is my responsibility to follow up with my Practicum Seminar Professor and the Office of Field Placement. In Practicum, I am responsible to apply to the State for any review of transcripts and certification.

- I understand that during the course of Practicum, I will be exposed to confidential information concerning students and their families. I agree to maintain the confidentiality of this information and to use it only during the course of my teaching assignments or otherwise as requested by my Master teacher and seminar professor.

Practicum Intern’s Signature _______________________________________________

Date __________________________
FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Master of Arts in Teaching Program

Salary Waiver Form: Practicum Interns

This is to certify that I will not accept a salary from the school where I conduct my Practicum during the 8 week full-time Practicum Teaching Experience.

Intern’s Name (please print) ________________________________
Intern’s Signature _________________________________________
Date: ____________________________________
PREPARATION FOR OBSERVATION

The following should be prepared by the Practicum Teacher for the observation by the FDU Practicum Supervisor.

YOUR NAME: _______________________________________ DATE: _____________________
MENTOR: __________________________________________
GRADE: ________________ SUBJECT: ________________________________

DAILY INSTRUCTIONAL PLANNING

Daily instructional planning should demonstrate the pre-service teacher’s: knowledge of subject matter (content); understanding of the learning process, and the developmental and diverse needs of students; and ability to use a variety of effective teaching and assessment methods, and design appropriate activities that will engage ALL students and optimize their learning. Lesson plans should include the basic elements described below.

I. Educational Objectives
   A. What each student is expected to learn, written in measurable terms
      Example: Each student will demonstrate, explain, describe, write….etc.
   B. Which New Jersey Core Curriculum Content Standards are being addressed
   C. Other standards being addressed (e.g. professional organization)

II. Instructional Materials and Resources
   A. In-class
   B. Library/Media Center
   C. Technology

III. Anticipatory Set (Motivating or Focusing Activity)
   A. Introduction to lesson, its purpose and objectives
   B. Connection to previous lesson or other activities
   C. Determination of 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?)
   D. Motivational activity

IV. Procedures (Instructional Strategies and Learning Activities)
   A. Sequential, step-by-step implementation of learning activities
   B. Estimated time needed and timing of activities

V. Closure and extension (summarizing activity)
   A. Re-Cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, etc.)
   B. Homework assignments for extension of learning activities and reinforcement

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

VII. Feedback/Reflection (evaluate your performance based upon feedback from your mentor, students, and personal reflection)
   A. What went well with the lesson?
   B. Do any students need review or special help?
   C. How can I improve this lesson?

ALSO PROVIDE THE SUPERVISOR WITH:
1. a copy of student text, handouts, rubrics, tests, etc… with book marks for pages to be referenced.
2. information regarding what preceded and what will follow the lesson.
3. information regarding any student(s) with special needs, and any other special circumstances that may be relevant.
Also: Notify main office and Master teacher of date and time of field supervisors visit.
INTERN RESPONSIBILITIES FOR

APPLICATION TO THE

NEW JERSEY DEPARTMENT OF EDUCATION

FOR CERTIFICATE OF ELIGIBILITY TO TEACH
ESSENTIAL RESPONSIBILITIES OF PRACTICUM STUDENTS SEEKING A TEACHING POSITION

- Any Practicum student seeking a teaching position in a public or private school setting must:
  
  o Satisfactorily complete EDUC 6561 Instructional Theory and Practice (PRACTICUM) in the content area he/she plans to teach.

  o Have satisfactorily passed the Praxis Test during a recent administration of that test and meet the current passing score in the specialty area he/she plans to teach.

  o Hold a Certificate of Eligibility in the subject area for which he/she is seeking teaching position.

It is essential that Practicum students not holding a Certificate of Eligibility file an application for the Certificate of Eligibility in his/her teaching area directly with the NJ State Department of Education (DOE) immediately after successful completion of the Praxis Test. This includes sending the DOE a cover letter with a copy of the Praxis score, the application for the certificate, a money order or certified check for $190.00 made payable to the Commissioner of Education and official sealed transcripts of undergraduate work to:

  NJ State Department of Education  
  Office of Licensing and Academic Credentials  
  CN 500  
  Trenton, NJ 08625-0500  
  Attn: Alternate Route

It is highly recommended that you process the application and supporting documents as soon as the Praxis test is successfully completed.

Start here: http://www.nj.gov/education/educators/license/tcis/

The $190.00 money order or certified check (no personal checks) must be made payable to “Commissioner of Education”.

The DOE telephone number is (609) 292-2070 and may be called from 2:00-4:00 pm Monday through Friday.

* Please note that elementary teaching candidates are required to have 60 credits in liberal arts or sciences.

** Please note that to obtain the Certificate of Eligibility, 30 credits in the subject specific area (secondary level) you want to teach are required.

The New Jersey State Administrative Code states: “For subject area endorsements, complete at least 30 credits in a coherent sequence of courses appropriate to the instructional area. For elementary endorsement, complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hours in liberal arts and/or science and pass an examination of Physiology, Hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9” to obtain a Certificate of Eligibility.
• When you are hired by a school district, be sure to have the appropriate school district representative call Trenton requesting application materials for the provisional certificate required of anyone undertaking a paid teaching internship in the State of New Jersey. Your school should request this by phoning the Office of Professional Development at (609) 984-6377. Be sure to have the representative state that you are an FDU MAT INTERN in good standing, having successfully completed the Practicum.

Upon request, we will send a letter to the school outlining the procedures to be followed (see attached sample letter). This paid internship serves as the mandatory “Induction Year.” Upon successful completion of the prescribed 22 credits* and at the end of the one year, the administrator will recommend (or not recommend) that you receive permanent certification. If you get a half-time or better (or possible a long-term substitute) position, you may work under a Provisional Contract but you must teach for the equivalent of one full year (10 months) to be recommended for permanent certification.

When you sign a contract, notify Mr. Vincent Martone immediately at (201) 692-2085 in order to enable him to send the letter as described above.

• During the induction year, you must register** for EDUC 6571 (2 credits) and EDUC 6572 (2 credits) (Clinical Internship I and II.) Both sections will be taken in consecutive semesters. In addition, you will attend a total of three (3) late afternoon seminars organized by the subject coordinators. An FDU supervisor will observe you during the clinical internships six (6) times in EDUC 6571 and six (6) times in EDUC 6572. (For World Language and ESL Teachers the courses numbers are EDUC 6576 and EDUC 6577 – see footnote.)

• You will not be allowed to register for your clinical internships unless you show evidence of holding a provisional certificate.

*ESL Certification requires completion of all 34 required credits. There are no electives in this program.

**Registration for these internships consists of two steps: Registration in Enrollment Services with a signed Registration Form AND Request for Supervision submitted to Mr. Martone.
PRACTICUM MODEL

PROCEDURES TO APPLY FOR CERTIFICATE OF ELIGIBILITY

All applications for Certificate of Eligibility (C.E.) must be completed electronically through http://www.state.nj.us/education/educators/license/. The following documents will need to be provided to NJDOE before they will issue you a C.E.

1. Successfully pass the Praxis Test* in your teaching area. Score must meet current standard. (See Appendix xii.)

2. Complete EDUC 6835 Effective Teaching/Effective Schools and the appropriate methods course. (Must show on official transcript as completed with passing grades.)

3. Send to Undergraduate and Graduate School(s):
   A request form (enclosed) for official transcript(s) of ALL undergraduate work to be sent to the New Jersey Department of Education (a fee may be required);
   A request form (enclosed) for official transcript(s) of ALL graduate work to be sent to the New Jersey Department of Education (a fee may be required).

4. Prepare and send to the New Jersey Department of Education:
   A certified check or money order for $190.00 made payable to “Commissioner of Education”;
   A completed notarized application for licensure form (enclosed).

* World Language Teachers must also meet the minimum of Advanced Low on the Oral Proficiency Interview in the certification language.

ESL Teachers must meet the minimum of Advanced Low on both the Oral Proficiency Interview and the Writing Proficiency Test for English. There is no ESL Praxis at this time.
Obtaining FDU Transcripts

Please visit www.fdu.edu and in the search box type: Transcript Requests. You will be directed to a page with a link to order your transcript on-line.

Please send the transcript to the recipient:

State of New Jersey
Office of Licensing and Academic Credentials
Department of Education CN 500
Trenton, NJ 08625-0500
June XX, 20XX

Dr. John Q. Public, Superintendent of Schools
Typical Regional High School
123 Main Street
Any Town, NJ xxxxx

Re: FDU Intern (your name)

Dear Dr. Public,

We are happy to hear that you will be employing __________________, a Fairleigh Dickinson University graduate student at Typical Regional High School for the 20XX-20XY school year.

We are very proud of our teacher preparation programs and feel that this particular educator will serve your school community successfully. Included with this letter you will find an information statement about the relationship between the Fairleigh Dickinson University teacher preparation program and the State Department of Education requirements. Please feel free to call on our School of Education personnel if there are any questions that we can answer at (201) 692-2085.

We are happy to be working with you and encourage communication between the district and the University.

Sincerely yours,

Vincent Martone
Assistant Director/Field Placement
Clinical Intern Responsibilities:

Students registered for EDUC 6571 and 6572

In addition to registering for these courses through Enrollment Services with a Registration Form signed by your advisor, you must submit the following form to the Office of the Field Placement Officer, Mr. Martone to request supervision and provide a schedule of the classes.
Address (if other than address given above)

________________________________________________________

________________________________________________________

Start date ________________________________________________

Name of person completing this form __________________________

Please return this form ASAP to:

Vincent Martone
Office of Student Teaching/Field Placement
Fairleigh Dickinson University
1000 River Road

Mail code: T-BH1-02  Teaneck, NJ 07666

Phone:  201-692-2085
Fax:  201-692-2603

For Office use only

Supervisor assigned __________________________  Number of Observations __________
Section III:  
Master Teacher Information
Master Teacher Information and Responsibilities

- A stipend of ___________ per intern will be paid for your professional services. Please complete the enclosed contract and return immediately to the above address in the enclosed Business Reply envelope.

- The Practicum Directory Information Sheet is for our office use. Please complete and return with signed contract (Business Reply envelope enclosed).

- Mid-Practicum: The first Clinical Competency Inventory (*CCI see Appendices viii and ix*) should be mailed after the third week (Business Reply envelope enclosed).

- Final evaluation: The second Clinical Competency Inventory should be given to the Field Supervisor or mailed (Business Reply envelope enclosed) before the last day of the internship.

- You may be asked by your intern to write a letter of recommendation for him/her to an employer. You are encouraged to provide letters of recommendation but are not obliged to do so. If you provide a letter, it should be on your school’s letterhead.

- The FDU staff will arrange for three (3) full-period observations of the interns.

Please be aware that the stated deadlines on the enclosed forms are critical in a program of such intensity and short duration. The office staff will appreciate your meeting all mailing deadlines at the times indicated. Thank you.
I. The Role of the Master Teacher

Master Teachers work with graduate students preparing to enter the teaching profession. The Master Teacher is a crucial figure in the education of a new teacher. Each year as our interns go out to teach, we see again that the Master Teacher is the most significant model whom the beginning teacher strives to emulate. Master Teachers are therefore, selected with much care. Master Teachers working in their own school retain ultimate responsibility for their own students.

II. Responsibilities of the Master Teachers During Orientation Period

A. If at all possible, meet with interns assigned to them.

B. After the interns join the field program, teach for at least two (2) days while the interns observe and take notes.

III. Responsibilities of Master Teachers During the Practicum

A. Introduce the intern to the class.

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

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

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

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

B. Introduce the intern to the school.

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

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

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

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

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

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

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

8. Familiarize the intern with the school’s expectations for the performance of teachers and criteria for teacher evaluations.

C. Teaching

1. Model lessons for interns;

2. Model practices that promote student/student interaction;

3. Recommend materials and resources;

4. Acquaint interns with various means of assessment;

5. Models practices of classroom management.

D. Critique

1. Demonstrate a self-critique;

2. Observe lessons taught by interns;

3. Have interns keep a log of strategies and techniques that work well;

4. Conduct critique for each lesson taught by interns;

5. Conduct peer critique for each lesson taught by interns (if placement permits).

E. Observation

1. Plan for interns to observe two other classes;

2. Plan for interns to observe your class each day.

F. Planning

1. Conduct a planning session with intern(s) daily;

2. Share your plans with each intern;

3. Review intern’s plans daily;
4. Help intern(s) to prepare long-term unit plan.

G. Other
1. Complete all required forms and evaluation;
2. Keep an open dialogue with the coordinator and MAT staff;
3. Offer any suggestions for program improvement.

IV. Evaluation of Students
A. Check lesson plans for each lesson or part of lesson. Each lesson plan must include the following:
   1. Student outcomes;
   2. Assessment activities;
   3. Teaching strategies (process);
   4. Resources;
   5. Link to NJCCCS.

B. Do a daily critique for each lesson or part of lesson. **Written self-critiques (by intern) must be appended to each lesson.** All lesson plans and critiques must be turned in to the master teacher.

C. Each intern is to receive a formal critique sheet from the master teacher for each lesson taught. Interns are to be involved in daily critiques. (note: It is a good idea to start each critique session by having the intern evaluate his/her own lesson.) **Favorable aspects of the lesson should be commented upon before constructive criticism is given.**

D. Upon conclusion of daily critiques, planning should begin for the next day’s lessons.

E. Confer weekly with the interns on their progress.

F. If a serious problem develops at any time, the Master Teacher should contact; Rosemary Rowlands, Practicum Coordinator at 201-692-2079; or The Office of Field Placement at 201-692-2085.

G. The Master Teachers are asked to evaluate and to make recommendations for the university program itself.

H. The evaluations of the interns by the Master Teachers are based upon:
   1. Planning skills;
   2. Implementing lesson plans;
   3. Demonstrating an ability to implement suggestions;
   4. Establishing rapport with students (ability to motivate and supply a positive atmosphere for learning, etc.);
   5. Providing classroom management and discipline;
   6. Developing a professional rapport with colleagues and administrators.
I. At Mid-Practicum and during the final week, both the Master Teacher and the Intern should complete the Clinical Competency Inventory. The completed forms should be used as the basis of the critiques and evaluation.

V. Completion of Practicum

A. At the end of the Practicum, confer with the Supervisor to arrive at a grade recommendation. You and the Supervisor should share your consensus with the Intern.

B. Mail final the Clinical Competency Inventory in the envelope provided or addressed to Fairleigh Dickinson University, School of Education, T-BH2-01, 1000 River Road, Teaneck, NJ 07666.

VI. Pay Schedule

A. Checks for Master Teachers will be mailed upon completion of the Practicum. After Practicum ends and all data is collected, it takes approximately one month to process the checks.

B. Certificates will be provided toward New Jersey Professional Development hours.
FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Practicum

Master Teachers

<table>
<thead>
<tr>
<th>Forms</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract and Directory Sheets</td>
<td>ASAP</td>
</tr>
</tbody>
</table>

Mid-Practicum Evaluation:

First Clinical Competency Inventory    End of Week 3

Final Evaluation

Second Clinical Competency Inventory    End of Week 6

All forms should be mailed to:

Fairleigh Dickinson University
School of Education
1000 River Road, T-BH2-01
Teaneck, NJ 07666
Attn: Rosemary Rowlands

Please note that an FDU Practicum Supervisor (Field Supervisor) will visit your intern teacher three (3) times during the semester.
FAIRLEIGH DICKINSON UNIVERSITY
INDEPENDENT CONTRACTOR AGREEMENT

Name of Contractor: (Your name) Address: (your address)

___________________________________    ____________ ______________________
Street

City   State

__________________________________
Zip

Description of Work to be Performed:
Master Teacher for Practicum for the following interns:
  1. ________________________________  3. ________________________________
  2. ________________________________  4. ________________________________

Period for Completion of Work: During School Year ________ to ___________

Payment Terms: $ ________ per intern x _________ interns = $ ________ total

Status: (check one)
☐ A Citizen or National of the United States
☐ A Lawful Permanent Resident
☐ A Nonresident authorized to work until __/__/__
I acknowledge that the University is relying on the above representation.

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

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

☐ Inasmuch as I am an independent contractor and a Nonresident,
  ☐ The __________________________ Department is responsible for the payment of federal taxes on payments from the University. (Payment of tax by the department constitutes additional income to the Nonresident requiring additional withholding.)
  ☐ I am responsible for the payment of applicable federal taxes on payment from the University, and should the University be assessed for and pay any such amounts, I will refund such amounts to the University on demand.

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

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

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

___________________________________  __________________________ ________
Date                                          Contractor (your signature)

___________________________________  __________________________ ________
___________________________________  __________________________ ________

46
Master Teacher Information:

Master Teacher’s Name: _______________________________________

Email Address: ________________________________________________ (please print clearly)

Master Teacher’s Address ______________________________________

________________________________________

Home Telephone #: _______________________________________

Name of your intern(s): _______________________________________

________________________________________

Check major field of your intern(s):

☐ Biology
☐ Chemistry
☐ Elementary Education
☐ English
☐ English as a Second Language (ESL)
☐ Math
☐ Physics
☐ Physical Sciences
☐ Social Studies
☐ World Languages (specify: _____________________________)

School in which you are teaching during Practicum:

Name of School: ____________________________________________

School Address ____________________________________________

________________________________________

Grade/Content Area _________________________________________

Principal’s Name: _________________________________________

School Phone #: _________________________________________

This information will be compiled for the FDU Practicum Directory
Section IV:
Supervisor Information
GUIDELINES FOR FDU SUPERVISORS

The following guidelines should answer many of your questions about your role as an FDU Practicum Supervisor. Please read ALL sections of this manual thoroughly. If you need further information, call the Office of Field Placement at (201) 692-2085

A. CONFERENCE WITH INTERNS

1. Before Practicum/Assistantship/Internship begins, meet and speak with the Intern to clarify expectations and procedures and establish rapport.

2. Familiarize the Intern with
   a. The nature of the supervisory process;
   b. The formative assessment (Clinical Competency Inventory Appendices viii, ix);
   c. The summative evaluation (Observation/Conference Report Appendix x).

3. Make the standards to be addressed and the high expectations for attitudes, behaviors and performances explicit to the pre-service or first-year teacher as an “FDU Intern.”

B. SCHOOL VISITATIONS

1. You must visit every Intern assigned to you within the first two weeks of the beginning of Practicum/Assistantship/Clinical Internship and then make additional visits as assigned by the Office of Field Placement to observe each Intern. You must visit at least three times during the Practicum/Assistantship. Visit Clinical Interns six times during the semester of Clinical Internship. If, in your judgment, more observations are necessary, please contact the Office of Field Placement.

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

   *N.B. Clinical Interns do not have Master Teachers. You, as FDU Supervisor, are the Intern’s on-site FDU support

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

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

5. Schedule school visits so that there is sufficient time to have a pre-conference, observe the Intern at least one full period (typically 45 minutes), meet individually with the Intern and with the Master Teacher, and if possible, have a three-way assessment and goal-setting conference.

6. During each visit, be sure to:
a. Check on the Intern’s schedule to ensure sufficient teaching and observing times are being scheduled.
b. Check the Intern’s written lesson plans and make certain they correspond to the Master Teacher’s instructions. Interns must supply you with copies of formal lesson plans for each visit.
c. Check to ensure that the Master Teacher returns his/her contract, mid-term and summative assessment forms.

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

8. A Practicum/Assistantship Intern is required to spend at least six full weeks in the classroom. Be sure that the Intern’s schedule includes observation, teaching, and broad participation in school activities. The required number of instructional hours may consist of teaching classes and working with small groups and individuals.

9. After each observation, have the Intern fill out the Observation/Conference Report as a self-evaluation. Use the similarities and differences between your comments and those of the Intern as a basis for your conference with the Intern.

10. At the end of the Practicum/Assistantship, confer with the Master Teacher to arrive at a grade recommendation which should be shared with the intern. Record the grade on the Final Grade Recommendation Form and return the form with the final CCI to the School of Education in the business reply envelope provided.

11. If, even after only one visit, you see a problem that may be difficult to resolve, please contact the Office of Field Placement at (201) 692-2085. The Practicum Seminar Instructor will be notified so that you may communicate with him/her regarding the best way to address the problem.

C. USE OF THE CLINICAL COMPETENCY INVENTORY (CCI)

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

2) Before the mid-term, the cooperating teacher and the supervisor observe the candidate together and fill out the Observation Form (see Appendix x) independently. They will discuss what behaviors they observed, discuss each of the 11 standards and specify areas of strength and areas that need improvement.

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

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

5) The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and fill in the Observation Form independently.
6) At the completion of the field placement, the supervisor and cooperating teacher fill in the CCI independently and enter the final grade recommendation.

7) At the completion of the field placement, the teaching candidate will do a self-assessment and fill in the CCI.

D. DOCUMENTATION RESPONSIBILITIES OF THE FDU SUPERVISOR

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

2. Interns may ask you for a letter of recommendation. You are encouraged to provide letters of recommendation but are not obliged to do so. As an FDU employee, you may use FDU stationery for formal communications with students, schools, and others as appropriate. It is suggested that you copy the Office of Field Placement on all such correspondence, and a copy of the letter will be placed in the Intern’s file.
To: Rosemary Rowlands

From: _____________________________, Clinical Teaching Supervisor  
(Please print)

Date: ______________________________

Re: Final Grades for _________________ Semester 201__

It is the responsibility of the Clinical Teaching Supervisor to recommend a grade to the Office of Field Placement for the Practicum, Assistant, and Teaching Interns. Please consult with the Master or Supervising Teacher and/or Professional Support Team as appropriate.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Recommended Grade</th>
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Supervisor Signature
SUPERVISOR DUE DATES FOR FORMS
The following forms must be submitted by the Supervisor to the School of Education no later then the dates indicated.

PRACTICUM/ASSISTANTSHIP
DUE DATES
<table>
<thead>
<tr>
<th>FORMS</th>
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<tbody>
<tr>
<td>ASAP</td>
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<tr>
<td>Observation / Conference Report</td>
</tr>
<tr>
<td>Observation / Conference Report</td>
</tr>
<tr>
<td>Clinical Competency Inventory</td>
</tr>
</tbody>
</table>

CLINICAL INTERNSHIP
DUE DATES
<table>
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<tr>
<th>FORMS</th>
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<tbody>
<tr>
<td>ASAP</td>
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<tr>
<td>Observation / Conference Report</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

All forms should be mailed to:
FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Bancroft Hall T-BH2-01
1000 River Road
Teaneck, NJ 07666

Attn: Rosemary Rowlands
Appendices
SUMMARY OF UPDATED InTASC CORE TEACHING STANDARDS

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

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

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

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

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

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

STANDARD #4: CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. 59
STANDARD #5: APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Standards for Teachers</th>
<th>Artifacts</th>
</tr>
</thead>
</table>
| **#1: LEARNER DEVELOPMENT**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Artifacts illustrating:  
- Differentiated instruction  
- Developmentally appropriate lesson plans, scaffolding,  
- Work with struggling readers |
| **#2: LEARNING DIFFERENCES**. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | ONE ARTIFACT ONLY chosen from:  
- Lessons that address diverse learners  
- Lessons that explain diversity to your class in broad or narrow terms and how to address it.  
- Artifacts that encourage K-12 students to have multiple perspectives  
- Lessons that have been modified in content, assessment, materials, environment for learning differences  
*Required reflection must indicate awareness of student differences and how they are addressed in teaching and a lesson plan that specifically indicates modifications for students with special needs (See multicultural rubric in EDUC 6825 syllabus) |
| **#3: LEARNING ENVIRONMENTS**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. | ONE ARTIFACT ONLY chosen from:  
- Classroom management plan  
- Rules for the class  
- Discipline procedures  
- Reward system  
- Student peer review process  
*Required reflection must indicate how and why the candidate is a caring teacher. (See caring rubric in EDUC 6825 syllabus) |
| **#4: CONTENT KNOWLEDGE**. The teacher for elementary education students – lessons that deal | For elementary education students – lessons that deal |
understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

<table>
<thead>
<tr>
<th>#5: APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons that specifically promote critical thinking, problem solving, and authentic settings. They should be accompanied by your supervisor’s observations. This can include interdisciplinary problem-based unit plans based on local and global issues.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>#6: ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</th>
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<tbody>
<tr>
<td>ONE ARTIFACT ONLY</td>
</tr>
<tr>
<td>Assessment and data collection (See assessment task in EDUC 6825 syllabus or the directions below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7: PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts from EDUC classes that demonstrate planning such as lesson plans from courses or ones that you have used in student teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8: INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts that demonstrate planning and student understanding. Students must apply knowledge in the lesson. Lessons should be accompanied by your supervisor’s observations. Put in a table format all instructional strategies you used in teaching a lesson and why they were successful or not, with the strategies listed on the left and reflections on the strategy on the right. Such strategies might include collaborative learning, making connections, summarizing, modeling, activating prior knowledge.</td>
</tr>
</tbody>
</table>
| **#9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | NIH certificate  
Workshops or faculty meetings attended  
Outside readings  
Websites visited for instructional purposes  
*REQUIRED reflection* must indicate how the candidate perceives “teacher as leader” as related to one or more of the above |
| --- | --- |
| **#10: LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | Emails or communication process used with parents  
Examples of home-school connection |
| **NJPST #11: Professional Responsibility**  
Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students | 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  
*REQUIRED reflection* must be on moral issues and ethics as related to the teaching profession |
| **ADDITIONAL: Communication**  
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interaction. | Letters or correspondence to parents, etc.  
Communication and/or interviews with ESL teacher, resource room teacher, and/or special education teacher or supervisor.  
Technology based communication and/or instruction  
Examples of how written and oral communications are facilitated  
Technology based communication and/or instruction  
Examples of how written and oral communications are facilitated |
Assessment Plan

Construct an assessment.

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

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

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

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

FDU’s Portfolio Assessment System has four major purposes:

1. To enhance and document authentic, relevant learning for pre-service teachers by continually assessing their growth and determining their level of proficiency for specific competencies based on Interstate Teacher Assessment and Support Consortium Standards

2. To encourage reflection and self-assessment on the part of pre-service teachers for identifying and addressing specific areas for personal and professional development during their program of professional studies and their induction teaching year

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

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

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

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

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

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

The pre-service teacher maintains a “working portfolio” throughout his/her program and ultimately develops a “presentation portfolio” in the Practicum teaching seminar. The presentation portfolio is developed by the pre-service teacher for use at employer interviews and continuation after employment as part of ongoing professional development and assessment.
PRACTICUM TEACHING SEMINAR PERFORMANCE TASK
PRESENTATION PORTFOLIO ASSESSMENT

Student Name_______________________________Date_________Points___________

The portfolio provides an opportunity to demonstrate how you (1) organize your work; (2) select work samples and documents as a reflection of performance; (3) view your own work and self-evaluate; and (4) understand the relevance of pre-service course work and experiences to succeed as a teacher. This is the table of contents you must include:

<table>
<thead>
<tr>
<th>Cover page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of contents</td>
</tr>
<tr>
<td>• Resume</td>
</tr>
<tr>
<td>• Praxis</td>
</tr>
<tr>
<td>• Transcript</td>
</tr>
<tr>
<td>• Philosophy of education</td>
</tr>
</tbody>
</table>

INTASC Standards

THE LEARNER AND LEARNING

• Standard 1: Learner Development
• Standard 2: Learning Differences
• Standard 3: Learning Environment

CONTENT

• Standard 4: Content Knowledge
• Standard 5: Application of Content

INSTRUCTIONAL PRACTICE

• Standard 6: Assessment
• Standard 7: Planning for Instruction
• Standard 8: Instructional Strategies

PROFESSIONAL RESPONSIBILITY

• Standard 9: Professional Learning and Ethical Practice
• Standard 10: Leadership and collaboration
• Standard 11: Professional Responsibility

*Other items to highlight you as a teacher(*this listing is optional)
UNIVERSITY and DEPARTMENT POLICIES
(This applies to all syllabi contained in this manual)

University and Department 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.
   b) Dismissal from the University.


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. 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.

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

**FDU-SOE Lesson Plan Format**

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

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

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

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

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

VI. **Procedures:** (Instructional strategies & learning activities)
   A. Anticipatory Set [Motivating or focusing activity.]
      1. Introduction to lesson, its purpose and objectives
      2. Connection to previous lesson or other activities
      3. Determine prior knowledge (What/how much do students know about the topic? Are they ready to move on from previous lesson? Are all students ready for this lesson?)
      4. Motivational activity or “hook”
   B. Body of the Lesson
1. Sequential, step-by-step implementation of learning activities (Number or bullet these steps).

2. Incorporate strategies for special needs students and second language learners. Specify the accommodations and/or differentiated instruction required.

3. Address issues of diversity both in the lesson content and for the student body in the class.

**VII. Closure & Extension: (Summarizing Activity)**

A. Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, exit slips, etc.)

B. Homework assignments for extension of learning activities, reinforcement, and/or enrichment.

**VIII. Assessment/Evaluation Plan:** How well did each student learn what was intended? Your evaluation must be aligned with your objective!

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

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

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

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

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

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

A. What went well with the lesson?

B. Do any students need review or special help?

C. How can I improve this lesson?

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

A. What did you need to prepare the lesson?

B. What did you have to do in terms of content?

C. Did you use Universal Design (UDL) or did you need to separately work on differentiated instructional strategies?
Appendix viii

Clinical Competency Inventory (CCI) for Teaching Candidates

Instructions and Overview

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

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

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

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

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

The following rating scale will be used to score each candidate:

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

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

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

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

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

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

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

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

Pre-emergent:
Candidates have an average below 2.0 for each standard, with an overall average below 2.0. If a candidate receives this rating he/she will receive an Incomplete in the clinical experience and be advised to have extensive clinical field experience time, coursework and mentoring before being recommended for certification.
Clinical Competency Inventory (CCI): Final Assessment  
Fairleigh Dickinson University  
Peter Sammartino School of Education  
1000 River Road  
Teaneck NJ 07666

This form is designed to provide feedback for the Apprenticeship Teacher, Practicum Intern, or Teaching Assistant and for the School of Education. Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our program.

Intern Teacher: ________________________________ Date: ________________

Cooperating/Master Teacher: ________________________________

Field Supervisor: __________________________________________

Subject/Grade): __________________________________________

  ☐ Mid-semester Observation  ☐ End of Semester Observation

Semester:  ☐ Fall ☐ Spring ☐ Summer

Course in which enrolled

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

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

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

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

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

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

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

Signature of Evaluator: __________________________________________

Signature of Intern Teacher: __________________________________________
### Standard #1: Learner Development
Teaching candidates shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1 The teacher designs lesson plans that are developmentally appropriate.</strong></td>
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<td><strong>1.2 The teacher designs instruction appropriate to learners' strengths and needs.</strong></td>
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<td><strong>1.3 The teacher designs instruction that accommodates differences in student ability levels.</strong></td>
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<td>1.4 The teacher implements lesson plans that are developmentally appropriate so that all learners can learn.</td>
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<td>1.5 The teacher interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.</td>
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<td>1.6 Learners are engaged in differentiated activities based upon their ability levels.</td>
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<tr>
<td>Comments:</td>
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### Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

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

Comments:

### Standard #4: Content Knowledge

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

The teaching candidate:

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

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

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

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

Comments:

### Standard #6: Assessment

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

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

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

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

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

Comments:

### Standard #8: Instructional Strategies

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 The teacher implements instructional activities that achieve the objectives and outcomes of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.2 The teacher models effective communication and questioning techniques to facilitate deep understanding of content (i.e., higher order thinking).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.3 The teacher varies his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, audience).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.4 The teacher engages learners in activities that promote and value the development of oral language (Listening and Speaking).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.5 The teacher engages learners in activities that promote and value the development of written language (Reading and Writing).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.6 The teacher engages learners in activities that promote and value the development of numeracy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.7 The teacher models metacognitive processes to support comprehension of content (think alouds, questioning).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.8 The teacher provides multiple models and representations of concepts and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.9 The teacher uses a variety of appropriate instructional materials and resources to achieve the objectives of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.10 Learners ask higher order questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.11 Learners articulate strategies they used to demonstrate comprehension of content.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.12 Learners demonstrate their knowledge of content through a variety of products and performances.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
**Standard #9: Professional Learning and Ethical Practice**

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 The teacher provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.2 The teacher provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all learners and the school community.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.3 The teacher provides evidence of maintaining accurate student records.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.4 The teacher provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.5 The teacher exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and learners).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.6 The teacher reflects upon and uses constructive suggestions to enhance the teaching and learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.7 The teacher demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Comments:

### Standard 11: Professional Responsibility

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

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

Comments:

---

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

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

1. LEARNER DEVELOPMENT

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

2. LEARNING DIFFERENCES

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

3. LEARNING ENVIRONMENT

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

4. CONTENT KNOWLEDGE

☐ Makes effective use of explanations and connections to prior learning
☐ Engages in activities that promote problem solving
☐ Demonstrates thorough knowledge of the NJCCCS and Common Core State Standards
☐ Uses meaningful content in lesson
5. **APPLICATION OF CONTENT**

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

6. **ASSESSMENT**

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

7. **PLANNING FOR INSTRUCTION**

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

8. **INSTRUCTIONAL STRATEGIES**

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

9. **PROFESSIONAL LEARNING AND ETHICAL PRACTICE**

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

10. **LEADERSHIP AND COLLABORATION**

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

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strengths/Weaknesses:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggestions for Lesson Improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Recommendations/Reflections for Professional Growth

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Grade for Observation:  

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐

Field Supervisor’s Signature: ___________________________ Date: _____________
Pre-service Teacher’s Signature: ___________________________ Date: _____________

For FE II, FE IV: Student is ready for Apprenticeship Teaching?   Yes ☐ No ☐
### Evaluation Form Chart

<table>
<thead>
<tr>
<th></th>
<th>Master Teacher</th>
<th>FDU Clinical Supervisor</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of observations</strong></td>
<td>Clinical Competency Inventory</td>
<td>O/CR*</td>
<td>CCI**</td>
</tr>
<tr>
<td><strong>Practicum</strong> (Six credits)</td>
<td>3</td>
<td>Midterm and Final</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, visit</td>
</tr>
<tr>
<td><strong>Clinical I</strong></td>
<td>6</td>
<td>N/A</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;, 5&lt;sup&gt;th&lt;/sup&gt; visit</td>
</tr>
<tr>
<td><strong>Clinical II</strong></td>
<td>6</td>
<td>N/A</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;, 5&lt;sup&gt;th&lt;/sup&gt; visit</td>
</tr>
<tr>
<td><strong>Assistantship</strong></td>
<td>3</td>
<td>Midterm and Final</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, visit</td>
</tr>
</tbody>
</table>

* Observation/Conference Report (OCR)

** Clinical Competency Inventory (CCI)
Appendix xii

TEST REQUIREMENTS FOR CERTIFICATION IN NEW JERSEY
Effective December 1, 2007

INTRODUCTION

Applicants for New Jersey licensure in subject teaching fields and elementary education must pass the appropriate PRAXIS II Subject Assessment/Specialty Area test(s). The tests are required for all applicants including those applicants who are certificated in other states. Certain teaching fields are exempt as noted on the next page.

Applicants for the Speech-language Specialist certificate must pass the Speech-language Pathology Specialty Area test. Effective September 1, 2006 only official score reports will be accepted from Educational Testing Service for the Speech-Language Pathology test. Coding the Department of Education (R7666) and your Social Security number precludes delay in certificate issuance.

Applicants for the Principal certificates must pass the School Leadership Series: School Leaders Licensure Assessment test (SLLA). Applicants for the School Administrator certificates must pass the School Leadership Series: School Superintendent Assessment test (SSA). These tests are part of the School Leadership Series.

It is your responsibility to register for the correct test(s). Carefully check test requirements and test code number listed on the next page to assure registration for the correct test.

PASSING SCORE

Passing scores have been raised by the State Board of Education. Applicants must achieve the current required passing score(s) for certificate issuance. Passing scores always are subject to change. A test score must meet the current passing score to satisfy the test requirement. Undergraduates must take Praxis test(s) no earlier than the senior year.

TEST SCORE SERVICE FEE

There is a test score service fee of $20.00 per endorsement that requires a test. The test score service fee must be submitted with your Application for Licensure using a money order or certified check payable to “Commissioner of Education”. Do not submit this fee to Educational Testing Service with your test registration form.

INSTRUCTIONS FOR TEST REGISTRATION

Register for Praxis II: Subject Assessment/Specialty Area tests directly through The Praxis Series. Register for the School Leadership tests through the School Leadership Series. Test registration procedures, registration form and other information are accessible at www.ets.org/sls. Online registration is also available.
Scores on Praxis II: Subject Assessment/Specialty Area tests and the School Leadership Series tests taken in the State of New Jersey will automatically be sent to the New Jersey Department of Education. If you are tested in another state you must request to have your score sent to New Jersey by coding R7666 on your registration form. You must also include your Social Security number when completing your registration form and answer sheet. Only official score reports from Educational Testing Service are accepted for licensure. Coding the Department of Education (R7666) and your Social Security number precludes delay in certificate issuance.

The Praxis Series
Educational Testing Service
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476

NOTE:
There are additional Testing Requirements for:

World Languages;
English as a Second Language;
Bilingual Bicultural Education;
Educational Interpreter; and
Teacher of Deaf or hard of hearing with sign language proficiency.

New Jersey Praxis Test Requirements

All exams are Praxis II (content knowledge)
www.ets.org/praxis

Elementary Content Knowledge (K-5) – New exam as of 9/1/12
Full exam (4 content areas)  # 5031
Retake on specific sections
Reading and language Arts  #5032
Math          #5033
Social Studies  #5034
Science       #5035

Middle School (6-8) – additional endorsements on the Elementary Cert
Middle School Language Arts  #10049
Middle School Math          #20069
Middle School Social Studies#20089
Middle School Science       #10439
Passing test scores are subject to change. Candidates are subject to the passing test score in effect at the time the application is received and eligibility is determined.
ESL AND WORLD LANGUAGE TEACHERS NEED TO TAKE TESTS AS FOLLOWS:
1. ESL: ORAL PROFICIENCY TEST (OPI)/WRITING PROFICIENCY TEST (WPT)
2. WORLD LANGUAGES: ORAL PROFICIENCY TEST (OPT)

APPLY ONLINE:  http://www.languagetesting.com/acad_nj1.cfm

Language Testing International

Dear Prospective NJ Teacher:

The New Jersey State Department of Education has instructed you to take ACTFL® proficiency test(s) as a part of your application for teacher licensure. For the most current information on test requirements for the specific teaching license you are seeking, please visit their website at: www.state.nj.us/njded/educators/license/guide.pdf.

If you have any questions about NJ teacher licensure, please call the NJ Department of Education between 2pm and 4pm, Monday through Friday at 609-292-2070. For information about ACTFL proficiency assessments, the application process and testing procedures, please read the ACTFL Proficiency Assessment Brochure for Prospective New Jersey Teachers (for ESL, Bilingual, or World Languages). Once you have read through the brochure, you may download the appropriate applications and forms to mail or fax to us, and/or apply directly online. If you have any questions, please contact us at admin@languagetesting.com.

Sincerely,

LTI

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In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation**: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

For further Web-based information on Bloom's taxonomy:

http://www.eecs.usma.edu/cs383/bloom/default.htm

http://www.valdosta.edu/~whuitt/psy702/cogsys/bloom.html
Critical and Creative Thinking - Bloom's Taxonomy

What are critical thinking and creative thinking?
What's Bloom's taxonomy and how is it helpful in project planning?
How are the domains of learning reflected in technology-rich projects?

Benjamin Bloom (1956) developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain, he identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. These domains and levels are still useful today as you develop the critical thinking skills of your students.

Critical thinking involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critquing.

Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence.

Read the article Teaching Thinking Skills and Critical and Creative Thinking for additional background information.

While critical thinking can be thought of as more left-brain and creative thinking more right brain, they both involve "thinking." When we talk about HOTS "higher-order thinking skills" we're concentrating on the top three levels of Bloom's Taxonomy: analysis, synthesis, and evaluation.

Cognitive Domain

Knowledge
collect describe identify list show tell tabulate
define examine label name retell state quote
enumerate match read record reproduce copy select
Examples: dates, events, places, vocabulary, key ideas, parts of diagram, 5Ws

Comprehension
associate compare distinguish extend interpret predict differentiate
contrast describe discuss estimate group summarize order
cite convert explain paraphrase restate trace
Examples: find meaning, transfer, interpret facts, infer cause & consequence, examples

Application
apply  classify  change  illustrate  solve  demonstrate
calculate  complete  solve  modify  show  experiment
relate  discover  act  administer  articulate  chart
collect  compute  construct  determine  develop  establish
prepare  produce  report  teach  transfer  use

*Examples:* use information in new situations, solve problems

**Analysis**
analyze  arrange  connect  divide  infer  separate
classify  compare  contrast  explain  select  order
breakdown  correlate  diagram  discriminate  focus  illustrate
infer  outline  prioritize  subdivide  points out  prioritize

*Examples:* recognize and explain patterns and meaning, see parts and wholes

**Synthesis**
combine  compose  generalize  modify  invent  plan  substitute
create  formulate  integrate  rearrange  design  speculate  rewrite
adapt  anticipate  collaborate  compile  devise  express  facilitate
reinforce  structure  substitute  intervene  negotiate  reorganize  validate

*Examples:* discuss “what if” situations, create new ideas, predict and draw conclusions

**Evaluation**
assess  compare  decide  discriminate  measure  rank  test
convince  conclude  explain  grade  judge  summarize  support
appraise  criticize  define  persuade  justify  reframe

*Examples:* make recommendations, assess value and make choices, critique ideas

**Affective Domain**

**Domain Attributes:** interpersonal relations, emotions, attitudes, appreciations, and values
accepts  attempts  challenges  defends  disputes  joins  judges
contributes  praises  questions  shares  supports  volunteers

**Psychomotor Domain**

**Domain Attributes:** fine and gross motor skills
bend  grasp  handle  kick  operate  reach  relax
stretch  type  write  express  perform  conduct  act

**Resources on Bloom’s Taxonomy**

*Bloom's Taxonomy* by J. Prado
This site contains the levels, example words, products, and example questions.

*Other Sites with an Overview and Key Words:*
*Bloom's Taxonomy: An Overview* from Family Education Network's TeacherVision

*Taxonomy of Educational Objectives* developed by A. Harrow, adapted by T. Allen
This page provides sample questions.

*Learning Skills Program: Bloom's Taxonomy* from University of Victoria
This page lists the six levels of the cognitive domain with examples.

*Other Sites Listing the Taxonomy:*
Designing and Managing MCQs from University of Cape Town, South Africa
Major Categories in the Taxonomy of Educational Objectives by G. Krumme, University of Washington, Seattle
Question Types Based on Bloom’s Taxonomy from University of Colorado
Bloom’s Taxonomy from University of Mississippi
**Critical Thinking Across the Curriculum** by B. Fowler, Longview Community College
Explore the questions associated with each Bloom category.

**Critical Thinking Resources**

**Critical Thinking** from The University of Tennessee at Chattanooga
This webpage provides an overview of critical thinking.

**Critical Thinking on the Web** by T. van Gelder at The University of Melbourne
This links page provide connects to lots of teaching and learning resources related to critical thinking.

**Free Brainstorming Training** from Infinite Innovations Ltd
Learn basic and advanced techniques for brainstorming.

**Mission: Critical** from San Jose State University
This website provides an advanced look at critical thinking and specifically analysis of arguments and persuasion.

**Examples and Applications of Critical Thinking**

**Evaluating Primary Sources** from Library of Congress’s American Memory
This website does a great job providing an example of using Bloom’s Taxonomy for evaluating primary resource materials.

**Integrating Critical Thinking Skills Into the Classroom** by A. Buchanan
This article defines critical thinking and provides steps for integrating the ideas into the classroom.

**Layered Curriculum** by K.F. Nunley
The Layered Curriculum approach focuses on increasing levels of complexity. Explore some of the many examples.

**What Is a Thinking Curriculum?** by T.F. Fennimore & M.B. Tinzmann, North Central Regional Educational Laboratory (NCREL)
Join the authors in exploring the characteristics of a "thinking curriculum."

**Creative Thinking Resources**

**Creativity Links** by C. Osborne
This page links to great resources on creative thinking.

**Creative Problem Solving** from Burris Laboratory School, Muncie, IN
This page highlights six steps in creative problem solving.

**Creativity Web** from C. Cave
This page contains ideas on linking creative thinking to critical thinking and multiple intelligences.

**Within this Website:**

**Six Hats of Thinking** by S. Labelle
**Techniques for Creative Thinking**

**Edward de Bono’s Methods & Concepts of Lateral Thinking**
This page provides an overview of deBono's ideas about creativity. Here you can also learn about the Six Thinking Hats.

**Introduction to Creative Thinking** by R. Harris from VirtualSalt
This page compares critical and creative thinking and discusses the myths of creative thinking.

**Inventive Thinking Curriculum Model** from The United States Patent and Trademark Office
This page provides ideas for invention and creative thinking.

**Classic Lateral Thinking Puzzles** by P. Sloane and adapted by A. Oftens
A collection of thinking puzzles is found on this page.

**Tutorial on Creativity, Brainstorming and Innovation** from Infinite Innovations Ltd.
This tutorial provides basic information about creativity, brainstorming, and innovation. It
also provides ideas and activities.

**Creativity Pool**

This is a database of creative and original ideas. Submit your own or check to see if someone else has thought of the same thing.

**Build A Project**

Select a topic and a technology. Brainstorm examples of outcomes at different levels of Bloom's Taxonomy.

Do you have a suggestion for this page? If so, email Annette Lamb.


http://www.uct.ac.za/projects/cbe/mcqman/mcqappc.html