

College of Education

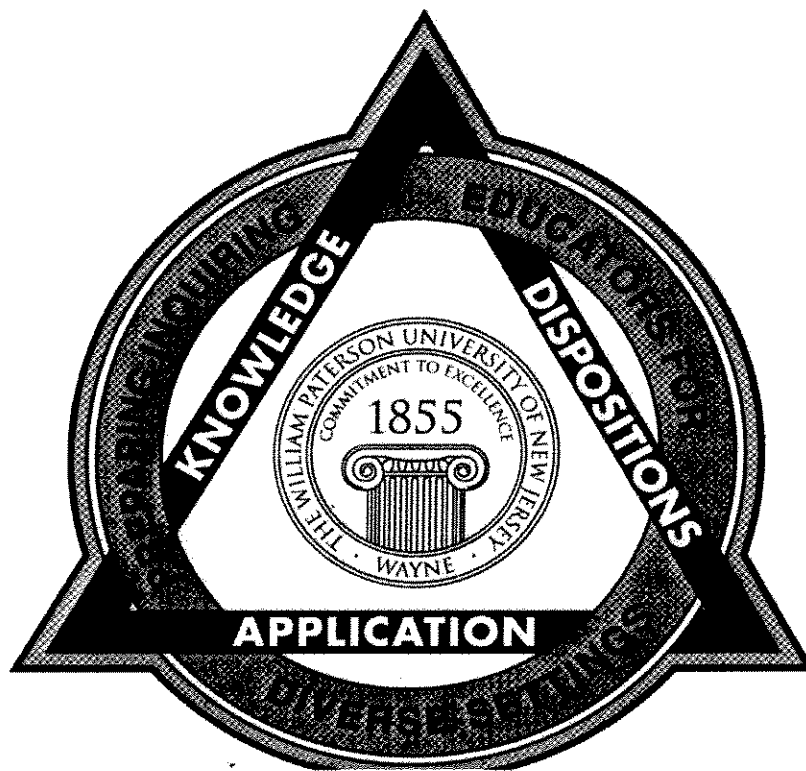
William Paterson University • Wayne, New Jersey

PRACTICUM HANDBOOK 2011-2012

**The Office of Field Experiences
William Paterson University
Wayne, New Jersey 07470**

The College of Education's Unit Theme:

Preparing Inquiring Educators



WILLIAM PATERSON UNIVERSITY

PRACTICUM HANDBOOK

Nancy Norris-Bauer - Director
Office of Field Experiences
1600 Valley Road
Telephone: (973)720-/2108/2109/3529/3132
e-mail: norrisn@wpunj.edu
<http://www.wpunj.edu/COE/Departments/experiences/default.htm>
Fax: (973)720-3503

August 2011

INTRODUCTION

This handbook is dedicated to the hundreds of cooperating teachers and administrators in the schools of northern New Jersey who make the practicum field experience possible for prospective teachers from William Paterson University. Cooperating Teachers play an integral role in preparing students for careers in education. Because the process of creating effective teachers is complex, the impact of master teachers who guide students' first uncertain steps toward becoming professional educators is beyond measure.

We extend our appreciation to you for your efforts to help in shaping the next generation of teachers for America's schools.

PRACTICUM HANDBOOK

CONTENTS

Expectations for Practicum Students	1
The Practicum Student's Checklist	4
You and the Law	6
The Cooperating Teacher's Checklist	7
The University Supervisor's Checklist	8
Lesson Planning: Suggested Lesson Plan Formats for K-8, K-12 and SPED.....	9
Forms	
Cooperating Teacher's & University Supervisor's Practicum Report.....	15
Observation Form	17
Honorarium Form for Cooperating Teachers	19
Student Evaluation of the Practicum Experience	21
Special Case in Field Experience: Preparing Inquiring Educators	23
Useful Numbers	25
Appendices	
A. NEA and CEC Codes of Ethics and Statement of Commitment	26
B. Interstate New Teacher Assessment & Support Consortium Standards (INTASC)	
National Board for Professional Teaching Standards (NBPTS) and New Jersey	
Teaching Standards.....	38
C. List of Professional Organizations	41
D. NJEA Student Membership Information.....	43
E. College of Education Clubs and Societies.....	45
F. Legal Responsibilities	46
G. Reporting Child Abuse in New Jersey	48

H. William Paterson University's Sexual Harassment Policies	50
I. Capitalize on your Field Experiences to Land that First Job	53
J. Policies and Procedures	58
K. Expectations.....	67
L. Early Childhood Education	70
M. Practicum/Student Teaching Withdrawal Process	74
N. Criteria for Recommending a Cooperating Teacher.....	78
O. Collaborative Field Experience Agreement Between William Paterson University and the School District.....	82
P. What is Co-Teaching?.....	86
Q. Supervisor Criteria and Job Description	90
R. Certification in New Jersey	94

EXPECTATIONS FOR PRACTICUM STUDENTS

Practicum field experiences at William Paterson University provide a foundation for the senior teaching internship.

What Practicum Students Should Know and Understand

- Behavioral characteristics of children in various educational settings
- Individual differences among and between students coming from diverse backgrounds
- Family, social, and cultural contexts that affect student behaviors
- The importance of social interaction and student collaboration in the classroom
- Economic, political, technological, and socio-cultural issues influencing education today
- School and classroom routines and the schools' social and cultural climate
- How concepts, skills and values are taught through the curriculum
- The short and long-term planning process for various content areas (i.e., how objectives fit into the schools' curriculum objectives)
- The importance of using varied and effective instructional techniques that promote higher-level thinking skills
- Assessment procedures regarding student learning outcomes
- Legal and ethical responsibilities as a teacher
- The relationship between your grade level or content-area(s) and the school=s curricular goals/philosophy

*** NOTE:**

1. Students must adhere to all University policies.
2. Students must have insurance as required by the University and complete the Office of Field Experience Emergency Information Form.
3. A Substitute license and current Mantoux are required to begin Practicum.
4. The State of New Jersey does not certify anyone with a criminal record.

EXPECTATIONS FOR PRACTICUM STUDENTS (continued)

What Practicum Students Should Do

- Observe, assist, plan and gradually implement lessons and units, where appropriate, using varied materials, technologies, and instructional formats.
- Assist with classroom routines (e.g., attendance, bulletin board designs, grading classwork and homework, and grade books).
- Assist with classroom instructions (e.g., one-to-one, small group, large group) to promote learning, social interaction, and student collaboration.
- Demonstrate professional teacher behavior, appropriate appearance, positive attitude, and commitment (e.g., respect for students, punctuality, appropriate relationship between student and teacher, willingness to accept and act on constructive feedback).
- Demonstrate positive and nurturing attitude working with children and young adults.
- Maintain and promote high expectations for self and students.
- Observe, reflect upon, and gradually implement appropriate techniques for classroom management.
- Use good judgment in handling classroom emergencies or problematic student interactions.
- Participate as a member of a team both within and external to the classroom (e.g., faculty meetings, Child Study Team meetings, professional development workshops, grade-level meetings, parent conferences).
- Assess student's progress on a short and long-term basis.
- Visit another teacher who is teaching the same or a similar area, if possible.

A university supervisor will visit at least twice during the semester to observe and talk with the student. (See specific program requirements within departments.) The supervisor will discuss the students' progress with the cooperating teacher. Both the university supervisor and the cooperating teacher must submit a final report (see pages 16 and 17) about the extent to which the student has fulfilled practicum expectations.

The aforementioned information is a guide for the student, cooperating teacher, and university supervisor. The university supervisor may not necessarily observe all of these behaviors.

VARIATIONS ACCORDING TO PROGRAM

Practicum experiences differ according to the program in which students are enrolled. Admission to each practicum requires completion of a certain number of university credits which include specific prerequisite courses, acceptance into the program, and a specific grade point average.

Practicum is required in the following areas:

Early Childhood Education (P-3)

A one-day per week experience CIEC 2000.

One two-day per week experience, with two full weeks at the end of the semester CIEC 3000.

Elementary Education (K-5)

One two-day per week experience, with two full weeks at the end of the semester CIEE 3010

A one-day per week experience for one semester CIEE 517

Elementary Education (K-5) and Teacher of Students with Disabilities

A one-day per week experience for SPC 3550 A

For Practicum B - One two-day per week experience, with two full weeks at the end of the semester CIEE 3010

A one-day per week experience for SPC 5750

Subject Field (K-12)

One two-day per week experience CISE 3520

A one-day per week experience for one semester CISE 5300

Music (K-12)

A one-day per week experience for each of two semesters MUS 2880 and MUS 3880

Physical Educatio (K-12)

A one-day per week experience for each of two semesters PETC 3970 and PETC 3980

Reminder: Students are expected to have at least one urban and one experience during their practicum and/or student teaching experience.

THE PRACTICUM STUDENT'S CHECKLIST

As a practicum student, you are both a discoverer and a learner. You are discovering whether or not you like teaching, and you are learning some things about public schools you may not have realized before. Here is a checklist of suggestions to assist you during your practicum experience.

PRIOR TO PRACTICUM

- _____ Read this entire booklet, including parts labeled for the cooperating teacher and the university supervisor.
- _____ Evaluate your personal appearance -- is it in accordance with the standards for teachers in the school and community? If you are not sure, dress conservatively.
- _____ Review what you know about child or adolescent psychology.
- _____ Get to know your university supervisor.
- _____ Locate the school assigned and determine commuting time.
- _____ Contact your school and teacher. Identify the time you are expected to arrive and the procedures to be followed on arrival.

THE FIRST DAY

- _____ Arrive at the school early, reporting first to the school office. Tell the secretary who you are and ask for your assignment.
- _____ Introduce yourself to the cooperating teacher, giving him or her a copy of this booklet.
- _____ Introduce yourself to the school principal and other staff members.
- _____ Observe the students in your assigned class and begin to learn their names.

DURING THE FIELD EXPERIENCE

- _____ Prepare for teaching assignments with a written plan.
- _____ Attend regularly. (You are expected to be regular in attendance except when prevented by illness or other unavoidable circumstances. You are allowed one unavoidable absence).
- _____ Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the university supervisor.)
- _____ Notify both the cooperating teacher and the university supervisor of absences or delays in getting to school.
- _____ Dress and groom yourself in accordance with the standards of the school.
- _____ Arrive early and stay until the teacher's departing time.
- _____ Use tact and courtesy in dealing with teachers, administrators, secretaries, and custodians
- _____ Observe the cooperating teacher to learn new ideas.
- _____ Keep a Contextual Factors Journal. (Refer to page 24a of Practicum Handbook).
- _____ Carry out tasks assigned by the cooperating teacher.
- _____ Relate this experience to methods classes and vice versa.
- _____ If something goes wrong, ask the cooperating teacher and/or university supervisor for help or advice without delay.
- _____ If you tend to disagree with school policy or the teacher, obtain information before drawing conclusions.
- _____ Follow the cooperating school's calendar. However, practicum students will observe WPU's spring vacation and need not attend practicum that week.

EVALUATION

- _____ Seek and accept constructive criticism and suggestions.
- _____ Reflect on your own behavior to improve your performance.
- _____ Ask the cooperating teacher for a detailed conference and evaluation at the end of the semester.
- _____ Complete the Student Evaluation of the Practicum Experience form at the end of the semester, and return it to the Office of Field Experiences.
- _____ Ask yourself, "Do I really want to become a teacher?"

AT THE CONCLUSION

- _____ Return any materials/books that belong to the cooperating teacher or the school.
- _____ Ask your cooperating teacher if he/she can recommend you when you begin to develop your portfolio and resume.
- _____ Submit all required reports by the final seminar meeting.

YOU AND THE LAW

1. **SCHOOL STRIKES** -- Since a school experiencing a teacher strike is not considered an optimum learning center for a field experience, contact your supervisor immediately to arrange to withdraw from the school during the period of the strike. Call the Office of Field Experiences at the university for an appropriate interim assignment.
2. **TUBERCULOSIS REGULATION** -- The State of New Jersey requires that all personnel working in a public school must be tested for tuberculosis. Make sure that you have provided the Office of Field Experiences with the appropriate documentation about the results of your Mantoux test.
3. **LIABILITY RULES** -- Two of these are of greatest concern:
 - 1) Report any accidents which may happen to you or to the pupils on school property to the school authorities.
 - 2) Don't drive public school pupils to or from school, or on field trips, in your car. You may not be properly insured.
4. By law, all public school districts must have in place various policies, regulations and procedures regarding legal concerns. It is incumbent upon the students to become aware of these issues and how you are to handle each. Included are such issues as:
 - Assaults
 - Beepers
 - Bias Incidents/Hate Crimes
 - Child abuse and Neglect
 - Sexual Abuse
 - Civil Liability
 - Confidentiality: Disclosure of Juvenile Records
 - Illegal Substances
 - Student Under the Influence
 - School Searches
 - Teachers as Victims
 - Trespassers/Stalkers
 - Weapons

THE COOPERATING TEACHER'S CHECKLIST

The practicum field experience at William Paterson University is intended to be a learning situation for the university student based on involvement in a series of graduated tasks. It should begin with observation, continue to serve as a teacher's assistant, and conclude with some teaching.

SUGGESTED ACTIVITIES FOR THE UNIVERSITY STUDENT

- _____ Assist with equipment.
- _____ Give individual help to students.
- _____ Duplicate work sheets or materials.
- _____ Help with classroom chores.
- _____ Assist with field trips.
- _____ Help to set up displays, exhibits, bulletin boards.
- _____ Teach small groups.
- _____ Teach a class lesson.
- _____ Volunteer to assist in any endeavor that will enhance your professional growth.

EVALUATION

- _____ As with your own pupils, allow for different rates of development among practicum students. Don't assume that the university student has had all the educational methodology courses or that all students will show equal readiness. Some students have had experiences working with children before and others haven't.
- _____ Remember that with some practicum students you will need to build self-confidence. With others you will need to speak firmly and frankly when they show poor judgment.
- _____ Recognize that this may be the university student's first try at a responsible, professional and demanding job.
- _____ Keep the student informed regularly of his or her progress.
- _____ Talk at length and frankly with the university supervisor concerning strengths and weaknesses of the practicum student.
- _____ Contact the university supervisor or the Office of Field Experiences (720-3132) if there is a serious difficulty.
- _____ At the end of the student's experience, fill out the Cooperating Teacher's Practicum Report, review it with the student, and mail it to the Office of Field Experiences.

THE UNIVERSITY SUPERVISOR'S CHECKLIST

The practicum field experience continues to grow in importance in teacher education programs in order to:

1. Give the student first-hand experience with children and youth, and with the operation of the public schools.
2. Enable the student, at the end of the practicum, to analyze self-behavior and the nature of teaching, in order to make a wise career decision.
3. Enable the university to advise students to reconsider participation in the program, based on oral and written reports.

THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

University Supervisors should:

- _____ Visit the school or center.
- _____ Observe students teaching at least two lessons.
- _____ Conduct post-observation conferences with the student.
- _____ Talk with the cooperating teacher (and principal, department head, or supervisor as needed).
- _____ Mentor practicum students, and read journals.
- _____ Make additional visits as necessary.
- _____ Conduct seminars, or act as a liaison with the seminar instructor, where applicable.

EVALUATION AND REPORTING

- _____ Encourage the student to discuss any problems directly with the cooperating teacher. Give the student your home phone number and/or office number so that he or she may contact you when necessary. The emphasis should be placed on your potential helpfulness rather than your duty to give a grade.
- _____ If a student is likely to fail the experience, has been absent more than once, or needs additional counseling, report this to the Office of Field Experiences immediately.
- _____ Submit your final report to the Office of Field Experiences within one week after the practicum ends. Read the cooperating teacher's report and/or talk in detail with the cooperating teacher first.
- _____ A complete, honest, and full report will assist the student and the university in decisions about the future. Your practicum report does not become a part of the student's permanent file. Its main purpose is to guide the student and alert the university about serious problems.

Office of Field Experiences
A Suggested Lesson Planning Format for a Teacher Led Lesson

Name _____ School _____ Grade/Functional Level of Students _____

I. Subject Area(s): _____ (e.g., Racism, Social Stud. 6.3 E1)

II. Topic and Core Standard: _____ (e.g., Fairness)

III. The Concept: _____ (e.g., How can we prevent racism?)

IV. Essential Question: _____ (e.g., How can we prevent racism?)

V. Objectives/Student Learning Outcomes: (Write objectives based on IEP's)

A. **The students will be able to recall...describe...write...compare...create...solve...judge**

VI. Teacher Actions:

1. **Planning**

Questions to ponder: "Why am I teaching this lesson?" What do students already know about this topic?

Materials/Resources: "What print materials, visual aids, technology, and other resources do I need?"

2. **Motivate:** (Group Anchor) (*Tap prior knowledge: use questions or KWL or Think/Pair/Share*)

3. **Teach:** to the concept (*Convey expert knowledge or use an inquiry approach*)

4. **Image:** the concept (*Use graphic organizer, or video clip, or manipulatives*)

5. **Ask:** Low and High Level Questions (*Use "Wait Time" and Think, Pair, Share*)

(*Check for student understanding and label questions according to Bloom's Taxonomy*)

6. **Practice:** (Guided Practice of Skills -10 min.) *Students practice skills: reading, writing (summarize), and*

math

- Use "Tiered" tasks (Differentiated Tasks), or
- Use Assistive Technology (e.g., Alpha Smart Keyboard, Co-Writer), or
- Skill instruction in flexible, cooperative groups, or
- Learning center tasks
- Elicit questions from students

7. **Create*/Application:** (Complete an authentic assessment task; Choices based on Multiple Intelligences)

A. A drawing, with a written explanation- or dictation. (Spatial/Linguistic)

B. A construction (clay, Lego's, poster, a model) (Bodily-Kinesthetic)

C. Write a book about the topic/concept, with pictures (Linguistic/Spatial)

D. Write a letter for a purpose (letter to the editor; persuade a friend) (Linguistic)

E. Solve a real world problem (Problem Based Learning)

F. Write a research paper (Linguistic)

G. Create a Power Point presentation, web site or newsletter. (Bodily Kin/Spatial)

H. Compose a song to a familiar tune (Musical)

I. Interview, graph and summarize data (Interpersonal)

J. Write a new story based on two other sources (Linguistic)

K. Create an advertisement or a "want-ad" (Spatial/Linguistic)

**Link your performance task to NJCCCS indicators*

8. **Presentations/Closure:** (next day: create "closure" with student presentations and discussions)

A. Students present results of their "Create" tasks above to the class.

9. **Evaluation** Differentiated Assessment: Create a "rubric" and evaluate performance task and ask students: **What was the major purpose of this lesson? What was the most important thing you learned from this lesson?**

10. **Accommodations:** Additional strategies for students working below grade level, ELL or with special needs.

11. **Role of Auxiliary Personnel:** **What do you want support personnel in the room with you to do?**

12. **Summary of Assessment Data:**

- State the total number of students who completed the assessment task.
- State the number and percentage of students who were "Proficient," "Satisfactory" and "Needs Improvement."

13. **Family/Community:** How have you involved family/community in this lesson?

14. **Reflection/Self Evaluation:** **How has this lesson improved my teaching practice? What impact did this lesson have on P-12 learners? How will student performance on this lesson influence tomorrow's lesson?**

Office of Field Experiences
A Suggested Lesson Planning Format for an Inquiry Based Lesson

Name _____ School _____ Grade/Functional Level of Students _____

- I. Subject Area(s): _____
II. Topic and Core Standard (CPI): _____ (e.g., Racism, Social Stud. 6.3 E1)
III. The Concept (To be invented/explored): _____ (e.g.,

Mixing 2 colors together creates a new color. Main idea of the exploration: Adding heat energy can change solids to liquids, or liquids to gases. Main idea of the elaboration stage: Removing heat energy can change liquids to solids, or gases to liquids.)

- IV. Essential Question: _____ (e.g. How can matter change from a solid to a liquid, or from a liquid to a solid? What is a family?)

- V. Objectives/Student Learning Outcomes: (Include also objectives based on IEP's as appropriate)

A. The students will be able to recall...describe...write...compare...create...solve...judge

- VI. Teacher Actions:

1. **Pre-Planning**

Questions to ponder: "Why am I teaching this lesson?" What do students already know about this topic? Are there any safety or health issues I need to consider?

Materials/Resources: "What print materials, visual aids, technology, and other resources do I need? What community resources can be tapped? How can parents help? How can lesson extend to experience beyond the classroom"

Launch Teaching / Learning Cycle (SE's)

2. **Engage:** (In this stage help students to make connections between past and present learning experiences and lay the foundation for activities ahead. Stimulate involvement in the activities ahead by asking a question, defining a problem, showing a surprising event, or acting out a problematic situation.)

3. **Explore:** (In this stage get students directly involved with phenomena and materials by working together in teams. Act as a facilitator by providing materials and guiding the students' focus. Allow the students' inquiry process to drive instruction.)

4. **Explain:** (In this stage allow learners to put the previous abstract experiences into a communicable form. Students use language skills to sequence events into a logical format. Communication occurs among peers. Learners support each others' learning by articulating their observations, ideas, questions, and hypotheses. The teacher introduces labels after the students have had direct experiences.)

5. **Elaborate:** (In this stage help students to expand on the concept that was constructed through the exploration and explanation stages.)

6. **Evaluate:** (Evaluation and assessment can occur throughout all stages, but is emphasized in the final stage. Tools might include observation structured by checklist, interviews, project and problem-based learning products, lesson reflection, songs, oral presentation, laboratory report. Create a rubric for evaluating the performance. **Link your performance tasks to the NJCCCS indicators.**)

- VII. **Accommodations:** Additional strategies for students working below grade level, ELL or with special needs.

- VIII. **Role of Auxiliary Personnel** What do you want support personnel in the room with you to do?

- IX. **Summary of Assessment Data**

- State the total number of students who completed the assessment task.
- State the number and percentage of students who were "Proficient," "Satisfactory" and "Needs Improvement."

- X. **Family/Community** How have you involved family/community in this lesson?

- XI. **Reflection/Self Evaluation** How has this lesson improved my teaching practice? What impact did this lesson have on P-12 learners? How will student performance on this lesson influence tomorrow's lesson?

WILLIAM PATERSON UNIVERSITY
Lesson Plan Format for Grades Pre-K to 3

Name: _____ **School:** _____ **Grade:** _____

- I. **Theme/Focus Area** – *What larger unit is this lesson a part of?*
- II. **Subject Area** – *What domain? (e.g. Language Arts, Math, World Language, etc.)*
- III. **Topic & Core Standard or ECE Expectation** – *Use CCCS for K-3 or ECEE for Pre-K*
- IV. **The Concept(s)** (in one or two words): *The main idea or skill*
- V. **Essential Question:** *What about the main idea is this lesson about? What will the child learn?*
- VI. **Objectives** – *What measurable objectives are you trying to accomplish? Use Bloom's Taxonomy*
 - A. **Low Level**- Recall, Describe
 - B. **High Level**-Apply, Compare, Create, Judge
- VII. **Planning-**
 - A. Questions to ponder: *"Why am I teaching this lesson?" "What do children already know about this topic?"*
 - B. Materials/Resources: *What materials, visual aids, technology, and other resources do I need?*
 - C. Children's Literature: *What children's book(s) are used in this lesson?*
 - D. Teacher references/books/internet resources- *What resources are helpful for the teacher?*
- VIII. **Procedure** – *Steps for the lesson*
 - A. **Beginning** – *What will you do at the beginning?*
 1. **Motivate Interest:** *What will you do to introduce children to this lesson? How will you capture their interest? How will they visualize the concept?*
 - B. **Middle** – *What steps are in this lesson including child performance tasks, teacher facilitation and/or instruction?*
 1. **Factual Knowledge (Information)** – *How will the facts of this lesson be exposed?*
 2. **Lower/Higher Order Questions:** *What questions will the teacher ask to facilitate learning? (base on Bloom's taxonomy)*
 3. **Visualization:** *How will this lesson be made real/hands-on for children?*
 - C. **End** – *How will you bring closure to the lesson? What will children be doing?*
 1. **Practice Skills/Learning Centers** or
 2. **Performance Task/Closure**
- IX. **Assessment** – *How will you know and document what children have learned from this lesson? How will you know children have grown? This may include rubrics, documentation panels, portfolio pieces you will collect, checklists, other appropriate authentic assessment measures.*
- X. **Summary of Assessment Data-** *State the number of children who completed the assessment task. State the number of students who demonstrated mastery, emerging skills, or need more time.*
- XI. **Attach artifacts or evidence of student learning.**
- XII. **Accommodations** – *Additional strategies for children who don't speak English as their first language or for those included with special needs.*
- XIII. **Role of Auxiliary Personnel-** *What do you want support personnel in the room to do?*
- XIV. **Integration & Follow-up in learning centers** – *How will this lesson be integrated into the day and followed up on in learning centers or the environment?*
- XV. **Family/Community Collaboration-** *How will you include families? Are there any community resources available?*
- XVI. **Reflection/Self Evaluation-***How has this lesson improved my teaching practice? What did I learn about teaching by preparing this lesson? What impact did/will this lesson have on P-3 learners? How will students experiences/performance on this lesson influence tomorrow's lesson?*

**WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF EXERCISE AND MOVEMENT SCIENCES
TEACHER CERTIFICATION LESSON PLAN FORMAT**

Directions: This lesson plan should be typed and you should have three copies. Copies are for your University Supervisor, Cooperating Teacher, and your instruction and portfolio. Copies should be given to CT and US prior to teaching lesson.

Name of Student: _____ Date: _____ Length of Class: _____

Unit Content	# Lesson in Unit	Grade/s Taught	Date/s Taught	NJCCC Standards Met

Skills Previously Developed by Students:

E.G. A list of previously learned skills should be listed here to show developmentally appropriate activities and progressions.

Overall Goal of Lesson:

E.G. Main overarching goal that you would like to accomplish during the lesson

Psychomotor Objectives: (performance)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Cognitive Objectives: (knowledge)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Affective Objectives: (emotions/feelings/social interaction)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Equipment/Resources Needed:

E.G. List equipment and quantity of equipment needed

Schedule:

In the spaced provided fill in the appropriate information

Time	Activity	Organization	Teaching Cues	Student Observation Notes
1-5	<i>E.G. Warm up 2 laps, Stretch- quads, hamms, arms (reach in front and circles), 10 push ups, 10 sit ups</i>	<i>E.G. Students in squads X X X X X X X X X X X X X X X X X X</i>	<i>E.G. List cues you would use to assist students in performing skills correctly</i>	<i>E.G. Students are terrible at push-ups- need to work on</i>
27- 30	<i>E.G. Closure- list questions to ask students if that is how you intend to close, provide copy of exit slip if you choose to use this method.</i>			

Multiple Sections Modifications:

E.G. If you teach the same level (grade 3) more than once and use the same lesson, provide different activities- modifications that will meet student needs in each class.

Reflective Questions to Ask Self After Lesson:

E.G. List the questions that you will ask yourself at the end to reflect upon the lesson.

ABOUT OBJECTIVES & ASSESSMENT

- An objective is an intent.
An objective describes the proposed change in the learner.
An objective describes the behavior we want the learner to demonstrate.
An objective is measurable and observable.
- The concept statement is a description of what the lesson is about.
The objectives tell what the learning will be able to do after the lesson.
- A well-written objective conveys the instructional intent.
- Avoid words open to many interpretations: to know, to understand, to appreciate, to grasp, to enjoy, to believe.
- Use words open to fewer interpretations: to write, to say, to identify, to differentiate, to solve, to construct, to list, to compare, to contrast.
- A well-written objective specifies what you hope the learner will be able to do or perform after the lesson.
- An instructional objective describes an intended outcome rather than a description or summary of content.
- Assessment is your way of knowing which students achieved your objectives and in which ways.
- Authentic assessments are performance-based, realistic and instructionally appropriate. Assessing children should be based on a simple construct – We want to know where they were, where they are now and how far they have traveled.
- Assessment tells you how well you want/expect the child to demonstrate achievement of the objectives. What is minimally acceptable? What is mastery? Assessment describes the criterion for success.
- Assessment can take many forms: Rubrics, documentation panels, portfolio pieces, checklists, anecdotal notes, tape recordings, drawings/sketches, etc.
- If you are teaching skills/concepts that cannot be evaluated, then you are in the awkward position of being unable to demonstrate that you are teaching anything at all!

FORMS

Semester Undergrad Fall Spring Summer I Summer II K-5/SPED English Foreign Language Math Music Art 1 Art 2 P-3 P-3/K-5 K-5 K-5/5-8 PE - 1 PE - 2 Science School Nurse Social Studies

PRACTICUM FINAL REPORT
 William Paterson University
 College of Education/Office of Field Experiences
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student's Name _____ School System/Agency _____

School _____ Subject _____ Grade _____

University Supervisor Cooperating Teacher

Prof. Dev. School = Yes No

Final Score: _____
 - Target (72-80)
 - Acceptable (60-71)
 - Not acceptable (59 or below) *

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as: 4. Target 3. Acceptable *1. Not acceptable *2. Insufficient Progress

Directions: Darken the ovals completely - Do not X or check ✓.
 Knowledge

	4	3	2	1	Comments
1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Consistently demonstrates mastery of content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Translates NJCCS into developmentally appropriate content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Incorporates appropriate pedagogical knowledge in planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Utilizes a variety of traditional and authentic assessments to evaluate student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Writes comprehensive and developmentally appropriate lesson/unit plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Understanding (Dispositions)

7. Communicates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Demonstrates respect for diversity and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Exemplifies high professional and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Application (Skills)

12. Demonstrates effective communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Creates a physically and psychologically safe environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Manages the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Develops a sense of community in the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Poses questions related to problems and issues which require inquiry and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Teaches for understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Works collaboratively with colleagues and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Demonstrates resourcefulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Demonstrates an interest in applying new technologies to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Date _____
 (Practicum Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.

Date _____
 (Cooperating Teacher or University Supervisor's Signature)

Descriptors of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated. Student

KNOWLEDGE (Planning, Pedagogy and Content)

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
 - A. ___ Differentiates instruction based on student needs
 - B. ___ Organizes instruction to focus on student strengths.
2. Consistently demonstrates mastery of content knowledge
 - A. ___ Plans instruction focused on major concepts.
 - B. ___ Translates New Jersey Core Curriculum Standards into developmentally appropriate content
 - C. ___ Plans for mastery of NJCC standards and indicators.
 - D. ___ Sequences content to facilitate learning
3. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. ___ Plans for appropriate motivation techniques to initiate lesson.
 - B. ___ Includes the full range of critical and creative thinking strategies (e.g., Bloom's Taxonomy).
4. Incorporates cooperative groups and/or other active learning strategies.
 - C. ___ Plans for guided and independent skills practice to reinforce learning.
5. Utilizes a variety of traditional and authentic assessment procedures to evaluate student progress.
 - A. ___ Aligns assessment tasks to lesson objectives.
 - B. ___ Maintains accurate records of student progress and communicates results.
 - C. ___ Designs rubric to evaluate student performance task.
 - D. ___ Plans for students' self-assessments.
6. Writes comprehensive and developmentally appropriate lesson/unit plans.
 - A. ___ Writes clear objectives, linked to NJ Core Curriculum Standards
 - B. ___ Plans logical, sequenced instruction.
 - C. ___ Selects appropriate teaching materials, including technologies.
 - D. ___ Links major concepts to students' prior knowledge.
 - E. ___ Plans integrated learning experiences across disciplines.

UNDERSTANDING - (Dispositions)

7. Communicates high expectations for all students.
 - A. ___ Nurtures students' desire to learn and achieve
 - B. ___ Sets appropriate goals, based upon on-going assessment.
8. Demonstrates respect for diversity and cultural differences.
 - A. ___ Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
 - B. ___ Enables boys and girls to equally participate in all activities and educational opportunities.
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.
 - A. ___ Seeks to expand knowledge through professional activities (e.g. reads, attends conferences, in-service)
 - B. ___ Seeks to learn from students as well as teach them.
10. Reflects upon teaching. "What do I do? Why do I do it? How can I do it better?"
 - A. ___ Maintains a reflective journal.
 - B. ___ Understands the teaching-learning assessment connection.
 - C. ___ Improves student learning outcomes through reflection.
 - D. ___ Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
11. Exemplifies high professional and ethical standards.
 - A. ___ Models honesty, fairness and respect for individuals and for the laws of society.
 - B. ___ Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
 - C. ___ Demonstrates reliability and punctuality.
 - D. ___ Dresses appropriately and is well-groomed.

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. ___ Uses standard English to model clear, logical oral and written communication.
 - B. ___ Uses verbal and non-verbal communication effectively.
 - C. ___ Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. ___ Complies with safety rules and regulations in the learning environment.
 - B. ___ Demonstrates sensitivity to students' feelings.
 - C. ___ Reinforces students' efforts and achievements.
 - D. ___ Promotes development of good character and values.
14. Manages the learning environment.
 - A. ___ Organizes the learning environment and materials/equipment in an orderly manner.
 - B. ___ Creates a stimulating and inviting environment.
 - C. ___ Establishes routines, enforces rules and plans logical consequences.
 - D. ___ Uses instructional time effectively.
 - E. ___ Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. ___ Practices effective listening, conflict resolution and group-facilitation skills.
 - B. ___ Establishes rapport with students.
 - C. ___ Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. ___ Relates content to real world issues by asking essential questions.
 - B. ___ Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. ___ Encourages student to question information and ideas to promote divergent thinking.
 - D. ___ Teaches for understanding.
17. Teaches for understanding.
 - A. ___ Uses active student learning strategies
 - B. ___ Creates meaningful learning experiences by relating learning to everyday life.
 - C. ___ Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
 - D. ___ Works collaboratively with colleagues and families.
18. Works collaboratively with colleagues and appropriate lines of communication with colleagues/supervisory personnel.
 - A. ___ Establishes open and appropriate lines of communication with colleagues/supervisory members.
 - B. ___ Participates actively and responsibly in school-wide activities.
 - C. ___ Collaborates with parents and school community members to support student learning.
 - D. ___ Seeks opportunities to build strong partnerships with parents and community members.
 - E. ___ Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. ___ Shows initiative in locating instructional resources beyond the school environment.
 - B. ___ Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. ___ Integrates technologies into lessons.
 - B. ___ Utilizes technologies for research and professional development.

(PRACTICUM STUDENT SIGNATURE) _____ DATE _____

(COOP. TEACHER/UNIV. SUPERVISOR SIGNATURE) _____ DATE _____

OBSERVATION FORM

Semester Year _____
 Fall Undergrad
 Spring Grad
 Summer I Mat
 Summer II Visiting

William Paterson University
College of Education/Office of Field Experiences
1600 Valley Rd, Rm 3108, Wayne, NJ 07470
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Art Foreign Language Science
 E. Childhood Math Social Studies
 Elementary Music Special Educ.
 English PE/Health

Student's Name _____ Subject _____
School System/Agency _____ School _____
Grade _____ University Supervisor Co-op Teacher

OBSERVATION NOTES:

STRENGTHS:	Areas for Improvement: FOCUS FOR NEXT OBSERVATION: (note descriptor #1)
------------	--

STUDENT SIGNATURE _____ DATE _____
UNIVERSITY SUPERVISOR SIGNATURE _____ DATE _____

Descriptors of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated. Student

KNOWLEDGE (Planning, Pedagogy and Content)

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
 - A. Differentiates instruction based on student needs.
 - B. Organizes instruction to focus on student strengths.
 2. Consistently demonstrates mastery of content knowledge.
 - A. Plans instruction focused on major concepts.
 3. Translates New Jersey Core Curriculum Standards into developmentally appropriate content.
 - A. Plans for mastery of NJCC standards and indicators.
 - B. Sequences content to facilitate learning.
 4. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. Plans for appropriate motivation techniques to initiate lesson.
 - B. Includes the full range of critical and creative thinking strategies (e.g. Bloom's Taxonomy).
 - C. Incorporates cooperative groups and/or other active learning strategies.
 - D. Plans for guided and independent skills practice to reinforce learning.
 5. Utilizes a variety of traditional and authentic assessment procedures to evaluate student progress.
 - A. Aligns assessment tasks to lesson objectives.
 - B. Maintains accurate records of student progress and communicates results.
 - C. Designs rubric to evaluate student performance task.
 - D. Plans for students' self-assessments.
 6. Writes comprehensive and developmentally appropriate lesson/unit plans.
 - A. Writes clear objectives, linked to NJ Core Curriculum Standards.
 - B. Plans logical, sequenced instruction.
 - C. Selects appropriate teaching materials, including technologies.
 - D. Links major concepts to students' prior knowledge.
 - E. Plans integrated learning experiences across disciplines.
- UNDERSTANDING – (Dispositions)**
7. Communicates high expectations for all students.
 - A. Nurtures students' desire to learn and achieve.
 - B. Sets appropriate goals, based upon on-going assessment.
 8. Demonstrates respect for diversity and cultural differences.
 - A. Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
 - B. Enables boys and girls to equally participate in all activities and educational opportunities.
 9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.
 - A. Seeks to expand knowledge through professional activities (e.g. reads, attends conferences, in-service).
 - B. Seeks to learn from students as well as teach them.
 10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
 - A. Maintains a reflective journal.
 - B. Understands the teaching-learning assessment connection.
 - C. Improves student learning outcomes through reflection.
 - D. Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
 11. Exemplifies high professional and ethical standards.
 - A. Models honesty, fairness and respect for individuals and for the laws of society.
 - B. Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school.
 - C. Demonstrates reliability and punctuality.
 - D. Dresses appropriately and is well-groomed.

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. Uses standard English to model clear, logical oral and written communication.
 - B. Uses verbal and non-verbal communication effectively.
 - C. Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. Complies with safety rules and regulations in the learning environment.
 - B. Demonstrates sensitivity to students' feelings.
 - C. Reinforces students' efforts and achievements.
 - D. Promotes development of good character and values.
14. Manages the learning environment.
 - A. Organizes the learning environment and materials/equipment in an orderly manner.
 - B. Creates a stimulating and inviting environment.
 - C. Establishes routines, enforces rules and plans logical consequences.
 - D. Uses instructional time effectively.
 - E. Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. Practices effective listening, conflict resolution and group-facilitation skills.
 - B. Establishes rapport with students.
 - C. Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. Relates content to real world issues by asking essential questions.
 - B. Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. Encourages student to question information and ideas to promote divergent thinking.
17. Teaches for understanding.
 - A. Uses active student learning strategies.
 - B. Creates meaningful learning experiences by relating learning to everyday life.
 - C. Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
 - D. Uses multi-cultural materials when appropriate.
18. Works collaboratively with colleagues and families.
 - A. Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
 - B. Participates actively and responsibly in school-wide activities.
 - C. Collaborates with parents and school community members to support student learning.
 - D. Seeks opportunities to build strong partnerships with parents and community members.
 - E. Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. Shows initiative in locating instructional resources beyond the school environment.
 - B. Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. Integrates technologies into lessons.
 - B. Utilizes technologies for research and professional development.

STUDENT SIGNATURE _____ DATE _____
 COOP. TEACHER/UNIVERSITY SUPERVISOR _____ DATE _____
 SIGNATURE _____

Request Form for Professional Development Hours for Mentoring a Practicum Student

To receive a certificate for New Jersey Professional Development Hours, please complete the information below and mail to the Office of Field Experiences, or return it to the student's university supervisor by **October 1** for the Fall semester, **February 1**, for the Spring semester. Requests received after June 30 (end of the current academic year) **will not** be honored. Please note – your Final Report **must** be returned at the end of the Practicum semester in order to receive your certificate.

Mr. Ms. _____ E-mail: _____
Last Name First Name

Home Address: _____ Telephone: _____
Number and Street City State Zip Code

Student _____ Practicum Dates From: _____ To: _____
Last Name First Name

District: _____ School: _____ Name of Supervisor: _____
Last Name First Name

Is this a Professional Development School (PDS) with WPU? Yes No
Will you share the mentoring responsibilities for this student with another teacher? Yes No
If yes, please indicate teacher(s) name(s): _____ (Additional teachers must also submit form)

Directions: Darken the ovals completely – Do not X or check ✓.

1. Age: 20 or below 41-50
 21-30 51-60
 31-40 61+
2. Certifications (fill in as many as apply):
 - P-3
 - K-5
 - 5-8
 - K-12 Subject Area
 - Teacher of Students with Disabilities
 - ESL
 - Other
3. Are you a WPUNJ graduate? Yes No
If no, where did you receive your teacher training:

4. Degree (fill in highest attained):
 - Bachelors
 - Masters
 - DoctorateDecade Obtained: 1970 1980 1990 2000 2010
Please fill in: Post Baccalaureate Alternate Route
5. Ethnicity (fill in one):
 - Asian
 - Black
 - Hispanic
 - Native American
 - White
6. Have you mentored/supervised students?
 - Yes
 - No
7. If you answered yes to #6, How many?
 - 1-2 9-10
 - 3-5 11+
 - 6-8
8. Were you (fill in one): **Recommended** or did you **Volunteer** to have this student.
9. What do you see as the benefits of being a cooperating teacher? Please fill in all that apply
 - Acquisition of knowledge and skills
 - Connection to the University
 - Cooperating teacher workshop
 - Lower teacher/student ratio
 - Honorarium payment
 - Improvement in P-12 learning
 - Less isolation as a co-teacher
 - Meeting PDP requirements
 - Passing along professional knowledge/skills
 - Recognition within your school community
 - Self Reflection on teaching practices
10. Does your union contract include provisions related to mentoring?
 - Yes
 - No
11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?
 - Yes
 - No
12. If yes to #11, please indicate:
 - Technology
 - Standards
 - Instructional Strategies
 - Alternate Assessment
 - Other (please list) _____
13. Do Professional development hours make mentoring more attractive?
 - Yes
 - No

14. Did you have preparation in mentoring?
- Yes
 - No
15. If yes to #14, indicate where you received preparation:
- School district workshop
 - College workshop
 - Course
 - Cooperating Teacher Institute
16. If no to #14 are you interested in a course or workshop in mentoring?
- Yes
 - No
17. Your preference for a delivery method for mentoring preparation?
- In Person
 - On-line
 - Hybrid (both)
18. Which professional development areas listed below would assist you in mentoring future college interns?
- Conducting observations
 - Giving written feedback
 - Modeling exemplary teaching
 - Remediating low-performing interns
 - Conferencing and coaching
 - Communicating (with supervisor and student)
 - Assessing and evaluating
 - Other _____
19. Of the professional behaviors/judgments listed below, select three that you believe to be essential for teachers
- Demonstrates subject matter knowledge
 - Utilizing knowledge of human growth and development
 - Adapting instruction for diverse learners
 - Planning instructional strategies
 - Developing and uses multiple assessments
 - Creating a supportive and safe learning environment
 - Developing accommodations for students with special needs
 - Communicating with peers, parents and community
 - Building collaborative partnerships
 - Engaging in professional development
 - Exhibiting professional behavior and dispositions

20. Which of the following mentoring techniques do you use as a cooperating teacher?

	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
a) General verbal feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Verbal lesson plan feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Written lesson plan feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Modeling behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Co-teaching with student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Provide opportunities for experimentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Written Observations(s) feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Email exchanges w/field experience student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Do you see yourself as a teacher educator?

- Yes
- No

23. If yes to #22, by whom?

- Students
- Supervisors
- Both

22. Do you believe cooperating teachers should be assessed?

- Yes
- No

Comments about your mentoring experience: _____

Thank you for your input. The information you have provided will enable William Paterson University's Department of Education to better serve the cooperating teacher's needs and provide direction for the placement of our student teachers. All information will be kept confidential.

Please return this form in the enclosed self-addressed envelope provided for your convenience.

**OFFICE OF FIELD EXPERIENCES
WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY 07470**

STUDENT EVALUATION OF THE PRACTICUM EXPERIENCE

- | | | | | |
|---------------------------------|----------------------------------|-------------------------------|--|--------------------------------------|
| Semester | <input type="radio"/> Undergrad | <input type="radio"/> Art | <input type="radio"/> K-5/SPED | <input type="radio"/> Music |
| <input type="radio"/> Fall | <input type="radio"/> Post-Bac | <input type="radio"/> P-3 | <input type="radio"/> K-12/SPED | <input type="radio"/> Phys. Ed. |
| <input type="radio"/> Spring | <input type="radio"/> MAT | <input type="radio"/> P-3/K-5 | <input type="radio"/> English | <input type="radio"/> Science |
| <input type="radio"/> Summer I | <input type="radio"/> Visiting | <input type="radio"/> K-5 | <input type="radio"/> Foreign Language | <input type="radio"/> School Nurse |
| <input type="radio"/> Summer II | <input type="radio"/> In-Service | <input type="radio"/> K-5/5-8 | <input type="radio"/> Math | <input type="radio"/> Social Studies |
- Prof. Dev. School = Yes No**

Student's Name _____ Grade Level/Subject _____
 Cooperating Teacher _____ School _____
 Supervisor _____ District _____

Directions: Darken the ovals completely – Do not X or check ✓.

1. (a) Number of days spent in practicum: _____ (b) Number of days absent: _____
2. As part of this field experience, the practicum student engaged in the following activities:
 (Please fill in only those that apply)

KNOWLEDGE

- Planned complete lessons
- Encouraged cooperative learning and social interaction
- Corrected tests/homework

UNDERSTANDING

- Checked attendance
- Conducted opening exercises
- Tutored individual students
- Helped in emergencies
- Attended department meetings and/or Child Study Team Meetings.
- Engaged in extracurricular student activities at the school.

APPLICATION

- Taught small group using lesson plans
- Taught large group using lesson plans
- Used a variety of classroom management techniques
- Planned/constructed bulletin boards
- Used an array of audiovisual and/or specialized materials/equipment
- Incorporated technology into lessons
- Observed/participated in parent conferences
- Observed other teacher(s)
- Other (Please be specific)

Darken the ovals completely. Do not X or ✓ the circle. 5 = Strongly Agree, 1 = Strongly Disagree

	5	4	3	2	1
I felt safe in the school: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the school was supportive: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the cooperating teacher was supportive: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the cooperating teacher was collegial: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Return Original Pink Form to the Office of Field Experiences. Please Xerox copy for your records

3. The most important things I learned during this practicum experience were: _____

4. The most important contributions I made to the classroom and school to which I was assigned were _____

5. This experience contributed to my growth as a teacher by _____

6. The following recommendations might have improved my field experience _____

7. Additional comments: _____

DATE OF REPORT

STUDENT SIGNATURE

PLEASE SUBMIT THIS FORM TO YOUR PRACTICUM SUPERVISOR OR TO THE OFFICE OF FIELD EXPERIENCES, VALLEY ROOM 3108, DURING YOUR LAST WEEK OF PRACTICUM

Return Original Pink Form to the Office of Field Experiences. Please Xerox copy for your records

William Paterson University
Office of Field Experiences
300 Pompton Road, Wayne, NJ 07470-2103
973-720-3132/2108/2109 - Fax: 973-720-3503 - www.wpunj.edu

Special Case in Field Experience: Preparing Inquiring Educators

This report may be filed in a variety of circumstances but must be filed if the mid-term score for a practicum/student teacher is less than 60 mid-semester.

Concerns for or by a field experience student may be instructional or non-instructional. Instructional concerns may include lack of content knowledge or insufficient classroom skills. Non-instructional concerns may include lack of professionalism, lack of motivation, health problems, economic problems, communication difficulties, interpersonal relations, or other attitudinal issues or values.

Notification:

As early in semester as possible:

1. Student, cooperating teacher and supervisor confer to discuss area(s) of concern. Conference needs to be documented in writing.
2. Provide and evaluate progress within two (2) weeks of conference. If adequate improvement is indiscernible, a written declaration is filed with the Office of Field Experience and copies distributed to student, cooperating teacher, department advisor, supervisor, and field site principal/administrator.

Remediation:

1. Identify area(s) in need of improvement.
2. Suggest strategies to strengthen/overcome identified problem area(s).
3. Identify resource person and/or persons responsible for implementing improvement strategies.
4. Establish specific time line(s) for demonstrated improvement in identified area(s).
5. Complete and file Special Case Form with Office of Field Experience.

Alternatives:

- ★ If remediation goals are not met, appropriate action will be taken

**CONTEXTUAL FACTORS JOURNAL:
PRACTICUM AND STUDENT TEACHING***

Journaling has a critical role to play as you move through your field experiences. Journaling provides opportunities for you to reflect on the contextual factors of the school, and your understanding of the occurrences that you observe; it is not a repository for minute-to-minute recording of incidents. Further, journaling promotes your ability to reflect on your experiences in and out of the P – 12 classroom, and to share your impressions of the events in which you engage with faculty who are entrusted with your guidance and supervision.

WHEN?	NATURE OF THE ACTIVITY	OFE Comp. #
Throughout	Your goal is to openly and <u>candidly express what you see and feel</u> – what worked, why it <u>worked and what didn't work</u> and how it might have been done differently. Reflect on the <u>professionalism</u> you observe among colleagues working together and/or with parents, paraprofessionals, CST members and reflect on your knowledge of <u>child development</u> and your own professional <u>dispositions</u> .	9, 10, 11, 12, 18
Week 1 – 2	Write about <u>community and school factors</u> such as the stability of the neighborhood, socio-economic factors, race/ethnicity (diversity factors), political climate and support for education, and the instructional implications for you as an educator.	8, 19
Week 3	Write about <u>classroom factors</u> such as the organization and safety of the classroom environment, class rules and routines, instructing individually and in small and large groups, availability and use of technology resources, classroom management, equitable treatment of students, and the instructional implications for you as an educator.	1, 13, 14, 15, 20
Week 4 – 5	Write about <u>student characteristics</u> such as age, gender, culture, language, learning styles, special needs, skill levels and experiential background, and the assessment and instructional implications for you as an educator.	1, 6, 7, 8,
Week 6 – END OF THE EXPERIENCE	<p>During the remainder of the field experience, reflect on ways in which the following components of the instructional process were implemented in your setting – either by the classroom teacher or by you. If you do not observe a particular component, ask yourself why. In all instances, consider the impact on learners.</p> <ul style="list-style-type: none"> ◆ Pre-assessment to assure instruction at appropriate levels ◆ Planning for instruction ◆ Instructional management <ul style="list-style-type: none"> ○ Critical thinking ◆ Adaptations for learners with special needs [gifted → impaired] ◆ Content knowledge ◆ Assessment of student learning ◆ Classroom management ◆ Technology ◆ Dispositions; Acting on feedback from supervisors <p>*The quality of your journal will in part determine the evaluation of items 10 and 11 on your Interim and Final reports.</p> <p>Draft-OFE-7/14/09</p>	5 4, 6, 1 16, 17 . 1, 7 2, 3 5 12, 14, 15 20 9, 10, 11 .

USEFUL TELEPHONE NUMBERS

COLLEGE OF EDUCATION

Dean's Office	720-2138
Certification	720-2139
Applications, Praxis and Graduate Information	720-2139
Undergraduate Admissions	720-2139
Office of Field Experiences	720-2108/2109/3132/3529
Director	720-2109/3529
Honorariums, Professional Development hours and Travel Reimbursements	720-2108
Placements	720-3132
Mantoux and Substitute License	720-2109
Elementary/Early Childhood	720-2331/23210
Exercise and Movement Science	720-2362
Middle Level/Secondary	720-2120
Music	720-2315
Special Education & Counseling	720-3010

OTHER

Career Services.....	720-2282
Office of Graduate Studies	720-2237
Registrar's Office	720-2305

