Part-Time Faculty Manual

Peter Sammartino
School of Education

Fall 2012 – Spring 2013 Edition
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Quick Reference Guide
*Detailed information can be found in the Adjunct Faculty Handbook*

School of Education
College at Florham- (973) 443-8385 Fax- (973) 443-8366
Metropolitan Campus- (201) 692-2836 Fax- (201) 692-2603
Mon- Fri, 9am- 5pm

Classroom Access
Most classrooms are unlocked during normal class times. If a classroom is locked, call the Public Safety office (Florham 973-443-8888, Metropolitan 201-692-2222)

Add /Drop/Withdrawal Policy
Students may add classes through the second week of the semester (Fall/Spring). If the student simply just stops attending classes, please contact the School of Education office and refer the student to their advisor to discuss their options to withdraw from the class. If the student is on the Grade Roster, and has not been attending the class, the instructor should record a grade of “F” at the end of the semester.

Emergency/Security/Evacuation Plans
College at Florham Public Safety (973-443-8888)
Metropolitan campus Public Safety (201-692-2222)
Notify security personnel immediately of any accident or emergency on university property.
In the event of a fire alarm, all personnel must leave the building in a quiet, orderly manner.
A Public Safety Officer will be responsible to check the building for complete evacuation.

FDU Alerts
In 2007, FDU implemented FDU Alert to expand and enhance its emergency notification methods. FDU Alert can be used to provide pertinent information and instructions to the FDU community through voice, text, and email messaging. FDU Alert provides the technology to rapidly mass broadcast health, safety and informational messages to keep the FDU community informed and safe in times of emergency and other urgent situations. Examples of unforeseen events and disruptions include snow days, floods, power outages, campus incidents and major schedule changes.

To register for FDU Alerts or to edit contact points please visit http://www.fdu.edu/alert/

N.B. Students also sign up for FDU Alerts. Having cell phones on during class can be disruptive. You may ask your students to turn their phones off, but because of the alert system, it is a good idea to leave one phone on that is part of the system. It can be yours.

Parking
Adjunct faculty may park in designated faculty or faculty/staff parking areas. All faculty members (full- and part-time) must register their vehicles with Public Safety. Parking decals are available in the campus Public Safety Office. Please bring your registration and insurance card when applying for a decal. Cars without current parking decals in campus parking areas will be towed at the owner’s expense.

**Identification Card**
At the beginning of the semester, Public Safety issues campus ID cards. You need this card for use of the recreation facilities and the library. Please visit the campus Public Safety Office any time during the first week of classes, Monday through Friday, from 9-5, to have your ID card made. The Public Safety Office is located in the Barn on the Florham Campus.

**Weather Closings**
Check the FDU website (www.fdu.edu), a banner announcement will be on the homepage indicating any closings. If the website is unavailable, call the main phone number (Florham-Madison 973-443-8500 or Metropolitan 201-692-2000) for closing announcements.
Each faculty member should establish a telephone chain and/or email list for each of his or her classes to notify students about closings or class cancellations.

**Attendance (Faculty)**
You are expected to conduct class for the entire allotted time. State regulations require three-credit courses in a fifteen-week semester to meet for 150 minutes per week. Dismissing class early violates state mandates, prevents completion of the subject matter, and deprives students of their contractual rights.

**Class Documents**
We strongly recommend that documents for your course(es) (i.e. What have also been known as “handouts”) be posted via Blackboard.

**Media Services**
Audiovisual materials, equipment, and services are available for use in your classroom. Contact the Administrative Assistant of the education department for assistance. A 24-hour notice is required for equipment requests, NO EXCEPTIONS! The campus Instructional Media office can be reached at (973) 443-8526 on the Florham Campus or (201) 692-2360 on the Metropolitan Campus.
**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.

**Accreditation**

The SOE has received TEAC accreditation.

TEAC has three Quality Principles:
1. Evidence of student learning
2. Valid assessment of student learning
3. Institutional learning

TEAC also has three crosscutting themes:
1. learning how to learn
2. multicultural perspectives
3. technology

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

Underlying this framework are the SOE claims

Our teaching candidates are:
1. qualified to teach subject matter
2. competent in pedagogical knowledge and skills
3. caring teachers

These quality principles and crosscutting themes and claims are infused within course work.

**Title II**

Fairleigh Dickinson University’s School of Education had an aggregate pass rate of 100% on the HEA-Title II reporting for the 2008-2009 academic year. The corresponding statewide pass rate for the same period was 98%.
History

Founded in 1942 by Dr. Peter Sammartino and his wife, Sylvia (Sally), Fairleigh Dickinson University has grown into the largest private university in New Jersey. Today, more than 10,000 students from 32 states in the nation and 72 other countries are enrolled on the University's two campuses in northern New Jersey and its two overseas campuses in Wroxton, England and Vancouver, British Colombia. Beginning as a two-year junior college, Fairleigh Dickinson expanded to a four-year curriculum in 1948 to fill the need for higher education in northern New Jersey. In 1954, the first graduate program, a master's degree in business administration, was offered, and Bergen Junior College was purchased as a second campus, Teaneck. In 1956, Fairleigh Dickinson gained University status and, one year later, the 178-acre Vanderbilt-Twombly estate was acquired in Madison to serve as a third campus (College at Florham).

FDU became the first American university to own a campus in England when it acquired Wroxton College from Trinity College, Oxford University. Opened in 1965, Wroxton College offers American students an array of graduate and undergraduate programs as well as an enriching cultural experience. Formerly a 13th-century abbey, Wroxton College is now a beautifully restored and modernized Jacobean mansion.

Recognizing that the student profile on most U.S. campuses is changing dramatically, the University's Petrocelli College was formed in April 1998 to provide a unified approach and focus on the adult learner and to continue to position FDU as a leader in providing learning opportunities in a strong academic foundation for students of all ages. FDU has maintained its commitment to broadening global horizons and fostering greater international understanding. In 2000, the Board of Trustees adopted a newly focused mission for FDU: to prepare students for world citizenship through global education. A second international campus, located in Vancouver, Canada, will be opened in 2007.

Each of the University campuses has developed a unique character and vitality. Students benefit from studying at a comprehensive university that offers a wide range of programs and courses, but they also enjoy an atmosphere of warmth and personal attention usually found at much smaller institutions.

Today, FDU offers nearly 100-degree programs at the associate, baccalaureate, master’s, and doctoral levels. Its wide range of offerings, coupled with the depth and expertise of its faculty, has Fairleigh Dickinson University poised to serve students of all ages and cultures.
FDU Website:  http://www.fdu.edu

Important Phone Numbers

**College at Florham**

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>973-443-Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main FDU number</td>
<td>Mansion</td>
<td>8500</td>
</tr>
<tr>
<td>Education Department Office</td>
<td>Mansion (courtyard)</td>
<td>8385/8375</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>Twombly</td>
<td>8538</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Student Center</td>
<td>8656</td>
</tr>
<tr>
<td>Computer Center</td>
<td>Dreyfuss</td>
<td>8689</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Wellness Center</td>
<td>8504</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Mansion</td>
<td>8600</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>Library</td>
<td>8526</td>
</tr>
<tr>
<td>Library</td>
<td>Library</td>
<td>8515</td>
</tr>
<tr>
<td>Security</td>
<td>Barn</td>
<td>8888</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>Wellness Center</td>
<td>8535</td>
</tr>
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**Metropolitan Campus**

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<tr>
<th>Department</th>
<th>Location</th>
<th>201-692-Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main FDU number</td>
<td>Kron Building</td>
<td>2000</td>
</tr>
<tr>
<td>Education Department Office</td>
<td>Bancroft Hall</td>
<td>2839</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>Robison Hall</td>
<td>2076</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Alumni Hall</td>
<td>2093</td>
</tr>
<tr>
<td>Computer Center</td>
<td>Dickinson Hall</td>
<td>7111</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Student Union Building</td>
<td>2174</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Kron</td>
<td>2214</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>Library</td>
<td>2360</td>
</tr>
<tr>
<td>Library</td>
<td>Library</td>
<td>2279</td>
</tr>
<tr>
<td>Security</td>
<td>Public Safety</td>
<td>2222</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>Student Union Building</td>
<td>2437</td>
</tr>
</tbody>
</table>
University College
201-692-extension

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Phone Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mills, Patti, Ph.D. Dean</td>
<td>2132</td>
<td><a href="mailto:patti_mills@fdu.edu">patti_mills@fdu.edu</a></td>
</tr>
<tr>
<td>Teresa Montani, Ed.D. Associate Dean</td>
<td>2328</td>
<td><a href="mailto:montani@fdu.edu">montani@fdu.edu</a></td>
</tr>
</tbody>
</table>

County College Partnership Contacts

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Phone Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geminario, Vito</td>
<td>201-692-7310</td>
<td><a href="mailto:dr.g.fdu@comcast.net">dr.g.fdu@comcast.net</a></td>
</tr>
<tr>
<td>Mastropietro, Anthony Director</td>
<td>201-424-8652</td>
<td><a href="mailto:mastro@fdu.edu">mastro@fdu.edu</a></td>
</tr>
<tr>
<td>Miller, Randy</td>
<td>856-222-9311, Ext. 2712</td>
<td><a href="mailto:rhmiller@fdu.edu">rhmiller@fdu.edu</a></td>
</tr>
<tr>
<td>Watkins, Andrea</td>
<td>856-691-8600, Ext. 425</td>
<td><a href="mailto:andrear@fdu.edu">andrear@fdu.edu</a></td>
</tr>
<tr>
<td>Bernetta Millonde</td>
<td>856-468-5000, Ext. 6618</td>
<td><a href="mailto:bernetta@fdu.edu">bernetta@fdu.edu</a></td>
</tr>
</tbody>
</table>

County College Partnerships

Through our County College Partnership, courses are offered at three different Community College locations:

1. Burlington County College (BCC)
2. Cumberland County College (CCC)
3. Gloucester County College (GCC)

The FDU students enrolled at the County Colleges are eligible to participate in any of the services offered at the two on-campus locations.
Faculty and Program Directors

Vicki Cohen  Director, School of Education; Coordinator, Instructional Technology Certificate Program 201-692-2525  cohen@fdu.edu

Dan Aronoff  Deputy Director 201-692-2828 or 973-443-8346  daronoff@fdu.edu

Teresa Montani  Associate Dean, University College; Director, Learning Disabilities Program 201-692-2084  montani@fdu.edu

Carol Karpinski  Director, MAT Program 201-692-2838  karpin@fdu.edu

Miriam Singer  Director, QUEST (BA/MAT) Program 201-692-2853  singer@fdu.edu

Carl Schavio, Jr.  Director, Educational Leadership Program 201-692-2831  schavio@fdu.edu

Shane Smith  Math Foundations Program and Elementary Science Specialist Program 201-692-2834  ssmith@fdu.edu

John Cowen  Coordinator Literacy/Reading Specialist Program 201-692-2201  cowen@fdu.edu

Mary Farrell  Director, Dyslexia Specialist Program 201-692-2298  Farrell@fdu.edu

Kate Spence-Ado  QUEST/MAT Program 973-443-8345  ado@fdu.edu

Charles DeLorenzo  Educational Leadership Program  201-692-2855  delorenz@fdu.edu

Khyati Joshi  MAT Program  201-692-2826  khyati@fdu.edu

Louis Ray  MAT Program 201-692-2849  louray@fdu.edu

Randall Westbrook  QUEST Program  973 443-8382  rowest@fdu.edu

Roberta Wohle  Learning Disabilities Program 201 692-2827  roberta1@fdu.edu

Liliane Gaffney  Coordinator, Second Language Acquisition Programs 201-692-2762

Bryan Meadows  Second Language Acquisition Programs  201-692-2837

Professional Staff

Vincent Martone  Director, Certification and Field Placement 201-692-2085  vjmarton@fdu.edu

Allen Debren  Director, Instructional Technology  201-692-2631  adebren@msn.com

Rosemary Rowlands  Assistant to the Director; Second Language Acquisition Programs 201-692-2079  rowlands@fdu.edu

Administrative Assistants

Linette Graham  Assistant to the Director, Teaneck 201-692-2836  linettet@fdu.edu

Jo Ann Casadevall  Assistant to the Director, Madison 973-443-8375  jocasa@fdu.edu

Nicole Fichthorn  Teaneck Administrative Assistant 201-692-2862  nicolef@fdu.edu

Michelle Alkhalili  Assistant to Mr. Martone  201-692-2085  malkhali@fdu.edu
General Information  
Fairleigh Dickinson University

ACADEMIC CALENDAR 2011-2012

**Fall 2011**
Registration/Academic Counseling and Advising  
August 15–26
New Student Orientation (Saturday-Sunday)  
August 27-28
Classes Begin, 8:00 a.m. (Monday)  
August 29
Labor Day Holiday (Monday)  
September 5
Last Day for New Registrations and Final Drop/Add Changes  
September 13
Fall Recess (Monday-Tuesday)  
October 17-18
Last Day for Student Withdrawal from Classes (Thursday)  
November 3
Priority Registration for Spring Semester 2012  
November 7-22
Thanksgiving Recess, Begins 11 p.m. (Tuesday)  
November 22
Classes Resume, 8:00 a.m. (Monday)  
November 28
Last Day of Classes, Fall Semester (Monday)  
December 12
Reading/Snow Make-up day (Tuesday)  
December 13
Final Examinations (Wednesday-Tuesday)  
December 14-20
Grades are due no later than 5:00 p.m. on the third day after the exam is administered.
 Semester Ends, 11:00 p.m. (Wednesday)  
December 21

**Winter Session 2012**
New Year's Holiday (Monday)  
January 2
New Year's Holiday Makeup Day (Friday)  
January 6
Classes (Mondays, Tuesdays, Wednesdays, Thursdays)  
January 3-20
Martin Luther King Jr. Day Holiday (Monday)  
January 16  
Martin Luther King Jr. Day Holiday Makeup Day (Friday)  
January 20

**Spring 2012**

Registration/Academic Counseling and Advising  
January 3-20  
Classes Begin, 8:00 a.m. (Monday)  
January 23  
Last Day for New Registrations and Final Drop/Add Changes  
February 3  
Spring Recess  
March 12-17  
Classes Resume, 8:00 a.m. (Monday)  
March 19  
Last Day for Student Withdrawal from Classes  
April 2  
Priority Registration for Fall Semester 2012  
April 9-20  
Last Day of Classes (Saturday)  
May 5  
Final Examinations (Monday–Friday)  
May 7-12  
Grades are due no later than 5:00 p.m. on the third day after the exam is administered.  
University Commencement  
TBD

**Summer Sessions 2012**

**Summer Session I 2012**

Classes Begin, 8:00 a.m. (Monday)  
May 21  
Memorial Day Holiday (Monday)  
May 28  
Memorial Day Holiday Makeup Day (Friday)  
June 1  
Classes End, 11:00 p.m. (Saturday)  
June 30

**Summer Session II 2012**

Classes Begin, 8:00 a.m. (Monday)  
June 11  
Independence Day Holiday  
July 4  
Independence Day Holiday Makeup Day  
July 6  
Classes End, 11:00 p.m. (Saturday)
July 21

**Summer Session III 2012**
Classes Begin, 8:00 a.m. (Monday)
  July 2
Independence Day Holiday
  July 4
Independence Day Holiday Makeup Day
  July 6
Classes End, 11:00 p.m. (Saturday)
  August 11

**Major Religious Holy Days**
The University respects the observance of major religious holy days by members of the campus community. Officers of administration and of instruction responsible for scheduling required academic activities or essential services are expected to avoid conflict with such holy days as much as possible.

The academic calendar is subject to change with appropriate notice.
Academic Advising
Advising is the responsibility of the full-time faculty. If a student asks you for academic advice, please refer him or her to the program director or to the full-time faculty member in the appropriate education department.

Academic Integrity
Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. Because of this belief, the University has established an Academic Integrity Policy. If you have determined that a student has committed an act of academic dishonesty, follow the procedure outlined in the policy and notify the director of the education department.

Undergraduate and Graduate Academic Bulletins
The bulletins contain essential information about the university, such as descriptions of academic programs, course offerings, and regulations. Copies of the FDU Undergraduate and Graduate Academic Bulletins are available on the FDU website (www.fdu.edu) and in the SOE Office.

Academic Resource Center
The Center’s location for the College at Florham Campus is Florence Twombly Hall (973) 443-8538, Pat Geehr is the Director. The Center’s location for the Metropolitan Campus is Robison Hall (201) 692-2076, Rachel Murphy is the Director. For Community College Partnerships, the onsite Coordinator can direct students to the appropriate Academic Support Center at each CCP site.

This center provides academic support free-of-charge to all FDU students. Individualized tutoring is available in writing, mathematics, business, arts and sciences, and the University Core curriculum. The tutoring staff includes professional tutors and peer tutors chosen for academic excellence in their major fields. The Center offers individualized assistance in study skills and time management. Discussion groups, review sessions, and workshops are tailored for students in specific courses or areas of study as needed.

Students placed in basic skills classes are given supplemental help at weekly labs in reading, writing, and mathematics. The Center is responsible for testing and placing students in the basic skills areas.

Refer students to the Center for any academic difficulties they may have. You will receive written progress reports from the Center staff.

Accreditation
Fairleigh Dickinson University is accredited by The Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education.
**Bookstore/Textbook Orders**
The FDU bookstore is located in the Student Center at the Florham campus, phone # 973-443-8656. On the Metropolitan Campus, it is located in Alumni Hall on the second floor, phone # 201-692-2093.

For assistance with ordering a textbook, please contact the appropriate office:  
Community College Partnerships - Metropolitan campus office - 201-692-7310.  
College at Florham - 973-443-8385  
Metropolitan Campus - 201-692-2862

**Cafeteria/Food Service**
Gourmet Dining is the food concessionaire on both campuses. Faculty can dine in the main cafeteria during regularly scheduled hours at a reasonable rate. Faculty can purchase a ten (10) luncheon-only meal plan, at a reduced rate, to be used in the campus cafeteria (the amounts and plans may vary depending on the time of year and campus). The locations of the dining facilities are:

**Metropolitan Campus**

<table>
<thead>
<tr>
<th>Dining Facility</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria</td>
<td>Student Union Building (second floor)</td>
</tr>
<tr>
<td>Jeepers</td>
<td>Alumni Hall (first floor)</td>
</tr>
<tr>
<td>Dickinson Cafe</td>
<td>Dickinson Hall (first floor)</td>
</tr>
</tbody>
</table>

**Florham Campus**

<table>
<thead>
<tr>
<th>Dining Facility</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria</td>
<td>Student Center (second floor)</td>
</tr>
<tr>
<td>SNAX</td>
<td>The Mansion (basement level)</td>
</tr>
<tr>
<td>Nathan’s</td>
<td>Stadler Zenner Hoffman LaRoche Academic Building (NAB) (first floor)</td>
</tr>
</tbody>
</table>

Food Services are provided in various locations at the community colleges.
**Classroom Access**
Most classrooms are unlocked during normal class times. If a classroom is locked call the campus Public Safety office.
- College at Florham 973-443-8888
- Metropolitan 210-692-2222
- Burlington Community College 609-894-9311.
- Cumberland Community College 856-691-8600 ext. 777
- Gloucester Community College 856-464-5207

*Certain departments control some classrooms. If you are assigned to a department classroom, you will be instructed to check with that department for access.*

**Confidentiality of Student Records**
You should discuss a student’s grades only with him/her. If his/her parent(s) requests information, you must obtain the student’s permission to discuss grades with the parent(s) BEFORE you release any information. If the student does not grant this permission, you may not discuss grades with the parent.

Please treat students’ grades with the utmost confidentiality. Ensure that each student has access to only his/her grades and that all papers, exam, quizzes, reports, etc. are kept in a secure place.

FERPA- The Family of Educational Rights and Privacy Act is a federal law designed to protect the privacy of educational records and to establish the ability of students to inspect and review their records. For more information, log on to: http://personalinfomediary.com/FERPA_info.htm

**Counseling Center**
The campus maintains a Counseling Center to help students with personal problems. Please refer students who seem to be having personal difficulties to the Counseling Center.
- At the College at Florham it is located within the Wellness Center, which is near Danforth Road and the Rutherford dormitory phone # 973-443-8504.
- On the Metropolitan Campus, it is located in the Student Union Building phone # 201-692-2174.
- Community College Partnership students are to be referred to the on-site Campus Coordinator for appropriate services.

**Cultural Affairs Events**
Throughout each academic year, FDU hosts a broadly integrated program of cultural activities and exhibits, which underscore the cultural, intellectual, and artistic dimensions of the college. Part-time faculty members, students, and the community are invited to take advantage of the array of programs provided.

**Data Collection**
The School of Education may be collecting data on student performance in a class you teach. We have identified key performance tasks in certain classes that have specific rubrics to assess student performance. We are currently using an online data collection system called Waypoint. If you are teaching a class in which we are collecting data on a key performance task, we will provide training for you on how to access Waypoint and use the online rubric to assess your students. All instructors are
expected to use Blackboard as their course management system. Waypoint is accessed through the Blackboard system.

**Drop/ Add/ Withdrawal Policy**

Students may add classes through the second week of the semester (Fall/Spring); it is their responsibility to make up any assignments missed. A student may drop a course by completing the required forms at the Office of Enrollment Services; they will not appear on the official attendance roster. If the student simply just stops attending classes, please contact the School of Education office and refer the student to their advisor to discuss their options to withdraw from the class. If the student is on the Grade Roster, and has not been attending the class, the instructor should record a grade of “F” at the end of the semester.

**Educational Opportunity Fund (EOF)**

The Educational Opportunity Fund (EOF) program is a University- and state-sponsored program governed by the policies established by the Commission on Higher Education and Fairleigh Dickinson University. The fund was created by law in 1969 to ensure meaningful access to higher education for those who come from backgrounds of economic and educational disadvantage. The fund assists low-income New Jersey residents who are capable and motivated but lack adequate preparation for college study. To ensure the opportunity to attend college, the Fund provides supplemental financial aid to help cover college costs (such as books, fees, room and board) that are not covered by the state's Tuition Aid Grant program.

The EOF program is located on FDU’s two New Jersey campuses. Each campus has an EOF office with a program director and support staff. Services that are provided include financial aid, counseling and tutorial services. Students have access to academic, career, personal, and financial aid counseling in both individual and group settings. Tutorial assistance is provided to students to reinforce and enhance their course work. In order to be responsive to students' varied learning styles and academic support needs, services are continually monitored and refined to ensure personalized attention.

During the semester, you may receive a feedback form by the EOF office regarding the student’s performance in your class. This form should be completed and sent back to the EOF office. At the College at Florham, the EOF office is located near the library. The director of the office is Marjorie Hall-Jacques, phone # 973-443-8566 to reach the office. On the Metropolitan campus, the Assistant Director is Jessica Camacho, located at 840 River Road 201-692-2409.

**Emergency/Security/Evacuation Plans**

College at Florham Public Safety is located in the Barn phone # 973-443-8888
Metropolitan campus Public Safety phone # 201-692-2222.
Burlington Community College, the security office phone # 609-894-9311.
Cumberland Community College, the security office phone # 856-691-8600 ext. 777.
Gloucester Community College, the security office phone # 856-464-5207.

Notify security personnel immediately of any accident or emergency on university property.

In the event of a fire alarm, all personnel must leave the building in a quiet, orderly manner. The University fire alarm system will provide ample warning in the case of a fire, thereby assuring sufficient opportunity for all personnel to exit safely.
The Public Safety Information Officer will be responsible to check the building for complete evacuation.

**Students with Learning Disabilities**
FDU provides a Regional Center for Students with Learning Disabilities.  
College at Florham 973-443-8981, located on the lower level of Hennesy Hall.  
Metropolitan Campus 201-692-2087, located in Robison Hall  
The Regional Center offers students who have a recognized learning disability with extra support services such as individual tutoring, test accommodations, and classroom monitoring. Students are admitted into this program when they apply to the university and the number of students accepted into the program is limited. If a student approaches you with a letter from the Regional Center indicating he/she qualifies for special accommodations (e.g. taking tests at the Center) please work with him/her to meet his/her accommodations.

Students who have not registered with the Regional Center but also have a recognized learning disability may also request class accommodations. You will receive notification from the Dean of Students office asking that the student receive specific accommodations. Please work with him/her to meet his/her accommodations. Community College Partnerships contact the Department of Special Needs Services at Burlington, Cumberland or Gloucester Community College.

**Lost and Found**
A Lost and Found for articles found in buildings or on university property, is maintained at the campus Public Safety Offices.  
College at Florham Public Safety 973-443-8888  
Metropolitan – 201-692-2222  
Burlington Community College, the security office phone # 609-894-9311.  
Cumberland Community College, the security office phone # 856-691-8600 ext. 777.  
Gloucester Community College, the security office phone # 856-464-5207.  
All articles found in university buildings or on university property should be turned into Public Safety.

**Parking**
Adjunct faculty may park in designated faculty or faculty/staff parking areas. All faculty members (full- and part-time) must register their vehicles with Public Safety. Parking decals are available in the campus Public Safety Office. Please bring your automobile registration and insurance card when applying for a decal. Faculty members with outstanding parking fines will not be issued new parking decals. Cars without current parking decals in campus parking areas will be towed at the owner's expense.

**Recreation Center**
Adjunct faculty members have free access to the Recreation Centers on both campuses. For further information, please call the Public Safety Offices.  
College at Florham Public Safety 973-443-8888  
Metropolitan – 201-692-2222  
Community College Partnership faculty and students have access to the recreation center on both campuses.
**Sexual Harassment**
Fairleigh Dickinson University is committed to maintaining a discrimination-free academic and work environment and no act of sexual harassment by any student, faculty, or staff will be tolerated. Sexual harassment undermines the integrity of academic and employment relationships, debilitates morale, and can be destructive to its victims and their associates. The University views such behavior as unprofessional and unacceptable, and all employees, students or associates of the University are strictly prohibited from engaging in conduct that may be deemed sexual harassment. More information on policies and procedures for reporting instances is located at - http://view.fdu.edu/default.aspx?id=216.

**Smoking**
There is no smoking within any building or facility owned or operated by the University. In particular, there is no smoking in conference rooms, classrooms, laboratories or lecture halls, offices, libraries, bookstores, and lavatories. Outdoor ashtrays are provided outside the main doors of most buildings.

**Weather Closings**
During the winter months when classes are scheduled and the possibility arises that campus roads and parking lots cannot be cleared due to snow and/or ice, the University administration makes the decision to dismiss classes. Check the FDU website (www.fdu.edu), a banner announcement will be on the homepage indicating any closings. If the website is unavailable, call the main phone number (973-443-8500 or 201-692-2000) for closing announcements. The following local radio stations usually carry the announcement of closings: **WFDU (89.1FM)**, **WOR (710AM)**, **WCBS (880FM)**, **WCTC (1450AM)**, **WDHA (105.5FM)**, **WINS (1010AM)**, **WMGQ (98.3FM)**, **WMTR (1250AM)**.

Each faculty member, at the beginning of the semester, should establish a telephone chain and/or email list for each of his or her classes to notify students about closings or class cancellations.

If you need to cancel your class when the university is officially open, please notify your students, the department (973-443-8385 Florham Campus or 201-692-2836 Metropolitan Campus) and security (973-443-8888 Florham Campus or 201-692-2222 Metropolitan Campus) of the cancellation as soon as possible. Community College Partnerships contact on-site campus coordinator regarding emergency class cancellations. Many students drive quite a distance to classes and appreciate early notification of cancellations.

**Wellness Center**
The Student Health Services on campus is staffed with competent, experienced registered nurses and consulting physicians. For major emergencies and surgery, the neighboring community hospitals are used.

College at Florham Wellness Center is located near Danforth Road and the Rutherford dormitory, phone # 973-443-8535.

Metropolitan Wellness Center is located in the Student Union Building, 201-692-2437
Adjunct Faculty

Support
**Attendance (Faculty)**

You are expected to conduct class for the entire allotted time. State regulations require three-credit courses in a fifteen-week semester to meet for 150 minutes per week. Dismissing class early violates state mandates, prevents completion of the subject matter, and deprives students of their contractual rights.

Classes meet for 15 weeks. The 15th week is the final examination period. If a final exam is inappropriate for your class, you must still hold class during the final exam time and cover appropriate material.

In the event you cannot meet your class because of a personal emergency, please notify the Education Office as soon as possible.

College at Florham – 973-443-8385
Metropolitan – 201-692-2836
If the office is closed, please call the Office of Public Safety
College at Florham 973-443-8888
Metropolitan 201-692-2222
On-site campus coordinator for Community College Partnerships.

If you need to cancel a class for any other reason, please consult with the program director in advance and notify students in advance (especially for evening courses). In any event, you are responsible for making up all canceled classes.

**Attendance (Student)**

At the beginning of the semester, you will receive a Preliminary Attendance Roster for recording attendance for approximately the first three weeks of the semester. The roster contains the names of students officially registered for your course. There is space provided at the end of the roster to add the names of additional students who provide you with certification of official registration for your course. Do not allow any student to attend your course without proper documentation of official registration for your section. Three weeks into the semester you will receive an OFFICIAL ATTENDANCE ROSTER. This roster should be checked carefully.

Any students who have been attending class whose names are not on the official attendance roster should be instructed to contact immediately the Office of Enrollment Services of the student’s home campus. Faculty should not return any graded academic exercise, such as papers, quizzes, or tests, to students whose names are not on the Official Attendance Roster. **One copy of this signed Official Attendance Roster must be returned to the departmental administrative assistant within 3 days.** Federal regulations require that instructors verify that students are in attendance by signing a copy of the Official Attendance Roster. If a student appears on the Official Roster and he/she has not attended any classes to date, you must complete the "Non Attendance" Form accompanying the Official Class Roster and leave that with the departmental administrative assistant as well.

Under current University policy, there is no direct grade penalty for mere absence. However, you can include class participation in computing the final grade. Students are expected to attend all class sessions of courses for which they are registered and are, of course, responsible for all work covered. You may also include whatever penalties you think appropriate for late work. However, your class attendance requirements must be clearly stated on your course syllabus.
Students shown on the Grading Roster who do not attend class, hand in no work but do not officially withdraw must be assigned a grade of "F" (not "W" or "I") at the end of the semester.

**WEBWHAT???** For various functions, both educational and administrative, FDU has incorporated online services. The assigned name of the service often begins with “Web.” Since this can be confusing, please consult the “WEBWHAT????” document in the appendix for clarification and an explanation of each service.

**Blackboard (Webcampus) Access**

All adjunct faculty are required to obtain webmail addresses. Likewise, all students in each course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) component of this course.

**In order to access WebCampus, you must have a Webmail account.**

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

If you do not have a Webmail account, you must first create your webmail account at alpha.fdu.edu/edtech and click on faculty resources for specific information. Click on “Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

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

**To access Blackboard:**

**WEBSITE:**  [http://webcampus.fdu.edu](http://webcampus.fdu.edu)

Click on Login on the top left of the screen. At this point you will be asked for a user name and password. Once you log in, scroll down to the box called My Courses. Click on your course number (e.g. EDUC 6743). From then on, you will be able to access the various components of the course. Each student and instructor is required to obtain a webmail account in order to access Blackboard, which is a computer platform where course material will be posted.

**Computer Use**

Computers are available in the library and in the computer center on each campus. All adjunct faculty and students have library privileges on both campuses. They are equipped with internet access; in addition, the campus provides wireless Internet access. Access to the Internet from off campus must be obtained via Internet Service Providers at the faculty member's own expense. Email accounts are provided to adjunct faculty. You will also need to set up a Novell account in order to access campus computers. Instructions and more information in regards to establishing a Novell account are found at [http://view.fdu.edu/default.aspx?id=2274](http://view.fdu.edu/default.aspx?id=2274).
The University Technical Assistance Center (UTAC), 973-443-8822, is the university’s Help Desk. Call them if you have trouble with your computer account. You must have your employee identification number available (it is on your FDU id) when you call.

The University's Acceptable Use Policy for Computer Usage is found on the FDU website - http://www.fdu.edu/studentsvcs/aup.html, and must be strictly followed.

**Wireless Access**  Faculty who prefer to access the internet on campus using their own laptops can do so. To access the internet through the university’s wireless network (where available), it is necessary to sign in through the secure Bluesocket connection. If you fail to do this, you will not be able to make any wireless connections. The prompt should pop up automatically on your browser. If it does not, hit refresh. Simply type your FDU Webmail address and password at the prompt.

**Copying/Duplicating**

*We do ask you to limit your copying as much as possible by posting things on your classroom Blackboard site or placing materials at the library for classroom use.*

There are applicable copyright laws involving duplication of published material; please familiarize yourself with them. The University will not reimburse an instructor for duplication done off-campus. Community College Partnerships see the on-site campus coordinator.

**Educational Technology**

The Center for Teaching and Learning with Technology promotes, coordinates, and supports the integration of technology into university curricula. The office works with the University Educational Technology Planning Committee to implement educational technology initiatives and to develop sound policies related to the instructional applications of technology. The Director of Educational Technology is Sandra Selick, (201) 692-7060.

**Faculty Evaluation**

Faculty members are evaluated by their students at the end of each semester. The results of the computerized portion of the evaluation will be distributed to you after grades are turned in. The program director also receives a copy of the computerized portion of the evaluation. The handwritten comments are returned to faculty members after grades have been turned it. They are not shared with anyone besides the faculty member. Part-time faculty observation by the program director or a member of the full-time faculty will take place each year.

**Faculty Resources**

The Center for Teaching and Learning with Technology has a multitude of new and exciting resources for faculty development such as faculty workshops in educational technology pedagogy, TNT Institute, TNT Sparklers, and other activities involving meaningful integration of technology in the teaching and learning process. FDU offers faculty members the option of online teaching through webcampus using the Blackboard software. Every course has a Blackboard shell created for instructors’ use. However, you need a webmail (email address) to use this tool and must ensure that all of your students have a webmail account (send them to the computer center if they do not have an account). Blackboard provides instructors with the resources to post and receive course materials and announcements, conduct discussions, and send both group and individual emails. Additionally, FDU provides various workshops to teach faculty how to use the available resources as well as the general policies. More information can be found at http://view.fdu.edu/default.aspx?id=1456.
Grading

1. Final Grades

Final grades are submitted online directly to Enrollment Services. At the end of each semester, you can access your grade rosters through Web Advisor. After submitting your grades online, you are required to submit a copy of the grades to the SOE office. You can either give the Administrative Assistant a print out, or you can copy/printscreen and paste the grades into a document and email them as an attachment.

Only students officially registered for the course may receive a grade. If a student is not listed on your roster, but has been attending, please consult with the department Administrative Assistant, or explain the situation in the email to which you are attaching the roster. A student who is listed on the roster, but has never attended the course, should be assigned a grade of "F," not a grade of "W" or "I."

2. Grading System: The SOE Department uses the following percentage scale for assigning grades. Please follow and use this scale and include it on your syllabus.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

When grades are recorded on students’ official transcripts, these are the point values assigned to each grade. They are used to calculate students’ overall cumulative grade point ratio (CGPR).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

3. Repeated Grades: If a student repeats an undergraduate course, both the first and second (third, etc.) grades will remain on the Permanent Record Card (PRC), but only the last earned grade will be computed in the Cumulative Grade Point Ratio (CGPR). (Note: P, NC, W, AU, and I are not considered earned grades.) Any repeated course taken to remove the credits attempted and any grade points from a lesser previous grade must originally have been taken at Fairleigh Dickinson University.
and must be repeated at Fairleigh Dickinson University. This policy applies to undergraduate courses only.

4. **Cumulative Grade Point Ratio:** CGPR is computed by dividing the total number of grade points earned by the total number of weighted credits attempted. Grade points are the products of the course credits and the grade weights on a 4.00 scale. (For example, a student achieving a C+ in a three-credit course earns \(2.33 \times 3 = 6.99\) grade points.) Excluded from this calculation are grades P, NC, W, and I.

5. **Grade Changes:** Final grades may be changed only when the instructor can show that an error in grading was made (incorrect numerical calculation, missed grading a question, etc.). Grade changes are submitted on three-part forms available through the School of Education office and be approved by your program director. Grade changes may also require the approval of the college dean.

6. **Incomplete Grade (I):** The "I" 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. If you agree to give a student an incomplete, you must draw up a specific plan as to how he/she will complete the course with specific deadlines for all assignments/exams, etc.

Students have a responsibility for completing all work in a course on time. They have the added responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have through the third week of the next full semester (excluding summer session) to complete the requirements. If these requirements have not been met within the prescribed period, the "I" automatically becomes an "F." An "I" should never be given as a substitute for a failing grade; if the student is failing, the faculty member is obligated to issue an "F." Students who never attend a course should receive an "F," not an "I" or a "W." Incomplete grades ("I") may be extended beyond the deadline by submitting a memo to the Records Office, Office of Enrollment Services. Please refer to Appendix A for Incomplete Status Contract.

7. **First Class of the Semester:** You should have a class roster and your room assignment prior to your first class. If you do not receive this information, please contact the SOE office. There may be students who are in your class who are not on your roster. If they have registered, the names will appear on the official roster. If there is a question, please call the SOE office. It is highly recommended that you collect a list of student names, phone numbers, and e-mail addresses for emergency contact or class cancellation. The phone numbers on the official roster are not always current. Please give the SOE a copy of that list.

**Grade Appeals**
Students occasionally challenge the grades they receive. You are responsible for responding to a student who requests an explanation of his or her grade. If the student wishes, he or she may file a written appeal of the grade with the program director after your meeting or conversation with him/her. You will be consulted during this process, but it is the student's responsibility to submit all relevant work regarding dispute.

**Guest Speakers**
Instructors may invite relevant guest speakers to their classes or arrange to have students attend events outside the University if they are appropriate for the class.
Honors Program

The Honors Program permits those undergraduate students with special interest and talent to go beyond the normal assignments in any regularly scheduled course in which the instructor chooses to offer the honors option. Any student in good academic standing is eligible. Normally the instructor of the course will announce to the class the availability of the honors option within the first two weeks of the course. The names of the students attempting course honors will then be sent by the instructor to the Director of the honors program on the appropriate form available from the Honors Office by the 4th week of class. The offering of the honors option is at the discretion of the instructor of the course although students may inquire concerning its availability in any course in which they are interested.

To qualify for Course Honors, the student, once admitted to honors status by the instructor, must complete significant reading, research, or laboratory work over and above the normal course requirements. He or she must attain a level of excellence equivalent to at least a B+ average for the course in order to qualify for Course Honors. Should Course Honors not be attained, the student will incur no penalty but will receive the grade, which would otherwise have been earned for the course. The attainment of Course Honors will be entered on the student’s permanent record card. The instructor of the course will inform the Director of the program which of the students qualify for Course Honors on the appropriate form at the same time as the grades as the grades for the course are submitted to the Records Office.

Identification Card

At the beginning of the semester, campus Public Safety issues campus ID cards. You need this card for use of the recreation facilities and the library. Please visit the campus Public Safety Office any time during the first week of classes, Monday through Friday, from 9-5, to have your ID card made. The Public Safety Office is located in the Barn on the Florham Campus and at Public Safety on the Metropolitan Campus. For Community College Partnerships contact the on-site campus coordinator.
**Incomplete Status**

Incomplete Status (are 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 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.

Instructors should only give an Incomplete if there are extenuating circumstances. If you do give an “Incomplete”, you, as the instructor, must complete the required paperwork, and follow-up with the School of Education office.

**Library**

Adjunct faculty members and students have borrowing privileges at both campus libraries. The library staff will assist you in setting up a reserve list of books for your courses if you wish (check with the Circulation Desk). The Reference Department can assist you in using the electronic bibliographic and full-text services as well as securing materials through inter-library loan. You can access electronic library resources if you have an FDU webmail account.

**Media Services**

Audiovisual materials, equipment, and services are available for use in your classroom. Contact the Administrative Assistant of the education department for assistance. A 24-hour notice is required for equipment requests, NO EXCEPTIONS! The campus Instructional Media office can be reached at (973) 443-8526 on the Florham Campus or (201) 692-2360 on the Metropolitan Campus. For Community College Partnerships contact the on-site campus coordinator.

Many classrooms are equipped with LCD projectors. You will need to request a set of cables in order to use the LCD projector with your laptop. Unfortunately, the university does not issue laptops to adjunct faculty. If you wish to show a film or play a tape, please consult the S.O.E. office.

The University maintains interactive television (ITV) and videoconferencing facilities on each campus for use in faculty and administrative meetings and for distance learning. Use of the facilities requires orientation and training which can be arranged through the Center for Teaching and Learning with Technology. Scheduling of ITV rooms is also coordinated through this office.

**Office Space and Mailbox**

The department provides all faculty members mailboxes in the department office. Please check your mailbox frequently for important notices, class rosters, etc.
**Pay Dates**
Adjunct faculty are paid twice a month beginning with the second month of the semester. Intersession and summer term payments are made at the end of the session. Direct deposit into your personal savings or checking account is an available option, check with the Human Resources department. **It is important that all paperwork for a hiring package be completed and submitted in advance in order for payment to be processed on time.**

**Registrar/Enrollment Services**
The Office of Enrollment Services is responsible for the three primary areas of the University listed below. They are located in the Mansion basement, and can be reached at 973-443-8600 on the Florham Campus and in the Kron building on the Metropolitan Campus and can be reached at 201-692-2214. Community College Partnership students register through the Metropolitan Campus.

1. The coordination and registration of all students, in-person or through the web registration process offered on Web Advisor
2. The billing and collection of all student accounts. The office is also responsible for the receipt and posting of all payments, loan receipts and the issuance of refunds to students.
3. The maintenance of academic student records, including but not limited to the collection and posting of student grades, the processing of transcript requests and the preparations leading up to a student’s certification for graduation.

Their standard office hours throughout the year are Mon-Thu 9 a.m. to 6 p.m., Fri 9 a.m. to 5 p.m. During the first two weeks of the Fall and Spring semesters and one week before the term begins, the office hours are: Mon-Thu 9 a.m. to 7 p.m., Fri 9 a.m. to 5 p.m.

**Room Changes**
If it is necessary to make a room change at the beginning of the term, contact the School of Education office. Generally, the department will arrange with Enrollment Services for a classroom reassignment to accommodate special needs of your course. The Office of Enrollment Services will post "Room Change Notices" on the classroom doors. **Instructors must not make room changes without appropriate authorization.**

**Syllabus and Course Outline**
Adjunct faculty members are required to use the syllabus template distributed by the program director and to post the syllabus in your Blackboard course shell on the web.

The syllabus must contain:
· Your name and contact information (may be School of Education office phone number, and FDU email address)
· Course name and number
· Day(s) and times class meets
· Time and location of your office hours
· List of required texts/CDs/reading materials
· Course objectives
· The tentative sequence and timing of topics to be covered
· Writing assignments and due dates
· Test dates
· Grading policies and weighting of gradable assignments
· Attendance policies
· FDU, School of Education, and Instructor policies (if this is not on the generic syllabus you received from your director, please contact Rosemary Rowlands for an electronic version. Rowlands@fdu.edu)

An electronic copy of your syllabus must sent to the SOE department Administrative Assistant.

**Final Examinations**

Final Examinations occur in the fifteenth week of class and may not be given earlier. If, after consultation with your program directors, you determine that a final examination may not be appropriate in your course, you must hold a class during the scheduled final examination period.

Final examinations in day courses are given according to a special examination schedule posted by the Office of Enrollment Services in that semester's Course Offering Booklet available through Web Advisor. Scheduled examination periods may not be changed by individual instructors. Evening examinations are held in the fifteenth week during the regular class meeting time for the course. In the unlikely event that a student has a time conflict or more than three examinations in one day, it is appropriate to make arrangements with the student to alleviate the situation.

Students have the right to review all graded academic exercises—including final examinations. There is the general expectation that all graded academic exercises are to be returned to students during the regular semester, with the exception of mid-term and final examinations, tests and quizzes.

**Textbooks**

The University Bookstore handles all textbook orders. Because of the University's contractual obligations to the outside vendor running the bookstore (Follett), faculty may not refer students to other bookstores or Internet sites to purchase required texts.

The text adoption process resides with the department/school offering the course. The department and its director must ensure that all its text adoptions are reasonable and appropriate, and submitted to the bookstore in a timely fashion.

Faculty members are encouraged to provide feedback on the texts and/or related software to ensure that the best resources are being provided to the students.

No department or faculty member should sell texts, supplies, tools, or materials directly to students. In the case of individual faculty members, there would be a conflict of interest where a faculty member receives cash directly from a student.

**Mid-Term Grading**

You may be required to enter mid-term grades for certain undergraduate students enrolled in your class using Webadvisor.

Many of our graduate classes have undergraduate athletes and students who will require mid-term grading. You will receive an email informing you when mid-term grading is due.
Withdrawals
Students are allowed to withdraw from a class without academic penalty through the ninth week of the course (during regular semesters). Forms for withdrawing from courses are available at the campus Office of Enrollment Services and require the student's signature to be processed. A student's failure to withdraw officially from a course will result in a grade of "F" being given for the course. Nonattendance does not constitute an official withdrawal, and notification to an instructor is not sufficient. If a student withdraws within the official nine week period, he or she will receive a grade of "W." Faculty will be notified by the Office of Enrollment Services of all official withdrawals and the Final Grade Roster will have the withdrawal as a final grade for the course.

Withdrawal after the ninth week is not allowed except for documented exceptional circumstances—such as verifiable medical reasons. In such cases, approval for withdrawal must be obtained from the instructor, department chair, and the dean of the college. Students should be reminded of this withdrawal policy at the first class meeting. Please bring to their attention that it is not possible to withdraw from class because of academic failure after the ninth week of the course. This policy should be contained in your course syllabus.

Writing Policy
Students should be expected to write clearly and carefully. Their work should demonstrate concern for the presentation of their ideas; they should revise and proofread assignments before submitting them. Written assignments should be coherent, organized, and free of errors in grammar, spelling, punctuation, and documentation. Typographical errors are unacceptable.

Most students are capable of identifying and correcting errors in assignments that have been executed in haste. The Academic Support Centers (973-443-8538 on the Florham Campus 201-692-2076 on the Metropolitan Campus as well as The Writing Studio 201-692-2166 on the Metropolitan Campus are available for students who need additional help in recognizing errors or improving their writing. All students should be encouraged to find a peer editor or ask an Academic Support Center tutor for help in proofreading. Community College Partnership students should contact the on-site campus coordinator for assistance in obtaining additional help with writing.

Lesson Plan Format
Lesson planning is an essential part of our teacher training program. Please use the FDU lesson Plan Format (Appendix E, pp. 44-45) in all your classes that require students to develop a lesson.

Clinical Competency Inventory (CCI)
Our Apprentice teachers are assessed using this form. If you teach in the M.A.T and QUEST programs, please go over this instrument with your teaching candidates. It outlines all competencies required before being recommended for certification. (See Appendix B, pp.31-40)
APPENDIX
Forms and Policies
Fairleigh Dickinson University
School of Education
Appendix A: INCOMPLETE STATUS CONTRACT

Incomplete Policy-Incompletes (not a grade but a temporary status) can be given only in exceptional or emergency circumstances that will prevent the student from completing the required coursework on time. Students have the responsibility to complete all work in a course in the prescribed term. The student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete can be conferred in exceptional situations at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester to complete the requirements for the course or the incomplete automatically will change to a failure. Incompletes requested for field experiences must be completed six weeks after the pre-service teaching experience.

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

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

Student Name_________________________________ Student ID Number_________________________________

Full Course Number_________________ Course Name_______________________________________________________

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

Reason for Incomplete:______________________________________________________________________________
_____________________________________________________________________________________________________

Date Student Completed Form____________________

To be completed by the Instructor

Instructor_________________________________ Date of Form Completion____________________

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

Date by which work must be completed______________________________________________________________

Signatures: Student__________________________ Instructor______________________________

Instructor distributes four copies as follows: School of Education, Student, Instructor, Student’s File
Appendix B: 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 New Jersey Professional Standards for Teachers (NJPST), 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 NJPST. The numbering of the sections mirrors the NJPST, however, the numbering of the indicators in each section does not correlate to the specific indicators of the NJPST. 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.

Instrument copyright November 25, 2008 by: Fairleigh Dickinson University (V. Cohen, M. Rosenbaum); Caldwell College (L. Patriarca); St. Peter’s College (J. Shields); Centenary College (H. Dunham); and New Jersey Department of Education (C. Campisano). In addition, this version was revised by R. Rosado and J. Stewart of Caldwell College and K. Brino and Amy Eguchi of Bloomfield College.

Version 4.1 Revised 06/08/10
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 NJPST 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 NJPST 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 NJPST. 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 NJPST. 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:

- Advanced Proficient
- Proficient
- Novice
- Pre-emergent
- N/O Not observed

(Note: Please use N/O Not Observed sparingly. 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: ____________________________________________

Instrument copyright November 25, 2008 by: Fairleigh Dickinson University (V. Cohen, M. Rosenbaum); Caldwell College (L. Patriarca); St. Peter’s College (J. Shields); Centenary College (H. Dunham); and New Jersey Department of Education (C. Campisano). In addition, this version was revised by R. Rosado and J. Stewart of Caldwell College and K. Brino and Amy Eguchi of Bloomfield College.

Version 4.1  Revised 06/08/10
Note: Those indicators marked with ** may not be observable and should be discussed with the intern.

### Standard #1: Subject Matter Knowledge
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to 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>1.1 Designs instruction that demonstrates knowledge and command of the subject matter</strong></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.2 Makes effective use of explanations of disciplinary concepts that capture key ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Implements lessons that demonstrate knowledge and command of the subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Makes connections and relates content to prior learning and relevancy of everyday life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Engages in activities that promote the development of critical thinking, problem solving and decision making within the content area</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.6 Demonstrates knowledge of appropriate NJCCCS (New Jersey Core Curriculum Content Standards) for the discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

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

<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>2.1 Designs lesson plans that are developmentally appropriate</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>2.2 Designs instruction appropriate to students’ learning styles, strengths and needs</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>2.3 Designs instruction that accommodates differences in student achievement levels</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.4 Incorporates differentiated instruction appropriately into classroom activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.5 Implements lesson plans that are developmentally appropriate so that all children can learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### Standard #3: Diverse Learners
Teachers shall understand the practice of culturally responsive teaching.

<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>3.1 Designs instruction that accommodates students whose first language is not English</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>3.2 Designs instruction that demonstrates knowledge of diverse students and their lives</strong></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>3.3 Provides evidence of incorporating multicultural content and perspectives into the lesson</strong></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.4 Creates a learning community where individual differences are respected and individual needs are met</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.5 Engages in classroom activities that help students learn about diversity, their families and their communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.6 Engages in strategies to support the learning of students whose first language is not English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.7 Engages in activities in the classroom that demonstrate knowledge of diverse students and their lives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.8 Uses appropriate teaching and curriculum materials that provide an equitable portrayal of diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Standard #4: Instructional Planning and Strategies

**Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.**

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>PreEmergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Designs effective lessons by organizing the instructional activities to achieve the objectives and outcomes of the lesson</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>4.2 Designs instruction that develops students’ critical thinking and problem solving capabilities</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>4.3 Designs unit and lesson plans that incorporate interdisciplinary learning experiences that allow students to integrate knowledge from different subject areas</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4 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>4.5 Implements lessons that develop students’ critical thinking and problem solving capabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6 Uses strategies to make the subject matter meaningful to students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.7 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>4.8 Implements interdisciplinary learning experiences that allow students to integrate knowledge from several subject areas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.9 Integrates technology into the lesson plan to promote effective learning for all students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### Standard 5: Assessment

**Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.**

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>PreEmergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 Designs appropriate assessments that are aligned with learning objectives</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>5.2 Provides evidence of using formative and summative assessment data to adjust and improve instructional planning</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.3 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>5.4 Implements continuous assessment strategies 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>5.5 Provides meaningful and specific feedback to students on their learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.6 Uses authentic assessments as one measure of student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.7 Provides opportunities for students to monitor their own progress and conduct self-assessments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.8 Uses technology to support assessment and monitoring of student progress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
## Standard #6: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**The teaching candidate:**

<table>
<thead>
<tr>
<th>6.1 Encourages appropriate student participation</th>
<th>Pre-</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Encourages positive peer relationships through classroom activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Demonstrates general warmth, caring and respect towards students through verbal/nonverbal communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4 Uses effective classroom management techniques including classroom procedures, rules and management of instructional groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5 Manages student behavior through effective disciplinary strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.6 Considers physical space and resources that optimizes learning activities for all students</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.7 Maintains a learning community in which students participate in decision-making, work collaboratively/independently, and assume responsibility for themselves and one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.8 Creates a classroom environment in which students are engaged in learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.9 Uses instructional time effectively to achieve learning outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.10 Prepares students for and monitors independent and group work that allows for full and varied participation of all students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

## Standard #7: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**The teaching candidate:**

<table>
<thead>
<tr>
<th><strong>7.1 Considers IEPs and section 504 plans for learners with special needs in lesson planning</strong></th>
<th>Pre-</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.2 Designs activities for students with special learning needs in lesson plans</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Demonstrates through verbal interactions and teaching practices that students with special needs can learn and achieve</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Makes appropriate adaptations or modifications to instructional tasks and/ or learning environment to accommodate the learning needs of all students (e.g. Gifted and talented, English language learners, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7.5 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>
<td></td>
<td></td>
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<tr>
<td>7.6 Uses technology to support students who have special needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

**Comments:**
### Standard #8: Communication

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

<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>8.1 Communicates effectively in English using appropriate oral expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.2 Communicates effectively in English using appropriate written expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.3 Models effective communication and questioning techniques to facilitate student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>8.4 Interacts with students in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences</td>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>8.5 Engages students 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>8.6 Engages students 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>8.7 Engages students in activities the promote and value the development of numeracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.8 Promotes communication through the use of technology</td>
<td>1</td>
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</tbody>
</table>

Comments:

### Standard 9: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

<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>9.1 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>9.2 Provides evidence of effective communication with parents and guardians</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td><strong>9.3 Provides evidence of family involvement to strengthen the teaching and learning environment</strong></td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>9.4 Uses technology to promote collaboration and partnerships with families and the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Comments:
Standard #10: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

<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>**10.1 Provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy</td>
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<tr>
<td>**10.2 Provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all students and the school community</td>
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<tr>
<td>**10.3 Provides evidence of maintaining accurate student records</td>
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<tr>
<td>**10.4 Provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities</td>
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<td>10.5 Exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and students)</td>
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<tr>
<td>10.6 Reflects upon and uses constructive suggestions to enhance the teaching and learning process</td>
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<tr>
<td>10.7 Demonstrates effective, reading, writing, mathematics, and technology skills to perform as a professional</td>
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</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>**11.1 Demonstrates knowledge of the school’s professional code of conduct</td>
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<tr>
<td>**11.2 Demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers.</td>
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<tr>
<td>**11.3 Maintains professional relationships with students and colleagues</td>
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<tr>
<td>**11.4 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner</td>
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<tr>
<td>11.5 Consistently adheres to school and district policies (e.g., school hours, responsibilities, etc.)</td>
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Comments:

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating
General Comments by Evaluator (Field Supervisor, Cooperating Teacher, Intern):

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Appendix C: WEBWHAT????

This is a handy little “cheat-sheet” for students, faculty and staff who are trying to understand some of the computer lingo used on campus. The terms that seem to cause the most confusion for most people all start with the string “Web”. That is not surprising because there are three systems that start with “Web”: Webadvisor, Webcampus and Webmail.

WEBADVISOR

Webadvisor is a product made by Datatel, FDU’s administrative system vendor. Webadvisor does different things for different people depending upon their role at the University.

Webadvisor for Students:
- Search for Classes
- Register for Classes
- Access Class Schedule
- Print an Unofficial Transcript
- Check Term Grades
- Check Financial Aid Awards
- View/Print Financial Aid Award Letter
- Check Account Balance
- Make a Payment (link to a third-party)
- Reset Your Password
- Login Reminder
- FDU Alert Personal Information

Webadvisor for Staff:
- Budget Inquiry (Authorized staff only)
- Reset Your Password
- Login Reminder
- View Personal/Sick/Vacation Leave Balances
- FDU Alert Personal Information

Webadvisor for Faculty:
- Search for Classes
- View Term Class Schedule
- View Term Rosters
- Grading On-Line
- Enrollment Verification
- Budget Inquiry (Authorized faculty only)
- Reset Your Password
- Login Reminder
- View Personal/Sick/Vacation Leave Balances
• FDU Alert Personal Information

The MIS Department is responsible for Webadvisor and help is available by writing to webadvisoradmin@fdu.edu.

Before someone gets a Webadvisor account they must first have an FDU email account. Also, they need to have signed the Confidentiality Agreement and Security Policy found on-line: http://isweb.fdu.edu/depts/mis.html
Send just last signed page via inter-office mail to Joe Brancone at T-BH2-03 or fax to 201-692-2030.
Send an email to webadvisoradmin@fdu.edu to request a Webadvisor account. Send the email from your FDU email account

WEBCAMPUS

Webcampus is a course content management system. FDU’s Webcampus is also known as the Blackboard System. On-line courses are taught through this system which also allows for interaction between the student and faculty member as well as on-line class discussions.
Webcampus is handled by the Educational Technology Department. The Organization feature in Webcampus is used by many faculty and staff members of the University. To access the Webcampus system, an individual must have a Webmail account. Any questions or problems with Webcampus should be funneled through the Help Desk. The Help Desk can be reached by phone at 973-443-8822 or via email to fdutac@fdu.edu.

WEBMAIL

Webmail is FDU’s email system and is a means of electronic communication among all faculty, staff and students, as well as off-campus individuals. It is important that every student have an FDU email account since an FDU email account is a pre-requisite of attaining a Webadvisor or Webcampus account. The FDU email system is handled by the University Systems and Security Department. Any questions or problems with Webmail should be funneled through the Help Desk. The Help Desk can be reached by phone at 973-443-8822 or via email to fdutac@fdu.edu.
Appendix D: FDU Lesson Plan Format

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

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

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

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

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

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

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

VII. Closure & Extension: (Summarizing Activity)
A. Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, exit slips, etc.)
B. Homework assignments for extension of learning activities, reinforcement, and/or enrichment.

VIII. Assessment/Evaluation Plan: How well did each student learn what was intended? Your evaluation must be aligned with your objective!
A. What assessment strategies/methods will you use to measure how well all students achieved the educational objectives of the lesson (rubric for writing assignment, quiz, rubric for oral presentation, visual tool, running record, homework assignment)?
B. What data will you collect to show that each student met the objective? (You must specify what you will collect from each student)
C. Did each student meet/exceed the educational objectives? How will you evaluate how well each student learned (rating scales, numeric/letter grades)? What is your standard for determining if the student met the objective? (obtained an 80%, received a 3 out of 4 on a rubric)

IX. Diverse Learners: The lesson has detailed plans to accommodate diverse learners that are well thought out and differentiate instruction.

In addition to the above lesson plan format, many instructors will ask you to include a reflective statement regarding your lesson plan, and ask you to comment on how this lesson relates to the New Jersey Professional Standards for Teachers.

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?
**Standard #9 (Collaboration and Partnerships):** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8]

Relevant emails and/or communication sent to parents

**Standard #10 (Professional Development):** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7]

- Provides evidence of maintaining accurate student records
- NIH certificate
- Evidence of attendance at workshops or professional development faculty meeting(s)
- Bibliography of recommended readings and websites
- *Reflection must be on improvement of professional practice in content area and pedagogy

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

A description of a situation in which you (or your cooperating teacher) were required to handle a moral or ethical issue and how you (or your teacher) handled it.

One artifact must be a copy of the school’s policy manual or policy on bullying.

* Reflection should be on moral issues and ethics as related to the teaching profession
Appendix E GUIDELINES FOR ARTIFACTS FOR PORTFOLIO FOR TEACHING CERTIFICATION

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

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

<table>
<thead>
<tr>
<th>InTASC</th>
<th>Standards for Teachers</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 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. |
| For elementary education students – lessons that deal with one of the four content areas- L.A., math, science, social studies  
For secondary ed students-one interdisciplinary lesson or lab lesson  
For all students- Lessons that stress reading and writing across the curriculum |
| #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. |
| 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. |
| #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 |
| ONE ARTIFACT ONLY  
Assessment and data collection (See assessment task in EDUC 6825 syllabus or the directions below) |
| #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. |
| Artifacts from EDUC classes that demonstrate planning such as lesson plans from courses or ones that you have used in student teaching. |
| #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 |
| 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. |
Assessment Plan

Construct an assessment.

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

Note: This information regarding our accrediting body, mission, conceptual framework, and cross-cutting themes should be disseminated along with the syllabus in every course. I can be attached to the syllabus or be a separate entry under “course information” in your Blackboard shell.

Farleigh Dickinson University
Peter Sammartino
School of Education
TEAC Accreditation Initiative

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 Farleigh Dickinson University has chosen TEAC for its national accrediting body. For more information on TEAC go to www.teac.org.

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

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

What are the School of Education’s Claims?
Candidates are:
- Qualified to teach subject matter knowledge.
- Competent in pedagogical knowledge.
- Caring.

What are the School of Education’s Cross-Cutting Themes?
- Multicultural Perspectives
- Technology Integration
- Learning to Learn
How will TEAC affect the School of Education?

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

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