

## Intern Field Placement Handbook

### Office of Field Placement and Student Affairs College of Education and Human Services Seton Hall University

#### I. The College of Education & Human Services

Welcome to the College of Education and Human Services! A key portion of your teacher preparation program involves your work in field experiences. The College mission statement describes our tradition of service in a wide range of settings:

*The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, professional psychology and family therapy.*

*Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The College enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of psychology and marriage and family therapy.*

*Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.*

This mission statement provides the foundation for our daily practice and **vision of what we would like candidates to know and be able to do** when they graduate from the College of Education and Human Services. Cooperating teachers, along with university faculty and field supervisors, work collaboratively to support this vision.

***Vision: We strive to develop competent, socially conscious, reflective professionals.***

**Competence:** Teachers considered competent within this vision are those who possess knowledge for themselves and also understand how to convey that knowledge to others. Knowledge alone, without the ability to effectively share it, is not enough to teach others.

**Social Consciousness:** Practicing good stewardship, through a willingness to learn about difference, modeling respect for others, and varying educational approaches to support diverse individuals, is the foundation for the formation of socially conscious candidates

and students. Connection and collaboration with colleagues and the community enhance social consciousness.

**Reflection:** Reflection is a tool to enhance learning, teaching, and leadership. It creates an imbalance or doubt in thinking, which creates opportunities for growth. Candidates who model introspection and self-awareness support environments where students also develop reflective skills about their own learning.

### IMPORTANT TERMINOLOGY:

- **Intern**=sophomore or junior in a field placement.
- **Student teacher**=senior
- **Candidate**=a student in our teacher preparation program.
- **Supervisor**=assigned by the university to visit an intern or student teacher in the field.
- **Advisor**=academic advisor at the university.
- **Cooperating teacher**=the teacher who mentors and works with an intern or student teacher in the field.

## II. Linking field experiences and our vision statement:

Coursework and field work are interconnected to support the growth of the qualities in our vision statement: competence, social consciousness, and reflection. Teacher preparation, at Seton Hall, is viewed as a developmental process with each course and field experience adding new knowledge as well as reinforcing previous learning.

**Candidates are not expected to be fully competent, socially conscious and reflective at the start of their field experiences, but rather poised to continue their work toward that vision.** The cooperating teacher, working closely with the university supervisor, helps the candidate on that path by providing constructive feedback, modeling, sharing effective strategies, and offering challenges through mutual goal setting.

The College of Education and Human Services recognizes that a candidate's dispositional qualities (beliefs, attitudes, habits of thought) play an important role in their development as teachers. The Professional Code for Candidates listed below has been adopted by the Department of Educational Studies. The essential skills and qualities cited in the code are interwoven into our field evaluation forms.

### Professional Code for Candidates:

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

#### **(1) Professionalism:**

**(a). Ethics:** candidates maintain the highest level of ethics to include submission of 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.

**(b.) Social Skills:** candidates maintain the highest level of respect in their verbal and written communications, and maintain appropriate physical space toward faculty, university staff, school personnel, peers, and students in the field. 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 University. (See the College of Education & Human Services field handbook for more information.)

**(c.) Organizational Skills:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.

**(2) Passion:**

**(a.) Respect:** Candidates respect the context and experience of others, developing the skills to use that information in classroom conversation, writing, and lesson planning. Candidates display in action, word, and commitment their passion for the teaching profession, and the right for all children to have access to positive and productive learning environments. Candidates do not speak ill of others, instead providing valuable feedback to students and peers that fosters growth and development.

**(b.) Life Long Learning:** Candidates recognize that a career in the teaching profession means a dedication to life-long learning, requiring the commitment to continually update their content knowledge, and be open-minded to learn and incorporate new teaching methods to reach diverse learners.

The College has established a **Retention Committee**, comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support, 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 the Retention Committee to establish a plan for change with specific benchmarks and a contact person to make sure they are provided with the information they need to 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 field office of difficulty is provided in the appendix of this handbook.

***Contact information:***

**Professor Deborah M. Sanchez, Director of Field Placement and Supervision, [sanchede@shu.edu](mailto:sanchede@shu.edu) (973) 275-2010**  
**Barbara Cooley, Secretary; [cooleyba@shu.edu](mailto:cooleyba@shu.edu)**

**III. Expectations for cooperating teachers, university supervisor, and interns in the field experiences 1-4:**

<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><b>4. Model professional behavior</b> through attendance, dress, language, respect for confidentiality and school rules.</li> </ol>

**IV. Frequently Asked Questions:**

1. *What kind of knowledge about teaching do SHU candidates bring to the classroom?*

<b>Elementary, Early Childhood &amp; Special Education</b>	<b>Secondary Education</b>	<b>Special Education with a Concentration in Speech-Language Pathology</b>
42 credits	24 credits	30 credits
<b>1001</b> Introduction to Teaching, Pt I: The Profession	<b>1501</b> Education in the US <b>2501</b> Philosophy of Education & Curriculum	<b>1001/1002</b> Diverse Learners & Their Families, Part 1 & 2

<p><b>4000</b> Child Curriculum &amp; Development  <b>1001/1002</b> Diverse Learners &amp; Their Families, Part 1 &amp; 2  <b>2001</b> Life in Diverse Classrooms  <b>2004</b> Early Literacy I  <b>3005</b> Language Arts II  <b>2005</b> Math Methods  <b>2006</b> Science Methods  <b>2101</b> Learning Disabilities  <b>2102</b> Autism &amp; Developmental Disabilities  <b>3003</b> Social Studies Methods  <b>3103</b> Assessment  <b>2200</b> Health Promotions for Children</p>	<p>Development  <b>1301</b> Educational Psychology &amp; Classroom Practice  <b>2003</b> Instruction Theory into Practice  <b>3301</b> Educational Evaluation  <b>3700</b> Integrating Technology into Curriculum Method Course  <b>3510</b> Culture, Community &amp; School</p>	<p><b>2001</b> Life in Diverse Classrooms  <b>2004</b> Early Literacy I  <b>2005</b> Math Methods  <b>2006</b> Science Methods  <b>2101</b> Learning Disabilities  <b>2102</b> Autism and Developmental Disabilities  <b>3103</b> Assessment  <b>5003</b> Language Develop.</p>
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**2. What are sophomore & junior interns expected to do in their field placements?**

<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; 1301 Secondary Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidates will conduct, <b>minimally, 2 lessons.</b> Those in secondary placements will serve as tutors with varied hours from elementary/special ed majors.</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>• 2102/3005 Elementary &amp; Special Ed Majors; 2003 Secondary Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• <b>Candidates will teach 2 lessons.</b></li> <li>• Candidates will research, plan, and present the lessons.</li> <li>• Secondary placements will involve tutoring and special project work.</li> </ul>
<p>Junior: <b>3<sup>rd</sup> placement</b>              8 weeks/72 hours</p>	<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>• 2101/2005/2006 Elementary &amp; Special Ed Majors; 3301 Secondary Ed Majors</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidate, at minimum, will <b>teach 2 lessons.</b></li> <li>• Candidate must research, plan, and teach the lessons</li> </ul>	<p>Course connections:</p> <ul style="list-style-type: none"> <li>• 3103/3003 Elementary &amp; Special Ed Majors; Secondary Methods Course</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Candidate must teach a <b>minimum of 2 lessons.</b> (Teaching several lessons in the same area is encouraged.)</li> <li>• Candidate must research, plan, and teach the lessons</li> </ul>
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Secondary education students' main field activity in sophomore year is participation in the Seton Hall Challenge Program, a weekly tutoring program with Summit Middle School. Student's academic schedules should allow for free Wednesday afternoons ensuring full participation in the program. Junior and senior field placements are 60-hour classroom placements including classroom observations and guest teaching a number of lessons to be negotiated with the cooperating teacher and supervisor. Senior clinical practice, generally in the last semester, is a full semester of planning and teaching in conjunction with work in a university seminar.

***3. Can sophomore and junior interns be left alone in the classroom during any of their teaching experiences? 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>

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

- a. **Placements 1-4:** The four field placements prior to the senior year must be 8 weeks long. All interns 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.**

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

- **Placements 1-4: Final evaluation form.**

7. *What if an intern does not meet the professional code or rules of the school?*

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 the Retention Committee.

The following form, referred to as an **Early Warning Form**, should be filled out by a cooperating teacher and/or supervisor if there were concerns about a consistent pattern of difficulty for a candidate in the field.

**SETON HALL UNIVERSITY**  
**College of Education and Human Services**

**Early Warning Field Evaluation Form**

The purpose of this form is to allow cooperating teachers, supervisors, and faculty working with a candidate in our teacher education programs to notify the Department of Educational Studies about **concerns in performance** early within a semester. The form provides a trigger for program advisors and the Office of Field Placement and Supervision to intervene in a pro-active manner with candidates. You are NOT required to fill out this form if a candidate shows no significant difficulties in the field or course.

**Due Dates:**

No later than 3 weeks after the start of a field placement.

No later than 7 weeks after the start of a course.

**Candidate Name:** \_\_\_\_\_

**Field Placement or Course:** \_\_\_\_\_

**Teacher/Supervisor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Person Completing the Form:** \_\_\_\_\_

Area of Concern	Example of the behavior(s) you believe the candidate needs support and intervention.
INTASC #1: Content Knowledge	
INTASC #2: Human Development and Learning	
INTASC #3: Diverse Learners	
INTASC #4: Instructional Strategies	
INTASC #5: Management	

<p>INTASC #6: Communication</p>	
<p>INTASC #7: Planning</p>	
<p>INTASC #8: Assessment</p>	
<p>INTASC 9: Reflective Practitioner</p>	
<p>INTASC 10: Collaboration</p>	
<p>PROFESSIONALISM</p>	

### Grading for Interns-Sophomores and Juniors

Interns should receive one of the following levels to reflect their performance by the end of the semester. If you have questions about these levels, please contact the Director of the Field Office, Deborah Strazza (973) 275-2010.

<b>Pass</b>	<b>Pass with reservations</b>	<b>Fail</b>
Student must plan and teach 2 lessons or the specific tutoring obligations for secondary education (small group work is acceptable for those in the sophomore year).	Student must plan and teach 2 lessons or meet the specific obligations of the secondary program.	Student violates the policies and code of conduct for the school or the University. He/she does not plan and teach the required lessons.
<p>Student meets the following requirements from the professional code:</p> <ol style="list-style-type: none"> <li>1. Arrives on time.</li> <li>2. Completes the required hours.</li> <li>3. Addresses students and faculty with respect.</li> <li>4. Takes initiative.</li> </ol>	<p>Student has occasional difficulty in <i>one or more</i> of the following areas after having been advised the first time:</p> <ol style="list-style-type: none"> <li>1. Arrives late (<u>after</u> having been spoken to about it the first time).</li> <li>2. Communicates with students, faculty, staff or parents in a disrespectful manner (e.g. harassing, insensitive, rude language).</li> <li>3. Is unprepared and disorganized during the presented lessons.</li> <li>4. Does not notify the school if he or she is going to be absent.</li> <li>5. Lacks initiative.</li> </ol>	<p>Student frequently displays difficulties in <i>one or more</i> of the following areas after having been advised:</p> <ol style="list-style-type: none"> <li>1. Arrives late (<u>after</u> having been spoken to about it the first time).</li> <li>2. Does not fulfill the required hours (**medical emergencies may override this requirement).</li> <li>3. Lacks organizational focus.</li> <li>4. Does not accept and use constructive criticism.</li> <li>5. Communicates with students, faculty, staff or parents in a disrespectful manner.</li> <li>6. Does not notify the school if he or she is going to be absent.</li> </ol>