

Secondary Education Program

College of Education and Human Services Seton Hall University

Welcome to the Secondary Education program at Seton Hall University! You are beginning a journey that will take you into one of the most exciting fields possible: teaching where you will share your learning and experience with middle and/or high school students! This demanding work will require your knowledge, your skills and, most of all, your interest in working with students as they learn. During the four years in the program you will study about the history of American education, learn theories about teaching and learning, examine models of instruction, practice effective methods and put them into action in classroom settings. As you reflect upon your experiences and what you have learned from them, you will be building a personal philosophy about teaching and learning.

Our goal is that when you graduate the program, you will be a **competent, socially conscious, reflective professional**. Descriptions of these qualities are under each heading and these ideas will serve as a foundation for your course work.

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.

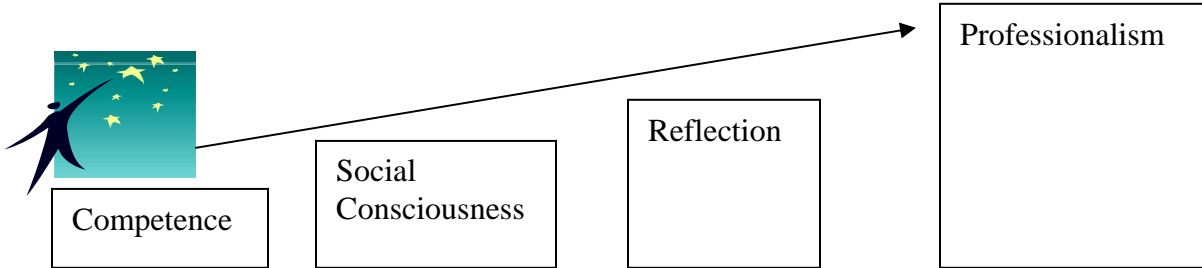
Social Consciousness

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

Reflection

- A. 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, you will be a well-rounded individual able to work in many settings with many different people.



CEHS Secondary Education and Standards for Teacher Preparation:

The secondary 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 fulfills a variety of content area association standards in the different subjects that high school teachers teach. 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;">INTASC</p> <p>(1) The teacher understands the <u>central concepts, tools of inquiry, & 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;">NJPS</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;">INTASC</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;">NJPS</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;">INTASC</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;">NJPS</p> <p>(3) Diverse Learners: Teachers shall understand the practice of <u>culturally responsive teaching</u>.</p> <p>(7) Special Needs: Teachers shall <u>adapt and modify instruction to accommodate the special learning needs</u> of all students.</p>

<p style="text-align: center;">INTASC</p> <p>(4) The teacher <u>understands & 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;">NJPS</p> <p>(4) Instructional Planning and Strategies: 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;">INTASC</p> <p>(5) The teacher uses an <u>understanding of individual & group motivation & 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;">NJPS</p> <p>(6) Learning Environment. Teachers shall <u>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;">INTASC</p> <p>(6) The teacher uses <u>knowledge of effective verbal, nonverbal & media communication techniques to foster active inquiry,</u> collaboration, and supportive interaction in the classroom.</p>	<p style="text-align: center;">NJPS</p> <p>(8) Communication: Teachers shall use <u>knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry,</u> collaboration and supportive interactions.</p>
<p style="text-align: center;">INTASC</p> <p>(7) The teacher <u>plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</u></p>	<p style="text-align: center;">NJPS</p> <p>(4) Instructional Planning and Strategies: 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;">INTASC</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 style="text-align: center;">NJPS</p> <p>(5) Assessment: 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 style="text-align: center;">INTASC</p> <p>(9) The teacher is a <u>reflective practitioner who continually evaluates the effects of his/her choices and actions on others</u> (students, parents & other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p style="text-align: center;">NJPS</p> <p>(10) Professional Development: Teachers shall participate as active, responsible members of 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 style="text-align: center;">INTASC</p> <p>(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 style="text-align: center;">NJPS</p> <p>(9) Collaboration and Partnerships. Teachers shall <u>build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.</u></p>

Matrices showing the interconnections between required coursework and these standards are provided in the appendices of this book

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
- ✓ Possess a sense of humor
- ✓ 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.) 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 complete 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. (S)he is NOT dismissed from the university and advisement is provided to guide the candidate to another major. Students must earn C or better in all teacher education courses or they must retake them.**

Transition

At the end of the 3rd semester in education and/or different credit amounts depending upon the education major, candidates may remain in the College and major if (i) their GPA remains at 2.75 or higher; (ii) course and field products are completed; (iii) fieldwork has been successfully completed, and (iv) the candidate has submitted at minimum two products to the e-portfolio by the last day of the 3rd semester.

Exit

Candidates complete the program when they: (i) successfully complete their senior clinical practice; (ii) complete the courses, field products, and unit products, (iii) have maintained a GPA of 2.75 or higher, and (iv) completed their standards-based ePortfolio by the last day of the last semester.

The Secondary Education Program

Your secondary education major has four basic components: 1) 30 hours of courses in teacher education; 2) courses in the liberal arts core; 3) your subject matter major; 4) field experiences in local schools.

Although individual students may have some variations in their progress through the program, most students entering Freshman year will follow this course sequence in their secondary education classes:

Fall Semester	Spring Semester
<i>Freshman Year:</i> EDST1501: Education in the United States, Past and Present	<i>Freshman Year:</i> EDST3510: Culture, Community and Schools
<i>Sophomore Year:</i> EDST1301: Educational Psychology and Classroom Practice	<i>Sophomore Year:</i> EDST2003: Instructional Theory into Practice
<i>Junior Year:</i> EDST3301: Educational Assessment EDST3700: Integrating Technology into Curriculum (offered multiple times a year)	<i>Junior Year:</i> EDST2501: Philosophy of Education and Curriculum Development
<i>Senior Year:</i> EDST3601-3604, 3513, 3513: Subject Specific Methods Classes	<i>Senior Year:</i> EDST4500: Student Teaching Seminar Student Teaching

Field Experiences: Your field experiences will be in varied settings, including middle/high school, suburban and an urban/diverse school. You will be placed by the

Office of Field Placement and Supervision, directed by Professor Deborah Strazza (Jubilee Hall 427). Each semester before a field placement, you will file paperwork with the field office.

Secondary Education Core Requirements

CORE 1101 (3 cr)	Journey of Transformation
CORE 2101 (3 cr)	Christianity and Culture in Dialogue
CORE 3101 (3 cr)	College Signature Course (student choice)
University Life (1 cr)	
BMIE 1001 (3 cr)	Introduction to Computers
ENGL (6 cr)	ENGL 1201 1202 (College English I or II)
MATH (3 cr)	Any course (not developmental math)
SCIENCE (3 cr)	Any course
HIST (3 cr)	Any course
Liberal arts elective	Additional ENGL, HIST, MATH, or SCIENCE course (3 cr) Student choice (may take course in major field)
ART or MUSIC (3 cr)	Any course
RELS (3 cr)	Any course
PSYCH (6 cr)	PSYCH 1213 (Adolescent Psychology); PSYCH 1221, (Exceptional Child)

For core courses in their fields, Mathematics and Science majors should take advanced courses that are part of their curriculum requirements. Majors that have specialized courses related to their fields that relate to technology and other core requirements may substitute these courses with approval from an advisor.

Subject Matter Major

You will also complete the coursework for your **Subject Matter Major (i.e., art, English, history, mathematics, music, science, world languages)** as detailed by the policies of that department. You will have an advisor in the College of Education and Human Services and an advisor in your subject field department to ensure that you are fulfilling necessary requirements.

Electives (if needed)

The State of New Jersey requires a minimum of 60 credits in liberal arts courses for certification. Select any courses from College of Arts and Sciences to fulfill minimum graduation requirement of 126 credits.

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 led by a Dean and Associate Deans.

Dean: Joseph DePierro, Ed.D.

Associate Dean: Manina Huckvale, Ed.D.; Charles Mitchel, Ed.D.

Location: Dean's Suite, 4th Floor of Jubilee 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, professional development, bilingual education, media specialist, and instructional technology. The department is led 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 and Special Education Program Co-Directors: Debra Zinicola, Ed.D. and Grace May, Ph.D.

Secondary Program Director: Roberta Devlin-Scherer, Ed.D.

Locations: 4th Floor of Jubilee

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 available at: <http://education.shu.edu>

Program information for all education majors is also available at this site. Course requirements and other program issues are provided. 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 has earned national accreditation through NCATE (National Council for the Accreditation of Teacher Education) <http://education.shu.edu/ncate/index.html>

The Office of Field Placement and Supervision has its forms and field manuals available on-line via this webpage. If you ever lose a form or teacher guide for a cooperating teacher, you can print copies from this location.

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

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, (s)he 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 give majors their “PIN” numbers for electronic registration with a face-to-face appointment.

Email etiquette: Unlike instant messenger, email is a more formal means of communicating with faculty, support services, and peers on campus. It is important to observe the following when using email.

- Consider the “tone” of your email. When you meet face-to-face it is easy to read the tone and expressions of an individual through their voice and body language, email can only convey intent through the words you choose.
- Use capital letters at the start of a sentence and punctuation.
- Place your name at the end of the email; especially important if you are using an outside mail server and your email name may not be obvious to the person receiving the note.
- Recognize that email may not be read immediately.
- If you are writing a return e-mail, the person receiving the e-mail may have read and/or written dozens of e-mails since the first one: it’s a good idea to use “Reply with history” to remind the person what the e-mail is about.

Phone contact:

- Use your full name when leaving a message
- Provide a phone number where you can be reached

In Class Etiquette:

- At their discretion, professors set standards for in class behavior.
- All secondary education candidates are expected to conduct themselves in a manner that is consistent with the department's professional code.

Field Placement Information

The Office of Field Placement and Supervision Website:

http://education.shu.edu/academicprograms/edstudies/field_office.html

Most education classes have a field component. Secondary education majors are placed in suburban, urban, high school and middle school settings. Candidates participate in experiences for designated periods of time with the goals of studying schools, curricula, teaching, learning, and adolescent development. In the senior year, candidates undertake a clinical practice for an entire semester (required by NJ law).

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

Students with a successful field placement:

1. Attend all scheduled field placements for required hours (as applicable).
2. Fulfill the teaching requirements associated with each placement (e.g. tutoring in sophomore placements, guest teaching in junior & senior placements).
3. Receive satisfactory assessments as well as recommendations 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.

Students who do not fulfill these requirements will receive an unacceptable rating on their field form.

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

Director of Field Placement and Supervision: Professor Deborah M. Sanchez, Jubilee Hall, 427 (973)-275-2010

Secretary: Barbara Cooley, Jubilee Hall 435 (973) 761-9347

Application Deadlines for Field Placements

(forms on CEHS website: education.shu.edu)

Field Experience	Clinical Practice
Sept 15th for spring semester	Dec 1 for following fall
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:

May Graduation	Due: March 31
August Graduation	Due: July 15
December Graduation	Due: October 31

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 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.

Generally, field placements and the 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 visited 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 contact their supervisor with 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 setting on Tuesday, Thursday, and/or Friday mornings. Since a candidate's class schedule changes each semester, his/her field schedule will vary as well.

Secondary education students' main field activity is sophomore year is participation in the Seton Hall Challenge Program, a weekly tutoring program with Summit Middle School. Your schedule should be organized around keeping Wednesday afternoons clear for participation on ALL scheduled tutoring dates. Your junior and senior field placements will be in full 60-hour classroom placements including classroom observation and guest teaching a number of lessons to be negotiated with your cooperating teacher and supervisor.

All candidates are expected to attend full field placements (1-4) for 8 full weeks. 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. ***Remember, absences that shorten field time to less than 8 full weeks must be made up toward the end of the semester.*

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.

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.

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 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 this experience 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, their supervisor, and 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.

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 time frame, 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 Placement and Program Director of difficulty is provided on the college website, 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 situation 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 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 time frame, 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 Field Director. In other instances, such as a job action, the Field Director 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 the field experiences 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 and students 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 from any of the participants, they should be shared early on with each other and, if deemed necessary, the Office of Field Placement and the Retention Committee.

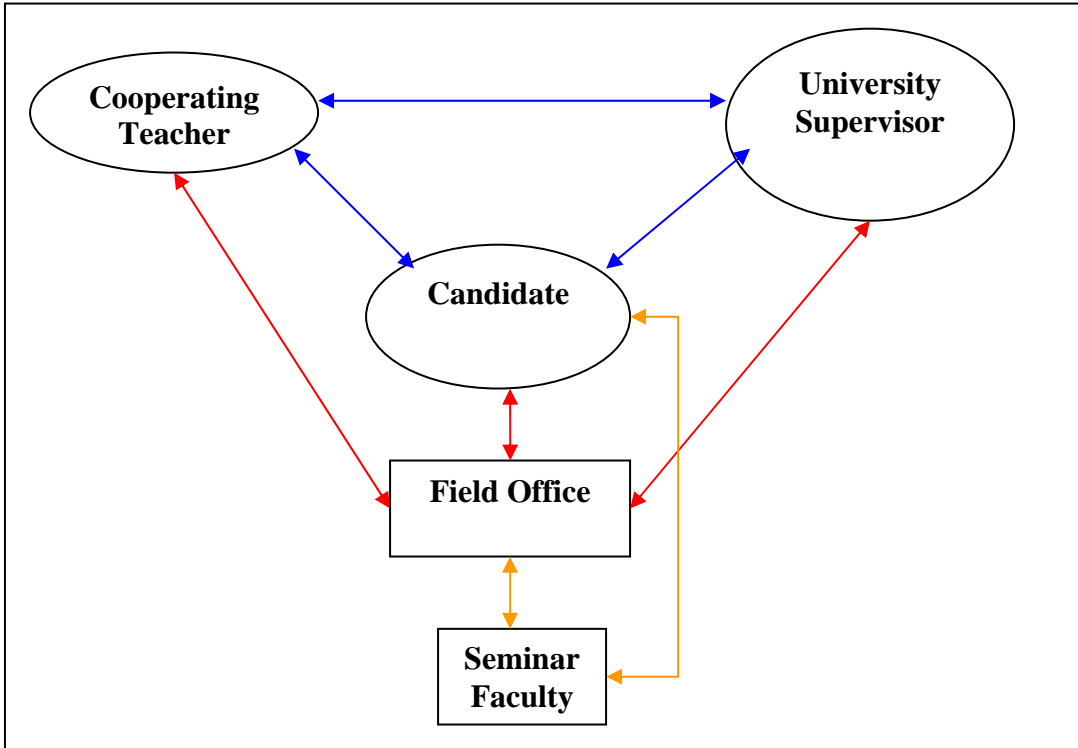
Cooperating Teacher	University Supervisor	Teacher Candidate
<ol style="list-style-type: none"> 1. Take an <u>active</u> role by sharing knowledge, experience, techniques and strategies for teaching. 2. Provide constructive feedback in a timely fashion. 3. Set goals with the candidate for the semester.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

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 the Retention Committee.

Cooperating Teacher Role	University Supervisor Role	Teacher Candidate Role
<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. 2. Provide constructive and timely feedback to the senior teacher. 3. Set goals early on, with the senior teacher for his/her development by the end of the experience. 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. 	<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. Visit a minimum of eight times per semester. 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. 3. Provide answers to policy questions that might arise and maintain contact with the Office of Field Placement if problems arise. 4. Attend the university supervisor training. 	<ol style="list-style-type: none"> 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. 2. Model professional behavior through attendance, dress, language, respect for confidentiality and school rules.

The candidate’s clinical practice is taken in conjunction with a seminar on campus. The goal of the seminar, whether for elementary, secondary or special education, is to provide structured opportunities for candidates to process and reflect on their teaching experience. Reflective journals, role playing how to talk with families, brainstorming about behavior issues, and visiting peers in other types of settings, are some of the ways the faculty guide candidates through their experiences. Discussion of professional association standards, mock interviews, and portfolio development add to candidate professional preparation. The faculty member teaching the seminar receives information regarding candidates’ performance through the Office of Field Placement.



IV. Frequently Asked Questions:

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

Elementary & Special Education	Secondary Education	Special Education
39 credits	24 credits	27 credits
1001 Introduction to Teaching, Pt I: The Profession 4000 Child Curriculum & Development 1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Diverse Classrooms 2004 Early Literacy I 3005 Language Arts II 2005 Math Methods 2006 Science Methods	1501 Education in the US 3510 Culture, Community & School 1301 Educational Psychology & Classroom Practice 2003 Instruction Theory into Practice 3301 Educational Evaluation 2501 Philosophy of Education & Curriculum Development 3700 Integrating	1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Diverse Classrooms 2004 Early Literacy I 2005 Math Methods 2006 Science Methods 2101 Learning Disabilities 3103 Assessment 5003 Language Develop.

<p>2101 Learning Disabilities 3003 Social Studies Methods 3103 Assessment 5003 Language Develop</p>	<p>Technology into Curriculum 3601-3605, 3513, 3514 (select one) Subject Specific Methods Course</p>	
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2. What are sophomore & junior candidates expected to do in their field placements?

<p>Sophomore: 1st placement</p> <p>Course connection:</p> <ul style="list-style-type: none"> • 1301 Educational Psychology <p>Goals:</p> <ul style="list-style-type: none"> • Candidates will regularly attend and actively participate in tutoring program. 	<p>Sophomore: 2nd placement</p> <p>Course connection:</p> <ul style="list-style-type: none"> • 2003 Instructional Theory <p>Goals:</p> <ul style="list-style-type: none"> • Candidates will regularly attend and actively participate in tutoring program. • Candidates will regularly attend and actively participate in leading small groups in a school setting (explained in orientation) or be assigned at a school site
<p>Junior: 3rd placement 60 hours</p> <p>Course connection: 2510 Introduction to Philosophy and Curriculum</p> <p>Goals:</p> <ul style="list-style-type: none"> • Candidates teach lessons that are linked to a project or unit. (This goal is contingent on negotiation with cooperating teacher) • Candidate must research, plan, and teach the lessons 	<p>Senior: 4th placement 60 hours</p> <ul style="list-style-type: none"> • Course connections: Methods Course <p>Goals:</p> <ul style="list-style-type: none"> • Candidates teach 4 lessons. (This goal is contingent on negotiation with cooperating teacher) • Candidate must research, plan, and teach the lessons

Suggested Guide for Week-to-Week Activities 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 one subject to plan and teach.</p>
Three-Seven	<p>The teacher candidate continues to add planning of additional classes/subject areas. 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 classes/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	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.

Tips for the Clinical Practice:

- Obtain the home telephone number of the cooperating teacher and the telephone number of the school.
- Observe the classroom: look for teaching styles and differences in learning. Offer to help set up the classroom, organize materials, develop bulletin boards, etc.
- Participate in orientation meetings with local school officials and cooperating 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.

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

Left alone?	Serve as a substitute?
<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>

5. *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 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 8:30 am of that day.

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

- **Placements 1-4: Final evaluation form.**
- **Final Teaching Experience:** An honorarium 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 the Retention Committee.

Appendix A

SETON HALL UNIVERSITY
College of Education and Human Services
Early Warning Field Evaluation Form

Student Name: _____

Field Placement: _____

Teacher Name: _____

Supervisor Name: _____

Date: _____

Signature of Person Filling Out Form: _____

Area of Concern: (circle)	Please provide concrete examples to assist in support and intervention with the candidate.
<p>Professionalism</p> <ul style="list-style-type: none"> • dress, • attendance, • initiative, • respect for students and colleagues, • focused & energized about teaching. • other 	
<p>Planning</p> <ul style="list-style-type: none"> • considers context, • student needs & interests, • gathers materials, prepares • other 	
<p>Instruction:</p> <ul style="list-style-type: none"> • follows lesson plan, • models concepts, • provides positive reinforcement • other 	
<p>Classroom Environment:</p> <ul style="list-style-type: none"> • supports a positive learning environment • other 	

Appendix B

Secondary Education: Sample Products by Course and Standards

Course	Products--Assignments	Standards
EDST 1501 Education in the U.S. Past and Present INTASC 9; NJPS 10	<ol style="list-style-type: none"> 1. Comparative Analyses of Educational Philosophies 2. Personal Learning Biography 3. Issues Analyses 	<ol style="list-style-type: none"> 1. NJPS 1; 4; 9; INTASC 1; 7; 10 2. INTASC 9; NJPS 10 3. INTASC 9; NJPS 10
EDST 3510 Culture Community, Schools INTASC 3 & NJPS 3	<ol style="list-style-type: none"> 1. Diversity Book Club 2. School Community Study and Reflection 3. Cultural Conversations 	<ol style="list-style-type: none"> 1. NJPS 2; 3; 7; 8; 10; INTASC 2; 3; 5; 6; 9 2. NJPS 2; 3; 8; 9; 10; INTASC 2; 3; 6; 9; 10 3. NJPS 3; INTASC 3
EDST 1301 Educational Psychology and Classroom Practice INTASC & NJPS 2; INTASC 5, NJPS 6	<ol style="list-style-type: none"> 1. Lesson Plan 2. Online Quizzes (various topics) 3. Reflections on Tutoring Experience and Classroom Experience 	<ol style="list-style-type: none"> 1. INTASC 4; NJPS 4 2. INTASC 2; NJPS 2 3. INTASC 2, 5; NJPS 2, 6
EDST 2003 Instructional Theory into Practice INTASC 4, 6 & NJPS 4, 8	<ol style="list-style-type: none"> 1. Reflective analysis of assigned lesson 2. Lessons for field placement & Microteaching lessons in class 3. Reflective analysis of video 	<ol style="list-style-type: none"> 1. NJPS 4, 10; INTASC 4, 9 2. NJPS 4, 8 INTASC 4, 6 3. NJPS 8, 10; INTASC 6, 9

<p>EDST 3301 Educational Evaluation</p> <p>INTASC 8; NJPS 5</p>	<ol style="list-style-type: none"> 1. Design of variety of assessment tools, e.g., set of 3 interpretive exercises using verbal and non-verbal communication 2. Test modifications for gifted, diverse, special needs learners 	<ol style="list-style-type: none"> 1. INTASC 8; NJPS 5; INTASC 6; NJPS 8 2. NJPS 3; INTASC 3
<p>EDST 2501 Philosophy of Education & Curriculum Development</p> <p>INTASC 1, 7 NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Standards Project 2. Cooperative Unit Plan 3. History of Subject Field 	<ol style="list-style-type: none"> 1. NJPS 1; 9; 10; INTASC 1; 10; 9 2. NJPS 1; 2; 4; 5; 6; 7; 8; 9; 10 INTASC 1; 3; 4; 5; 6; 8; 9; 10 3. NJPS 1; INTASC 1, 9
<p>EDST 3601 English language Arts</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. This I Believe Essay Project 2. Lesson Plans 3. Field Lesson Plans 	<ol style="list-style-type: none"> 1. NJPS 1; 4; 8 INTASC 1; 4; 6 2. NJPS 1, 4; INTASC 1, 4 3. NJPS 4; 6; INTASC 4; 5
<p>EDST 3602 Math Education</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Problem solving journal and reflection paper 2. Unit Plan 3. Famous mathematicians Project 4. Remedial Mathematics Assessment Plan 5. Mathematics Portfolio and Reflection 6. Reading Responses, Cases, Quizzes 7. WebQuests 	<ol style="list-style-type: none"> 1. INTASC 1; 6; NJPS 1; 8 2. INTASC 1-8; NJPS 1-8 3. INTASC & NJPS 1 4. INTASC 2, 7; NJPS 2, 4 5. INTASC 7, 8; NJPS 4, 5 6. INTASC & NJPS 1 7. INTASC 1, 7 & NJPS 1, 4

<p>EDST3604 Social Education</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Lesson and Unit Plans 2. Blackboard summaries and reflective responses based on NCSS themes 3. Professional Activity Assignment 	<ol style="list-style-type: none"> 1. NJPS 1-8 INTASC 1-8 2. NJPS 1; INTASC 1 3. NJPS 10; INTASC 9
<p>EDST 3603 Science Education</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Unit Plan 2. Safety and Welfare Test 	<ol style="list-style-type: none"> 1. INTASC & NJPS 1; NSTA # 4 Pedagogical and Professional Knowledge, Skills and Dispositions – Effective Practice 2. INTASC & NJPS 1; NSTA #7 Content Knowledge – Research & Investigation
<p>EDST 3605 World Language</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Thematic Unit 2. Plan accommodations diverse students 	<ol style="list-style-type: none"> 1. INTASC 1, 4, 7; NJPS 1, 4 2. INTASC 2, 3 NJPS 2, 3, 7
<p>EDST3513 Art Education</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Unit Plan 2. Art Resource File 	<ol style="list-style-type: none"> 1. INTASC 4, 7 NJPS 4 2. INTASC 1; NJPS 1
<p>EDST 3514 Music Education</p> <p>INTASC 1, 7 & NJPS 1, 4</p>	<ol style="list-style-type: none"> 1. Unit Plan 2. Video product for portfolio 	<ol style="list-style-type: none"> 1. INTASC 1, 4, 7 NJPS 1, 4, 7 2. INTASC 6; NJPS 8

<p>EDST3700 Infusing Technology into Curriculum</p> <p>INTASC 3, 6; NJPS 3, 8</p>	<ol style="list-style-type: none"> 1. Unit plan including discipline specific information and multiple technology resources 2. Assistive Technology Review and Brochure 3. Reflective journals on technology use in the classroom 	<ol style="list-style-type: none"> 1. NJPS 3, 4, 6; INTASC 3, 4; 7 2. NJPS 7; INTASC 3 3. NJPS 10; INTASC 9
<p>EDST4500 Student Teaching Seminar (Standards 1-10)</p> <p>INTASC 10 , NJPS 9</p>	<p>Teacher Work Sample Contextual factors Unit plan Lesson Plan Assessment pre/post with data analyses Evaluation Reflection</p>	<ol style="list-style-type: none"> 1. NJPS 1-10; INTASC 1-10

Brief Standards Summary: INTASC and NJPS match

	IN	NJ
Content Knowledge	1	1
Development	2	2
Diversity	3	3, 7
Instructional Strategies	4	4
Positive Learning Environment	5	6
Communication	6	8
Planning	7	4
Assessment	8	5
Professional Development	9	10
Collaboration	10	9