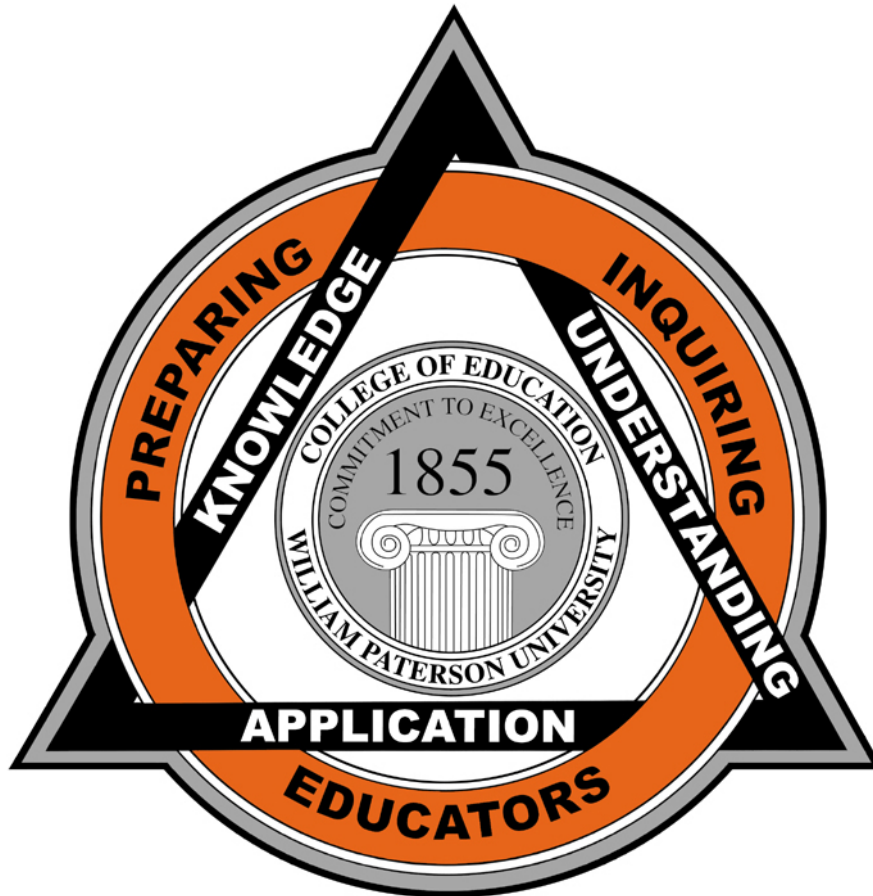


WILLIAM PATERSON UNIVERSITY
College of Education



DUAL LICENSURE INITIAL PREPARATION PROGRAM:
General Education K – 5 & Teacher of Students with Disabilities
Undergraduate Level

SPRING 2008
[revised from Fall 2006]

Department of Special Education and Counseling
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College of Education Mission Statement

The College of Education of William Paterson University of New Jersey serves as a major resource for educational practitioners and institutions by preparing candidates for entry into teaching and educationally-related professions; providing educators with additional and advanced professional preparation and continuing development in selected disciplines; and preparing candidates to participate effectively in a diverse society. The College promotes teaching and learning by contributing to the collaborative participation of students and faculty in society. In pursuit of this mission, the College of Education is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

College of Education VISION

**As a diverse and multicultural group,
the William Paterson University College of Education
will be a leader for initial and continuing development
of inquiring and innovative educators
in a global technological society.**

**DUAL LICENSURE INITIAL PREPARATION PROGRAM:
General Education K – 5 & Teacher of Students with Disabilities
Undergraduate Level**

Dear Teacher Candidate:

Congratulations! You have chosen an especially exciting time to pursue a career in education. Looking ahead, we see a future where changes and challenges will be the rule rather than the exception. Increased public awareness of individuals with diverse educational needs, federal mandates like “No Child Left Behind,” and changes to the NJ licensure code combine to increase the need for well-prepared, highly qualified professionals who are able to teach all of America’s children.

As a student at William Paterson University, you will receive a solid grounding in the liberal arts and in an approved academic major field of study of your choice. In addition, you will receive the necessary professional preparation to become an effective teacher of diverse learners, including those with special needs. The Dual Licensure (DL) program in which you are enrolled is an approved program in the State of New Jersey.

Our foundations include philosophical, ethical, legal and historical precedents. We use research as the basis to translate theory into practice, and emphasize the importance of authentic experiences in a variety of educational locations, and in general and special education classroom settings. In addition to the formal program of study, as a DL teacher candidate, you must also earn a minimum of 100 Service Learning Credits (SLC) [described elsewhere in this Handbook]. You must also pass the Praxis II Examination, required by the State of New Jersey, prior to student teaching.

Upon successful completion of the DL program, you will earn a Bachelor of Arts or a Bachelor of Science degree, depending on your academic major. In addition, you will receive certification as an ‘Elementary School Teacher K – 5’ and an endorsement as a ‘Teacher of Students with Disabilities.’ William Paterson’s program prepares you to teach, and provides an academic foundation on which you can build, whether you choose to pursue a Master’s Degree in special education or in a related field.

READ THIS HANDBOOK CAREFULLY, since you are responsible to know its content. Refer to the Handbook as questions arise and, if you have questions that are not addressed, contact your advisor. The faculty and I look forward to supporting your efforts to successfully meet and exceed your professional and personal goals here at William Paterson University.

Sincerely,

Dr. Peter Griswold, Chair
Department of Special Education and Counseling

Letter from the Chair
Why Read This Handbook?

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Why Read This Handbook?

*This handbook was developed to provide you with a road map toward making successful progress through the dual licensure program. You will find the handbook useful since it contains critical information on pre-admissions criteria, admissions, retention and graduation criteria cast within the framework of your college classroom performance and ability to apply what you learn in the K – 5 classroom, portfolio assessment, professional dispositions, and acquisition of service learning credits. The Handbook is organized as follows: **Introduction:** Accreditation, the College of Education, and the Conceptual Framework, Accreditation, and Dual Licensure; **Section I:** Program Overview: Elementary Education School Teacher (K-5) & Teacher of Students with Disabilities Preparation Program; **Section II:** Advisement; **Section III:** Field Experiences; **Section IV:** Certification and **Section V:** Appendices*

Two caveats before you proceed: [1] Procedures change, and flexibility is an important teaching attribute! Information in this Handbook is accurate as of January 22, 2008. If changes occur, you will be informed. [2] Your faculty advisor is the authoritative source for information related to your progress in the dual licensure program, including concerns that may not be covered here. Don't listen to the "grapevine." At least 90% of the time, the information is inaccurate.

WELCOME to the DL program!
We look forward to working with you.

INTRODUCTION: College of Education, The Conceptual Framework, Accreditation and Dual Licensure

William Paterson University's Professional Education Unit

CONCEPTUAL FRAMEWORK SUMMARY

- Shared Vision
- Unit Theme: Preparing Inquiring Educators
 - Elements: Knowledge, Understanding and Application (KUA)
 - Standards That Cross Programs, Theme and Knowledge, Understanding and Application: Assessment, Diversity, Technology, and Dispositions
- Alignment to State and Professional Standard

William Paterson University's *Professional Education Unit*, accredited by the National Council for Accreditation of Teacher Education (NCATE), includes all undergraduate and graduate programs that contribute to the professional preparation of teachers and school-related personnel, regardless of where they are housed in the University. The State of New Jersey requires every institution offering professional education programs to attain accreditation before the State will certify and license its graduates.

Shared Vision: The Unit's vision weaves together three theoretical perspectives that guide all programs, experiences, and practices; namely, **socio-cultural constructivism, cognitive structuralism, and critical literacy**. These perspectives strengthen the Unit's ability to respond to rapidly changing needs of children and their families in a global society, while also underscoring an original purpose of education in a democratic society – the perpetuation, expansion, and advancement of the society through academic, social, and cultural knowledge transmission.

Unit Theme – “Preparing Inquiring Educators:” The theme, grounded in research, reflects the Unit's commitment to engage candidates in the processes of inquiry, reflection, and change. The theme provides an essential and spiraling framework that infuses all unit programs, enabling candidates to make informed decisions about practice, assessment, and innovation throughout their careers.

Core Elements: Knowledge, Understanding, Application (KUA). Supported by inquiry and reflection, KUA processes and activities are repeated and expanded as **knowledge** becomes more complex, **understandings** become more integrated when candidates transform knowledge through internal psychological processes to achieve personal meaning, and **applications** become more self-determined as candidates apply and model what they learn in their initial and advanced programs of study.

Standards That Cross Programs, Theme and KUA. Overlaid across all programs of study are standards that address dispositions, assessment, diversity, technology and permeate the KUA elements. **Dispositions** are defined by NCATE (2002) as “(T)he values, commitments, and professional ethics that influence behaviors toward students, families, and communities...,” and “affect student learning, motivation, and development as well as the educator's own professional growth” (p. 53). The Unit is committed to fostering practitioners whose dispositions reflect professional behavior and ethical decisions. Further, the Unit's dedication to **evidence-based assessment** requires that we employ a multiplicity of

assessments as foundations that guide inquiry which, in turn, facilitate reflective thought leading to well-grounded revisions to practice, thus illustrating KUA in action. For example, the Unit's use of assessment to improve current practice may be seen in our appraisal of candidates' performance and other data that, together, inform decision-making about needed program modifications and/or changes. It is also seen in the attention given to research and professional applications in advanced programs that emphasize evidence-based decision making. The Unit's goal in addressing **diversity** is to assure equity of opportunity for all individuals to learn, to grow, and to succeed, by preparing professionals who (1) hold high expectations for everyone, (2) recognize and value the richness that diversity contributes to societies, and (3) incorporate the unique backgrounds and capacities of all individuals to create enriched personal, social and educational environments. **Technology** utilization, viewed as a significant strength within the Unit given its outstanding hardware, software and human resources, offers candidates opportunities to discover ways that technology can enhance professional practices and assessment activities, and for advanced candidates, expand and assess technology applications within areas of specialization. The Valley Road facility is equipped with state-of-the-art tools that allow faculty to model effective instructional practices that employ technology. The Unit's goal is to ensure that candidates, likewise, use the range of available technologies in coursework and fieldwork to expand their technology competence in their respective fields.

Alignment to State and Professional Standards: Candidate performance is assessed at significant points during initial or advanced professional experiences, using standards and frameworks set forth by national professional organizations, the State of New Jersey, and the Unit. All programs that lead to licensure are aligned to standards of their respective specialty professional associations (SPAs). Recent revisions to our initial and advanced programs, based on new state standards for teachers and school leaders, have increased the Unit's capacity to prepare highly qualified candidates who gain knowledge and understanding which, in turn, lead to an increased ability to apply expertise to serve diverse groups of students and clients. The Unit is committed to continuous transformation into an increasingly viable teaching and learning community where inquiry inspires innovation, supports collaboration among faculty, professional staff, and community partners, and encourages candidates to be reflective practitioners.

Accreditation

- NCATE Standards
- Professional Knowledge Base

"Professional accreditation is about evaluation, self-study, organizational change, and ultimately, public trust" (Wise, 2005). The National Council for Accreditation of Teacher Education (NCATE), a non-governmental organization, is recognized by the U.S. Department of Education as an important accrediting agent for colleges and universities that prepare teachers and other professionals to work in elementary and secondary schools. The mission of NCATE is to promote accountability and improvement in teacher preparation and related school services. Central to its mission is providing leadership for reform in education.

NCATE Standards. All programs offered through the College of Education Unit are driven by professional standards. The NCATE standards, to which the Unit is held, deal with the following topics: Candidate Knowledge, Skills, and Dispositions, Assessment System & Evaluation, Field Experiences and Clinical Practice, Diversity, Faculty Qualifications, Performance, and Development, and Unit Governance and Resources.

The **Professional Knowledge Base** for the undergraduate dual licensure program is composed of general education, an academic major, and professional studies requirements that lead to either a B.S. or a B.A. degree, depending on academic major. Historically, educated professionals have knowledge that extends beyond their specialized fields of study; they

possess a broad foundation of general knowledge that contributes to their being educated citizens in a global society, and role models for their students. Thus, there are five types of knowledge that form the program's foundations: (a) general knowledge [which consists of general education basics, and a significant number of general education directed requirements from approved lists, e.g., "non-Western cultures", social sciences, since these directed requirements fulfill specific *standards* or parts of *standards* related to licensure], (b) deep content knowledge gained through study of an academic major, (c) general pedagogical knowledge, (d) specialized knowledge in *Standards* areas shown in Figure 1, and (e) knowledge of self, and an ability to reflect on self in professional and personal situations [including dispositions].

Of special interest to dual licensure teacher candidates is educational study that focuses on an ecological approach (1) where pupils are viewed within their family contexts, (2) where the schools provide a laboratory setting in which to test ideas in context, and (3) where communities are studied to appreciate the diverse cultures and experiences that shape the life of the individual child. Candidates gain specific knowledge of the full spectrum of normative and non-normative pupil characteristics; specifically emphasizing physical, social, cognitive, learning, and behavioral characteristics as these apply to all children, focusing on learners who are at-risk for school failure and those with mild/moderate special needs. The program of study emphasizes the acquisition of general pedagogical knowledge and specialized knowledge, accomplished through coursework and fieldwork that links pupil characteristics to planning, assessment, teaching and learning, and technologies to enhance student learning outcomes. Situated learning, which incorporates cooperative and collaborative opportunities in authentic educational settings, is also incorporated into the program.

Figure 1 presents an overview of the State of New Jersey's standards for candidates entering the teaching profession, along with the standards for the specialty professional associations (SPAs) that govern K – 5 professional practice, and special education.

Figure 1: **Standards Across the Specializations for Dual Licensure***

NJ Professional Standards for Teachers (NJ PST)	Association for Childhood Education International (ACEI)	Council for Exceptional Children (CEC)
Subject matter knowledge	General knowledge	
Human Growth and Development	Child Development	Development & Characteristics of Learners
Diverse Learners	Diversity- learners and settings	Individual Learning Differences
Instructional Planning & Strategies	Curriculum Instructional Strategies	Instructional Planning Instructional Strategies
Assessment	Assessment	Assessment
Learning Environment	(Inferred)	Learning Environment & Social Interactions
Special Needs	(Inferred – diversity)	(Pervasive)
Communication	(Inferred)	
Collaboration & Partnerships	Collaborative practice	Collaboration
Professional Development	Professional development	
	Foundations of Elementary Education	Foundations-Historical, Philosophical, etc.
		Language Development/ Disorders
	Ethical practice	Professional & Ethical Practice

- These relationships are approximate, to give teacher candidates an idea of the comparability across professional organizations.

Historical Background: The Department of Special Education & Counseling

Mission and Theme

Council for Exceptional Children Code of Ethics

The Department of Special Education and Counseling was created in 1966 to prepare special educators and related school personnel to serve the urban, suburban and rural communities in the region and state of NJ. At that time, WP's undergraduate special education program was the only program located at a state institution in northern New Jersey offering undergraduate teacher preparation leading to certification as "Teacher of the Handicapped."

Recently, however, the State of New Jersey revised the rules and regulations that govern all aspects of certification and licensure, including special education certification. Revisions that affect the Dual Licensure Program include eliminating special education as a major field of study, and requiring teacher candidates to engage in study in an approved academic major. These revisions have impacted the Department's philosophy, field placements, and the structure and content of the present program. Since the Department adheres to all requirements contained in the New Jersey Administrative Code, including state certification standards, and to professional standards set forth by the Association for Childhood Education International (ACEI) and the Council for Exceptional Children (CEC), the new program is a radical departure from the program that preceded it. Consequently, our mission and theme have been adapted to become more inclusive, even as public education is currently striving to become more inclusive.

The Department's **education mission** is:

"to create a dynamic partnership of faculty, teacher candidates, administrators and their staffs, and local communities working collaboratively to prepare exceptional educators to work with a diverse population of students who may differ racially, ethnically, socially, culturally, economically, religiously, in gender identification and/or in ability levels. Our goal is for all within this partnership to uphold the highest ethical standards and to demonstrate current theoretical knowledge and the application of best practices, structured within the guidelines of the NJ state administrative code."

The Department is committed to selecting, instructing, and mentoring excellent teacher candidates in ways that foster their abilities to fulfill professional roles in classroom, school, and community upon successful completion of the program. Toward these ends, the faculty builds nurturing and supportive faculty/teacher candidate relationships that demonstrate respect for individual differences and personal needs.

The Department's **education theme** is to foster teacher candidates who will be:

"Inquiring educators who participate in collaborative decision making and instruction based on a firm foundation of didactic information and field experiences in order to instruct ALL students effectively, with particular attention to diverse learners who are at-risk and those with special needs."

Firstly, the Department's undergraduate DL program prepares teacher candidates to work with general education pupils, K-5, and students with mild/moderate disabilities K - 5. Educating learners who are at-risk for failure and/or those who are classified as students with mild and moderate disabilities is a priority, since both groups constitute significant and growing populations in the schools. Secondly, the DL program emphasizes preparing teacher candidates to be effective **collaborators** with professional colleagues, parents, and others who affect the lives of children. This is accomplished through a combination of didactic coursework and field experiences that model principles of collaboration and by giving students opportunities to engage in assignments that require collaborative effort. Thirdly, the DL program focuses on extensive **field-based** experiences linked to coursework, to put into practice the concept of "learning by doing."

SECTION I: Program Overview – Dual Licensure K-5/TSD

Knowledge Base

The general education knowledge base for the Dual Licensure (DL) undergraduate program is composed of GE courses and directed electives, typically totaling between 68 and 71 credits. Within this GE knowledge base, DL teacher candidates are required to take specified courses, or have limited options in their choice of courses. This is because designated GE and directed elective courses also fulfill aspects of licensure standards. Figure 1 shows the current REQUIRED general education program for dual licensure teacher candidates. This information is also provided on the Curriculum Control Sheet for the DL program [available in the Department Office].

Figure 2: **General Education (GE) Requirements**

ARTS & COMM (6cr.)	COMM 110 Either Music or Art	SCIE/HEALTH: (14 cr) Either BIO 114 [Psych requirement] OR BIO 120 Non-BIO science MATH110 and MATH111 or approved higher math
HUMANITIES (21cr.)	ENG 110; ENG 150 HIST101; HIST 102; LANG I; LANG II; PHIL110	SOCIAL SCIENCES (9 cr.) PSY 110; SOC 101 Choice of: ANTH130; GEO 150; or POL 120
OTHER (6 cr.): Choices are from the Approved GE list	Racism & Sexism (choice) Health/Fitness (choice)	DIRECTED ELECTIVES DEL: PSY 210 – Developmental Psychology DEL: CODS 371: Language Disorders in Schools DEL: PSY/CISE 295 – Ed Psych and Class Mgt. DEL: One of the following – ANTH 202; AACS 214; POL 321; SOC 241; PSY 290 DEL: Non-Western: One of the following – AACS 303; ANTH 359; SOC 242 or other course, approved from within academic major by advisor

In addition to general education requirements, teacher candidates must select an academic major from the approved list shown in Figure 3. Most academic majors require between 30 – 38 credits; however, some majors require more. The academic majors listed in Figure 2 are acceptable for K-5 certification. For teacher candidates who seek to become highly qualified for special education teaching positions at either the middle school or high school level, select an appropriate major from among the following: English, history, math, science, social studies [political science, geography, and languages].

Once teacher candidates declare an academic major, that department assigns an academic advisor. The academic advisor is responsible to provide guidance concerning successful completion of general education and academic major requirements. **A WORD TO THE WISE: Your academic advisor is the individual from whom you obtain your RAN number for registration. ANOTHER WORD TO THE WISE: You also have a faculty advisor in your DL program.**

In summary, to earn your undergraduate degree, you must successfully fulfill all GE requirements and the requirements in your chosen academic major. You must maintain a Cumulative Grade Point Average [CGPA] of at least 2.75 throughout your tenure in the program. At graduation, participation in the dual licensure program yields certification to teach in K – 5 elementary classrooms and in a variety of special education settings K-5. “Highly qualified” status for special educators is determined based your

academic major and on role. If you teach a content area course at middle or high school level, you must demonstrate expertise in the content area. If you consult with/provide support to another professional who actually teaches the course content, you need not be highly qualified in the content area.

Figure 3: Approved Academic Majors for DL Teacher Candidates K-5 & TSD

African, African-American & Caribbean Studies (B.A.)	French (B.A.)	Political Science (B.A.)
Anthropology (B.A.)	Geography (B.A.)	Psychology (B.A.)
Art – History (B.A.) Studio (B.F.A.)	History (B.A.)	Sociology (B.A.)
Biology (B.S.)	Latin American Studies (B.A.)	Spanish (B.A.)
Communication Interpersonal – (B.A.) Journalism – (B.A.)	Mathematics (B.A.) Mathematics – Applied (B.A.)	Women’s Studies (B.A.)
English (B.A.)	Philosophy (B.A.)	

THE DUAL LICENSURE PROGRAM

Pre-Admission, Admission, Retention, and Graduation Criteria

Pre-Admission Requirements

Before you can make application to the DL program, you must attend a Pre-Admission Workshop (PAW). Attendance at a PAW is mandatory, and documentation of attendance is needed [it also earns you service learning credits!] Workshops are held early in each semester in the Valley Road Auditorium. Go to the College of Education website and locate “Certification.” You will learn when each PAW workshop is scheduled. Both day and evening options are available.

Pre-Admission Workshops are designed to provide information about the professional preparation application process, and about the procedures to apply for the field experiences in which you will participate. Gateway Requirements, which include required assessments, are summarized in Figure 4.

Figure 4: Summary of Pre-Admission and Application Requirements

Prior to Making Application	THE APPLICATION PROCESS
Select an approved academic major	Apply on-line for Speech/Hearing Assessment Engage in assessment; Be able to document results
Earn a minimum CGPA of 2.75	Complete Application Form on line
Complete COMM 110; PSY 110; SOC 101; PSY 210 MATH 110 & MATH 111 or higher; BIO 120 or 114 Enroll in ANTH 202 or equivalent	Arrange to take the College of Education Writing Exam. It is offered both day and evening. Information on time and locations is available at the COE website.
	Submit one letter of recommendation from an educator to the Certification Office
ATTEND PAW WORKSHOP. When these conditions have been met, Teacher Candidates may seek permits from the department to enroll in SPC 255, the first course in the DL program.	SUBMIT each piece of the application on line. Departmental Review of Applications occurs on a rolling basis.

The Director of the Undergraduate DL Programs, or his/her designee, will meet with each group of prospective teacher candidates to provide additional information and to respond to specific issues related to the dual licensure program. During these informal meetings, your goal is to examine your ideas about the DL program to determine whether or not it’s a “good fit” with your career aspirations. At that time, you are encouraged to sign up on her door for an advisement

appointment so that together you can create your personalized “Path to Graduation.” Service learning credits* [discussed elsewhere in this Handbook] are earned for attendance and participation in the PAW workshop, and for completion of the application process. The Sign-In Sheet that is distributed by your special education faculty representative at the PAW workshop serves as documentation of your attendance at the Workshop.

Admissions Requirements

The admissions criteria for freshmen and for students who transfer from another program within the University or from another institution are the same. Every prospective teacher candidate must declare [or have already declared] an approved academic major AND must show evidence of having earned a 2.75 Cumulative Grade Point Average (CGPA). A majority of pre-admission criteria must be met, and space to document successful completion is provided as part of the on-line Application Process. Go to: ww2.wpunj.edu → Academics → Colleges and Departments → Education → Departments → Certification → Undergraduate Certification. Under initial certification, → K-5 / TSD.

To expedite the process, make a concerted effort to expedite your application for entry to the program. The reference letter is the only “piece of paper” you will need to submit directly to the Certification Office. Make an appointment through the Office of Certification for your speech and hearing test. Results of the speech and hearing assessment are sent directly to the Office of Certification. Applications are reviewed on a rolling basis throughout the year.

Teacher candidates whose materials are incomplete will not be accepted to the program. If you disagree with the outcome, an appeals process is provided. See the Undergraduate Catalog for information on the appeals process.

A WORD TO THE WISE: Keep copies of EVERY official document signed by an authoritative person, e.g., your letter of recommendation, and of all application information that you submit.

To facilitate timely progress to degree completion, you should consider completing the admission process as soon as you are eligible to do so. By the time you submit your completed application, ideally you should have your “Path to Graduation” [See Section II, Advisement]. This is an essential document since most courses in the dual licensure program are only offered once each year, in EITHER the fall OR spring semester. Figure 5 shows the typical sequence of courses for the program. The courses that are offered in both fall and spring are asterisked [*]. While all courses in the DL program reflect the teaching and learning needs for all students, courses with an SPC alpha code give greater emphasis to learners who deviate from the norm. SPEE courses focus primarily on elementary K-5 content and methods, unless otherwise noted.

NOTES about Figure 5

- Courses with an asterisk in front of the alpha code are offered in both fall and spring semesters. The technology course may be offered in summer as well.
- Courses with two asterisks after the title require fieldwork. SPC 255 has a 20-hour field requirement and CIEE 229 takes place in urban school settings
- The following courses are directed electives: ANTH 202 [preferred]; PSY 210; CODS 371; CISE 295
- The DL program is a full-time day program. Few courses are offered in the evening on a regular basis except the EDUC 414 Seminar and SPC 456: Life Span Transitions.
- The sequence noted in Figure 4 is recommended for most teacher candidates to follow.

Figure 5: Dual Licensure K-5/TSD K-5 Program of Study

	FALL	SPRING
So		*SPC 255: Fdns. of Ed in a Diverse Society ** (3)
JR	*CIEE 229: Literacy and Learning ** (3)	SPC 352: School-Based Assess of Div Pops (2)
	*CIEE 213: Tchg. in a Global Tech. World (2)	SPC 353: Instr. Mgt. in Div & Inclusive Settings (3)
	*SPC 313: Intro to Assistive Technology (2)	SPC 354: Class Mgt. in the Incl. Classroom (3)
		SPC 355: Practicum A [focus: SPED] (1)

S R	CIEE 301: Practicum in General Education (1) [2 days each week; two weeks full time at end of semester] CIEE 322: Language Arts/Literacy Assess/Methods-3 CIEE 326: Science Assessment/Methods (2) CIEE 329: Math Assessment/Methods (2) SPEE 429: Indiv. Instr. Strat. for Learners (3) with Academic Challenges K-5	EDUC 414: SR. Tchg. Internship/Seminar (10) [Dual focus: K-5 & SPED settings] SPC 456: Life Span Transitions (2)
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Brief course descriptions of SPC courses follow.

Figure 6: **SPC Course Descriptions**

<p>SPC 255: Foundations of Education for Diverse Learners (3 cr.) Provides educational knowledge base of historical and legal foundations for educating citizens in a democratic society. National and state standards are used to define current practices and the expectations held for individuals who enter the teaching profession. The diversity of racial, ethnic, socio-economic, and other factors that influence society's perceptions of normalcy and deviance are examined, and learner characteristics in physical, psychological, academic and socio-behavioral domains are emphasized. Particular attention is given to ways that learner characteristics facilitate or impede the learning process. A 20-hour unsupervised field experience in an urban setting is required as part of this course for which up to twenty (20) Service Learning Credits will be awarded upon successful completion.</p>
<p>SPC 313: Adaptive and Assistive Technologies in the Classroom (2 cr.) Explores technologies that enhance the educational experience, and introduces strategies to assist all students to gain access to the general education curriculum. Teacher candidates learn to apply high and low tech methods that allow learners to compensate for differences in student characteristics, emphasizing equity.</p>
<p>SPC 352: School-Based Assessment of Diverse Learners (2 cr.) Provides knowledge of the integral relationships between standardized and functional assessments and educational decision making. Foundations to understand the vocabulary and mathematics associated with the assessment process are reviewed, and ethical issues [e.g., test bias] and matters of confidentiality of information are discussed. Emphasis is placed on comprehending the contents of student's school files; specifically, interpreting quantitative and qualitative results in order to plan appropriate instruction. Attention is also given to devising, administering, and scoring curriculum-embedded assessments and other informal/authentic measures.</p>
<p>SPC 353: Instructional Management in Inclusive Settings (3 cr.) Focuses on the continuum of long-term planning using New Jersey Core Curriculum Content Standards (NJ CCCS), district curriculum requirements, and individual student's instructional needs as the base. The multiple facets of implementing classroom instruction for large and small groups, while individualizing teaching strategies to meet learners' needs, is explored. Unit and lesson planning are stressed, with emphasis placed on using differentiated lesson planning that triangulates the NJ CCCS, district curriculum requirements, and individual student's instructional needs. Further differentiation, using students' IEP goals and objectives as bases for long-term planning, is covered. Creating and organizing shared classroom environments that facilitate learning and collaboration with peer-colleagues in all instructional settings is emphasized. Co-Requisites: SPC 354, SPC 355.</p>
<p>SPC 354: Classroom Management in Inclusive Settings (2 cr.) Emphasizes creating a classroom climate that promotes the emotional well-being and self-esteem of all children. Methods to communicate behavioral expectations for the classroom that assist all students to focus on learning are stressed. Particular emphasis is placed on strategies to address inappropriate behavior of students who do not respond to group management techniques. Functional Behavioral Analyses and Behavior Intervention Plans are the instrumentalities employed to address deviant behavior in the classroom. Co-Requisites: SPC 353, SPC 355.</p>
<p>SPC 355: Practicum Package A (1 cr.) Offered to teacher candidates in their junior year, this supervised weekly field experience requires a one-day per week commitment in a special education setting working with children K-5 with special needs. The experience is intended to provide teacher candidates with opportunities to apply knowledge and skills gained in the co-requisite courses, SPC 353 and SPC 354. A weekly seminar is held to explore practical realities of schools and classrooms. Teacher candidates must reserve one full day per week for this practicum.</p>
<p>SPC 456: Life Span Transitions– Home, School and Community (3 cr.) Examines theoretical models and applies proven practices to engaging in student-centered transition planning across the life span. Alternative perspectives are provided on ways that home, school, and community interact to impact learners' transitions from pre-school through school-completion. Services offered through school and community agencies are examined in depth, with the goal of assuring that students meet the goals of education thus affording them a satisfying quality of life.</p>

Retention Criteria: Benchmarks to Demonstrate Professional Progress

To begin study in the K-5/TSD dual licensure program, you must be admitted, or in the process of being admitted to the program. After you have successfully completed the admission process and are a member of the DL teacher candidate student body in good standing, you will be assigned a faculty advisor. This individual is your primary professional link to the department and serves as a resource, advocate, and guide through your professional preparation program. Section II of the Handbook discusses advisement.

Cumulative Grade Point Average. Your CGPA must be a minimum of 2.75 for the entire time that you pursue dual licensure for Elementary Education K – 5/Teacher of Students with Disabilities at William Paterson University. If your GPA falls below 2.75, you may, at the discretion of the Associate Dean, receive a contract that permits you to continue to take courses in the DL program. If, after one semester, your CGPA remains below 2.75, you must withdraw from the program.

Field Experiences. In addition to successful completion of coursework in the DL program, you must demonstrate developmental competence in your abilities to plan, assess, instruct and evaluate students. An important aspect of field experiences is your ability to reflect on your professional practice in depth. Thus, journaling is an important aspect of all field experiences. Field experiences are discussed in depth in Section III of this Handbook.

A WORD TO THE WISE: The ETS Praxis II Elementary Education Content Knowledge Examination must be passed before you begin your senior teaching internship. Plan to take it in the spring or summer prior to the academic year in which you are scheduled to student teach.

Dispositions. In addition to your CGPA, and the successful completion of coursework and field experiences, you must demonstrate appropriate professional dispositions in both classroom and field, as a representative of your university, college, department and yourself. Dispositions are defined by NCATE (2002) as “(T)he values, commitments, and professional ethics that influence behaviors toward students, families, and communities...,” and “affect student learning, motivation, and development as well as the educator’s own professional growth” (p. 53). The College of Education Unit has identified the following broad categories of dispositions: *responsibility, relationships, and respect*. We expect you to behave professionally, sensitively and in a humane manner in all of your dealings with others.

Developmental Portfolio. Your developmental portfolio is composed of a minimum of three major sections: [1] Between six and eight College of Education-designated and program-based critical assessments which may include course assignments that have been identified as retention benchmarks to demonstrate evidence of professional growth, [2] positive performance outcomes associated with formal practicum experiences (SPC355; CIEE 301) and the Senior Teaching Internship (EDUC 414), and [3] documentation of the specific ways in which you fulfilled the 100-hour requirement for earned Service Learning Credit (which is discussed below), along with your self-reflection on your SLC experiences. It is also recommended that you scan significant documents, e.g., letters or reference, substitute teaching license, philosophy statement onto your computer so they can be saved. Space is provided in BlackBoard for you to maintain and organize your critical assessment artifacts [work that is representative of your progress toward becoming a teacher], field experience evaluations and other feedback, and significant documents according to different needs, and so that it can be reviewed by your professors. The Department is currently considering ways to make the developmental portfolio process a workable one. As more information becomes available, you will be notified. We anticipate that rubric-based grading of artifacts will occur on-line [at a secure place] so that the Department has an on-going record of satisfactory standards-based performance – both your performance, and the program’s capacity to prepare you to make a difference in the lives of children.

Service Learning Credit (SLC) [revised 05/29/07]. As you pursue initial dual licensure at the undergraduate level, you are required to earn a minimum of one hundred (100) hours of service learning credit. **Service learning** is defined here as participation in a variety of activities that enhance your professional development. **The purpose of the service learning requirement** is to assure that you experience a broad range of pedagogical activities, including classroom observations and engagement, interactions with, and instruction of students with diverse learning and behavior characteristics. Equally important, service learning puts you on a path toward becoming a lifelong learner. SLC's are of two types: those that are pre-assigned by the department, and those that are elective options that you may select to meet your particular interests and needs.

PRE-ASSIGNED SERVICE LEARNING CREDIT

SERVICE LEARNING CREDIT REQUIREMENTS	Hours Earned	CRITERIA AND CONDITIONS	DOCUMENTATION
Completion of all required materials to successfully enter the undergraduate DL program	5	Includes: (1) attending PAW workshop, (2) Completed application with (a) passing scores on speech/hearing assessment & (b) ETS Praxis I Writing Exam, and (3) a recommendation letter from an educator	Letter of acceptance into the dual licensure
SPC 255 field experience	1 – 20	SLC's earned based on grade received on Field Experience journal associated with school experience: A=20; B=15; C=10	SPC 255 rubric showing grade on Field Experience Journal.
CIEE 229 field experience	1 – 20	SLC's earned based on grade received on Field Experience journal associated with school experience OR, if no journal is required, based on grade earned in the course: A=20; B=15; C=10	CIEE 229 document showing grade on journal OR grade earned for the course.

SELF-SELECTED SERVICE LEARNING CREDIT OPTIONS

SELF-DIRECTED SERVICE LEARNING	VALUE	CRITERIA AND CONDITIONS	DOCUMENTATION
Participate in professional clubs/organizations that offer events to raise awareness of or provide educational services to children in the schools, e.g. SCEC and/or other campus org.	Each semester: Up to 5 credits for membership 5 for leadership of a major activity	Attendance record provided by club or organization's leadership [matrix, showing attendance at meetings for all members] [Maximum of 20 credits per year]	Record of active attendance maintained by club leadership, including attendance at at least four meetings per semester.
Participate in academic and/or recreational programs with groups of students who have unique academic, physical and/or medical challenges	1 credit for each hour of work	Documentation by the organization, on letterhead, must be provided. [Maximum of 20 credits per year]	Reflective Statement: Two paragraphs per event that describe why you engaged in the activity and what you learned
Participate in fund raising events that directly support education or recreation activities for individuals with diverse economic, academic, and/or social challenges and at-risk children/youth	1 credit for each hour of work	Documentation by the organization, on letterhead, must be provided. [Maximum of 20 credits per year]	Reflective Statement: Two paragraphs per event that describe why you engaged in the activity and what you learned
Engage in professional development workshops where professional development credit is earned, and that enhance your knowledge, understanding and/or application of some aspect of pedagogy	1 credit for each hour of engagement in professional development activities	Certificate of participation for Professional Development Hours is documentation; If not available, provide flyer advertising the event, and a letter, on letterhead, from provider source. [Maximum of 20 credits per year]	Reflective Statement: Two paragraphs per event that describe why you engaged in the activity and what you learned
Engage in substitute teaching, Camp counseling, etc.	1 credit for each day of work	Documentation by the organization, on letterhead, must be provided. [Maximum of 20 credits per yr.]	Reflective Statement: Two paragraphs that describe what you taught the students and what the students taught you.

The work in which you engage may be either paid or voluntary, but **may not** include babysitting for a single individual. SLC's may be earned in schools or other organizational settings. The letters that document your efforts must be on letterhead, signed by a leadership person for the organization, and must include (1) the location where the service learning credit was earned, (2) the type(s) of activities in which you engaged, and (3) the amount of time you spent. If you have any doubt about the acceptability of an activity, consult the Director of Undergraduate Dual Licensure Programs for confirmation.

CONDITIONS FOR EARNING SERVICE LEARNING CREDIT

- A maximum of 20 hours can be earned for a specific SLC activity in one academic year unless otherwise indicated.
 - A variety of activities must be selected to meet the requirement [at least 3; for example, you cannot earn 60 credits for SCEC activities and none anywhere else.]
 - As part of the SLC requirement, for every self-directed SLC activity in which you engage, you must attach a 2-paragraph reflective statement that describes why you engaged in the activity, and what you learned.
 - You must submit a non-returnable CD or disk that contains your Service Learning Credit Summary sheet and supporting documentation [which we expect you to scan onto your save-device, along with documentation of your Writing Exam score, your Praxis II Elementary Content Knowledge Exam score and where applicable, your Praxis II Content Knowledge [in your academic major] score. We suggest that you start to maintain your save-device at the point that you seek advisement to enter the program. You may begin to earn SLC's (and to keep a record of them before you are formally admitted to DL. **[A WORD TO THE WISE:** Do not store your SLC information solely on your computer; computers crash!! AND, keep it safe. "The dog ate my CD/disk is not an acceptable excuse."]
- SLC progress is monitored as part of Practicum Seminars, with the greatest emphasis occurring during the second Practicum, when you must show that you have earned at least 85 SLC's to receive final clearance to student teach. The Practicum Seminar Instructor or surrogate in CIEE 301 reviews and validates your SLC credits and readiness to student teach. This information is communicated to the Chair. Your completed SLC CD/disk must be submitted to the Senior Teaching Internship Instructor as one of the critical artifacts required by your DL program by the 10th week of the Senior Teaching Internship experience.
- The Department lacks the storage capacity to maintain SLC records of achievements for individual teacher candidates. As professionals, keeping track of your own SLC's is good experience and develops organizational skills.

A sample summary of acceptable activities, and their credit values follows to give you an idea of how to organize your save-device. THE FORMAT of your SLC Summary Documentation should be organized as follows: (1) Summary Sheet, (2) Acceptance Letter, (3) SPC 255 Journal Rubric and conversion to credits; (4) CIEE 229 journal OR grade and conversion to credits [you may use either the front page of the journal with the grade on it OR the transcript printout showing the grade you earned; (5) SLC Documentation of Self-Directed Activities, as follows – Type of Activity, Letter, Self-Reflective Statement.

SAMPLE: Service Learning Credit Summary

<u>Type of Activity</u>	<u>Credits</u>	<u>Documentation Provided</u>	<u>Approved by Department</u> <u>[leave column blank</u>

Application Accepted to DL	5	Dep't letter	
SPC 255: Journal – grade=A	20	Rubric	
CIEE 229: Course grade = A	20	Transcript	
SCEC Membership: 4 semesters; 2 leadership activities	30	Attendance record	
Workshops: Behavior Management Full-day (7 hrs.)	7	Letter from: Iva Problem	
NCLB – at Practicum ½ day (4 hrs.)	4	Letter from Netta Lotta Work	
Autism Full-day (7 hrs.)	7	Letter from Mr. A.S. Bergers	
SPED Laws & changes ½ day (4 hrs.)	3	Letter from Larry Lawyer	
Principal's Workshop – WPU (7 hrs.)	7	Letter from sponsor of wksp.	
Presentation with SCEC /Attendance at NJ CEC Federation – in May [mid-Jersey location]	5	Program from conference	
Substitute Teaching 3 days	3	Letter from Principal	
Volunteer at NJ Special Olympics [3 days – 21 hours]	21	Letter from Althea Leet, Dir.	
TOTAL	134 SLC		

Evaluation Checkpoints

The Department has identified two checkpoints in the DL program where evidence of your positive progress is assessed, using a variety of the benchmarks identified above. The first occurs in Summer I following completion of SPC 353, 354, and 355, and in the intersession between Fall and Spring semesters in the year in which you engage in the senior teaching internship. By November 1 of the fall semester of the year preceding senior teaching internship, you must submit a “Clearance for Student Teaching” Form (see Figure 9), with all the supporting data attached. Copies of the form are available in the Department Office.

Figure 9: Clearance for Student Teaching Form [sample]

Name: _____		ID #: _ - _ -		Due on or before Nov. 1	
				Date: _____	
As of Fall 2 _____	Cumulative GPA: _____	Documentation Attached _____			
ETS Praxis II Examination	Score: _____	Documentation Attached _____			

<u>SERVICE LEARNING CREDIT</u>		
ACTIVITY	Documentation/Date	No. Hrs.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Graduation Criteria

To earn dual licensure as Elementary Education Teacher K – 5, with an endorsement as Teacher of Students with Disabilities, the following criteria must be met:

- Fulfill all coursework and fieldwork requirements, with a minimum CGPA of 2.75
- Complete a minimum of 143 credits, and your developmental portfolio
- Earn a minimum of 100 Service Learning Credits (SLC)
- Demonstrate the competence, motivation, aptitudes, attitudes, and dispositions to become a professional educator
- Achieve a passing score on ETS/Praxis II Examination

The department recommends teacher candidates for DL to William Paterson University’s Certification Office which, in turn, recommends licensure to the State of New Jersey.

Professional Roles

Graduates of the department’s initial licensure program in special education/K-5 education fulfill multiple roles in classroom, school, and community, and are expected to possess the needed requisites for professional participation in a dynamic and changing world.

- Instructional Responsibilities. Graduates apply professional expertise to ensure the provision of quality education for all individuals, with the competence to assess student learning outcomes.
- Behavior Management. Graduates participate with other professionals and with parents in interdisciplinary efforts to manage student behaviors productively.
- Professional Development. Graduates seek instruction before engaging in activities for which they lack professional preparation and participate in professional development activities to advance their knowledge and skills by building on previously laid foundations to expand and deepen their expertise.
- Parent Relationships. Graduates maintain relationships with parents based on mutual interest: a shared commitment to benefiting the child.
- Advocacy. Graduates serve as advocates for a diverse student body by speaking, writing, and acting on their behalf in a variety of situations. In addition, they foster self-advocacy in their students.
- Professionals in Relation to the Profession and to Other Professionals. Graduates participate in activities to advance the goals and purposes of the profession, and of individuals with and without disabilities through active participation in professional organizations.

SECTION II: Advisement

The Importance of Advisement

** In an anthology on advising students [referenced below], Habley (1995) made several points that establish the need for academic advising. He noted that:

1. While only 12% of students expect to change majors at the start of their college careers, between 65% and 85% actually do so.
2. Only 2% of students expect to fail a course, but 16% do.
3. Only 8% of students who start college expect to take extra time to complete their degrees, but between 60% [and 85%, according to more recent statistics] end up needing extra time.
4. Only 1% of students start college expecting to drop out, but 40% end up dropping out!

According to Habley, these factors demonstrate the need for and value of college advisement. He writes that many students experience difficulty making the transition from high school or community college to a university. Size, complexity of course demands, campus life, work, time management and other factors may contribute to difficulties. Since many of these experiences are new to students, they need knowledgeable and concerned advisors to assist them to respond to various college and life realities.

Advisors fulfill a variety of roles: mediator, orchestrator, intervener, and advocate (Habley, 1995). As a **mediator**, an advisor must be able to reconcile students' expectations and their experiences. Part of the mediation process requires action planning where advisor and student jointly engage in constructing and implementing the plan. As an **orchestrator**, the advisor must be knowledgeable about the array of resources, programs, facilities, and support services available to students, and be able to connect the student to needed services. As an **intervener**, the advisor must actively engage in the process of listening and hearing, in order to provide proactive support for each student according to his or her needs. And, finally, an advisor must be an **advocate** for constructive change. Advisors are at the forefront, seeing how an institution's policies, programs, procedures, and personnel affect students. If something is not working, the faculty advisor can be a force for positive change for students and for the institution.

** The preceding information was adapted from - Upcraft, M.L, and G.L. Kramer (eds.). (1995). *First-Year Academic Advising: Patterns in the Present, Pathways to the Future*. NAAA: National Resource Center for the Freshman Year Experience and Students in Transition.

Initial Advisement

Once a teacher candidate has identified an education major and attended a Pre-Admission Workshop, the candidate meets with the Director of Initial Licensure to create a "Path to Graduation." Following development of a "Path," the Department Chair (or his/her designee) assigns a faculty advisor to assist you with admission, retention and meeting all benchmarks preparatory to graduation. Your advisor is your gateway to successful program completion. Advisors in the Department of Special Education and Counseling take their roles very seriously and expect students to approach the advisement process in the same manner.

The Advisement Process. Advisement is a reciprocal process between a faculty advisor and the teacher candidate. **[A WORD TO THE WISE: The key to productive advisement is regular, positive communication.]** When you communicate regularly with your advisor, whether it is face-to-face, by e-mail, telephone, or through some combination of these, mutual

trust can be developed. Too, as your faculty advisor gets to know you, he/she gains important insights into your social, academic, and personal background and needs. To the faculty advisor, each student is an individual, with his/her own needs, career objectives, and life goals. Specific advisement activities may include helping you: (1) to clarify your academic/career goals; (2) to select courses that support and enhance those goals, and that move you toward graduation most efficiently; and (3) to maximize your use of academic and career-related institutional and community resources and supports. The goal of your advisor is to match resources and services that are appropriate in scope, depth, and intensity to your specific needs.

Plainly, advisement is critical to student success, and nowhere is that clearer than when advising teacher candidates who choose to enter the Dual Licensure K-5/TSD program. The Department’s faculty advisors maintain scheduled office hours for advisement during the fall and spring semesters, and are also available by appointment. Use this time to get the advisement that you require. Do not wait until a registration window opens to contact your advisor. At that point, it’s too late for “advisement” in any meaningful sense.

At its best, academic advisement guides you from the point at which you enter the University to the point when you graduate. In Figure 9, we have provided an overview of what you may expect of your advisor and what your advisor may expect from you.

[A WORD TO THE WISE: Ran numbers are obtained from your academic advisor; NOT from your DL advisor.]

Figure 10: **Advisement Expectations: The Advisor and the Advisee**

What I can expect of my advisor:	What my advisor can expect of me:
Returns calls and emails in less than 48 hours	Returns calls and emails in less than 48 hours
Is on time for appointments AND If delayed with another student, explains ...	Is on time for appointments
Helps me to create/maintain my “Path to Graduation” Is knowledgeable about GE classes I need; Lets me know when I need to see my academic advisor; Is knowledgeable about the DL program	Brings all necessary papers to each scheduled advisement session Has read this Handbook
Shows respect, responsibility, and appropriate dispositions	Shows respect, responsibility, and appropriate dispositions
Will try to accommodate my schedule, BUT will probably need to make recommendations I don’t want to hear	Understands that he/she can’t always have what he/she wants and that most DL courses are only offered once each academic year
Is available when/if advisement recommendations need to be modified	Follows advisement recommendations accurately and completely
Knows where to direct me if he/she does not know an answer	<i>Early disclosure of disability IF any accommodations are sought.</i>

Recommended Course Sequence

Since the DL program is standards-driven (See the Introduction and Section I), general education requirements have been identified that help to meet specific standards. In order to take required courses and avoid taking courses that are not needed for dual licensure, a recommended Scope and Sequence of Courses is provided in Figure 11. Content in Figure 11 that is included between each academic year highlights important deadlines that must be met by the prospective Dual Licensure teacher candidate. In certain academic majors, it may be

necessary to substitute courses in the major for designated courses in the standards-driven DL program. Only after a Path to Graduation has been filed with the Department will your advisor consider “Adjustments to Degree Requirements” that may be necessitated, according to your academic major. It is your responsibility to make the case for course substitution to your academic advisor. Waivers and/or course substitutions will be accomplished using a formalized process within each specific academic major so that programs and procedures are standardized. An important step in making sense of the Scope and Sequence of Courses is working with the DL Director to create your “Path to Graduation.” Each Path is different, because of courses already taken, academic major requirements, and intellectual and economic demands.

Figure 11: **Recommended Scope and Sequence: Timely Degree Completion – Elementary Education K–5/TSD Dual Licensure Program** (143 credit minimum)

PRELIMINARY NOTES: (1) ABBREVIATIONS KEY: GE requirements are coded by concentration, e.g., HM = humanities, SS=social sciences; DEL = directed electives [no choice is possible unless a specific listing of course options is provided]; AM=academic major; DL= dual licensure with SPC = core courses and SPEE= courses specific to elementary/special education dual licensure program. (2) Arts and Communication (AC) GE’s are currently in discussion. When updated information is available, you will be informed by the Department.

ACTIONS FOR Summer/Fall/Spring of Freshman Year:				
(1) Visit the Valley Road Building to indicate interest in the DL program. Join Student Council for Exceptional Children [SCEC].				
Freshman Year – Take GE Courses/Select Academic Major				
FALL =	15	SPRING =	16	SUMMER I =
				9
SS: PSY 110 SS: SOC 101 HM: ENG 110 HM: HIST 101 MA: MATH 110		SC: BIO 114 or 120 AC*: COMM 110 HM: ENG 150 HM: HIST 102 OTHER:CMHL120 or PEGE 150		HM: Phil 110 DEL: PSY 210 MA: MATH 111
				T=40
ACTIONS for Summer/Fall prior to SOPHOMORE Year:				
(1) Schedule Speech/Hearing Screening; (2) Schedule COE Writing Examination; (3) Obtain one letter of reference from an educator who knows you; and (4) Attend a PAW Workshop.				
ACTIONS for Fall, SOPHOMORE Year: Initiate on-line application for admission to the Dual Licensure program with the Office of Certification. Teacher candidates should strive for acceptance to the DL program while they are taking SPC 255, Foundations of Education in a Diverse Society.				
ACTIONS for Spring, SOPHOMORE Year. During SPC 255, submit Field Experience Practicum Application A to department advisor [for spring of the next year]. Attain admission to the DL program in order to be permitted to register for required Fall courses in the DL program.				
Sophomore Year – Take GE Courses/Begin Academic Major/Apply for Dual Licensure				
FALL=	19	SPRING=	18	SUMMER I =
				3
SC: Non-Bio AC*: 2 nd [Art/Music] HM: LANGUAGE I DEL: Choose ANTH202; AACS 214; POL 321; SOC 241 or PSY 290 for psych majors AM: Academic Major AM: Academic Major		OTHER: RAC/SEX HM: LANGUAGE II NON-W: Choose AACS 303; ANTH 359; SOC242 or other, by advisement AM: Academic Major AM: Academic Major SPC 255 Fdns of Ed.		SS: Choose ANTH130; GEO 150; or POL 120G
				T=40
ACTIONS for Fall, Jr. Year: Submit Field Experience Practicum 2, General Education, to department advisor [for fall of the next year].				
ACTIONS for Spring, Jr. Year: Submit Student Teaching Application to department advisor. Apply for graduation.				
ACTIONS for Spring/Summer: Arrange to take ETS Praxis II Examination.				
DEPARTMENT: Retention Review #1 – (1) CGPA; (2) Dispositions; (3) Portfolio Assessment, and (4) Service Learning Credit review.				
Junior Year – Continue Academic Major/Engage in DL Program & Meet Benchmarks				

FALL =	16	SPRING =	18	SUMMER I =	6
CIEE 229: Literacy & Learning		SPC 352 Sch.-Based Assess		AM: Academic Major	
CIEE 213: Tech in a Global Soc		SPC 353 Instructional Mgt		AM: Academic Major	
SPC 313: Intro Assistive Tech		SPC 354 Classrm. Mgt.			
DEL: CISE/PSY 295: Ed Psy		SPC 355 Prac Pkg. A			
AM: Academic Major		DEL: CODS 371- Lang. Dis. In Schools			
AM: Academic Major		AM: Academic Major			
		AM: Academic Major			

ACTION for Fall – On or before November 1, submit your *Clearance for Student Teaching Form*.
DEPT. ACTIONS for Intersession FA/SP SR Year): Retention Review #2 [pre-student teaching]:
(1) Portfolio Assessment, (2) Dispositions, (3) GPA, (4) Complete SLC requirement; (5) ETS Praxis II Examination - receipt of passing score.

Senior Year –Emphasize DL Program: Focus on Knowledge/Understanding/Application

FALL =	16	SPRING =	12	T =	28
CIEE 301 – Practicum [2 da. Per week; Two weeks full time at the end of the semester]		EDUC 414: SR Teaching Internship/ Dual Placement - 8 weeks K – 5; 8 weeks SPED and Seminar= 20 Contact Hrs.			
CIEE 322: LA/SS Assess/Meth					
CIEE 326: Science Assess/Meth		SPC 456 Life Span Transitions			
CIEE 329: Math Assess/Meth					
SPEE 429 Individ. Instr Str					
AM: Academic Major					
AM: Academic Major					

Finalized: 09/06; rev. 01/08

Arena Scheduling

Arena scheduling is a required part of the advisement process for the dual licensure program since all teacher candidates must maintain contact with their advisor during this process. Students must complete their “Path to Graduation” in order to participate in Arena Scheduling. **ARENA SCHEDULING IS NOT ADVISEMENT!** Its main purpose is to assure that all teacher candidates are on track to complete their program of study in a timely manner. At Arena Scheduling, modifications may be made to existing “Paths.” Advisors (1) provide timely and consistent guidance to all teacher candidates engaged in the DL program; (2) facilitate information flow; and (3) identify areas where troubleshooting may be needed so that teacher candidates who need 1:1 advisement have the opportunity to make appointments. During registration periods, “Paths to Graduation” cannot be generated. Of course, you may choose to meet with your advisor individually at any time. We encourage you to meet with your advisor early and often to assure that your needs are met. Arena scheduling has advantages for faculty, too: the same message does not have to be repeated dozens of times; instead, it can be delivered a few times at the course selection seminars without fear of distortion and misunderstanding. **[A WORD TO THE WISE: Dual Licensure advisors do not distribute RAN numbers; that is the responsibility of your advisor in your academic major.]**

When and Where? About one week before each window of registration window opens, the Department schedules dates/times for arena scheduling in the department. You should receive an email via the DL licensure undergraduate listserv. In some courses, professors announce the dates and times for arena scheduling. This activity is REQUIRED, and typically takes place in the Department’s Conference Room, 3015, Valley Road.

Scheduling Issues: Traditional & Non-Traditional Teacher Candidates. Most courses in

the DL program are offered once each academic year, either in the fall or spring semester, as shown in Figure 4. Failure to take courses in timely fashion, when they are offered, can delay your graduation by as much as one year. Typically, courses are offered during the day. Recognizing that teacher candidates manage a variety of life obligations and demands, individuals who work full time during the day should seriously consider earning their BS or BA degree with an approved academic major for dual licensure, and with a minimum CGPA of 2.75. Following graduation, enrollment in the post-baccalaureate dual licensure program offers an opportunity to pursue your career goals since all classes are offered in the evening.

- MEET WITH YOUR ACADEMIC ADVISOR FOR ADVISEMENT IN YOUR MAJOR. OBTAIN YOUR RAN NUMBER FROM YOUR MAJOR ADVISOR.

Prepare for Arena Scheduling

- Using BANNER, obtain an official copy of your most recent curriculum audit
- Review the audit for accuracy and, if you note an inaccuracy, highlight it
- Bring your completed "Path to Graduation" Worksheet with the audit
- Discuss discrepancies/inaccuracies with your advisor
- Using your "Path", create a preliminary schedule based on information posted on BANNER (A Planning Matrix [Monday-Sunday, showing course times] is available from the department.) **OBTAIN PERMITS FOR SPC COURSES AND RELATED REQUIRED COURSES.**

+ Complete the University's Registration Process and RELAX!!

WORDS TO THE WISE

- ◆ When planning your schedule, keep in mind that most students cannot be effective or active learners after sitting through two or three consecutive classes. Plan accordingly. You can always study or socialize or eat between classes! And, as part of your planning effort, check the exam schedule to assure that you won't be overloaded with exams on the same day at the end of the semester.
- ◆ When planning your schedule, factor in the travel time! It will take the better part of ½ hour to get from the main campus to the Valley Road campus, for example.
- ◆ Check the Academic Calendar on line to identify critical dates, e.g., the last date to drop a class, the date by which you must file to retake a course in which a poor grade was earned.
- ◆ Keep in mind that Arena Scheduling does not replace advisement. Different purposes are served by each activity, and it is in your best interest to make time to meet with your advisor early and often.

Figure 12 shows the *Path to Graduation Planning Worksheet*. It is recommended that you complete this worksheet before making an appointment to create a Path to Graduation. Copies of the worksheet are available in the Department Office.

Figure 12: DL Path to Graduation Planning Worksheet: Elementary K-5/TSD K-5

Name: _____ Date: _____

PIN: 855-__ __ __ __ __ SS# [optional]: ____-____-____ # Credits Earned to date: ____

Phone: _____ Cell: _____ Cumulative GPA: _____/TRX _____

Directions: Highlight all completed GE courses. If in doubt, put a ? in completed area. Identify all major courses by number, in sequence, and highlight those that have been completed. DO NOT DUPLICATE COUNTS. For example, psych majors highlight PSY 110 and PSY 210 only once in the space provided for GE courses.

Completed	GEN. EDUCATION	Completed	ACADEMIC MAJOR: # credits required: __	Schedul- ed	DUAL LICENSURE: K-5/TSD K-5
	COMM 110		AM		SPC 255: Fdns. of Ed.
	A/C #2: Art/Music		AM		
			AM		CIEE 229: Lit & Learn
	ENG 110		AM		CIEE 213: Tech Global
	ENG 150		AM		SPEE 313: Assist. Tech
	HIST 101		AM		
	HIST 102		AM		SPC 352: Assessment
	PHIL 110		AM		
	LANG SEM I		AM		SPC 353: Instruct. Mgt.
	LANG SEM II		AM		SPC 354: Behav. Mgt.
			AM		SPC 355: Prac A –SPED
	PSY 110		AM		
	SOC 101				CIEE 322: LA-SS Meth/Ass
	GEOG/ANTH/POL				CIEE 326: Scie Meth/Ass
					CIEE 329: Math Meth/Ass
					CIEE 301: EL ED Prac – 2 da. Per week; 2 weeks at the end of the semester
	MATH 110 →higher				SPEE 429: Adapt Strat.
	BIO 120/BIO 114-PSY				
	SCIE #2:				EDUC 414: Sr Tchg Int
					SPC 456: LifeSpan
	RAC & SEXISM				
	HEALTH/FITNESS				
					DEL: ANTH202, AACS 214; POL 321; or SOC 241 or similar
	NON-W: AACS 303; ANTH358; SOC 242 or similar				DEL: PSY 210
					DEL: CODS 371
					DEL: CISE/PSY 295

A sample copy of a completed Path to Graduation is shown in Figure 13 below.

Figure 13: PATH TO GRADUATION: DUAL LICENSURE K-5/TSD K-5

Note: Most, but not all, critical actions are noted on the Path to Graduation. A calendar of dates will be provided at the start of the semester.

AY	ACTIONS Prior to the Start of Year	FALL	Teacher Candidate ACTIONS	SPRING	SUMMERS Opportunity to take additional courses to take needed
SOPH	Attend PAW Wksp Teacher candidate must be accepted to DL -K5 Program before taking 300-level courses in Fall of Jr. year	FALL – SOPHOMORE YEAR Cumulative 2.75 GPA APPLY FOR ENTRY TO DL K-5/SPED Program * Submit Application Form on-line * Speech/Hearing Results * Writing Assessment Results * One letter of reference from an educator delivered to Certification Office DEL: ANTH202, or equivalent	- Complete 45 cr. - 2.75 C GPA	SPRING – SOPHOMORE YEAR *SPC 255–Fdns. Ed. Div. Soc [3] GE GE AM AM Apply for Prac A: SPED by February 1	ACCEPTANCE TO DUAL LICENSURE PROGRAM ***** Apply for Substitute Teacher License when 60 credits have been earned *****
JR	Teacher Candidates must be accepted to DL prior to taking CRS in Fall of Jr. Year	FALL – JUNIOR YEAR CIEE 229 – Lit & Learning [3] CIEE 213 - Tech in Global Soc [2] SPC 313 – Assistive Tech [2] CISE 295 -- Ed. Psych [3] AM AM Apply for Prac. B: Elementary Education by October 1		SPRING – JUNIOR YEAR SPC 352 – Assessment [2] SPC 353 - Instructional Mgt. [3] SPC 354 - Behavior Mgt. [3] SPC 355 – Practicum A [1] CODS 371 – Lang. Disorders [3] AM AM Apply for Senior Teaching Internship by February 1	DEPT. ACTION: Retention Review #1 Arrange to take and pass ETS Praxis II Content Knowledge Exam
SR	By November 1, submit your Clearance to Student Teach Form Apply for graduation	FALL – SENIOR YEAR CIEE 301: Practicum –EL ED 2 da. Per week; 2 full weeks at the end of semester CIEE 322: LA/SS Assess/Meth [3] CIEE 326: Science Assess/Meth [2] CIEE 329: Math Assess/Meth [2] SPEE 429- Individualized Instr [3] AM AM	DEPT. ACTION: Retention Review #2: - Portfolio - Dispositions - SLC Complete - Praxis score Clearance to student teach	FALL – SENIOR YEAR EDUC 415: Senior Teaching Internship [10] SPC 456 – Lifespan Transitions: Home, School & Community [2]	

A Quick Summary: The key to a productive undergraduate experience – without surprises, confusion, or disappointment – starts when you know the “rules of the game”. Some of the critical ones follow:

- Familiarize yourself with the academic requirements for your program.
- Use the handbook and other University resources that are provided to guide you.
- Complete the forms you need to submit on-line where possible and in timely fashion
- Keep a copy of every signed document or form for your records.
- Respect timelines.

NOTE TO TRANSFER STUDENTS: It is strongly recommended that you make a special effort to meet with the Director of Initial Licensure within the first month of your arrival on campus to review your current status and, if you have made application, to develop your Path to Graduation. This will put you “on track” in the DL program.

SECTION III: Field Experiences

Field experiences are the laboratory where your classroom learning experiences are translated into action. There are both informal and formal supervised field experiences that provide an on-going assessment of your professional progress at translating theory and knowledge into understanding and application. This is consistent with the College's Theme:

PREPARING INQUIRING EDUCATORS: KNOWLEDGE, UNDERSTANDING, APPLICATION

While all aspects of the DL program are important, field experiences are where you demonstrate your competence to apply what you have learned.

Office of Field Experiences (OFE)

William Paterson University is committed to preparing outstanding teacher candidates who demonstrate the highest levels of knowledge, understandings, and applications in their fieldwork, consistent with **standards** articulated by NCATE, the specialized professional associations, and the State of New Jersey. The Department of Special Education and Counseling collaborates with the Office of Field Experiences to provide DL teacher candidates with field experiences that are appropriate and that offer firm foundations to promote the development of competencies, proficiencies and dispositions consistent with high standards.

The Office of Field Experiences has ultimate responsibility to provide field placements throughout the region in approved educational settings for students engaged in practicums and in the senior teaching internship experience. **A WORD TO THE WISE: Teacher candidates may not contact school districts directly to negotiate formal field placements, since inappropriate contact may jeopardize WP's relationship with the district. From the standpoint of dispositions, inappropriate contact with a district will have negative consequences for the teacher candidate.**

OFE Handbooks

All within the University hold high expectations for teacher candidates' performance in all field assignments. This is especially true since you, as a representative of William Paterson University, reflect the "quality product" that we provide to our region, state and nation's schools. To assist you to understand these expectations, Practicum and Senior Teaching Internship Handbooks have been developed. These handbooks, whether for practicum or for student teaching experiences, provide guidelines and ground rules to assure successful field placements. The Handbook is the text for your seminar, and is available [in packaged sets for you and your cooperating teacher] through the University Bookstore. You are responsible for the content, and for assuring that your cooperating teacher receives a copy. Comments, questions, or issues about the Handbook may be addressed in seminar which meets weekly.

Developmental Portfolio. Your developmental portfolio takes on special significance in relation to each formal field experience. Particular emphasis is placed on teacher candidates' performance and learning outcomes associated with formal practicum experiences and the Senior Teaching Internship (EDUC 414), since these field experiences demonstrate your ability to translate theory into practice. **A WORD TO THE WISE: The ETS Praxis II Elementary Education Content Knowledge Examination must be passed before you begin your senior teaching internship. Plan to take it in the spring or summer prior to the academic year in which you are scheduled to student teach.**

Job Search Portfolio. As part of the Senior Teaching Internship experience, you will be guided to extract selected items from your developmental portfolio to construct a job search portfolio. As you begin to understand the relationship between careful maintenance of

your developmental portfolio and its usefulness as professional evidence to support your employability, you will begin to give greater weight to assuring that your developmental portfolio is up-to-date and ready for use by the time you begin senior teaching internship.

A WORD TO THE WISE: Gain access to a scanning device to assure that you have a record of all significant artifacts, e.g., substitute teaching license, your ETS PRAXIS I writing score, your ETS PRAXIS II Content Knowledge score, documentation of the activities in which you engaged to earn your Service Learning Credit.

Progression & Types of Field Exposure & Experiences

The progression of all field-related activities is shown below in Figure 14.

Figure 14
**Progression of School-Based Experiences for Teacher Candidates
 K-5/TSD K-5 Dual Licensure Program**

YR	FALL	SPRING
SO	ANTH 202 [or other option] [Earns up to 10 SLC]	SPC 255: Foundations of Education [20-hours exposure with at-risk urban students, K - 5] [Earns up to 20 SLC credits]
JR	CIEE 229: Literacy and Learning [on-site course [Earns up to 20 SLC based on grade, and a journal that shows significant reflection] ** You must be fingerprinted and have a background check.	SPC 355: Practicum A [In a SPED setting] Package with SPC 353 and SPC 354, one day each week for 12 weeks, with weekly seminar
SR	CIEE 301: In a K – 5 Gen Ed setting, part of a package with CIEE 322, CIEE 326, CIEE 329. For 10 weeks, with weekly seminar. Last two weeks of the semester are spent full-time in the classroom.	EDUC 414: DL Senior Teaching Internship Experience [Full time teaching in special education setting for 8 ½ wks.; full time teaching in a general education setting for 8 ½ wks.], with weekly seminar.

As shown in Figure 14, SPC 355, Practicum A, and EDUC 414, Senior Teaching Internship are only offered in the spring semester; CIEE 301 for DL teacher candidates is only available in Fall. Applications for all field experiences must be submitted to the department secretary, one year in advance. Applications for fall field experiences are due to the department by October 1; applications for spring field experiences are due to the department by February 1 of the year preceding the field experience. To qualify for any formal field experience, you must have completed the necessary coursework and have a minimum 2.75 CGPA. Applications for students who are ineligible to engage in formal field experiences [having earned less than a 2.75 GPA] will be held in the department; they will not be forwarded to the Office of Field Experiences. **A WORD TO THE WISE: No applications are to be submitted directly to the Office of Field Experiences.**

Informal Field Exposures

Assignments in both SPC 255, *Foundations*, and CIEE 229, *Literacy and Learning* [which is taught on-site in a school setting], require course-based fieldwork. Visit the CIEE 229 website at: <http://euphrates.wpunj.edu/faculty/rosenthalj> for more information on CIEE 229. Logistics associated with fulfilling these assignments are the responsibility of the instructor and typically, are located in urban settings. Candidates earn up to 20 Service Learning Credits (SLC) for successful completion of these experiences. Successful completion is reflected in a combination of classroom performance that capitalizes on the field experience and journal reflections [including the grade], and dispositions. (See Section I for more information on Service Learning Credit and how it is earned.) Intense observation, engagement with students, and reflection and insight form the tripod on which both informal field exposures and formal field

experiences rest.

Formal Field Experiences

The Department is committed to providing a well-sequenced array of field-based learning opportunities that prepare teacher candidates to educate learners with diverse abilities and interests, Kindergarten through 5th grade in regular education. In addition, endorsement as a Teacher of Students with Disabilities [TSD] requires working with learners with special needs whose instruction may be delivered in general education classes, resource centers, self-contained classrooms, or in special schools. Placement in an urban setting for at least one formal field experience is also required.

"Formal field experiences," arranged through the Office of Field Experiences, require that: (1) formal application must be made for each placement by the posted deadline one year in advance of the experience; (2) placements are made by the OFE, (3) on-site supervision is provided by a University supervisor and the cooperating teacher, (4) an accompanying seminar, which typically meets weekly or bi-weekly on campus is conducted by knowledgeable faculty; and (5) a grade of 'pass' or 'fail' is awarded, based on the teacher candidate's overall performance – both in the classroom and in seminar.

Developmental Reflective Journaling. Developmental journaling is a critical aspect of learning during formal and informal field experiences. It promotes the teacher candidate's ability to reflect on his/her performance in the classroom and metacognitive skills associated with thinking about all aspects of education. Journaling provides a way for teacher candidates to share their experiences and impressions with faculty entrusted with candidates' guidance and supervision – university supervisors, seminar leaders and course faculty. Primary responsibility to manage this assessment rests with faculty who have the responsibility to assign, collect, and react to candidates' reflective journaling.

Directions for format and specific content varies depending on the nature of the field experience, and when it occurs in the teacher candidate's program. For all journaling assignments, it is important that the journal is not merely a repository to detail events that occur during the field experience; instead, it is an opportunity to reflect on those events, drawing tentative conclusions that enhance understanding of self and the teaching/learning process. The goal of journaling is to have candidates reflect openly and candidly on educational events. Candidates are encouraged to think deeply about the quality of their teaching, utilizing their experience and powers of analysis to improve their professional practice.

Content emphases will vary from experience to experience. The content to be included is detailed below, according to the primary emphasis of each field experience. Expectations, however, are additive; that means that in SPC 355, teacher candidates are expected to focus on Items 7 – 11 primarily, while building on the foundation of Items 1 – 6 that were the focus of SPC 255.

EDUCATIONAL PHILOSOPHY (SPC 255)

1. Beliefs about the role of education in society, the importance of special education
2. Student characteristics and their influence on student learning and behavior
3. Building rapport with students
4. Equitable treatment of students from diverse ethnic, racial, cultural and language backgrounds
5. Self-analysis of growth of professional dispositions
6. Effects of the candidate's disposition upon the learning and behavior of the students

DIVERSITY, LEARNER CHARACTERISTICS/INDIVIDUALIZING INSTRUCTION (SPC 355)

7. Challenges of teaching students from diverse ethnic, racial, cultural and language backgrounds
8. Quality of pre-assessment to assure that teaching/learning is at the instructional level
9. Quality of planning, instruction, and assessment of instruction
10. Classroom practices which promote academic progress and appropriate behavior
11. Feedback and recommendations from university supervisors and cooperating teachers.

SCAFFOLDING INSTRUCTION/INDIVIDUAL DIFFERENCES (CIEE 301)

12. Classroom organization and classroom management
13. Instructional organization and instructional management
14. Comparison of individualized, small- and large-group instruction
15. Observations on grade level curriculum-driven instruction in general education

DOCUMENTING STUDENT LEARNING (EDUC 414)

16. Student progress in achieving the learning outcomes of lessons and units
17. Development of a range of assessment tools
18. Problems (and their solutions) which the candidate encounters in classroom management
19. An in-depth review of personal and professional dispositions
20. Working with paraprofessionals, and 1:1 aides in the classroom
21. Working collaboratively with teachers, related services providers, and parents
22. Using community resources to promote learning
23. Acting on feedback and recommendations from university supervisors and cooperating teachers

Faculty will be looking for entries in the critical areas associated with each field experience; however, any observation during any experience may be incorporated into the journal. Issues of diversity, classroom climate and organization, and instructional climate cross all the experiences, as does self-analysis of professional dispositions. Teacher Candidates must reflect on the growth in their dispositions and how these dispositions affect three elements of education: responsibility, relationships with students and their families, and respect. In thinking about dispositions, teacher candidates must understand that many of the personal values that have been learned already, such as honesty and reliability, are endemic to professional dispositions. Other expectations are more specific to professional status, such as the ability to seek out and benefit from feedback.

In reflecting on their own dispositions, teacher candidates should ask themselves the following questions. What professional behaviors do I exhibit? What is their effect in the classroom? Are there areas in need of improvement? What are my goals and plans for self-improvement? What is the feedback from my university supervisor and cooperating teacher regarding dispositions? How have my experiences in this field experience contributed to personal growth in dispositions? How have aspects of my disposition influenced my relationships with other professionals in the school? How have aspects of your disposition impacted on the learning or behavior of the students in your classroom?

Application Procedures

The following documentation is required as part of EACH field experience application:
(1) Application Form - typed and including all documentation required on the application form;

(2) Four (4) copies of the Biographical Data Form- typed; (3) One copy of the Mantoux Test Results; and (4) One copy of the Substitute Teacher License. Each item is discussed briefly below.

Application Form. Field experience application forms may be accessed on-line, either from the Department's website or from the OFE website, and typed and printed using a computer. Completeness and professional presentation (accuracy, neatness, spelling) are essential. This material is sent to prospective placement sites, e.g., school districts, private schools and reflects on you, your department and your university. Copies of application forms for each formal field experience are also available outside the Department of Field Experiences suite, 3rd floor, Valley Road campus. To obtain the Application Form, go to ww2.wpunj.edu → Academics → Colleges and Departments → Education → Departments → OFE OR www.wpunj.edu/COE/Departments/OFE/Applications/applications.htm →

Placement Preferences. Both OFE and the department share a priority to locate excellent schools and outstanding teachers so that you learn from distinguished role models. Although OFE does everything possible to accommodate location and setting preferences, priority is given to the Department and OFE jointly making professional decisions that are determined to be in each teacher candidate's best interests, depending on his/her goals and aspirations. There are unusual complexities related to placing candidates who are in the Dual Licensure program, Practicum A is in a special education setting, and the fall Practicum in senior year is in a K-5 setting, and senior teaching internship is split between K-5 and special education settings. With this in mind, while space is provided on the application for you to indicate placement preferences, they can only be honored to the degree that they conform to the standards set by the department and OFE.

As noted above, all teacher candidates in the DL program must have at least one formal urban field experiences during their undergraduate program. Finally, it is possible to "roll-over" field experiences in senior year, thus providing seamlessness between the K-5 experience, and the senior teaching internship experience. Such a roll-over affords you the opportunity to know your administrators and to meet and become familiar with the school's special educators, as well. Where a positive field experience has been enjoyed, this option is recommended.

Practicum Waivers. Due to the unique demands placed on teacher candidates seeking dual licensure in elementary education K-5, and TSD, it is the Department's obligation to assure that you are fully equipped for the challenges in both fields. Consequently, no practicum experiences may be waived.

Biographical Data Form. The Biographical Data Form introduces you to the educational leaders at prospective placement sites. General information is requested on the front of the form. The back of the form provides space to list the professional and related courses you have taken, and to describe your experiences working with children. Of particular importance on the back of the form is space to complete your "Statement of Educational Philosophy," which must be a minimum of three paragraphs in length. The statement is a critical aspect of your application for two reasons: firstly, it demonstrates your ability to synthesize a known philosopher's work into your own thinking and secondly, it reflects your abilities to organize and communicate ideas using your writing skills. Your statement must be approved (presence of a philosophy and writing skills, not the ideas) by your faculty advisor before your application is signed. Attach four (4) copies of the completed form to each application you submit.

Mantoux Test Results. The Mantoux Test [for TB] may be performed by your personal physician, a local physician or the Medical Center on campus. A copy of the results of a current Mantoux Test (no more than three months prior to the start of the field experience) must be attached to the application. For individuals not currently working in a school, this part of the application may be noted as "pending" so the test can be taken in a timely manner.

Substitute Teacher License. Once you have completed 60 credits of coursework, you may apply to the county Board of Education in the county in which you reside to obtain a

substitute teacher license. Every county office has a certification officer who can assist you with the required paperwork. You may also obtain a substitute teacher license through the Passaic County Office of the Superintendent. In either case, the application must be completed and notarized. In addition, fingerprinting and a criminal check, and payment of a fee are required.

A WORD TO THE WISE: *This is a time-consuming process; PLAN AHEAD!!*

ANOTHER WORD TO THE WISE: You must pass the PRAXIS II, Elementary Content Knowledge examination before you begin student teaching, Documentation of your PRAXIS II score is submitted as part of your Clearance for Student Teaching. There are no exceptions to this policy.

Application Deadlines. Applications for all formal field experiences must be submitted one year prior to the semester for which the field placement is scheduled. Applications must be submitted to the department secretary by October 1 for fall field experiences, and by February 1 for spring field experiences ONE YEAR PRIOR TO ENGAGING IN THE EXPERIENCE.

A WORD TO THE WISE: Items 1 and 2 below MUST be submitted by the deadline. If your Substitute Teaching License and/or your Mantoux Test are in process, note “I/P” on the application in the appropriate space. Late applications could delay placement!

What We Expect from You During all Field Experiences

Firstly, we expect that you will leave one day per week free during which you will engage in Practicum A, the special education field experience. And, for CIEE 301, the elementary education field experience, we expect that you will take only day courses that have the CIEE alpha code since the practicum experience is two days per week, and TWO FULL WEEKS AT THE END OF THE SEMESTER!

And, as to the professional behaviors we expect: Anyone can observe; that's NOT your job. From your first day at your field experience site, you are expected to engage actively with your cooperating teacher and the students. By the third week, you are expected to teach at least one lesson each week whether or not your university supervisor is coming to observe you. You are expected to maintain a self-reflective journal of your experiences. There are two types of self-reflective experiences: passive and active. Passive self-reflection is accomplished after the fact of engaging in the experience. By contrast, active self-reflection occurs on the spot and allows you to alter your teaching and/or interpersonal behavior in ways that facilitate your achieving your goals – whether they are better teaching or persuading a colleague to your point of view.

OFE Policies

The OFE maintains a set of policies that govern all aspects of all field experiences. A full statement of the policies and procedures is available from the Office of Field Experiences, 3rd Floor, Valley Road. Policies, updated periodically, deal with the following issues:

- 2.1 Field Experience Requirement
- 2.2 Field Experience Placements
- 2.3 Classification of Urban Districts for School of Education, WPU
- 2.4 Acceptance to the Practicum Experiences: Initial Certification at the Undergraduate and Post-Baccalaureate levels
- 2.5 Acceptance to Student Teaching Internship
- 2.6 Acceptance to In-Service Supervised Teaching and Seminar
- 2.7 Acceptance of Students beyond Application Deadline
- 2.8 Practicum Student Responsibilities/Qualifications
- 2.9 Student Teaching Responsibilities/Qualifications
- 2.10 Practicum/Student Teaching Attendance Policy
- 2.11 Removal from Field Experience Placements

- 2.12 Repeating Field Experience Placements and/or Seminar
- 2.13 Miscellaneous Policies

Critical Assessments: The Twenty Competencies

By now you are aware that selected artifacts [six to eight diverse assignments/artifacts that are typically progressive in difficulty to show growth, e.g., field experience journals, lesson plans] are the standard by which the DL program’s performance [and your performance, too] is measured. Especially important are Twenty Competencies, identified by the College of Education Unit, that are critical to successful performance for all teacher candidates. These competencies, shown in Figure 14, are assessed by the university supervisor, the cooperating teacher and you, to determine the extent to which you know, understand and can apply the competencies, proficiencies and dispositions in ways that are consistent with attaining dual licensure K-5 and TSD K-5 standards.

Figure 15: **Twenty Teaching Competencies: Field Experiences**

1. Adapts instruction to individual differences in needs, learning styles, and multiple intelligences
2. Demonstrates mastery of content knowledge
3. Translates New Jersey Core Curriculum Standards into developmentally appropriate content
4. Incorporates appropriate pedagogical knowledge in planning lessons
5. Selects a variety of traditional and authentic assessments to evaluate student progress
6. Employs the lesson planning process appropriately
7. Holds high expectations for all students
8. Respects diversity and cultural differences and treats all student equitably
9. Demonstrates openness to new ideas toward becoming a lifelong learner through professional development activities
10. Reflects upon teaching: What do I do? Why do I do it? How can I do it better?"
11. Exemplifies high professional and ethical standards
12. Demonstrates effective communication skills
13. Creates a physically and psychologically safe environment
14. Manages the learning environment
15. Develops a sense of community in the learning environment
16. Poses questions that require inquiry and critical thinking
17. Teaches for understanding
18. Works collaboratively with colleagues and families
19. Demonstrates resourcefulness
20. Demonstrates interest in learning and applying new technologies

Summary

Field experiences give you the opportunity to demonstrate what you have learned in your program of study. Specifically, you have the opportunity to show your understanding of the academic knowledge and pedagogic knowledge you have gained, and your ability to apply it. All of what you have learned is cast within the context of the dispositions you demonstrate as a teacher candidate. For example, knowledge, without the ability to apply it effectively to enhance student learning and self-concept, is insufficient. Similarly, comfort in the classroom and an ability to relate positively to students, without the foundations in content knowledge and pedagogy to guide practice is not enough. You must be able to merge both sets of skills in ways that reflect positive learner outcomes in order for you to become a full-fledged professional

educator.

Some Final Words: You and the Law

- **SCHOOL STRIKES.** Since a school experiencing a teacher strike is not considered an optimal environment for a field experience, contact your university supervisor immediately to arrange to withdraw from the school during the period of the strike. You need to call OFE at the University so that an appropriate interim assignment may be made.
- **TUBERCULOSIS REGULATION.** The State of New Jersey requires that all personnel working in a public school must be tested for TB. Make sure that you have provided OFE with appropriate documentation of your Mantoux Test.
- **LIABILITY ISSUES.**
 - Report any accidents that happen to a student or to you on school property to the appropriate school authorities.
 - Do not drive public school pupils to or from school, field trips, etc. in your car. You may not be properly insured.
- **SCHOOL POLICIES.** All districts have school policies, regulations, and procedures in place. You must learn what these are and how you are expected to handle them. A few of the possible items are listed below:

Assaults	Beepers	Bias Incidents
Child Abuse/Neglect	Sexual Abuse	Civil Liability
Confidentiality	Illegal Substances	School Searches
Trespassers/Stalkers	Weapons	

Procedures to Report Incidents of Child Abuse

Excerpted from a draft document generated by the OFE Advisory Committee

1. Teacher candidates are aware of the law regarding reporting child abuse, which will appear in the Practicum and Student Teaching Handbooks. This law (Title 9 (9:6-8.10) (Report of Abuse) states that:

“Any person having reasonable cause to believe that a child has been subjected to child abuse shall report it immediately to DYFS by telephone or otherwise.”

Role of the Teacher Candidate

2. Upon witnessing an act of possible child abuse in a field placement, the teacher candidate immediately contacts his/her DL faculty advisor and the Director of Field Experiences to discuss the incident.
3. Following discussion with the Director and faculty advisor, if it deemed appropriate, the teacher candidate calls DYFS with the information which includes the child’s name, age, description of the injury, when and where it occurred, and names of any witnesses.
4. As soon as possible after the incident, the teacher candidate provides a detailed account of what happened, including the information in #3 above, and submits it to his/her academic advisor and the Director of OFE.
5. The teacher candidate notifies appropriate public/private school professionals about the incident following completion of Items 2 – 4 above. If the teacher candidate believes that reporting the incident to public school authorities might encourage further abuse, further consultation with the Director of Field Experiences is needed.

Role of the University Supervisor/Advisor: The faculty advisor or university supervisor reports

the teacher candidate's eye witness account of child abuse to the Director of Field Experiences and acts as a guide and counselor to the teacher candidate, in conjunction with the Director.

Role of the Director of Field Experiences: Reports the incident to the Dean.

SECTION IV: Certification

The Office of Certification

The Office of Certification is responsible for oversight of the admissions process for the College of Education, including presentation of pre-admissions workshops (PAWs). Additionally, the Office operates a PRAXIS Resources Center that includes including materials to assist teacher candidates to pass Praxis II examinations [content knowledge and specific subject areas]. Finally, the Office of Certification recommends teacher candidates who have fulfilled their baccalaureate requirements and their professional preparation programs to the State.

The State of New Jersey and Certification

Prior to completion of the dual licensure program [usually during your senior teaching internship experience], you need to make application for your teaching certificates. The applications must be complete, notarized and submitted by the appropriate due date to the Office of Certification. Due dates are October 1 for the fall semester; March 1 for the spring semester; and June 1 for the summer semester.

To graduate with eligibility for Dual Licensure in K–5 education and Teacher of Students with Disabilities, you must meet the following criteria:

- Fulfill all coursework and fieldwork requirements, with a minimum CGPA of 2.75
- Complete a minimum of 143 credits, including the electronic portfolio
- Earn a minimum of 100 Service Learning Credits (SLC)
- Demonstrate the competence, motivation, aptitudes, attitudes, and dispositions to become a professional educator
- Achieve a passing score on ETS/Praxis II Examination

The department recommends teacher candidates for Dual Licensure to William Paterson University's Certification Office which, in turn, recommends licensure to the State of New Jersey. The New Jersey State Department of Education issues certification as Elementary Education Teacher K - 5 with an endorsement as Teacher of Students with Disabilities.

ETS Praxis II Examinations

Teacher candidates must earn a passing score on the ETS Praxis II Content Knowledge examination prior to being cleared to student teach. Information about the Praxis examinations, including dates and registration information is available at: <http://www.ets.org/praxis>. Material may also be obtained from ETS at the following address:

The Praxis Series
Educational Testing Service
P. O. Box 6051
Princeton, NJ 08541-6051

The contact telephone number is: 800-772-9476. **A Word to the Wise: You must have your scores sent to the WPU Office of Certification.**

The College of Education's Praxis Resource Center provides assistance in registering for examinations and study support as well. Study space is available with textbooks and study guides for many subject areas. The Center is open Monday through Friday from 8:30 a.m. – 4:30 p.m.