

# Welcome to the Elementary, Early Childhood, and Special Education Programs

College of Education & Human Services  
Seton Hall University

*Nationally Recognized by ACEI-The Association for Childhood Education International*  
*Nationally Recognized by CEC-The Council for Exceptional Children*  
*Nationally Accredited by NCATE-National Council for Accreditation of Teacher Education*

Congratulations on your decision to join the profession of teaching! We believe that teaching is more than a job; it is a life-long passion to share the wonder of learning with others. As a member of the teacher preparation programs at Seton Hall, you will have the opportunity to learn the theories, practice the skills, and display the dispositions associated with teaching. When you graduate, you will have completed a rigorous program preparing you to be a **competent, socially conscious, reflective professional**. This is our College vision for all those who finish our programs in teacher and leader preparation.

Our education program is part of a larger department known as Educational Studies. The department houses all the undergraduate programs dedicated to teacher preparation. Reflecting what goes on in schools, there are collaborative relationships between several of the programs, such as an integrated track of study for elementary and special education.

All teacher preparation programs in the college are based on the goal of producing candidates with the following proficiencies:

## **COMPETENCE**

- A. The candidate possesses the principles and facts associated with his/her content area.
- B. The candidate knows the theories of teaching and learning.
- C. The candidate knows and can demonstrate the skills associated with organization and management.
- D. The candidate can demonstrate the translation of theory to practice.
- E. The candidate can demonstrate approaches to effective collaboration.
- F. The candidate knows and can use communication and interpersonal skills in a range of settings.
- G. The candidate knows and can build connections with parents, the school, and the community.
- H. The candidate knows and can collect, analyze, and interpret data.
- I. The candidate knows and can apply the state core curriculum standards and professional standards for planning instruction.

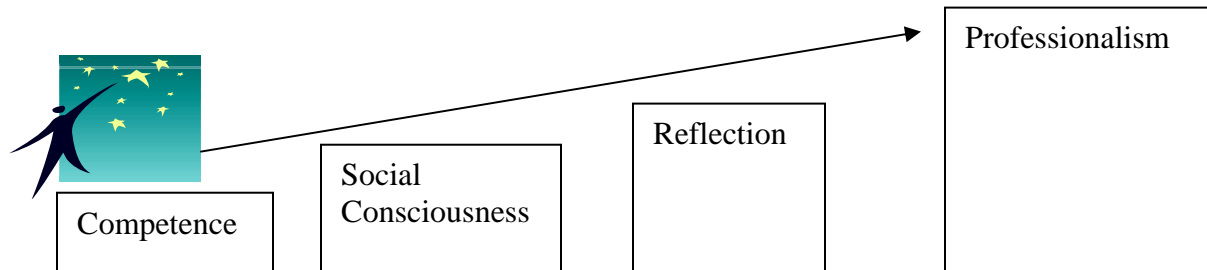
## **SOCIAL CONSCIOUSNESS**

- J. The candidate is committed to stewardship that promotes a positive learning environment for all students.
- K. The candidate is knowledgeable about diversity and demonstrates respect and valuing of difference.
- L. The candidate understands the range of educational options for diverse learners and can apply the appropriate strategies, methods, and materials

## **REFLECTION**

- M. The candidate knows and uses introspection, self-awareness and risk taking as evaluative tools for the continued growth and development of his/her teaching.

Through knowledge, the ability to apply it appropriately, the valuing of difference, and a willingness to practice introspection, our candidates will be well-rounded individuals able to work in many settings with many different people.



## **The Elementary, Early Childhood & Special Education Programs:**

The integrated elementary/special education program at Seton Hall allows candidates to earn teacher certification in (i) elementary education; (ii) subject area specialization and teaching endorsements in (iii) special education, and (iv) early childhood education. Field work is an integral part of the program and is related to the state certification requirements. In order to achieve certificates in the areas listed above, candidates must have experience in each of the areas. Faculty work closely with the Office of Field Placement and Supervision to meet the program and certification needs of each candidate.

All students must take the following classes under: (i) Educational Studies; (ii) General Education; (iii) Arts and Sciences, and (iv) a second core curriculum content major:

### **Courses under EDST (Department of Educational Studies)—30 credits**

EDST 1001	Introduction to Teaching
EDST 2001	Life in Inclusive Classrooms
EDST 4000	Child Development and Curriculum
EDST 2004	Early Literacy for All Children
EDST 3005	Literacy Across the Curriculum
EDST 2005	Teaching Math in the Diverse Classroom
EDST 2006	Teaching Science in the Diverse Classroom

EDST 3003 Teaching Social Studies in the Diverse Classroom  
EDST 4001 Clinical Practice Seminar (6 credits)

**Courses under General Education:--18 credits**

**Group 1: CPSY (Professional Psychology and Family Therapy)—19 credits**

CPSY 1001 Diverse Learners and Their Families, Part I  
CPSY 1002 Diverse Learners and Their Families, Part II  
CPSY 100X Children's Health and Safety (1 credit)\*  
CPSY 2101 Learning Disabilities  
CPSY 2102 Autism and Developmental Disabilities  
CPSY 3103 Assessment  
CPSY 3104 Special Education Strategies in the Content Areas\*

\*\*Running for the first time in Spring 2010

**Group 3: Arts and Science—39 credits**

Signature I: 3 credits (Journey of Transformation, 1101)  
Signature II: 3 credits (Christianity and Culture in Dialogue, 2101)  
Signature III: 3 credits (Engaging the World)  
English: 9 credits (English 1201, 1202, Literature Course)  
Math: 6 credits (Math Perspectives I and II or Statistics)  
Science/History: 9 credits (BIOL 1101, HIST 1301, choice)  
Art or Music: 3 credits  
BMIE 1001 or 3700: 3 credits

\***Core Curriculum Content Major:** range of 36-54 credits depending upon major choice

\*\*Majors that allow candidates to teach above 5<sup>th</sup> grade: English, History, World Languages, Science, Math, Fine Arts (all other majors allow candidates to teach from K-4).

**Academic Requirements:**

All candidates in education must maintain a GPA of 2.75 or higher. In addition, all candidates must pass their required education courses (EDST and CPSY designated courses) with a grade of C or higher. If a candidate receives a grade lower than a C, he or she must repeat the course. All education courses must be completed prior the start of senior teaching (EDST 4001).

**Praxis Exams and Certification:**

All education majors must PASS the Praxis II exam associated with their primary major in order to begin their senior teaching. For elementary/special education majors, the required Praxis II test is the "Elementary Content Knowledge Exam" (Test #0014). Information about the Praxis exam is provided each fall and spring at the required convocation meetings held by the field office. In addition, academic advisors have information regarding Praxis tests.

During the senior seminar candidates receive information about the state application for teaching certification(s). Dr. Manina Urgolo Huckvale, Associate Dean of the College of

Education and Human Services, is responsible for certification and works closely with seniors about the application process. She can be reached at: [manina.huckvale@shu.edu](mailto:manina.huckvale@shu.edu) (973) 761-9399.

Elementary, Early Childhood, and Special Education majors apply for their elementary, special education and early childhood certificate at the time of graduation. The elementary certificate is considered the primary certificate upon which additional certificates may be added (such as early childhood and special education). If a candidate majored in a teaching area from Arts and Sciences (English, math, history, science), he or she may apply for an additional instructional certificate after graduation once the elementary certificate has been received from the state. Information about the process and paperwork will be provided during the senior seminar.

### **Essential Skills for Teaching:**

The Department of Educational Studies has developed the following list of what are considered essential skills to successfully develop and manage the daily responsibilities associated with teaching. All candidates within the college are expected to possess and display these essential skills. If candidates are not able to maintain and continuously display these skills across their field placements and course work, referral to the College Retention Committee for possible intervention and/or dismissal may occur.

# Professional Behavior & Positive Dispositions

## Cognitive Skills:

- ✓ Ability to think and ask questions at high levels of thinking (including metacognition)
- ✓ Ability to think on one's feet
- ✓ Ability to reflect and modify lessons as needed
- ✓ Ability to master & meaningfully apply content

## Communication Skills:

- ✓ Communicate in succinct & concise manner (orally and in writing)
- ✓ Demonstrate above average skills in reading & writing
- ✓ Interact effectively with people of diverse backgrounds



## Human Relations Skills:

- ✓ Show care and respect for oneself and others
- ✓ Effectively interact with others
- ✓ Collaborate with peers
- ✓ Demonstrate patience

## Health Management Skills:

- ✓ Possess a state of physical, mental, and emotional health that allows one to maintain optimum performance in regularly scheduled activities (college classes & field experiences)

## Managerial Skills:

- ✓ Manage classroom, students & lesson presentations
- ✓ Organize paperwork, priority of tasks, and time.

## Educational Studies Professional Code

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

- (1) **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- (2) **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- (3) **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- (4) **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
- (5) **Dress code:** candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall. (See the College of Education & Human Services field guide for more information.)
- (6) **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

## Benchmarks for Education Majors

### Entrance

All candidates interested in education are invited to begin the major when they enter the university. Candidates may continue in the program if they maintain a GPA of 2.75, complete the required courses and products, and successfully complete field experiences. (Successful completion of a field placement entails more than fulfilling the hours associated with it. See an expanded description under the Field Experience section.) A grade of C or higher is required in each required education course. If a candidate earns less than a C he or she must retake the course prior to senior teaching.

After completing 6 credits, usually at the end of freshman year, candidates meet with an academic advisor in their chosen education program for a review of requirements beyond that point and the professional aspects of teaching in that specific area. This generally occurs during the spring registration period for the following fall.

**\*\*If a GPA falls below 2.75, candidates are placed on probation for one semester and not permitted to take any education courses or do any field work. If the GPA does not rise above 2.75 at the end of that semester, the candidate is dismissed from the College of**

Education and Human Services. **He/she is NOT dismissed from the university and advisement is provided to guide the candidate to another major. Candidates may reapply to the college if their GPA reaches 2.75 again.**

### **Transition**

Prior to the start of senior year, in order to begin senior clinical practice, candidates must have (i) a GPA of 2.75 or higher; (ii) all education courses are completed and passed with a grade of C or higher; (iii) fieldwork has been successfully completed, and (iv) the candidate has passed the Praxis exam associated with their primary education major.

### **Exit**

Candidates complete the program when they: (i) successfully complete their senior clinical practice; (ii) have maintained a GPA of 2.75 or higher, and (iv) completed their Teacher Work Sample.

## **Academic Advisement**

When you are admitted to Seton Hall as a freshman you are accepted into an advisement and orientation program known as Freshman Studies. Through Freshman Studies, candidates receive information about the campus, daily life, technology use and support, community opportunities, and academic issues. The program is housed in Mooney Hall and is run under the leadership of Dean Tracey Gottlieb.

As a freshman, you receive your academic advisement from the mentors in the Freshmen Studies program, but contact with Educational Studies faculty is a common event. Through courses in education, as well as posted advisement periods for course registration, freshmen are encouraged and welcomed by Educational Studies faculty to become active members in the college early on. If a freshman (or transfer student) would like to meet with a faculty member in his/her education major for academic information, he/she should contact the program directors listed on the prior page.

After freshman year all education majors have an assigned advisor within their education and content majors. During the academic year, fall and spring semester, it is important for majors to meet with their advisors at least twice to discuss future course registration and program up-dates. Advisors will not give majors their "PIN" numbers for electronic registration without having had a face-to-face appointment.

### **Contact:**

Every candidate and faculty member on campus has an e-mail address that follows a similar pattern:

firstname.lastname@shu.edu

## **College Organization**

The College of Education and Human Services is comprised of three departments: (i) Educational Studies; (ii) Education Leadership, Management, and Policy, and (iii)

Professional Psychology and Family Therapy. **As a candidate in our teacher preparation program, you are affiliated with the Department of Educational Studies.**

The College is run by a Dean and two Associate Deans.

**Dean: Joseph De Pierro, Ed.D.**

Associate Deans: Charles Mitchel, Ed.D. & Manina Huckvale, Ed.D.

Location: Dean's Suite, 4th Floor of Jubilee Hall  
Hall, (973) 761-9668

Educational Studies contains the following programs: (i) Elementary, Early Childhood and Special Education and (ii) Secondary. On the graduate level there are programs in teacher certification (EPICS), professional development, education media specialist, and instructional technology. The department is run by a chairperson.

**Chairperson: William McCartan, Ed.D.**

Location: 4th Floor of Jubilee Hall, Room 411.

Each *educational program within Educational Studies* is managed by a program director.

Elementary Program Director: Debra Zinicola, Ed.D.

Secondary Program Director: Roberta Devlin Scherer, Ph.D.

Special Ed. Program Director: Grace May, Ph.D.

Location: 4th Floor of Jubilee Hall.

Department Secretary: Miss Nancy Waddell

## Resources

There are many resources available for candidates to find out more about the College of Education and Human Services. One of the best places to start is the **College webpage** at: <http://education.shu.edu> A Google search is available to locate topics affiliated with this webpage.

Linked to the same opening webpage is our accreditation information. The College of Education and Human Services is nationally accredited through NCATE (National Council for the Accreditation of Teacher Education)

Program information for elementary, early childhood, and special education, as well as secondary education, is also available at this site. Course requirements and other program issues are provided.

### **Curriculum Library:**

There are teaching materials, curriculum guides, software and a wide range of children's literature available in the university library on the main floor. This area, known as the curriculum library, is located next to the large reading space that looks out over Duffy Hall and the University Bookstore.

**Learning Resource Center:**

A regional center with a wide range of materials, resources, and workshops for teachers is located at 7 Glenwood Ave, Suite 404, East Orange. This center is approximately 2 miles from campus. (973) 395-4677.

**NJ Department of Education:** The following web page helps educators keep up-to-date on schools, curriculum, certification, and special topics associated with education in New Jersey. [www.state.nj.us/education](http://www.state.nj.us/education)

## **Field Placement Information**

Most education classes have a field component. The dynamic aspect of this component requires that **all education majors are placed in at least one urban, one suburban, one public, and one private/parochial setting.** For four semesters, candidates participate in experiences for designated periods of time with the goals of studying schools, curricula, teaching, learning, and child development. In the senior year, candidates undertake a clinical practice for an entire semester (required by NJ law).

**ESSENTIAL TERMINOLOGY:**

- **Internship:** This refers to the required 8 week field placement each candidate completes during both semesters of sophomore and junior year. The Office of Field Placement and Supervision locates the internship placements for candidates.
- **Senior Clinical Experience:** This refers to the fifteen weeks of full time teaching candidates complete during their senior year. A seminar course is taken in conjunction with the clinical experience.
- **Field Convocation:** Twice each year (sophomore and junior year, once during senior year) candidates are required to attend meetings run by the Office of Field Placement and Supervision. Information about the school where candidates will be placed, the name of the assigned university supervisor, and updates in education programs is provided.
- **University Supervisor:** This is a person hired by SHU to visit interns (sophomores and juniors) at least once a semester. They complete the same field evaluation form as cooperating teachers. Seniors receive at minimum eight visits by their university supervisor.
- **Cooperating Teacher:** This refers to teachers who mentor our candidates in their classrooms. They complete a field evaluation form at the end of the semester for sophomores and juniors. Seniors receive a midterm and final evaluation from the cooperating teacher.
- **Advisor:** Your academic advisor at Seton Hall provides you with information about your program and course of study.
- **Methods courses:** These are required elementary education courses that prepare candidates to teach specific content such as science, social studies, math, and language arts. Field internships occur at the same time as these courses to offer candidates the opportunity to apply what they learned in class.

- **On-Site Courses:** This refers to a methods class taught at a public or private school while the same candidates complete their internship at the location. Opportunities to participate in on-site courses are announced at least one semester in advance by faculty and the field office.
- **PDS:** A professional development school is a district/group of schools where a teacher training program collaboratively teams to develop future teachers, support on-going learning of practicing teachers, and research. We have a joint PDS relationship with Cranford School District and the Lafayette Street School in Newark.
- **TWS:** The Teacher Work Sample is a culminating project completed during the senior clinical practice in conjunction with the seminar course. Candidates must complete a TWS in order to meet all the requirements for graduation from education.

What marks a field placement as successful?

1. Fulfill the hourly obligation.
2. Fulfill the teaching requirements associated with each placement (e.g. two lessons)
3. Receive satisfactory evaluations from the cooperating teacher and supervisor to advance to the next placement.
4. Demonstrate the essential skills required by the college to be a teacher as well as adhere to the professional code (both listed in this booklet).

What marks a field placement as unsuccessful?

1. Failure to meet the above criteria.

**Placements:** Placement for field experiences and clinical practice are the responsibility of the Office of Field Placement and Supervision.

- ✓ Candidates are not permitted to make field placements with school officials.
- ✓ Candidates will not be placed in schools they have attended, where relatives teach or are administrators, where family members attend, or family members are representatives on the board of education.

**Director of field placement and supervision:**

Professor Deborah M. Sanchez, Jubilee Hall, 427 (973) 275-2010

Secretary: Barbara Cooley, Jubilee Hall 435 (973) 761-9749

**Application deadlines for field placements**

(forms on CEHS website: [education.shu.edu](http://education.shu.edu))

<b>Field Experience</b>	<b>Clinical Practice</b>	<b>Summer Placement</b>
Sept 15th for spring semester	Dec 1 for following fall	January 15 <sup>th</sup> for upcoming summer.
Feb 1st for fall semester	April 1 for following spring	

**Application deadlines for certification:** Candidates must submit this paperwork prior to graduation in order to become a certified teacher:

<b>May Graduation</b>	<b>Due: March 31</b>
<b>August Graduation</b>	<b>Due: July 15</b>
<b>December Graduation</b>	<b>Due: October 31</b>

**Contact Information for Certification:**

Dr. Manina Huckvale, Associate Dean  
 (973) 761-9399; [Email-huckvama@shu.edu](mailto:Email-huckvama@shu.edu)  
 Jubilee Hall, 4<sup>th</sup> floor, Dean's Suite

**Location of field placements**

The College of Education and Human Services has established strong working relationships with schools and districts near the university. In particular, the college has established a Professional Development School relationship with Cranford Public Schools, and partnerships with seven other public and private schools. Field placements and senior clinical practice experiences occur within these settings and other schools nearby with an established connection to our program and educational goals. The goal is to have all candidates experience a range of educational settings through public, private, urban, and suburban sites. In addition, an opportunity to directly teach your content area will be included in one of the field placement settings.

Field internships and senior clinical practice take place within a forty-five minute radius of the university. The rationale for this is that candidates must be able to return to the university to attend early afternoon classes and faculty supervisors must be able to visit candidates as well as teach within a single day. Requests for placements outside of this radius: (i) prevent candidates from participating in our partnership and professional development schools, and (ii) make locating an appropriately trained supervisor difficult.

**Transportation to field placements**

Candidates are responsible for their own transportation to and from field experiences and the senior clinical practice. Candidates may not transport students from their field placements to school events, field trips, or other activities in your own car or any other vehicle.

### **Supervision, schedules, and attendance**

Candidates are observed in their field placements and clinical experience by trained supervisors. Either full time faculty or individuals with extensive experience with teaching and administration serve as supervisors. Workshops are held twice a year to continually develop the quality and goals of supervision.

In order for supervisors to know when you will be available for a visit, it is imperative that candidates submit their field experience schedule at the end of the first week in the field. This schedule reflects your time at the school, not your schedule at the university. Failure to turn this schedule in means your supervisor will not visit you and the experience will not count.

Candidates align their field placements to their class schedule at the university, e.g., if you have class on Monday and Wednesday mornings, you attend the field on Tuesday, Thursday, and Friday mornings. Since a candidate's class schedule changes each semester, his/her field schedule will vary as well.

All candidates are expected to attend their field placements (1-4) for 8 full weeks. (Elementary, special, and early childhood education majors complete 72 hours) If the field school is closed for a week or if Seton Hall has off for a break, the candidate must fulfill the time requirement of 8 weeks. For example, if the candidate completes 4 weeks in a row and the school has winter break for a week, he/she must complete 4 more weeks to meet the field requirement. An average semester is 15 weeks, so this is possible for all candidates.

If a candidate must be absent due to illness, or any other reason, he/she must call the cooperating teacher before the beginning of the school day. He/she must also notify the supervisor if they were planning to observe that day. The field director must also be notified by 8:30 am that day (973) 275-2010. **Text messaging your teacher about an absence is not appropriate.** *\*\*Remember, absences that shorten field time to less than 8 full weeks must be made up toward the end of the semester.*

#### ***SPRING BREAK QUESTIONS:***

- a. Seniors completing their clinical practice in spring semester **MUST** attend their placement during the SHU spring break.
- b. Sophomores and Juniors **DO NOT** have to attend their field placements during the SHU spring break, **BUT** that one week can not be counted as one of the required eight weeks.
- c. **DISTRICT** spring breaks can **NOT** be counted as one of the required eight weeks.

Senior clinical practice is 15 full weeks-an entire semester. This figure has been set by the New Jersey Department of Education. In order to be certified, candidates must complete the full 15 weeks. Candidates must follow the cooperating school district's schedule. If a candidate lives on campus and needs housing when the university is closed (e.g., spring break), please contact the Office of Housing and Residence Life. The request

should be submitted at least two weeks before the housing is needed. In addition, if you are completing senior clinical practice and will only need housing for a single semester you must also contact the Office of Housing and Residence Life.

**Parking on Campus:**

As an education major required to complete field experiences, you are allowed to have a car on campus. The process for doing this involves visiting the Office of Field Experience and Supervision to obtain a letter verifying that you are an education major enrolled in either CPSY or EDST courses during that semester. This process must be repeated on a semester-by-semester basis. After receiving the letter candidates must go to Parking Services to obtain a parking permit for the semester. The letter itself is not a parking permit; you must pay for the permit at the Parking Services office.

**Cooperating School Policies**

Candidates must abide by the policies of the school district in which they are placed. It is the responsibility of the candidate to obtain the policies from either the cooperating teacher or the building principal. Examples of school policies may include dress codes, signing-in for attendance, and meeting attendance. *Some schools require finger printing and background checks prior to participating in field experiences. Candidates will be advised of this prior to the placement.*

**Substitute teaching and outside activities**

Candidates are not permitted to serve as substitute teachers on days when they are supposed to be in the field. Candidates in their clinical practice may not substitute teach when the cooperating teacher is absent nor may he/she receive any compensation in the capacity as a student teacher.

Candidates are encouraged not to participate in any employment or activity that will interfere with the responsibilities and requirements of the clinical practice. The 15 weeks associated with this practice are a candidate's "job" and requires preparation and planning every evening.

**Disability and medical information related to course and field placements**

Currently, health examinations are not required by the State of New Jersey or by the College of Education and Human Services; however, each school district has its own requirements regarding medical examinations and tuberculin skin testing (Mantoux). The University's health services or a personal physician may perform the examination and administer the Mantoux test. Some districts also require vaccination against Hepatitis B.

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations. He/she must self-identify at the Office of Disability Support Services (DSS), Room 67, in Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodation. The contact person is Mrs. Linda Walter at (973) 313-6003.

### **Termination of sophomore or junior internship**

The field experience component of the teacher preparation program is a cooperative relationship between Seton Hall University, the cooperating school/agency, and the teacher candidate. Among the reasons deemed sufficient for termination of the assignment are:

- Mutual consent and agreement by the intern, the cooperating school, and the university supervisor for reasons of illness, emergency, or other unforeseen problem.
- Failure on the part of the intern to abide by the policies of the cooperating school and the university (e.g., Professional Code for Candidates).
- Failure on the part of the intern to establish and maintain a satisfactory performance level in her/his instructional role as measured by the cooperating teacher and university supervisor evaluations.
- Failure on the part of the intern to meet the criteria for essential skills for the teaching profession by the faculty, university supervisor, and/or cooperating teacher assessments regarding performance in classes (college or placement site).

Candidates experiencing problems in the field must meet with the Director of Field Placement and Supervision, their supervisor, and the program director. At this meeting, the candidate must present justification as to why s/he should continue in the field assignment. If supportive intervention does not help to produce improvement, the candidate would be asked to meet with the college Retention Committee where the range of options consist of focused, time-limited intervention to the possibility of dismissal.

### **College retention committee**

The committee is comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support Services, and Counseling Services. The goal of the Retention Committee is to provide support and intervention for candidates who might be struggling in their classes or their field placements due to academic and/or dispositional issues.

- Candidates displaying a consistent pattern of difficulty across courses and/or field settings would be asked to meet with their program faculty and program director to establish a *plan for improvement and support*.
- If the goals of that plan are not met within a predetermined timeframe, the candidate would be asked to meet with the Retention Committee to establish a final plan for change with specific benchmarks. A contact person would be established to make sure the goals of the plan are being addressed and that the candidate has an individual to report his/her progress.
- Only after efforts to remediate a behavior have occurred and no change has taken place would the committee discuss dismissal options from the College. A sample of the “Early Warning” form a supervisor or cooperating teacher might fill out to notify the Director of Field Placement and Supervision and the program director of difficulty is provided on the college website, [education.shu.edu](http://education.shu.edu), and in the appendices of this book.

**Guidelines for the removal from senior clinical practice:**

There are occasions during the clinical practice when consideration must be given to the removal of the teacher candidate from the school. In the event this happens, the following procedures will be followed:

- The team consisting of the university supervisor, the cooperating teacher(s) and the teacher candidate meet to assess concerns raised about a weak clinical practice experience. (Criterion: Is the placement a good “fit” for the teacher candidate?)
- The team reviews the written feedback already provided to the candidate by the supervisor and the cooperating teacher, plus their suggestions for improving the candidate’s performance. The candidate has the opportunity to incorporate ideas and perceptions at this time. They decide on an action plan with required changes and a timeline of no more than 10 days for making them. (Criteria: Did the team give adequate written feedback? Was the candidate made aware of available resources at the school site and the university that could help make the placement successful?)
- At the designated point on the timeline for assessment of improvement, the team meets again to share more observation and progress data. One of the following three decisions is made at this point:
  - A. *The candidate’s progress has been satisfactory and continuous, therefore, the placement continues.*
  - B. *The candidate’s efforts demonstrate some progress, but the placement does not allow for enough progress for continuation in this classroom, therefore, a new placement is recommended.* The Director of Field Placement and Supervision is responsible for the location of a new clinical site. Efforts will be made to secure a new placement as soon as possible. Depending upon the time of the change, locating a quality, new spot in the same semester may be difficult.
  - C. *The candidate’s skills are not improving and a recommendation is made that the supervisor and candidate meet with the Retention Committee for support and strategies for intervention.* A timeline is established with benchmarks for improvement required at each point. If no improvement occurs within the timeframe, the candidate will be removed from the clinical practice. He/she will be provided with information about graduating with a B.S.E. in education without certification.

*If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing the requirements of the experience, the candidate may be denied a second opportunity.*

**Strikes and job actions:** In the case of a strike, candidates are to report immediately to the Director of Field Experience and Supervision. In other instances, such as a job action, the Director of Field Experience and Supervision is authorized to make decisions

concerning the withdrawal of candidates from situations that prohibit the completion of the experience. If a strike is prolonged, candidates may be placed in another school. The purpose in asking candidates to stay out during a strike is to maintain individual and university neutrality because we are guests in the school.

**Expectations for cooperating teachers, university supervisor, and candidates in their internships 1-4:**

*Communication* is the essential tool for success and growth in these experiences. Ask questions, share what you have learned in class, and look around to see how you might assist. Field experiences are designed for candidates to learn from master teachers, from children, and to apply knowledge from courses. The profession of teaching is an honorable pursuit that serves individuals and society. Each field experience is an opportunity and challenge to develop toward the competent, socially conscious, reflective professional. If concerns arise by any of the participants, they should be shared early on with each other and, if deemed necessary, the Office of Field Placement and Supervision and the Retention Committee.

<b>Cooperating Teacher</b>	<b>University Supervisor</b>	<b>Teacher Candidate</b>
<ol style="list-style-type: none"> <li>1. Take an <u>active</u> role by sharing knowledge, experience, techniques and strategies for teaching.</li> <li>2. Provide constructive feedback in a timely fashion.</li> <li>3. Set goals with the candidate for the semester.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check in with teacher candidates regarding goal development early in the semester.</li> <li>2. Pre-plan visit so the teacher candidate can arrange to teach during the observation.</li> <li>3. Provide constructive feedback regarding strengths &amp; needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show <i>initiative</i>—sitting and waiting for the teacher to direct you is passive. Share your assignments and offer to help.</li> <li>2. Set goals with the cooperating teacher and work toward their achievement. Seek advice from the teacher, supervisor, and faculty at the college to meet challenges.</li> <li>3. Communicate with the cooperating teacher and supervisor; take action.</li> <li>4. <b>Model professional behavior</b> through attendance, dress, language, respect for confidentiality and school rules.</li> </ol>

Expectations for cooperating teachers, university supervisors, and **senior teacher candidates**:

Senior clinical practice (final teaching experience) is based on a triad model: cooperating teacher—teacher candidate—university supervisor. The cooperating teacher and supervisor work as a team to challenge, support, and guide the teacher candidate toward the vision of competence, social consciousness, and reflection. The essential key for success to this model is that communication must be consistent and clear among all the participants. If concerns arise by any of the participants, they should be shared early on with each other and, if deemed necessary, the Office of Field Placement and Supervision and the Retention Committee.

<b>Cooperating Teacher Role</b>	<b>University Supervisor Role</b>	<b>Teacher Candidate Role</b>
<ol style="list-style-type: none"> <li>1. Serve as an <i>active</i> participant in the preparation of a new teacher.</li> <li>2. Provide constructive and timely feedback to the senior teacher.</li> <li>3. Set goals early on, with the senior teacher for his/her development by the end of the experience.</li> <li>4. Talk regularly with your teacher candidate to discuss his/her development and your thoughts about the process, as well as your experiences about what works and has not worked in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Serve as an <i>active</i> participant in the preparation of a new teacher. Visit a minimum of eight times per semester.</li> <li>2. Support the development of the teacher candidate through goal setting with the cooperating teacher and the candidate along with providing constructive and timely feedback.</li> <li>3. Provide answers to policy questions that might arise and maintain contact with the Dean of the Office of Field Placement if problems arise.</li> <li>4. Attend the university supervisor training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively work toward their own development with goal setting; seek constructive feedback and respond to it; learn about families and school culture through attendance at meetings, and develop a positive rapport with students and colleagues.</li> <li>2. Model <b>professional behavior</b> through attendance, dress, language, respect for confidentiality and school rules.</li> </ol>

The candidate’s clinical practice is taken in conjunction with a seminar on campus. The goal of the seminar, whether for elementary, early childhood, special education or secondary education, is to provide structured opportunities for candidates to process and reflect on their teaching experience. Reflective journals, role playing how to talk to parents, brainstorming about behavior issues, and the preparation of a teacher work sample are some of the ways the faculty help candidates work through their experiences. Professional preparation is also discussed through mock interviews, portfolio

development, and professional association standards. The faculty member teaching the seminar receives information regarding candidates' performance through the Office of Field Placement and Supervision.

**IV. Frequently asked questions:**

**1. *What are sophomore & junior candidates expected to do in their field internships?***

<p>Sophomore: <b>1<sup>st</sup> placement</b> 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> <li>• 2001/2004 Elementary &amp; Special Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidates will conduct, <b>minimally, 2 lessons.</b> (We recognize that teachers may select the topics and mode of approach at this level.)</li> </ul>	<p>Sophomore: <b>2<sup>nd</sup> placement</b> 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> <li>• 3005, 2102 Elementary &amp; Special Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• At minimum, <b>candidates will teach minimally 2 lessons</b> (large &amp; small groups acceptable; no tutoring)</li> <li>• Candidates will research, plan, and present the lessons.</li> </ul>
<p>Junior: <b>3<sup>rd</sup> placement</b> 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> <li>• 2101/2006 Elementary &amp; Special Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidate, at minimum, will <b>teach 2 lessons that are linked to a project or unit.</b></li> <li>• Candidate must research, plan, and teach the lessons</li> </ul>	<p>Junior: <b>4<sup>th</sup> placement</b> 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> <li>• 2005/3103/3003 Elementary &amp; Special Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidate <b>must at least 2 lessons linked to a project or unit. When possible, teach the same subject across several days.</b></li> <li>• Candidate must research, plan, and teach the lessons</li> </ul>

***Suggested Week-to-Week Guide During the Clinical Practice (Final Teaching Experience).***

Week	Activities
One	Teacher candidates spend this week getting to know the students, familiarizing him/herself with the classroom rules and routines, and assisting the teacher with student

	needs.
Two	<p>The cooperating teacher, teacher candidate, and university supervisor meet to establish goals for the semester. The goals should address short term objectives as well as long range developmental issues. This plan will guide the triad for the remainder of the semester.  <i>**If unexpected issues arise, the plan can and should be expanded to actively address those issues.</i></p> <p>The teacher candidate takes on one subject to plan and teach.</p>
Three-Seven	<p>The teacher candidate continues to take on subjects and planning. He/she should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits.</p> <p>The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Eight-Fourteen	<p>The teacher candidate, by the start of the eighth week, should be planning and teaching all the subjects. If there are multiple adults in the room, the teacher candidate is to plan for the activities of the support staff as well as for the students.</p> <p>The teacher candidate should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits. The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Fifteen	<p>The teacher candidate steps back into a support role so that the students can adjust to the transition back to the cooperating teacher. The senior continues to actively help the teacher and students in their support role.</p>
<p><b>Tips for the Clinical Practice:</b></p> <ul style="list-style-type: none"> <li>• Observe the classroom: look for teaching styles and differences in learning. Offer to help set up the classroom, develop bulletin boards, etc.</li> <li>• Participate in orientation meetings with local school officials and cooperating</li> </ul>	

- teachers.
- Become familiar with the physical layout of the school.
  - Obtain the school/class schedule and student handbook, teacher handbook, policy handbook, and curriculum materials.
  
  - Be aware of school policies and general regulations that will affect you.
  - Obtain the home telephone number of the cooperating teacher and the telephone number of the school.

**3. Can sophomore and junior candidates be left alone in the classroom during any of their teaching experiences-even the final teaching experience? Can he/she serve as a substitute in the classroom if they have their substitute certificate?**

<b>Left alone?</b>	<b>Serve as a substitute?</b>
<p><i>The short answer is No.</i></p> <p>Circumstances sometimes require the cooperating teacher to leave the room for an unexpected event or to quickly answer the need of an administrator or another teacher...as long as these brief absences are not consistent or daily, then this is acceptable.</p> <p>The cooperating teacher needs to be present in order to provide feedback and assistance.</p>	<p><i>No.</i></p> <p>Teacher candidates, although possibly certified as a substitute, are steeped in the developmental model of learning how to teach. Feedback based on observation by the cooperating teacher (or another certified individual serving as a substitute in the classroom) is required on a daily basis.</p>

**4. What is the policy regarding time in the field?**

- a. **Placements/Internships 1-4:** The four field placements prior to the senior year must be 8 weeks long. All candidates begin their field placements during the same week, but their end dates may vary depending upon the schedule of individual schools and/or districts. For example, if a candidate completes six weeks of their field placement and then the school has off for a week, the candidate must complete two more weeks in order to fulfill their field requirement. A second example involves illness, if a candidate misses two or three days of their field placement due to illness, those days must be completed toward the end of the semester in order to reach the full eight week requirement.
  - i. **If a candidate is absent from the field due to illness or an unexpected event (e.g. car difficulties), he or she must report that absence to their cooperating teacher and/or school, university**

supervisor if they were scheduled to visit that day, and the Office of Field Placement prior to 8:30am of that day.

- ii. **It is not acceptable to skip a day in your field experience in order to study for a test or complete a project.**

- b. **Clinical Practice:** Candidates are required by state law to complete 15 full weeks of clinical practice. One absence is permitted. Any absences past that one day are required to be made-up during exam week of that semester. All absences must be reported to the cooperating teacher, university supervisor if they were scheduled to visit that day, and the Field Office prior to 8:30am of that day.

6. *What forms does my cooperating teacher have to submit?*

- **Internships 1-4: Final evaluation form.**
- **Final Teaching Experience:** An honorium form, W-9, **midterm and final evaluation forms.**

7. *Related to professional behavior, what is expected from me?*

**All candidates—in every field placement--are expected to follow the Professional Code for Candidates. Some highlights include:**

- Arrive on time on a daily basis (at least 15 minutes prior to the arrival of the students OR at the specific time agreed upon by the cooperating teacher and teacher candidate)
- Dress appropriately, reflecting the culture and climate of the school.
- Maintain confidentiality regarding students and their records.
- Prepare lessons and activities in advance of their use in class. (Cooperating teachers need time to discuss the lessons with candidates regarding links to curriculum and other goals.)
- Seek and respond to constructive criticism

If a candidate *does NOT meet these expectations and the Professional Code*, the cooperating teacher is instructed to contact the field supervisor and the Office of Field Placement. Failure to modify the behavior within three to five days can result in further intervention from the Office of Field Placement and Supervision and the Retention Committee.

**CEHS Elementary Education and Standards for Teacher Preparation:**

The elementary education program at Seton Hall has been designed to align its goals and objectives with both state and national standards. Specifically, it meets teacher preparation standards known as INTASC on a national level and the New Jersey Professional Standards on the state level. The program also aligns itself with the standards established by The Association of Childhood Education International (ACEI). Finally, the CEHS vision described above is also interwoven within these standards.

*Why is alignment with these standards important? What does it mean to you as a future teacher?* The standards are a reflection of what the nation and state consider most important in the preparation of future teachers. By using the standards as a means to guide our courses and program development, we are providing our candidates with what has been determined to be essential knowledge and skills for the profession.

<p style="text-align: center;"><b>INTASC</b></p> <p>(1) The teacher understands the <u>central concepts, tools of inquiry, &amp; structures of the discipline(s)</u> he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(1) Teachers shall understand the <u>central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS)</u>, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students..</p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(2a) <b>Central concepts, tools of inquiry, and structures of content:</b> Candidates know, understand, and use the <u>central concepts, tools of inquiry, and structures of content for students across the K-6 grades</u> and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(1) <u>Foundations:</u> Special educators <u>understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues</u> that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society</p>
<p style="text-align: center;"><b>INTASC</b></p> <p>(2) The teacher <u>understands how children learn and develop</u> and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(2) The teacher <u>understands how children and adolescents develop and learn</u> in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(1) <b>Development, Learning and Motivation:</b> Candidates <u>know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents</u> to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(2) <u>Development &amp; Character-istics of Learners:</u> Special educators know and demonstrate <u>respect for their students</u> first as unique human beings. Special educators understand the <u>similarities and differences in human development and the characteristics between and among individuals</u> with and without exceptional learning needs (ELN).</p>
<p style="text-align: center;"><b>INTASC</b></p> <p>(3) The teacher understands how <u>students differ in their approaches to learning</u> and creates opportunities that are <u>adapted to diverse learners</u>.</p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(3) <b>Diverse Learners:</b> Teachers shall understand the practice of <u>culturally responsive teaching</u>.</p> <p>(7) <b>Special Needs:</b> Teachers shall <u>adapt and modify instruction to accommodate the special learning needs</u> of all students.</p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(3b) <b>Adaptation to diverse students:</b> Candidates understand how elementary students <u>differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</u>.</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(3) <u>Individual learning differences:</u> Special educators understand the <u>effects that an exceptional condition can have on an individual’s learning</u> in school and throughout life.</p>

<p style="text-align: center;"><b>INTASC</b></p> <p>(4) The teacher <u>understands &amp; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</u></p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(4) <b>Instructional Planning and Strategies:</b> Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ <u>a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.</u></p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(3a) <b>Integrating and applying knowledge for instruction:</b> Candidates <u>plan and implement instruction based on</u> knowledge of students, learning theory, subject matter, curricular goals, and community.</p> <p>(3c) <b>Development of critical thinking, problem solving, performance skills:</b> Candidates <u>understand and use a variety of teaching strategies</u> that encourage elementary students' development of critical thinking, problem solving and performance skills</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(4) <b>Instructional Strategies:</b> Special educators possess a <u>repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.</u> Special educators <u>select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula</u> and to appropriately modify learning environments for individuals with ELN.</p>
<p style="text-align: center;"><b>INTASC</b></p> <p>(5) The teacher uses <u>an understanding of individual &amp; group motivation &amp; behavior to create a learning environment that encourages positive social interaction,</u> active engagement in learning and self-motivation.</p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(6) <b>Learning Environment.</b> Teachers <u>shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment</u> that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(3d) <b>Active engagement in learning:</b> Candidates use their <u>knowledge and understanding of individual and group motivation and behavior</u> among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(5) <u>Learning environments and social interaction:</u> Special educators <u>actively create learning environments for individuals with ELN that foster cultural understanding, safety, and emotional well-being, positive social interactions,</u> and active engagement of individuals with ELN.</p>
<p style="text-align: center;"><b>INTASC</b></p> <p>(6) The teacher uses <u>knowledge of effective verbal, nonverbal &amp; media communication techniques to foster active inquiry, collaboration, and</u></p>	<p style="text-align: center;"><b>NJPS</b></p> <p>(8) <b>Communication:</b> Teachers shall use <u>knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy</u></p>	<p style="text-align: center;"><b>ACEI</b></p> <p>(3e) <b>Communication to Foster Collaboration:</b> Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster</p>	<p style="text-align: center;"><b>CEC</b></p> <p>(6) <b>Communication:</b> Special educators <u>understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and</u></p>

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supportive interaction in the classroom.	<u>to foster the use of inquiry</u> , collaboration and supportive interactions.	active inquiry, collaboration, and supportive interaction in the elementary classroom.	<u>use of language</u> . Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.
<p align="center"><b>INTASC</b></p> <p>(7) The teacher <u>plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals</u>.</p>	<p align="center"><b>NJPS</b></p> <p><b>(4) Instructional Planning and Strategies:</b> Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ <u>a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners</u>.</p>	<p align="center"><b>ACEI</b></p> <p><b>(3a) Integrating and applying knowledge for instruction:</b> Candidates <u>plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</u>.</p>	<p align="center"><b>CEC</b></p> <p>(7) <u>Instructional planning:</u> Individualized decision-making and instruction is at the center of special education practice. Special educators develop long range individualized instructional plans anchored in both general and special curricula....<u>special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors</u>.</p>
<p align="center"><b>INTASC</b></p> <p>(8) The teacher <u>understands and uses formal and informal assessment strategies</u> to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p align="center"><b>NJPS</b></p> <p><b>(5) Assessment:</b> Teachers shall <u>understand and use multiple assessment strategies</u> and interpret results to evaluate and <u>promote student learning and to modify instruction</u> in order to foster the continuous development of students.</p>	<p align="center"><b>ACEI</b></p> <p><b>(4) Assessment for Instruction:</b> Candidates <u>know, understand, and use formal and informal assessment strategies</u> to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p align="center"><b>CEC</b></p> <p>(8) <u>Assessment:</u> Assessment is integral to the decision-making and teaching of special educators. They <u>use multiple types of assessment information for a variety of educational decisions</u>. Special educators use the results of assessments to help <u>identify exceptional learning needs and to develop and implement individualized instructional programs</u>, as well as to adjust instruction in response to ongoing learning progress.</p>
<p align="center"><b>INTASC</b></p> <p>(9) The teacher is a <u>reflective practitioner who continually evaluates the effects of his/her</u></p>	<p align="center"><b>NJPS</b></p> <p><b>(10) Professional Development:</b> Teachers shall participate as active, responsible members of</p>	<p align="center"><b>ACEI</b></p> <p><b>(5b) Reflection and Evaluation:</b> Candidates are aware of and <u>reflect on their practice in light of research on</u></p>	<p align="center"><b>CEC</b></p> <p>(9) <u>Profession:</u> Special educators are <u>guided by the profession's ethical and professional standard practices</u>....Special</p>

<p><u>choices and actions on others</u> (students, parents &amp; other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>the professional community, <u>engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.</u></p>	<p><u>teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals</u> in the learning community and actively seek out opportunities to grow professionally.</p>	<p>educators view themselves as <u>lifelong learners and regularly reflect on and adjust their practice.</u> Special educators are <u>aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</u></p>
<p><b>INTASC</b> (10) The teacher fosters <u>relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</u></p>	<p><b>NJPS</b> (9) <b>Collaboration and Partnerships.</b> Teachers shall <u>build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.</u></p>	<p><b>ACEI</b> <b>5c. Collaboration with Families:</b> Candidates know the importance of <u>establishing and maintaining a positive collaborative relationship with families</u> to promote the academic, social and emotional growth of children.  <b>5d. Collaboration with Colleagues and the Community:</b> Candidates <u>foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</u></p>	<p><b>CEC</b> (10) <u>Collaboration:</u> Special educators <u>routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</u></p>

