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

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

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

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

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

SECTION 1: GENERAL INFORMATION

FDU SCHOOL OF EDUCATION: ADMINISTRATION

DIRECTOR: DR. VICKI COHEN
DEPUTY DIRECTOR: MR. DANIEL ARONOFF
DIRECTOR OF COMMUNITY COLLEGE PARTNERSHIPS: DR. VITO GERMINARIO
DIRECTOR OF INSTRUCTIONAL TECHNOLOGY: MR. ALLEN DEBREN
DIRECTOR OF TEACHER CERTIFICATION: MR. VINCENT MARTONE

OFFICE HOURS: The University and School of Education office are open from 9 a.m. to 5 p.m.
Monday through Friday. In summer, offices are open Monday through Thursday. Campus Safety
operates 24 hours a day 7 days a week.

OFFICE PERSONNEL:
Assistant to the Director: Linette Graham 201-692-2836 (Metro)
                     Jo Ann Casadevall 973-443-8385 (Florham)
Administrative Assistant: Milton Harper III 201-692-2862
Certification Assistant: Michelle Alkalili 201-692-2085

OFFICE LOCATIONS:
   Bancroft Hall 2nd and 3rd Floors (Metro)
   C Wing of the Mansion (Florham)

FDU AND SCHOOL OF EDUCATION (SOE) POLICIES:
The following information is attached to every syllabus. You are responsible for
familiarizing yourself with FDU and SOE policies as well as any instructor-specific
policies that appear in a particular syllabus.

ATTENDANCE

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

- The School of Education’s Attendance Policy for graduate classes which meet for 15 sessions:
  - Attendance is required in all our classes
  - 3 absences, grade drops by a half a grade
  - 4 absences, grade drops by one full grade
  - 5 absences, the student fails or withdraws from the class

**FDU Academic Integrity Policy**

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

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

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

Grades:

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

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

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

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

UNDERGRADUATE PROGRAMS – GRADING AND SIMILAR POLICIES

Grades

- Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required
coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

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

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

STUDENT ACADEMIC SERVICES

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

- If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

POLICY ON COURSE COMPLETION

- In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

- A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

STUDENT RESPONSIBILITIES REGARDING FULFILLING COURSE REQUIREMENTS

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

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

**Technology and Communication**

New students are provided with instructions for the creation of FDU WebMail accounts upon their first enrollment at the university. Most new students already have at least one email account, and many people today feel that they have too many email accounts, however, it is imperative that students in SOE Programs initiate these accounts which are key to accessing other online services and information at the university as follows:

- **WebCampus:** Also known as Blackboard, this is the platform for delivery of online and blended courses at FDU. Students enrolled in such courses are required to have WebMail accounts, however, even courses delivered traditionally utilize Blackboard functions. In order to assure that all necessary course documents are accessible both for students and faculty, an FDU WebMail account is required. Through Webcampus, students can download course syllabi and related course materials that they might need during classes.

- **WebAdvisor:** This account is generated based on an FDU WebMail account and provides the online features and functions listed below:
  - Financial Aid information
  - Communication
    - E-mail My Advisor(s)
    - FDU Alert (see next section for details)
  - Registration
    - Search for Sections
    - Course Booklets
    - My class schedule
    - Registration Holds
  - Academic Profile
    - Grades
    - Grade Point Average by Term
    - Transcript
    - Program Evaluation
Instructions for Connecting to the FDU Network:

Please go to this link: [http://isweb.fdu.edu/perfigo/network.html](http://isweb.fdu.edu/perfigo/network.html)

Resident Students

Students who live on-campus might need to download FDU’s Symantec Antivirus Corporate Edition software before they get access to FDU’s network. For more information, please go to: [http://isweb.fdu.edu/computing/resident_computer.html](http://isweb.fdu.edu/computing/resident_computer.html)

If students have more technological problems, they might contact at FDU’s Computer Service through the FDU Technical Assistance Center (UTAC):

- Via Phone at 973.443.UTAC (University Technical Assistance Center) or 973.443.8822.
- From The College at Florham by dialing the digits 8822.
- From The Metropolitan Campus by dialing #8822.
- Via email at FDUTAC@fdu.edu
- Via the self service web portal from [here](http://isweb.fdu.edu/computing/resident_computer.html).
  - First time users can login using their 7 digit University ID and the default password of Passw0rd which should be changed at first login.

FDU Alert

Fairleigh Dickinson University (FDU) now has the ability to send email, SMS (cell phone) text messages and voice messages quickly to its students, faculty and staff using the Verizon Notification Service (VNS). VNS 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. Find the form at: [http://webadvisor.fdu.edu/](http://webadvisor.fdu.edu/)

ADVISEMENT AND REGISTRATION

The SOE offers a wide variety of programs for a broad population of students, undergraduate through graduate levels. Most of these programs involve state certification approvals. Therefore the program requirements tend to be somewhat strict. While advisement procedures may differ from one program to another, there are some general rules:

1. **You should know the name of the program in which you are enrolled.** This information is communicated in your acceptance letter.
2. Your admissions documents will usually include the name of your assigned faculty advisor. **You should know the advisor’s name as well.**

3. **You should contact your assigned advisor prior to your first semester of study.** Some advisors will want to meet with you personally at least for your initial registration (subsequent registrations depend on the program. In some programs, phone or email advisement can replace personal appointments and online registration is encouraged). At your first advisement session, you will be informed of the specific arrangements for your program.

**HOW TO MAKE AN APPOINTMENT FOR ADVISEMENT** (Please follow the steps)

1. Contact your advisor and ask when he/she is available for an appointment.
2. Choose a time when the advisor is available.
3. Request an appointment at the time you have chosen.
4. Check for a confirmation of the appointment.

For detailed registration information, please see Section 2.

**FOLLOWING YOUR COURSE OF STUDY**

**STATUS:**

- **FULL-TIME VS. PART-TIME:** Student status shall be determined by the number of credits per fall or spring semester. Full-time status means enrollment for 12 credits at undergraduate level or 9 credits at graduate level. The only exception to this regulation is for a student in the final semester before graduation needing fewer than 12 (undergraduate) or 9 (graduate) credits to graduate. All international students whose status is F-1 (student) or J-1 (exchange visitor) are required to maintain full time status at all times. According to immigration and naturalization regulations, failure to maintain full-time status jeopardizes a student’s legal stay in the United States and subjects the student to deportation. If an international student in his/her final semester registers for fewer than the required credits, he/she must contact the Office of International Student Services for approval to drop below full-time status. Consult with the Financial Aid Office or the University bulletin for the definition of full-time status for the purpose of determining financial-aid eligibility.

**NON-DEGREE /NON-MATRICULATED VS. MATRICULATED:**

- **NON-DEGREE STUDENTS**
  A student who wishes to enroll for credit courses without matriculating for a degree may apply as a **non-degree student.** The applicant must file a Fairleigh Dickinson University Part-time and Adult Application for Undergraduate Admissions with the $40.00 nonrefundable fee and a copy of a college transcript or high school diploma or the equivalent. Students admitted under this status generally fall into the following categories:
  1. Students who need additional courses to satisfy admissions requirements to professional and graduate schools.
  2. Students who intend to apply for a degree program but are unable to provide all the required documentation prior to registration for classes.
3. Students who wish to take courses for professional development and/or personal enrichment.
4. Superior students who have completed the sophomore year in secondary school and who wish to enroll in a limited number of regular University courses. These students must have written approval from their secondary school guidance counselor, principal or headmaster. Contact the Undergraduate Admissions Office for the appropriate forms.
5. Applicants currently on the roster of another college, who must present a Visiting Student Application Form.

Non-degree students are expected to maintain good academic standing, i.e., a minimum 2.00 grade point ratio. Upon completion of 16 credit intervals, eligibility to continue as a non-degree student will be determined. A non-degree student who wishes to change to degree candidate status must fulfill all the University’s matriculation standards.

- **NON-MATRICULATED:** Students may register for up to 9 credits in a graduate degree granting program as non-matriculated students. Continuation in the program beyond that point requires matriculation.

- **MAINTENANCE OF MATRICULATION STATUS**

  In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. The matriculation maintenance fee is $110.00 per semester for the master’s program.

- **CERTIFIED:** In SOE Programs, the term “certified” refers to graduate students who hold:
  - A standard New Jersey teaching license or a CEAS (Certificate of Eligibility with Advanced Standing).
  - A standard teaching license from another state. Please refer to this page.
    [http://www.state.nj.us/education/educators/license/out/reciprocity.htm](http://www.state.nj.us/education/educators/license/out/reciprocity.htm)

**CHECKSHEETS**

Every program has a checksheet. You should have a copy of your own checksheet. This is your course of study. Variations and substitutions for the courses listed must be approved by your advisor (additional authorizations are sometimes required). In order to qualify for the certification or degree you are pursuing, you must follow your course of study very strictly and check with your advisor on a regular basis as you progress through your program.

**BENCHMARKS**

In some programs there are points beyond which you may not go without having met a particular benchmark. Often this will result in a hold on your registration that can be cleared only when both SOE and Enrollment Services receive validation that you have completed the necessary exam/course/documentation, and your advisor has authorized your continuation in the program. This frequently involves appearing on campus even though you might normally register online and be taking online courses. There are some courses for which online registration is not available. If you have a problem registering online for a course, the reason might be that you have reached a benchmark and thus must appear in person on campus.

**CERTIFICATION PROGRAMS**
Certification programs are state-approved and related requirements are state-mandated. Even if it is not required in your program, it is a good idea to touch base with your advisor before registering for a semester to be sure that you are registering for the correct course(s).

**COMPLETING YOUR PROGRAM**

When you are about to register for your final semester, you must meet with your advisor. There are several checks in place to make sure that you have followed your program of study accurately. One of these is a face-to-face meeting with your advisor to affirm that you have met the requirements on your checksheet.

**APPLICATION FOR GRADUATION:**

When you register for your final semester, you should also apply for graduation. Your transcript will be audited and program completion validated as a result. Degrees are not issued automatically. It is your responsibility to apply for graduation at the end of your program.

**APPLICATION FOR CERTIFICATION:**

Certification is not issued automatically upon graduation. When you have completed the certification component in your program you must apply for certification through our Certification Officer, Mr. Martone.
SECTION 2: PROGRAMS

QUEST & BA/MAT PROGRAMS:
The QUEST Program has received widespread recognition for its five-year combined degree design. This unique program provides students the opportunity to pursue professional studies for teacher preparation leading to state teacher licensure while earning a bachelor's degree in a liberal arts or science major and a Master's of Arts in Teaching (M.A.T.) degree.

QUEST ADVISEMENT PROCEDURES:
1. All students should schedule their appointments.
2. All students should schedule an appointment at least once each semester.
3. For registration purposes, all students should bring copies of a current transcript and check sheet which should be attached to the advisement record.

ADVISORS: UNDERGRAD QUEST & BA/MAT PROGRAMS-METRO & FLORHAM
Program Director: Dr. Miriam Singer singer@fdu.edu (201) 692-2853
- Madison
  - Dr. Kate Ado ado@fdu.edu (sign up for appointments in the SOE office)
    - All English/Literature (literature and writing) majors
    - All Foreign Language majors (Spanish & French & World Languages)
    - All Freshmen Psychology majors
  - Dr. Randall Westbrook rowest@fdu.edu (sign up for appointments in the SOE office)
    - All History majors
    - All Political Science majors
    - All Sophomore Psychology majors (those who have completed freshmen year and will complete sophomore year in May)
  - Dr. Khyati Joshi Khyati@fdu.edu (sign up for appointments in the SOE office)
    - All Science majors (biology and chemistry)
    - All Math majors
    - All Sociology majors
    - All Humanities majors
  - Dr. Miriam Singer singer@fdu.edu (please make appointment by email)
    - All Art majors
    - All Theater majors
    - All transfer students and those wishing to enter QUEST
    - All 4th, and 5th year Psychology majors (going into your senior or 5th year)

MASTER OF ARTS IN TEACHING (MAT) PROGRAM
The Master of Arts in Teaching (M.A.T.) is a graduate program in teacher preparation for individuals who have a baccalaureate degree in the liberal arts or sciences and a desire to enter the teaching profession. This program is designed to build upon a sound undergraduate academic foundation, as well as the student’s other educational and work-related experiences, to provide an efficient path to state teacher licensure. The program is rigorous in its curriculum and expectations, yet flexible in its
scheduling to meet the needs of the graduate student who typically must balance formal coursework with other demands.

**MAT ADVISEMENT PROCEDURES**

**Initial registration.**
After meeting with an advisor, the newly admitted MAT students will complete the paper registration form, submit it to the advisor for a signature and then submit the form to enrollment services.

**Advisement-** Every student in the MAT program will be assigned an advisor with whom he/she is to map out his/her initial program of study and with whom to confer as they progress through the program.

**MAT Advisors**

**Dr. Joshi**  
Elementary Education Teaneck C-H/Madison C-L

**Prof. Rowlands**  
Elementary Education - Teaneck I-R  
ESL (J-Z), World Languages

**Dr. Karpinski**  
Secondary -Teaneck/Madison

**Dr. Meadows**  
Elementary Education: Teaneck A-B  
ESL (A-I)

**Dr. Ray**  
Elementary Education Teaneck S-Z/Madison M-Z

****

**Elementary Education**

A-B(Madison)  
A- B (Teaneck)  
C- H Teaneck/Madison C-L  
I- R Teaneck  
S-Z Teaneck /M-Z Madison

**Secondary Education**

Dr. Karpinski  
Professor Rowlands (World Languages)

**ESL (A-I)**  
Dr. Meadows

**ESL (J-Z)**  
Professor Rowlands

**LEARNING DISABILITIES**

MA Learning Disabilities and Special Ed Certification  
Program Director: Dr. Teresa Montani montani@fdu.edu  (201) 692-2084
* Learning Disabilities/New Jersey State Certification as Teacher of Students with Disabilities (K-12) or Certification as Learning Disabilities Teacher Consultant

* Master of Arts in Learning Disabilities and Learning Disabilities Teacher Consultant Certification

* Master of Arts in Learning Disabilities and Certification as Teacher of Students with Disabilities

* Learning Disabilities Teacher Consultant New Jersey State Certification (LDTC) NON –Degree (for students possessing a Master’s Degree in Education or a related field).

* Teacher of Students with Disabilities State Certification

**MASTER OF ARTS FOR IN EDUCATION FOR CERTIFIED TEACHERS (MACT) PROGRAMS**

The Master of Arts (M.A.) in Education for Certified Teachers is designed to address the knowledge and competencies required for teachers to meet the professional demands in TODAY’S SCHOOLS, INCLUDING:

- a command of the most current knowledge and educational research;
- content knowledge and expertise in curriculum, instruction and assessment;
- educational leadership skills to support collaborative efforts to improve schools and student learning; and 4) human relations skills to optimize their interactions with students, colleagues, parents, and other members of the school community.

The M.A. in Education for Certified Teachers (MACT) is a 36-credit program that allows teachers to pursue a specialization while attaining their master’s degree. This program is unique in that teachers will graduate with a Certificate in their area of specialization, and a New Jersey Supervisor License.

**ADVISORS: MASTER OF ARTS FOR CERTIFIED TEACHERS**

Professional Studies & Instructional Technology  Dr.Vicki Cohen cohen@fdu.edu (201) 692-2525

Literacy Specialist  Dr. Leslie Meskin

ESL & Multilingual Specialist
Rosemary Rowlands rowlands@fdu.edu (201) 692-2079
Dr. Bryan Meadows meadowsb@fdu.edu (201) 692-2837

**MASTER OF ARTS TESL/TEFL**

**U.S. Residents and Citizens**

This degree is designed for:

- Those who want a Master’s degree to teach ESL and or EFL but are not seeking K-12 certification.
• It provides opportunity for exploration of several dimensions of language instruction, including psycholinguistics and second-language learning, cultural and psychological aspects of language acquisition, theories and instructional systems of language teaching, computer-managed language instruction and performance criteria as applied to language instruction.

INTERNATIONAL STUDENTS

This degree is designed for:

• International students who want to teach English in their own countries.
• It provides opportunity for exploration of several dimensions of language instruction, including psycholinguistics and second-language learning, cultural and psychological aspects of language acquisition, theories and instructional systems of language teaching, computer-managed language instruction and performance criteria as applied to language instruction.

ADVISORS: MULTILINGUAL MA
Rosemary Rowlands rowlands@fdu.edu  (201) 692-2079
Dr. Bryan Meadows meadowsb@fdu.edu  (201) 692-2837

EDUCATIONAL LEADERSHIP
Program Director: Daniel Aronoff daronoff@fdu.edu  (201) 692-2828
(973) 443-8346
Charles DeLorenzo delorenz@fdu.edu  (201) 692-2855

ADVISEMENT PROCEDURES: ONLINE REGISTRATION

Students are expected to register for classes in the Educational Leadership program by using the online registration resource Web Advisor. Students must obtain their SOE advisor’s approval by phone or via email in order to register for Educational Leadership/School of Education courses.

DYSLEXIA SPECIALIST CERTIFICATE/ORTON GILLINGHAM
Dr. Mary Farrell farrell@fdu.edu  (201) 692 2816 / 2298
Appendices
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 preservice 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.

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

Intern Teacher: ___________________________________________________________ Date: ________________

Cooperating/Master Teacher: _______________________________________________________________________________________

Field Supervisor: ________________________________________________________________________________________________

Subject/Grade): __________________________________________________________________________________________________

☐ Mid-semester Observation ☐ End of Semester Observation

Semester: ☐ Fall ☐ Spring ☐ Summer

Course in which enrolled

☐ Apprenticeship (6575) ☐ Practicum (6561) ☐ Assistantship (6578)

☐ Clinical I (6571) ☐ Clinical II (6572)

☐ SLA Clinical I (6576) ☐ SLA Clinical II (6577)

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

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

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

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

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

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

Signature of Evaluator: ________________________________

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

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<tr>
<th>The teaching candidate:</th>
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<tbody>
<tr>
<td><strong>1.1 The teacher designs lesson plans that are developmentally appropriate.</strong></td>
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<td><strong>1.2 The teacher designs instruction appropriate to learners’ strengths and needs.</strong></td>
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<td><strong>1.3 The teacher designs instruction that accommodates differences in student ability levels.</strong></td>
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<td>1.4 The teacher implements lesson plans that are developmentally appropriate so that all learners can learn.</td>
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<td>1.5 The teacher interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.</td>
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<tr>
<td>1.6 Learners are engaged in differentiated activities based upon their ability levels.</td>
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Comments:

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

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

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**Standard # 4: Content Knowledge**

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

The teaching candidate:

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<tbody>
<tr>
<td><strong>4.1 The teacher designs instruction that demonstrates knowledge and command of the subject matter.</strong></td>
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<tr>
<td>4.2 The teacher makes effective use of explanations of disciplinary concepts that capture key ideas.</td>
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<tr>
<td>4.3 The teacher implements lessons that demonstrate knowledge and command of the subject matter.</td>
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<tr>
<td>4.4 The teacher makes connections and relates content to prior learning and relevancy of everyday life.</td>
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<tr>
<td>4.5 The teacher demonstrates knowledge of appropriate NJCCCS (New Jersey Core Curriculum Content Standards) for the discipline, and Common Core State Standards.</td>
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<tr>
<td>4.6 Learners are engaged in activities that demonstrate the development of critical thinking and problem solving within the content area.</td>
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Comments:
### Standard #5: Application of Content

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

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

### Standard #6: Assessment

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

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<tr>
<td><strong>6.1 The teacher designs appropriate formative and summative assessments that are aligned with learning objectives.</strong></td>
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<tr>
<td>6.2 The teacher collects data on learning outcomes to measure lesson objectives.</td>
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<tr>
<td>6.3 The teacher implements continuous assessment throughout the lesson to immediately adjust and improve instruction to foster student growth.</td>
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<td>6.4 The teacher provides meaningful and specific feedback to learners on their learning.</td>
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<tr>
<td>6.5 The teacher uses technology to support assessment and monitoring of student progress.</td>
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<tr>
<td>6.6 The teacher makes appropriate adaptations of modifications for assessing student learning (such as additional time to complete assessment).</td>
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<tr>
<td>6.7 Learners are engaged in analyzing their own assessment results and in setting goals for their own learning.</td>
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Comments:
**Standard #7: Planning for Instruction**

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

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<tbody>
<tr>
<td><strong>7.1</strong> The teacher designs effective lessons by organizing the instructional activities to achieve the objectives and outcomes of the lesson.</td>
<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
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<tr>
<td><strong>7.2</strong> The teacher designs instruction that develops learners’ critical thinking and problem solving capabilities.</td>
<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
</tr>
<tr>
<td><strong>7.3</strong> The teacher designs unit and lesson plans that incorporate interdisciplinary learning experiences that allow learners to integrate knowledge from different subject areas.</td>
<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
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<tr>
<td>7.4 The teacher selects a variety of appropriate instructional materials and resources to achieve the objectives of the lesson.</td>
<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
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<tr>
<td>7.5 The teacher integrates technology into the lesson plan to promote effective learning for all learners.</td>
<td>①</td>
<td>②</td>
<td>③</td>
<td>④</td>
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<tr>
<td>7.6* The teacher collaborates with others to support student learning (e.g. Special Education teacher, ESL teacher, other specialists, community organizations).</td>
<td>①</td>
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Comments:
**Standard #8: Instructional Strategies**

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

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

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

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<tr>
<td>**9.1 The teacher provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.</td>
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<tr>
<td>**9.2 The teacher provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all learners and the school community.</td>
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<td>**9.3 The teacher provides evidence of maintaining accurate student records.</td>
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<td>**9.4 The teacher provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities.</td>
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<td>9.5 The teacher exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and learners).</td>
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<td>9.6 The teacher reflects upon and uses constructive suggestions to enhance the teaching and learning process.</td>
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<tr>
<td>9.7 The teacher demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.</td>
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Comments:
### Standard #10: Leadership and Collaboration

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

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

**Comments:**

### Standard 11: Professional Responsibility

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

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

**Comments:**

---

**General Comments by Evaluator (Field Supervisor, Cooperating Teacher, Intern):**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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24
Fairleigh Dickinson University  
School of Education

**OBSERVATION / CONFERENCE REPORT**

- ○ Apprenticeship (EDUC6575)
- ○ Field Experience II (EDUC6828)
- ○ Clinical I (EDUC6571)/(6576)
- ○ Clinical II (EDUC6572) / (6577)
- ○ Assistantship (EDUC6578)
- ○ Practicum (EDUC6561)
- ○ Field Experience IV (EDUC3404)

Visit # (circle one) 1 2 3 4 5 6 7
Grade Level: _________  Subject: ____________________

Intern Name: __________________________________
Seminar Instructor: ________________________________

FDU Field Supervisor’s Name: ______________________________________________________________________________

School: ________________________________________________________ Date of Observation: _______________________

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

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

### 1. LEARNER DEVELOPMENT

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

### 2. LEARNING DIFFERENCES

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

### 3. LEARNING ENVIRONMENT

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

### 4. CONTENT KNOWLEDGE

- □ Makes effective use of explanations and connections to prior learning
- □ Engages in activities that promote problem solving
- □ Demonstrates thorough knowledge of the NJCCCS and Common Core State Standards
- □ Uses meaningful content in lesson

### 5. APPLICATION OF CONTENT

- □ Makes effective use of explanations and connections to prior learning
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. ASSESSMENT</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>□ Students are actively engaged in learning</td>
<td>□ Fosters positive peer relationships</td>
<td>□ Relates to students in a warm and caring manner</td>
<td>□ Manages student behavior effectively</td>
<td>□ Manages time effectively</td>
<td>□ Provides an environment where all students feel safe and welcome</td>
</tr>
</tbody>
</table>

| 7. PLANNING FOR INSTRUCTION | 4 | 3 | 2 | 1 | NO |
| □ Designs effective lessons by organizing the instructional activities to achieve the objectives | □ Uses a variety of appropriate instructional strategies | □ Develops critical thinking and problem solving ability | □ Integrates technology into the lesson plan |

| 8. INSTRUCTIONAL STRATEGIES | 4 | 3 | 2 | 1 | NO |
| □ implements instructional activities that achieve the objectives | □ Models effective communication and questioning techniques | □ Promotes oral & written language development | □ Models metacognitive processes to support comprehension of content | □ Learners demonstrate their knowledge of content | □ Learners ask higher order questions |

| 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE | 4 | 3 | 2 | 1 | NO |
| □ Exhibits appropriate personal and professional demeanor | □ Reflects upon and uses constructive suggestions | □ Demonstrates effective reading, writing, speaking, mathematics, and technology skills |

| 10. LEADERSHIP AND COLLABORATION | 4 | 3 | 2 | 1 | NO |
| □ Establishes professional relationships with members of the school community | □ Communicates frequently and effectively with parents/guardians | □ Promotes meaningful family involvement | □ Works collaboratively |

| 11. PROFESSIONAL RESPONSIBILITY | 4 | 3 | 2 | 1 | NO |
| □ Knowledge of the school’s professional code of conduct | □ Knowledge of professional responsibilities | □ Maintains a classroom environment which protects students |
Brief Summary of Lesson and NJCCCS Addressed (please attach copy of lesson plan):


Strengths/Weaknesses:


Suggestions for Lesson Improvement:


Recommendations/Reflections for Professional Growth


Grade for Observation:


Field Supervisor’s Signature: ____________________________ Date: ____________
Pre-service Teacher’s Signature: _________________________ Date: ____________

For FE II, FE IV: Student is ready for Apprenticeship Teaching?  Yes □ No □
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
Please note the following updates on certain Praxis II exams. All exams in green are new.

All exams are Praxis II (content knowledge)

www.ets.org/praxis

Elementary Content Knowledge (K-6) – New exam as of 9/1/12

Full exam (4 content areas) # 5031
Retake on specific sections

Reading and language Arts #5032
Math #5033
Social Studies #5034
Science #5035

Middle School (5-8) – additional endorsements on the Elementary Cert – you must also take the elementary exam (#5031) and pass all 4 parts

Middle School Language Arts #10049 New exam as of 9/1/13 #5047
Middle School Math #20069 New exam as of 9/1/13 #5169
Middle School Social Studies #0089 or #5089
Middle School Science #0439

High School (K-12 subject specific)

Secondary English/ Language Arts #10041 New exam as of 9/1/13 #5038
Secondary Math #10061 New exam as of 9/1/13 #5161
Secondary Social Studies #0081 or #5081
Secondary Biology #0235 + #0435 or #5235 + #5435
Secondary Chemistry #0245 + #043 or #5245 + #5435
Spanish #5195
French #5174
German #5183
Art #0134 or #5134
Speech Arts and Dramatics (Theater) #0221 + 0641 or #5221 + 0641

Note 1: This is effective as of September 1, 2013.

Note 2: If you have already passed your Praxis exam under the old exam prior to 9/1/13, you will be "grandfathered."

Note 3: All exams beginning with "5xxx" are Computer-Delivered and are given at a testing center. Exams beginning "0xxx" are Paper-Delivered.

Note 4: If you have questions, please contact your FDU advisor. Do not request help from Praxis.

Note 5: Last dates for "old" computer-delivered exams are 7/29/13–8/17/13. No more paper exams until October 2013.

All Praxis exams are subject to change by ETS. Check with your advisor if you have questions.
Dear Prospective NJ Teacher:

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

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

Sincerely,

LTI

Apply Online for ESL  Download Application for ESL

Apply Online for World Language  Download Application for World Language

Apply Online for Bilingual  Download Application for Bilingual

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