

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION
POLICIES AND PROCEDURES**

POLICY 2.1 FIELD EXPERIENCE REQUIREMENT

All undergraduate and post-baccalaureate teacher education candidates seeking an initial certification at William Paterson University are required to successfully complete at least one practicum experience as well as a full semester of student teaching and seminar.

POLICY 2.2 FIELD EXPERIENCE PLACEMENTS

Academic departments and Office of Field Experience share responsibility for recommending and assigning placements for teacher candidates. All teacher candidates must have a range of diverse school experiences. A variety of field experiences will be provided within each program. Teacher candidates can not be assigned to a cooperating school which they have attended, a district in which a relative is employed or a district in which they work or live.

All placement contacts with school districts must originate from the Office of Field Experiences. College placements with school districts are contracts. Teacher candidates cannot contact a district to initiate a placement. After a school district accepts a teacher candidate, the candidate is expected to honor the contract. Teacher candidates may only postpone applications for two semesters following completion of course work. A written request for postponement is required.

Placements are made in the teacher candidate's major field in a public (or approved private) school district. Students share responsibility for successful placements. In the event an interview is requested it is the responsibility of students to prepare for and successfully present themselves. After three unsuccessful interviews students must defer their application to the subsequent semester.

Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Union. This policy is enforced to ensure the availability of a college supervisor. Limited placements may be made in other counties under special circumstances. All placements are contingent on school district acceptance and university supervisor availability.

POLICY 2.3 DESCRIPTION OF DIVERSE PLACEMENTS SITES FOR COLLEGE OF EDUCATION OF WILLIAM PATERSON UNIVERSITY

“Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers.” (*Professional standards for the accreditation of schools, colleges and departments of education*, 2002, p. 31)

Determination of specific placements will be based on this NCATE definition and District Factor Grouping (DFG). Based on the DFG, a minimum of one placement must be a district with DFG of A, B, C/D, or **Wharton or Englewood**. Since DFG groupings change annually, the Office of Field Experiences will use the most recent iteration for future placements.

POLICY 2.3a OBSERVATION AND TUTORING

All placements for twenty hour observation and tutoring must be in urban Professional Development Schools. Students must apply through the Office of Field Experiences and may NOT contact districts on their own.

POLICY 2.4 ACCEPTANCE TO THE PRACTICUM EXPERIENCES: INITIAL CERTIFICATION AT THE UNDERGRADUATE AND THE POST-BACCALAUREATE LEVELS

In order to be eligible for the junior field experience(s), a teacher candidate must have the following prerequisites:

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 (or 3.0 for post-baccalaureate) at the close of the semester immediately preceding the practicum experience.
 - b. **A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.**
 - c. A minimum of 60 credits completed at the time of application for practicum at the undergraduate level.
 - d. Completion of all requirements based on the freshman basic skills tests in reading, writing, and mathematics, and the successful completion of English 110 Writing Effective Prose, prior to admission to the teacher education major at the undergraduate level.
 - e. An analysis of speech patterns and if applicable, problem diagnosis and remediation.
 - f. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.

3. a. Submission of the Practicum Application, including a biographical data form.
- b. Current NJ substitute license and documentation of negative results on Mantoux Test to the Office of Field Experiences latest three (3) months in advance of the field experience semester.

**POLICY 2.5 ACCEPTANCE TO STUDENT TEACHING INTERNSHIP
(EDUC 414, 415, 514, and 518)**

In order to be eligible for student teaching, a teacher candidate must have the following prerequisites:

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 (or 3.0 for EDUC 514 and 518) at the close of the semester immediately preceding the student teaching experience.
 - b. A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.
 - c. Satisfactory completion of all preliminary field experiences and courses required in the program.
 - d. A minimum of 84 credits completed at the time of application for student teaching at the undergraduate level.
 - e. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, **and requirements to pass the Praxis.**
3. a. Submission of the Student Teaching Application, including a biographical data, to the Office of Field Experiences no later than one year preceding the academic semester of the internship for the following Fall or Spring semesters.
- b. Current NJ substitute license, documentation of negative results on Mantoux Test and Praxis scores must be submitted to the Office of Field Experiences latest three (3) months in advance of the field experience semester.

**POLICY 2.6 ACCEPTANCE TO IN-SERVICE SUPERVISED TEACHING AND SEMINAR
(EDUC 565 AND EDUC 566)**

Teacher candidates eligible for In-Service Supervised Teaching and Seminar (EDUC 565 and EDUC 566) must be accepted into the post-baccalaureate program, have completed all courses in the certification program, including practicum, and must have a minimum GPA of 3.0. Prior application with the Office of Field Experiences is required, with approval of the principal of an approved school and the recommendation of the appropriate department chair (or designee).

Candidates' assignment will be dependent upon (1) acceptance into the certification program; (2) approval by the department chair (or designee) of the department responsible for certification, and (3)

adherence to the following standards:

1. Meet cumulative grade point average requirements at the close of the semester immediately preceding student teaching.
2. Methods courses required in the program, and practicum.
3. Minimum of 12 credit hours at WPU.
4. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of folio, specific skill tests or other standards deemed necessary for the particular program.

POLICY 2.7 APPLICATION DEADLINE and APPEALS

1. Teacher candidates must turn in applications for both practicum and student teaching one year in advance in accordance with announced deadlines.
2. Teacher candidates may appeal a decision about acceptance of their application for field placement. Upon the review of application materials and subsequent written recommendation of the department chair (or designee) all relevant materials should be submitted to the Office of Field Experiences. Teacher candidates will be placed on a waiting list.
3. Pending Placement of Teacher Candidates
Teacher candidates on the waiting list cannot be guaranteed a placement. When registering for classes, students should not sign up for the field experience and its attendant courses, but should make arrangements to take other courses. Teacher candidates on the waiting list will be placed if one of the following conditions exists: cancellations occur or open-ended placement possibilities arise in districts.

No *field experience* placements, for whatever reason, can be requested after the first day of the semester of the requested field experience.

POLICY 2.8 PRACTICUM STUDENT RESPONSIBILITIES/QUALIFICATIONS

Practicum Students

Practicum students are expected to regard their assignment as a full semester, one or two day responsibility during which they are required to work all hours of each school day for the entire experience. Practicum students follow the same teaching schedule as the cooperating teacher. Employment and other outside activities must be reduced to a point where the student is not unduly fatigued, and which permits ample time for conferences with the cooperating teacher, thorough daily preparation, and appropriate participation in relevant school programs. Teacher candidates are expected to arrive and leave in accordance with professional schedules. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience.

Practicum students will need to keep a reflective journal of their experiences in the assigned school. It

shall contain, for example:

- attendance, dates and time;
- observations;
- written lesson plan(s) and self-evaluation;
- reflection on instructional experiences as well as interactions with students/cooperating teacher/supervisor.

POLICY 2.9 STUDENT TEACHING RESPONSIBILITIES/QUALIFICATIONS

Student Teachers

Student teachers are expected to regard their assignment as a full semester, full-time responsibility during which they are required to work all hours of each school day for the entire experience. Student teachers will follow the same teaching schedule as the cooperating teacher. Employment and other outside activities should be reduced to a point where the student is not unduly fatigued, and which permits ample time for conferences with the cooperating teacher, thorough daily preparation, and participation in the whole program of the school. Student teachers should not request to leave early or to be absent from the cooperating school during this semester. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience. All teacher candidates enrolled in student teaching may register for no more than one course (3 or 4 credits) beyond student teaching and the student teaching seminar.

Student teachers will need to keep a reflective journal of their experiences in the assigned school. It shall contain, for example:

- attendance, dates and time;
- observations;
- written lesson plans and self-evaluation;
- reflection on instructional experiences as well as interactions with students/cooperating teacher/supervisor.

POLICY 2.10 PRACTICUM/STUDENT TEACHING ATTENDANCE POLICY

During the student teaching assignment, the teacher candidate is allowed three documented, unavoidable absences. During Practicum only one absence is allowed. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor. Student teachers do not take William Paterson University's spring break.

If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester) or one day of practicum and if the explanation for absences is acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, a teacher candidate may be permitted a makeup opportunity. If such a makeup is approved, that teacher candidate can make up the days missed at the end of the current semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the teacher candidate completes the work, the cooperating teacher and supervisor will be responsible for submitting revised reports so that a grade change can be processed. Emergency school closures and other non federal holidays must be made up by practicum students if total days of attendance fall below ten.

A. Internal Policy for Practicum Attendance

Absences: Days 1, 2, 3

During the practicum assignment, the student is allowed one documented, unavoidable absence. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6

If a practicum student misses four or more days and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the practicum student completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

Absences: 6 or more

If a practicum student misses 6 or more days without an official WD, that student will fail practicum for the semester and must reapply for an additional semester.

B. Internal Policy for *Student Teacher* Attendance

Absences: Days 1, 2, 3

During the student teaching assignment, the student is allowed three documented, unavoidable absences. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6

If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester), and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the student teacher completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

Absences: Days 6.5 to 25.5

If a student teacher misses more than 6 days but less than 26 days (approximately 1/3 of the semester), that student can take an incomplete for student teaching for that semester if certain arrangements can be made. The Office of Field experiences will work with the school district to see if that student can continue into the next semester (either January or June) to complete the days missed. The college supervisor and the cooperating teacher would have to agree to continue to supervise that student until the time is made up. When the student teacher completes the work, the cooperating teacher and supervisor will be responsible for submitting revised reports so that a grade change can be processed.

Absences: Days 26 or more

If a student teacher misses 26 or more days of student teaching without an official WD, that student will fail student teaching for the semester and must reapply for an additional semester. The Office of Field Experiences, in concert with the local district, will decide whether the student can student teach in the same school or will have to be assigned to a different school.

POLICY 2.11 AT RISK TEACHER CANDIDATES

Teacher candidates identified as in jeopardy of receiving a provisional pass or failing grade in practicum or student teaching must be observed by a full-time faculty member from the appropriate department or program within two weeks of notification of the problem by the Director of the Office of Field Experiences.

Teacher candidates who receive a failing grade or a provisional pass must meet with the Department

Chair or his/her designee to determine permission to continue in the program.

POLICY 2.12 REMOVAL FROM FIELD EXPERIENCE PLACEMENTS

The Office of Field Experiences, in concert with the appropriate academic department, can recommend removal of a teacher candidate from a placement if one or more of the following conditions exist:

- unexcused absences for two (2) weeks;
- inability to function appropriately leading to dismissal by cooperating school;
- lack of appropriate performance and/or persistent negative behavior;
- unethical behavior; and/or
- any other inappropriate or unprofessional behaviors.

POLICY 2.13 REPEATING FIELD EXPERIENCE PLACEMENTS AND/OR SEMINAR

Placements

Teacher candidates may repeat their field experience once if they do not complete it for one of the following reasons:

- are requested to withdraw by the school district or college supervisor because of poor performance;
- have urgent health reasons;
- have urgent family circumstances or other extenuating circumstances;
- do not receive a grade of “pass” upon completion of field experience.

In order to repeat a field experience, teacher candidates must:

- have permission from the Director of the Office of Field Experiences, in consultation with the college supervisor and other appropriate department faculty;
- complete the field experience within a two-year period from the date of withdrawal or the date of receiving a grade of “fail”;
- agree to follow any recommendations for improvement emanating from the program offering certification.
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Teacher candidates who fail a field experience must re-register for and repeat any seminar class that is offered in conjunction with field experience. Teacher candidates repeating field experiences will be assigned a full-time William Paterson University faculty supervisor.

If removal is the result of unethical conduct, criminal activity, extreme incompetence or professional dispositions unbecoming an educator, as stated in the NEA, CEC or other accepted professional codes of ethics, the student may be denied the opportunity to repeat the field experience.

Seminar

Teacher candidates who fail seminar but pass a field experience must repeat that seminar during the next semester in which it is offered. If the seminar grade is included with the field experience grade, the student will receive an “IN” (incomplete) grade for field experience/seminar. Once the teacher candidate has successfully completed seminar, the student notifies the instructor who then will submit a change of grade form.

POLICY 2.14 MISCELLANEOUS POLICIES

College Supervisors

Supervisors of practicum students and student teachers must have Masters Degrees and be certified in the areas in which they supervise (or as supervisors under certain circumstances).

- A. Practicum
Practicum observations and seminars are determined on a department or program basis. There is a Final Report in which the college supervisor considers the Cooperating Teacher's Report and his or her own evaluation in assigning practicum students a grade of Pass, Fail or Incomplete.
- B. Student Teachers
Supervisors are required to observe student teachers every other week, or a minimum of eight (8) times. College supervisors are required to complete an Interim Report and a Final Report. The Interim Report does not become part of the student teacher's permanent record. The Final Report, in which the college supervisor considers the Cooperating Teacher's Report and his or her own evaluation, becomes an important document that is used by the Office of Certification for certification eligibility. The college supervisor assigns a student teaching grade of Pass, Fail, or Incomplete.

Cooperating Teacher: The cooperating teacher must be fully certified, have at least three years experience as a teacher and meet the Office of Field Experience recommended criteria for selection of cooperating teachers.

Substituting: Some school districts may wish to use very competent student teachers as substitutes whenever a regular teacher is absent. However, the college must take the position that none of its student teachers can be assigned as a substitute, with or without compensation. The essential purpose of the student teaching program is to provide learning experiences for the pre-service teacher under the guidance of a certified and experienced teacher. The use of student teachers as substitutes is inconsistent with this purpose and is of questionable legality.

Policy 2.15 VISITING STUDENT TEACHERS

The College of Education only accepts visiting student teachers from other NCATE approved institutions for guest placements where the students are in good standing.

The following criteria must be in place for acceptance. A visiting student teacher must:

- Have a minimum cumulative GPA of 2.75 from an accredited NCATE institution
- Submit a letter of recommendation from his/her academic department/university
- Be interviewed by the Director of Field Experiences
- Submit a completed application for Visiting Student Teacher
- Complete a WPU field placement application
- Register for student teaching at the sending institution
- Make payment of fees to Office of Field Experiences, William Paterson University for supervision, cooperating teacher, supervisor travel and other costs by August 1st for Fall semester placement or November 1st for Spring semester placement.

Source

National Council for Accreditation of Teacher Education. (2002). *Professional standards for the accreditation of schools, colleges and departments of education*. Washington DC.