

College of Education and Human Services

Office of Field Placement and Supervision

Student Teacher Handbook



435

Office of Field Placement and Supervision

Monday – Friday, 8:45 AM -4:45 PM

Barbara Cooley, Secretary
973-761-9347

427

Director Angela M. Brisini

Field Placement and Supervision

Telephone-973-275-2010
Fax- 973-761-7642
angela.brisini@shu.edu



Preparing competent, socially conscious, reflective professionals



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WELCOME TO STUDENT TEACHER CONVOCATION

August 22, 2014

The College of Education and Human Services welcomes you to the start of another semester and a new opportunity to work with students in K-12 schools. A new teaching and learning experience awaits you, and we hope you embrace your field experience placement with enthusiasm, dedication, and professionalism for all that it has to offer you as a teacher-in-training. Each field placement affords you the unique opportunity to apply the theoretical knowledge gained in your courses with practical knowledge of the profession through engagement with students and their teachers.

The Department of Educational Studies places great value in offering a variety of internships to coincide with courses in our teacher preparation programs. There is no substitute for the honing of essential skills and dispositions as being engaged with students and their teachers regularly and in multiple settings. Each internship experience is supervised and evaluated by your cooperating teacher and university supervisor, and both professionals serve as your mentors along with your course professors and field office personnel to guide your development towards excellence in teaching.

You are encouraged to get to know the students, their names, personalities, and interests. Take the time to understand how they learn best and to practice your teaching in a variety of ways, such as one-on-one, in groups, and whole class instruction. Be pro-active, and when you are not teaching, ask your cooperating teacher how you can assist in the classroom. Attend planning meetings, talk to other teachers in the building, observe the students' special teachers and learn all you can about the profession. We can also support you in your desire to infuse various technologies, such as Smart Boards, iPads and Web 2.0 tools. We are hopeful that you will strive to engage learners using technology tools when applicable. Make note of effective instructional and class management strategies and consider adding the best of what you observe to your repertoire of knowledge and skills related to teaching.

Finally, we ask that you begin your internship on the first scheduled day following this Convocation, and that you are communicative, respectful, and collegial with all professionals and students in your field experience setting. The Department of Educational Studies wishes you well and is here to support you. So, do not hesitate to contact the Field Office with any questions or concerns related to your internship, supervision, or teaching. Please read this handbook carefully and use it as a resource throughout the semester.

The BEST to you all,

Department Chair of College of Education

Field Director

Excerpt from Seton Hall University Undergraduate Catalogue

General School Requirements

To qualify for the degree Bachelor of Science in Education, candidates must:

- complete a minimum of 120 credits (with at least 60 credits from the College of Arts and Sciences);
- maintain a GPA of 2.75 for elementary/special education and secondary education; a GPA of 3.2 for the 4+2 program;
- complete (i) a full major in the College of Arts and Sciences; (ii) a general education sequence of liberal arts courses, and (iii) a full professional education major;
- fully complete the education program's required field internships and culminating clinical experience (includes specified number of hours as well as evaluation forms);
- adhere to the Department of Educational Studies Professional Code within course and field work;
- pass the Praxis II Exam associated with the education or content major prior to beginning the culminating clinical experience; and
- earn a grade of C or higher in all education courses (any grade lower than a C must be repeated).

All candidates interested in education when they enter the University as first semester freshmen are welcome to take the introductory courses in their area of interest (elementary/special education or secondary education). Maintaining a minimum GPA of 2.75 is required for admission into and retention in the elementary/special education and secondary education programs after the first semester of the freshman year and for admission as a transfer applicant. A GPA of 3.2 is required to transfer into the 4+2 program after the first semester of the freshman year. Candidates must meet with their education adviser each semester for a review of their academic requirements as well as field work in order to determine potential areas of need and standing in the program.

The University reserves the right to make additional adjustments as required by the New Jersey Department of Education.

Senior Clinical Practice

Undergraduate senior candidates who are matriculated in the College of Education and Human Services and others seeking New Jersey state certification must complete senior clinical practice. Candidates who enroll for this experience must pay a nonrefundable placement fee of \$100.00. *Beginning with freshmen entering the college in 2008, candidates must pass the Praxis II content exam associated with their major prior to the start of their senior clinical practice.*

Application Procedure for Senior Clinical Practice

Applicants must secure an official application from the Office of Field Placement and Supervision. The application procedure includes a comprehensive review of the candidate's academic record and internships. Completed applications must be received in the Office of Field Placement and Supervision before April 1 for assignment during the following Spring Semester, and by December 1 for assignment during the following Fall Semester.

Applicants must meet the following requirements:

- a cumulative GPA of 2.75;
- completion of all required Professional Education courses with a grade of C or higher;
- successful completion of all required field experiences;
- candidates entering in 2008 and after are required to pass the appropriate Praxis II Exam prior to the start of senior clinical practice;
- approval and recommendation by the department chair/program director; and
- a physician's certificate indicating freedom from any infirmity that would make the applicant unfit for teaching.

Senior Clinical Practice Requirements

Senior clinical practice requires full-time daily participation in the activities of an approved school for one semester. Each candidate is assigned to an accredited school and is guided by a cooperating teacher. The experience includes observation, teaching in the classroom, and participation in other activities and conferences. Senior teacher candidates are required to participate in faculty meetings, parent-teacher meetings, and other experiences. Each candidate's performance is assessed collaboratively by the college supervisor and the cooperating teacher. All education courses, as well as any grades of Incomplete in education courses, must be finished in order to begin the clinical practice.

Applicants are required to enroll for the Senior Internship Seminar, and complete the Teacher Work Sample during the semester of senior clinical practice.

Transfer candidates must complete a minimum of 24 credits at Seton Hall University before they may apply for senior clinical practice.

Excerpt from Seton Hall University Graduate Catalogue

Graduate Educational Studies
Director: Dr. Lourdes Mitchel
Jubilee Hall Room 410
(973) 275-9396

The Certificate of Eligibility with Advanced Standing (CEAS) program is intended for professionals seeking teacher certification. The purpose of the certificate is to provide skills and competencies to meet changing certification requirements. Students who successfully complete this program will be qualified for an Advanced Certificate of Eligibility for the New Jersey Instructional License as an elementary or secondary teacher. The CEAS program is guided by state and national standards.

Requirements

A candidate conditionally admitted to the MA program must complete 6 credits with a 3.0 GPA as a non-matriculated student. Those students who are making up an unsatisfactory GPA must submit MAT or GRE scores after completing 12 graduate credits before they will be able to register for additional courses.

CEAS Courses

- EDST 6421 Child and Adolescent Development and Diversity
 - EDST 6422 Classroom Curriculum, Planning and Organization
 - EDST 6425 Assessment of Student Learning
 - EDST 6426 Clinical Practice and Seminar
- Select two courses below, based on specialization:*
- EDST 6423 Elementary Literacy and Social Studies Methods
 - EDST 6424 Secondary Literacy and Social Studies Methods
 - EDST 6411 Elementary Math and Science Methods
 - EDST 6412 Secondary Math and Science Methods

Total Required Credits 18

Academic Standards

Students must maintain at least a “B” in all courses. Students who receive a “C” will be referred to the Academic Standards Committee of the department, which will recommend appropriate action to the chair.

Student Teaching

Students seeking New Jersey state teacher certification must complete a full semester of student teaching. An application fee for student teaching is required. The student should consult with program advisers for specific requirements.

Students must apply in advance for this experience, at which time they will receive a comprehensive review of their academic and experiential record. Applications for field experience are due March 1 for fall and October 1 for spring.

The application fee for student teaching is \$100. Completed applications must be received by the Director of Field Placement and Supervision by the posted dates.

Eligibility for Certification

Upon completion of the Post Baccalaureate Certificate program, students are eligible for recommendation to the State of New Jersey for the certificate of eligibility with advanced standing as a classroom teacher. A passing score on the appropriate Praxis examination is also required for the certificate of eligibility with advanced standing. Under current New Jersey state regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard (permanent) certification.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their state’s Department of Education for specific requirements. Seton Hall University’s average pass rate on the Praxis exam is 93 percent. The New Jersey statewide average is 98 percent. These figures represent the cohort year 2006-2007.



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. *Candidates will not use mobile technology for personal reasons while in a classroom setting.*
- (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.
- (7) **Professional Communication and Technology Use:** Candidates maintain consistent, timely and professional communication with professors, Seton Hall administrators, supervisors, cooperating teachers, and school administrators in written, telephone, and electronic mail communication. Candidates exercise professional discretion in their use of social media and recognize the responsibility of professional educators to refrain from expressing defamatory opinions of peers, professionals, parents, and students in public platforms.

Field Professional Requirements Contract

The Office of Field Placement and Supervision

Professional Code of Conduct—Student Teaching

Please read the following document carefully, check each box, and sign below to indicate your full understanding and acceptance of responsibility for this internship/student teaching experience. By signing this form, you accept the placement listed below and all of the associated professional responsibilities. These responsibilities include, but are not limited to:

Communication:

I will:

Abide by and follow a 48-hour timeline to respond via email/phone to the Field Office, Cooperating Teacher and/or University Supervisor.

When an absence is necessary, call the Cooperating School, University Supervisor and the Field Office by **8:00 a.m.** the day of absence. I acknowledge that I must make up all absences.

Contact the Field Placement Director immediately if I have any problems or questions concerning my field placement, cooperating teacher or supervisor.

Documentation:

I will:

For security purposes document my attendance at the main office/security desk upon arrival and departure.

Submit the required timesheet at the completion of student teaching (**15 consecutive weeks**) to the Field Office. Ensure the cooperating teacher and university supervisor have signed off on the sheet.

Abide by and complete all documentation on Passport required by the Field Office prior to the start of my placement.

Policy:

I have:

Agree to abide by the *Professional Code of the College of Education & Human Services*.

Completed all requirements of my placement as they have been explained to me by the Field Office **BEFORE** my placement is set to begin. These requirements may include, but are not limited to: Mantoux Test, Fingerprinting, Background Check and/or Substitute Teaching Certificate, Protecting God's Children Certificate or HIB Training. Failure to complete these

requirements PRIOR to my set start date may result in my placement being withdrawn for the semester.

Failure to abide by these Professional Code Regulations may result in one or more of the following consequences:

- Failing grade for field placement
- Withdrawal from field placement
- Additional hours of observation and teaching being added to the field placement
- Completing an entire, additional field placement
- Referral to the Educational Studies Retention Committee to determine retention in the education major

I agree to all, but am not limited to, the requirements as stipulated above as well as any additional requirements the Field Director may institute during the course of the experience. Addendums may be added during the experience if needed, which will be announced in a timely fashion to all students in the Educational Field Office Community during the semester.

Name (Please Print): _____

Signature: _____ **Date:** _____

Dear Cooperating Teacher:

Thank you again for your cooperation in working with one of our Student Teaching Candidates this semester. We would like to share with you a few pertinent pieces of information regarding assessments the Field Placement Office will need throughout the course of this experience.

Cooperating Teacher Evaluations will be collected during two different points throughout the semester. These evaluations will be identified as Midterm and Final. They will be completed within our PASSPORT evaluation system, a link will be provided within your email by the Student Teacher Candidate. Please make sure to review your email address with the Student Teacher candidate, this will ensure the evaluation is delivered successfully.

A Seton Hall University Supervisor has been assigned to work with your Student Teacher Candidate. You should expect to have this individual visit your classroom within the first two weeks of this experience to conduct an initial observation. The initial visit should establish goals for the semester. The goals should address short term objectives, as well as long range developmental issues.

Important Information and Dates to Remember:

- Provide your Student Teacher with your email address and most convenient form of contact information.
- Obtain the contact information of the SHU Supervisor assigned to your Candidate in case any questions arise throughout the semester.
- Midterm Evaluation due by **Friday October 31, 2014 (Electronic)**
- Final Evaluation due by **Friday, December 12, 2014 (Electronic)**
- Cooperating Teacher Manuals can be found at the following website:
<http://blogs.shu.edu/fieldoffice/>

If you have any questions or concerns regarding this experience, please do not hesitate to email me directly at angela.brisini@shu.edu . We understand this is a tremendous responsibility in mentoring our candidates to become future educators, and I hope to give you all of the support you need during the course of this experience.

Thank you again for your experience and guidance.

Sincerely,



Ms. A. Brisini
Director of Field Placement and Supervision
T-973-275-2010
angela.brisini@shu.edu



COLLEGE OF EDUCATION
AND HUMAN SERVICES
Promoting Professional Practice

SETON HALL UNIVERSITY Student Teaching Experience Requirement

The Timeline for the Student Teaching Experience is an entire semester or fifteen weeks, which includes planning and instruction of content, implementation of various teaching strategies, integration of technology, using assessment data to inform teaching and submission of lesson plans as per district directive. Student Teachers are advised to emulate the cooperating teacher's academic schedule (See Timeline Below)

- **Personal Days:** One personal day is allowed and any additional days will be added to the end of the experience
- **University Supervisor Evaluations:** Six Narratives, One Midterm and One Final via Passport Evaluation System **(Total of 8 Visits)**
- **Cooperating/ Teacher Evaluations:** One Midterm and One Final **(Link will be sent to cooperating teachers email, submission is electronic)** In addition, cooperating teachers receive a welcome letter that annotates all requirements and dates that evaluations are needed to be completed via email.
- **Payment/ Professional Development Hours:** Cooperating Teacher Payment is upon completion of the experience. To ensure payment, digital submission of Honorarium Form and W9 are required. **(within Welcome Letter Email)** A fifteen Professional Development Hour certificate is included within the payment packet.

Timeline of Weeks	Overview of Student Teacher Responsibilities
	TBD in accordance to Cooperating School District Schedule (Classroom Set-up/Professional Development Days)- December 5, 2014
Week 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.
Week Two	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 professionals for the remainder of the semester. The teacher candidate takes one subject/period to plan and teaches. (Supervisor Narrative One)
Week Three	The teacher candidate takes on an additional subject/period and planning. He/she should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers. 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.
Week Four	The teacher candidate takes on an additional subject/period and planning. All requirements listed under week three apply to the subsequent weeks. (Supervisor Narrative Two)
Week Five	The teacher candidate takes on an additional subject/period and planning. All requirements listed under week three apply to the subsequent weeks.



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SETON HALL UNIVERSITY Student Teaching Experience Requirement

Week Six	The teacher candidate takes on an additional subject/period and planning. All requirements listed under week three apply to the subsequent weeks. (Supervisor Narrative Three)
Week Seven	The teacher candidate takes on an additional subject/period and planning. All requirements listed under week three apply to the subsequent weeks.
Week Eight	The teacher candidate, by the start of the eighth week, should be planning and teaching all the subjects/period. 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. All requirements listed under week three apply to the subsequent weeks. University Supervisor should observe one lesson. (Supervisor Midterm via Passport)
Week Nine	The teacher candidate should be planning and teaching all the subjects/period. 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. All requirements listed under week three apply to the subsequent weeks.
Week Ten	The teacher candidate should be planning and teaching all the subjects/periods. 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. All requirements listed under week three apply to the subsequent weeks. University Supervisor should observe one lesson. (Supervisor Narrative Five)
Week Eleven	The teacher candidate should be planning and teaching all the subjects/periods. 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. All requirements listed under week three apply to the subsequent weeks.
Week Twelve	The teacher candidate should be planning and teaching all the subjects/periods. 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. All requirements listed under week three apply to the subsequent weeks. University Supervisor should observe one lesson. (Supervisor Narrative Six)
Week Thirteen	The teacher candidate should be planning and teaching all the subjects/periods. 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. All requirements listed under week three apply to the subsequent weeks. At this point, the teacher candidate should reduce their teaching load by one period.
Week Fourteen	The teacher candidate should be planning and teaching all the subjects/periods. 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. All requirements listed under week three apply to the subsequent weeks. At this point, the teacher candidate should reduce their teaching load by one period. University Supervisor should observe one lesson. (Supervisor Narrative Seven)



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SETON HALL UNIVERSITY
Student Teaching Experience Requirement

Week
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. **(Final Evaluation via Passport)**

CEHS Vision: *To Develop Competent, Socially Conscious, Reflective Professionals*

The Office of Field Placement and Supervision

Seton Hall University

Early Warning Notification 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 the basis 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.

We ask that you please accurately, document the candidates difficulties with specific examples of his or her work or behavior. Dates and details provided enable the Field Director, Department Chair and CEHS faculty to help remediate and mentor the candidate effectively.

Due Dates for Early Warning Notification:

- Submit this form VIA e-mail NO EARLIER than 3 weeks after the start of a student's placement.
- Submit this form VIA e-mail NO LATER than 7 weeks after the start of a student's placement.
- E-Mail to angela.brisini@shu.edu OR CEHSFieldOffice@shu.edu
-

Tips for Building an Early Warning Case:

- **Remember:** Some of your interns are in their FIRST field experience, and it may take some time to practice and learn classroom management, lesson planning, and professional skills.
- **Document:** Note your initial concerns and track the intern's progress over time. If the intern has had ample time to improve and is not making gains, please use dates and examples to explain.
- **Communicate:** Speak with your intern regarding his or her weaknesses as well as strengths, to aid in growth and development in teaching skills the student can improve. Additionally, communication with the Office of Field Placement and Supervision is key, so make a point of informing the Field Director, Ms. Angela M. Brisini [angela.brisini@shu.edu], of any type of concern early on, and keep lines of communication open as well as build a solid paper trail.
- **Involve:** Talk to the student's cooperating teacher/supervisor to gain further insight into your areas of professional concern. Gaining an additional perspective can support your decision to initiate the intervention process.

Early Warning Notification Form

Office of Field Placement and Supervision

Supervisor Name:

Candidate Name:

Cooperating Teacher/Supervisor:

Date:

School:

Signature:

Areas of Concern

Check the INTASC Standard(s) that correspond to your area(s) of concern

Please check all that apply:

INTASC #1: Learner Development

INTASC #6: Assessment

INTASC #2: Learning Differences

INTASC #7: Planning for Instruction

INTASC #3: Learning Environments

INTASC #8: Instructional Strategies

INTASC #4: Content Knowledge

INTASC #9: Professional Learning and Ethical Practice

INTASC #5: Application of Content

INTASC #10: Leadership and Collaboration

Other:

Early Warning Narrative

Support the above choices with additional thoughts, evidence and documentation. If necessary, please attach records/notes/e-mails that reflect your areas of concern.

Seton Hall University
 College of Education and Human Services
 400 South Orange Avenue, South Orange, NJ 07079

Student Name: _____ School: _____

1. Please indicate attendance with the following: P= Present A= Absent T= Tardy
2. If the student teacher is not present for the entire day, please indicate late arrival or early dismissal time and reason.
3. Completed form must be sent to the Field Office along with your final evaluation forms.

	Monday	Tuesday	Wednesday	Thursday	Friday	Cooperating Teacher Initials
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						
Week 16						

Student Signature: _____

Cooperating Teacher: _____

University Supervisor: _____

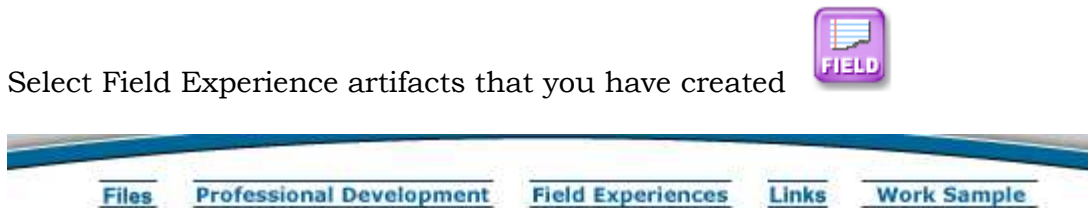
Days Absent:
Days Tardy:

Student Teacher Passport Directions

Select Artifacts



Select Field Experience artifacts that you have created



-  File artifacts that have been uploaded to PASS-PORT.
-  Professional Development artifacts that you have registered.
-  Field Experience artifacts that you have created. 
-  World Wide Web Link artifacts that you have referenced.
-  Work Sample Artifacts that you have assembled in PASS-PORT.

Click Initiate New Field Experience



Select what undergrad/graduate major you are:

Undergraduate Field Experiences

Elementary and Special Education (ESED)

Select

Secondary Education (SCED)

Select

Graduate Field Experiences

CEAS Elementary/Secondary

Select

School Library Media Specialist (SLMS)

Select

Name your Field Experience (the name should correspond with your seminar EDST code)

Seniors/ Graduate Students would select from:


Elementary/ Special Education Majors:	EDST 4001 Clinical Practice Seminar
Secondary Education Majors:	EDST 4500 Clinical Practice Seminar
SLMS Majors:	EDST 6310 School Library Media Specialist Internship
CEAS Graduate Majors:	EDST 6426 Clinical Practice and Seminar

Identify the form by Midterm or Final when naming the document)

BACK

Initiate New Field Experience

Enter a name for this field experience .



Select the seminar course that aligns with your student teaching. Please ensure that you select the correct one, Midterm or Final. Please refer to the guide on the previous page.

Initiate New Field Experience

Choose a course for this field experience .

((Field Exp. Course Selection) - EDST 2500) Field Experience #1	▼
((Field Exp. Course Selection) - EDST 2500) Field Experience #1	▲
((Field Exp. Course Selection) - EDST 2600) Field Experience #2	
((Field Exp. Course Selection) - EDST 2700) Field Experience #3	
((Field Exp. Course Selection) - EDST 2800) Field Experience #4	
((Field Exp. Course Selection) - EDST 4001) 1st - Clinical Practice & Seminar (Midterm)	
((Field Exp. Course Selection) - EDST 4001) 2nd - Clinical Practice & Seminar (Final)	
((Field Exp. Course Selection) - EDST 6426) 1st - Clinical Practice & Seminar (Midterm)	
((Field Exp. Course Selection) - EDST 6426) 2nd - Clinical Practice & Seminar (Final)	
(CPSY 1001) Diverse Learners and Their Families, Part I	
(CPSY 1002) Diverse Learners and Their Families, Part II	
(CPSY 2101) Learning Disabilities	
(CPSY 2102) Developmental Disabilities	
(CPSY 3103) Psycho-Educational Assmnt in Elementary & SPED	
(CPSY 3401) Strategies for Literacy for Diverse Learners	
(CPSY 3402) Strategies for Numeracy for Diverse Learners	
(CPSY 7620) Seminar in Systemic Therapies	
(CPSY 7621) Couple and Family Systems Techniques I	
(CPSY 8801) Foundations of Assessment and Treatment in Systems	
(CPSY 9880) Internship in Couple and Family Therapy I	
(CPSY 9881) Internship in Couple and Family Therapy II	▼

Select your cooperating school from the list. If it is not provided, please list the name in the box provided below.

Initiate New Field Experience

Choose a site for this field experience .

Choose a site from the list

- Choose a site from the list
- #19 DANIEL F RYAN SCHOOL
- 5 and 6 School
- A HAMILTON PREP ACAD
- A. Chester Redshaw E.S.
- A. Russell Knight E.S.
- A.A. Anastasia E.S.
- A.E. Burling Elementary School
- Aaron Decker E.S.
- Abington Ave. E.S.
- Abraham Clark H.S.
- Abraham Lincoln E.S.
- Abraham Lincoln School #6

Enter your cooperating teacher's name in the box provided (Please ensure that you spell it correctly)

Initiate New Field Experience

Choose a Cooperating teacher for this field experience .

There are no cooperating teachers assigned to this site. ▼

If your Cooperating teacher's does not appear above,
enter the site Cooperating teacher's name below.



Template Instructions

How to start your Field Experience:


Go to the bottom of this page and select the **EDIT BASIC INFO FIRST** button



You will be asked to do the following:

1. Enter number of students in your field placement.
2. Enter number of hours you will complete in the field this semester.

You will return to the top of the original page: **PLEASE SCROLL** to the bottom to answer additional *required questions*.

Use the "**EDIT**" button  next to each item to enter your responses. When you finish each item you will be brought to the top of this page and will have to scroll down to the bottom to continue to the next required topic.

Basic Information

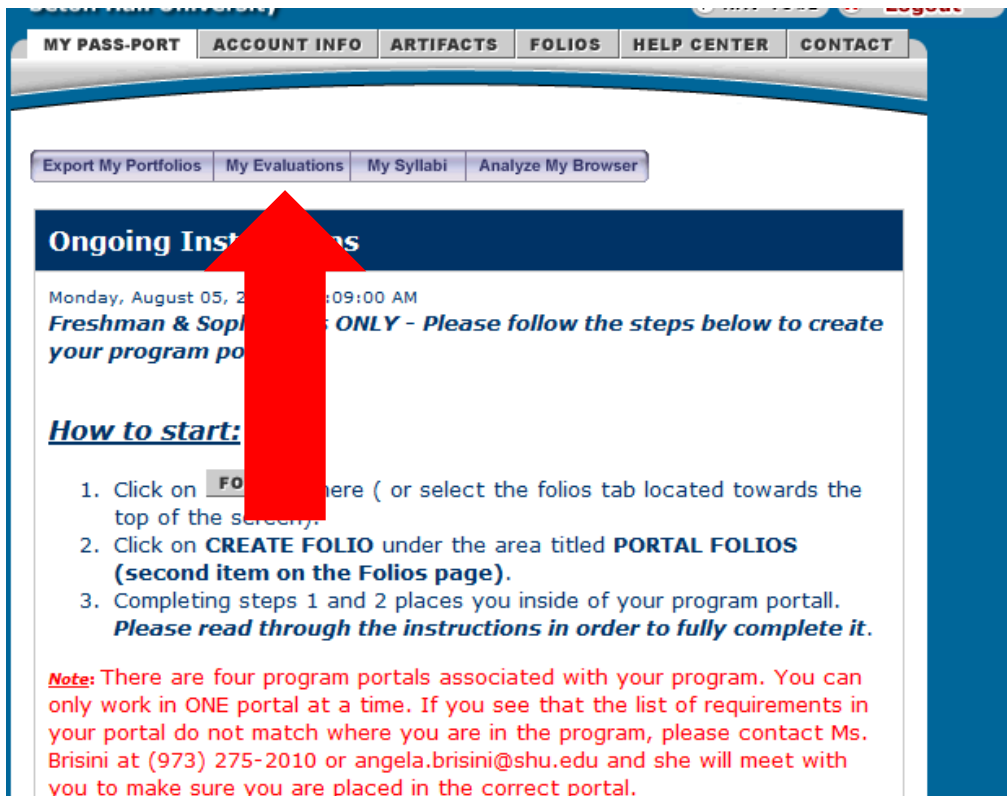
 

Once all the demographic information is complete, you will be able to email your cooperating teacher the form. If you have any questions, feel free to stop by the field office or email me.

Checking your Student Teaching Narratives in Passport

Log in to Passport

On the homepage locate the tab that says **My Evaluations** and click



MY PASS-PORT ACCOUNT INFO ARTIFACTS FOLIOS HELP CENTER CONTACT

Export My Portfolios My Evaluations My Syllabi Analyze My Browser

Ongoing Instructions

Monday, August 05, 2014 10:09:00 AM
Freshman & Sophomores ONLY - Please follow the steps below to create your program portfolio.

How to start:

1. Click on **FOLIOS** here (or select the folios tab located towards the top of the screen).
2. Click on **CREATE FOLIO** under the area titled **PORTAL FOLIOS (second item on the Folios page).**
3. Completing steps 1 and 2 places you inside of your program portal.
Please read through the instructions in order to fully complete it.

Note: There are four program portals associated with your program. You can only work in ONE portal at a time. If you see that the list of requirements in your portal do not match where you are in the program, please contact Ms. Brisini at (973) 275-2010 or angela.brisini@shu.edu and she will meet with you to make sure you are placed in the correct portal.

Next locate your assigned **supervisors name** from the list and the tool name should be **Field Supervisor Student Teacher/Intern Observation Narrative**

Click View

EVALUATIONS			
Origin	Tool Name	Date	
Daly, James	EDST 3003 Soc St ESED So/Jr Lesson Plan Field Supervisor Student Teacher/Intern Observation Narrative Form (Rev.2)	11/17/2012	View
Henry, Joan	<u>Soph/Jr ESED/DVSL - Lesson Plan Rubric</u>	1/28/2014	View
Hindin, Alisa	<u>Soph/Jr ESED/DVSL - Lesson Plan Rubric</u>	3/28/2012	View
Hindin, Alisa	<u>Soph/Jr ESED/DVSL - Lesson Plan Rubric</u>	5/2/2012	View
Mueller, Mary	<u>Soph/Jr ESED/DVSL - Lesson Plan Rubric</u>	5/2/2012	View
Mueller, Mary	<u>Soph/Jr ESED/DVSL - Lesson Plan Rubric</u>	4/9/2012	View

Then you will be able to view the narrative. It is your responsibility to view them after an observation. If you have any questions, please email me. Thank you.



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New Jersey Department of Education Fee Structures for Licenses

Type of License	Associated Fee
Elementary Classroom Teacher (includes CEAS, provisional certificate, and standard certificate and one time test score service fee)	\$190.00
Elementary with Specialization (Middle School)	\$190.00
Content Area Specific (English, Social Studies, Math, World Language, etc.)	\$190.00
P-3 Certification	\$190.00
Special Education	\$190.00
Psychology	\$170.00
Principal	\$190.00
Supervisor	\$95.00
School Administrator	\$190.00
School Nurse	\$95.00
School Psychologist	\$95.00
School Library Media Specialist	\$170.00
Associate School Library Media Specialist	\$170.00
Speech Language Specialist	\$115.00
School Counselor	\$95.00



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HOW TO APPLY FOR A SUBSTITUTE TEACHING CERTIFICATE

Process for Substitute Teaching Certification

- Select a district within a county in NJ
- Contact their Human Resources Department and ask for a packet for substitute teaching
 - ✓ Some Districts will ask for additional information before you can obtain a packet, such as letter from a principal within that district stating they want you to substitute.
 - ✓ Other districts will have a timeline to submit packets that applicants must adhere to

Steps to Completing the Substitute Packet

- Make an appointment with MorphoTrak using the information at the top of the background sheet that was provided by the district (Cost \$78.00)
- Make an appointment with your physician (cost) or Health Services at SHU (free) to get a Mantoux test. You need to provide a “negative” result with your substitute packet.
- Provide College Transcript documenting that you have completed 60 credits.
- Submit a certified check or money order, payable to the Commission of Education. This will cover the cost of obtaining the county substitute certificate (Cost \$125.00)
- Additional paperwork will need to be filled out as per the districts’ personnel requirements.
- If HIB Training is required, most times the district will offer an online option or will provide onsite training.

Please be reminded that this process may take as long as two months.

The substitute certificate is valid for a period of five (5) years from the date of issuance.

The county substitute certificate you receive makes you eligible to substitute teach in any other school district *within the county in which it was issued.*

Please be aware, you will, however, need to apply for a substitute teaching position and be approved by the board of education for employment in whichever district(s) you apply.

For more information: Contact your County Office of Education @
<http://www.state.nj.us/education/>



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Interview Sample Questions

Teacher Relationships with Students

1. What kind of students do you like to work with? What type of students could you teach most effectively?
2. You give an assignment. A student ridicules the assignment, saying it doesn't make sense. What would you do?
3. How do you help students experience success?
4. How would you individualize instruction for students?
5. What procedures do you use to evaluate student progress besides using tests?
6. How would you challenge the slow learner and the advanced learner within the same class?
7. What would your students say about you?

Teacher Relationships with Colleagues

1. What kind of teachers would you prefer to work with? Why?
2. What activities would you like to work with in our school?
3. What qualities do you have that would enhance our teaching staff?
4. What are some personality characteristics you find undesirable in people?
5. Who should be responsible for discipline in a school? Why?
6. What needs and/ or expectations do you have of the school administration?
7. How do you collaborate with your colleagues?

Teacher Relationships with Parents

1. What do you feel is the most effective way to communicate with parents? Describe how you have used this/ these technique(s).
2. Describe the reasons why you would contact parents.
3. What would you include in your Open House presentations to parents?
4. What community activities would you like to be associated with? Why?

Instructional Techniques

1. Describe any school experience you have had, particularly in student teaching (or in another teaching position) that has prepared you for a full-time position at our school.
2. How would you integrate technology into the curriculum you would teach?
3. Describe any innovative projects you have been involved in developing.
4. What sorts of assessment, both formal and informal, do you view as being important indicators of successful performance for students learning your content area?
5. If you could teach any novel, what would it be and what would your students be doing?
6. How do you adjust for reading level differences within your classroom?

Questions for Management

1. Describe the management strategies and techniques you use to maintain an effective classroom environment.
2. In what ways do you keep students on task and well behaved during collaborative group activities?
3. Describe your expectations for student behavior? In other words, if I were to enter your class on an average day, what should I expect to see with regard to student behavior?



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4. Keith is your busy seventh-grader. He is constantly moving in your class and always ready to throw spitballs. Although his behavior is not seriously disruptive, it is annoying. He is especially active when he believes that you cannot see him. How would you deal with this situation?
5. Describe the management strategies and techniques you use to maintain an effective classroom environment

Personal Characteristics Questions

1. How would a colleague describe you?
2. What are your strengths and weaknesses as a teacher?
3. As a teacher, how do you relate to students, colleagues, and parents?
4. What do you consider to be a major issue in public education today?

Questions for Content Area Expertise:

1. Describe your knowledge and experience of the Common Core Standards and how applicable to your content area.
2. Describe any specific areas of strengths within your content area (e.g. Physical Science, Writing Workshop, Algebra, etc.)
3. If you could teach just one grade level and subject within your content area, what would you choose? Why?
4. Give an example of how you have used cooperative learning in your classroom.
5. What four words would students use to describe your teaching strategies?
6. What rules do you have for your classroom?
7. Describe your teaching style and how you accommodate the different learning styles of the students in your classes.
8. What do you consider to be your strengths and how will you use them in your teaching?
9. In what ways do you keep students on task and well behaved during collaborative group activities?

Background Information

1. Why did you choose to become a teacher?
2. What are your hobbies and interests?
3. What are your plans for continuing your professional growth?
4. Tell me about an interesting article you have read recently in a professional journal.
5. What contributions can you make to our school?

Questions for English Learner Expertise

1. We have a large number of English learners in our district. What knowledge and experience do you have that is representative of your ability to teach English learners?
2. Imagine that you are teaching a “regular” mainstream class in your content area. A new student arrives in your class one day, and you soon find out that this student possesses only limited English fluency (that is, some oral fluency but very limited reading and writing fluency). You realize that is probably not the correct placement for the student, so you approach the counselor in charge of scheduling students. You are told that there is no room in the other classrooms for the foreseeable future and that you will just have to do the best



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you can. What would you do to accommodate this student until a better placement comes up?

3. In what ways, both formal and informal, might you assess a student with limited English fluency to be sure the student is truly learning the content of your course curriculum?

Other Questions

1. Discuss a curriculum project you developed with generated high motivation and engagement among your students. Tell us what the project looked like and what resources you used to develop it.
2. How do you feel about participating in an advisory period or other master-schedule differences?
3. What kinds of strategies do you use to challenge students to have an in-depth understanding of math, science and language arts?
4. What strategies do you use to make curriculum meaningful and relevant to students?
5. Since we will be held accountable for standardized test results, what will you do in the area of curriculum development to ensure that students do well on the test without teaching the test?
6. Describe the evaluation instruments you use to assess student learning.
7. Describe your ideas for ensuring that you have positive communication with parents and the larger community.
8. What do you envision will be your biggest challenge this year?
9. How do you excel in working with students from diverse populations?
10. Why are you interested in working at this school?
11. Share with us your philosophy of teaching and learning?
12. What is the role/responsibility of a teacher in a classroom?
13. Tell us about a time when a student really got what you were hoping they would. An AhHA moment.
14. Why do you think students from diverse cultural and educational backgrounds do not excel in school in comparison to more traditional students?
15. What kinds of things can be done to compensate for inadequacies in English or prior knowledge?
16. Tell us about your approach to classroom discipline—how do you ensure your students are on-task, and what steps do you take when they are not?
17. What do you think was your most successful lesson you have taught and why?
18. What was the most challenging lesson you have had to teach, and how did you overcome the obstacles?
19. What would be the ideal teaching position be?