



RIDER UNIVERSITY
**College of Education
and Human Services**



STUDENT TEACHING HANDBOOK 2022-2023

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STUDENT TEACHING HANDBOOK

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TO DO CHECKLIST: BEFORE STUDENT TEACHING



DETERMINE DISTRICT REQUIREMENTS FOR CRIMINAL BACKGROUND CHECK, SUBSTITUTE TEACHER CERTIFICATE, MANTOUX TEST, AND OTHER REQUIRED FORMS. OBTAIN REQUIRED DOCUMENTS!

- *You should acquire a substitute certificate. You can obtain information at the school district in which you are interested. A substitute certificate allows a district to hire you while you are waiting for your NJ DOE certification(s) to be issued.*
- See www.state.nj.us/education/ - click on School Directory for a listing of all schools.



START A FOLDER OR BINDER (HARD COPY OR DIGITAL) OF ALL CORRESPONDENCE AND OTHER DOCUMENTS REGARDING YOUR STUDENT TEACHING

- Your first entries should be this checklist, your placement letter and the “Student Teacher (ST) Roles & Responsibilities Summary” from the appendix of the Student Teaching Handbook.
- Continue to keep all other materials you receive or collect from Rider and your school.



CONTACT YOUR COOPERATING TEACHER AS SOON AS YOUR PLACEMENT IS CONFIRMED

- Set a date to meet to discuss the work you will do together.



READ STUDENT TEACHER HANDBOOK AND edTPA HANDBOOK THOROUGHLY

- You are responsible for all information in both Handbooks. Read them carefully and refer to them when you have questions.



MEET WITH YOUR COOPERATING TEACHER

- Be prepared to share your previous experiences in schools.
- Ask what your students will be learning during your student teaching placement. Ask to see or, if possible, borrow copies of teachers’ guides, district curriculum guides or other relevant materials to study.
- Discuss any units you may lead during the semester so that you can begin to do research and gather resources.



STUDY THE CONTENT YOU WILL TEACH

- Read all teacher resource materials as well as all student materials (this includes all texts, supplementary materials and literature your students will read).
- Review all content you will teach and determine what content you need to study further.
- Be familiar with the Common Core/NJ State Standards.



READ DISTRICT AND/OR SCHOOL WEBSITE, MISSION STATEMENT, AND CURRICULUM DOCUMENTS.



ARRANGE TO OBSERVE AND/OR ASSIST YOUR COOPERATING TEACHER WITH BEGINNING-OF-SCHOOL-YEAR PREPARATIONS.

- Even if you are assigned to do your student teaching in the spring, offer to help your cooperating teacher in the days before the school year begins. If your cooperating teacher

is willing, arrange to attend teachers' meetings so you can begin to orient yourself to the school and district.

- If you are student teaching in the fall, go to all pre-service meetings to which you are invited.
- If you are student teaching in the spring, try to observe in the classroom as much as possible in the fall.



ATTEND ORIENTATION ON RIDER UNIVERSITY CAMPUS

- At orientation, you will learn the procedures, policies, and requirements for the semester. You will also meet with your supervisor about the supervisory process.



REGISTER FOR edTPA



KEEP A REFLECTION NOTEBOOK

- Make it a point to reflect on your student-teaching experiences regularly. Writing down your observations and questions helps you to become a more astute observer and allows you to reflect on your practice.
- This notebook should be available to your supervisor whenever they visit your classroom.



CREATE A BINDER TO CONTAIN COPIES OF ALL LESSON PLANS

- Cooperating teachers and field supervisors will read and review binder contents.
- This binder must be kept up to date and all lessons you teach and your reflections of them must be available for review at any time by your cooperating teacher, your supervisor, your seminar leader, and the field placement office.



MISSION STATEMENT

The College of Education and Human Services prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.

The College of Education and Human Services fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The College of Education and Human Services develops students who are committed, knowledgeable, and reflective and who value service, ethical behavior and the improvement of one's self and profession.

The College of Education and Human Services promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

SYNOPSIS OF THE COLLEGE OF EDUCATION AND HUMAN SERVICES CONCEPTUAL FRAMEWORK

Knowledge

In the College of Education and Human Services, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

Professionalism

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

Reflection

The College of Education and Human Services defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

Commitment

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

Growth

The goal of the College of Education and Human Services at Rider University is to foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. Our goal is to foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on- going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

THE STUDENT TEACHING EXPERIENCE

Student teaching is an extended, guided field experience linked to a seminar. It is an intense experience that requires hard work and on-going reflection. Seminars may take place at the field site or on the Rider campus depending on the supervisory situation. Attendance at all seminar meetings is mandatory.

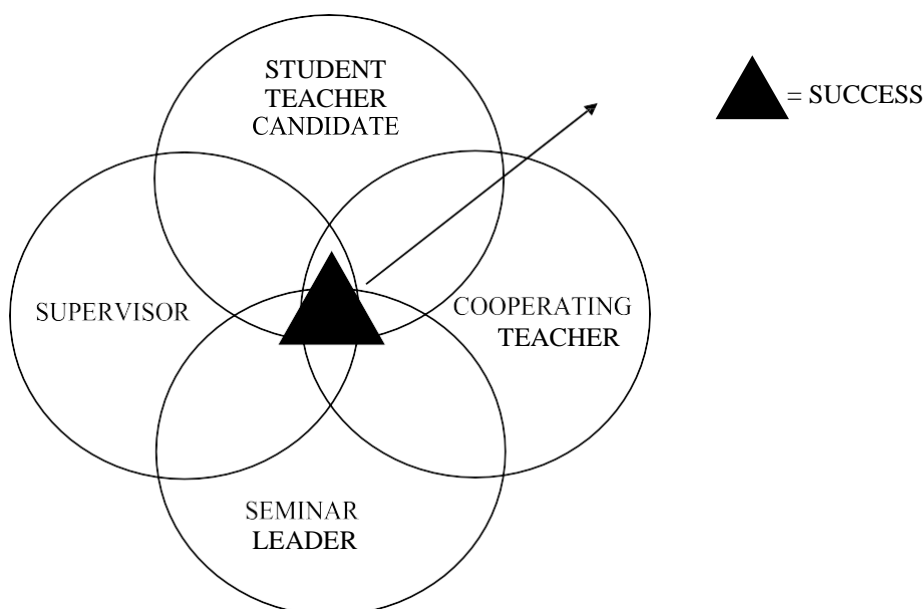
Please be aware that student teaching is a **full-time** commitment. Students are highly discouraged from taking other coursework or working part time jobs during the semester. If it is absolutely necessary for you to do so, you may not allow other coursework or employment to affect your student teaching responsibilities or schedule. You may not leave your school early (before your cooperating teacher's contractual day ends) to go to another job. You will need to adjust your work schedule to accommodate your teaching schedule.

The **full-time** student teaching experience is 15 weeks long. This extended time period permits student teachers to get to know their students' strengths, needs, and interests as well as school and community expectations so that they are able to respond appropriately in their planning and teaching.

Finally, and most importantly, this extended experience allows each student teacher, cooperating teacher, and Rider supervisor to build the trust and familiarity necessary for all participants to work together. This cooperative effort is critical to the development of a reflective professional and is, therefore the centerpiece of the student teaching experience.

STUDENT TEACHING PLACEMENT: POLICIES AND PROCEDURES

Rider University believes "Success" in Student Teaching occurs when the Student Teacher, Cooperating Teacher, Seminar Instructor and Supervisor work effectively together. The diagram below illustrates the relationships that exist during student teaching. Because the student teacher is accountable to so many people, communication is essential. Establishing clear lines of communication must be accomplished at the beginning of the student teaching experience.



In order to benefit from this professional experience, we encourage all participants to engage in questioning, observing, talking, reading, writing, and reflecting together on the processes of teaching and learning to teach. We encourage cooperating teachers, student teachers, and supervisors to engage in co-planning, co-teaching, joint evaluation, and regular discussion about teaching and learning. We encourage cooperating teachers, student teachers, and Rider faculty to share ideas and materials to think and talk together about the teaching/learning processes.

ROLE OF THE STUDENT TEACHER

Following is a description of each participant's role and responsibilities. It is important that you understand these roles and responsibilities.

Student teaching is the capstone experience in the teacher education program. Successful student teachers share characteristics that can be grouped in four categories: professionalism, initiative, planning, and reflection.

PROFESSIONALISM – As a representative of the University and the teaching profession, the student teacher is expected to maintain high standards for personal and professional behavior. Careful attention and strict adherence to all professional expectations are required.

- ***Arrival and Departure Times*** – The student teacher is expected to arrive and leave at the time specified for regular teachers. The same sign in and sign out procedures required for regular teachers in the school should be followed. The student teacher may be expected to arrive earlier or leave school later as needed to complete planning, grading, record keeping, and preparation of materials. The rule of thumb to follow is to be sure to arrive when your cooperating teacher arrives and do not leave before your cooperating teacher leaves.
- ***Absences*** – The student teacher is expected to be present each day the school is in session. The only absences permitted are for student teacher's illness, death in the family, or permission from the Rider University Director of Field Placement. In the event the student teacher must be absent, they must notify the cooperating school by email or telephone prior to the opening of the school day. It is the responsibility of the student teacher to know the necessary procedures concerning the reporting of absences. **The student teacher is also required to notify their Rider University supervisor when the student teacher is absent.** If the student teacher is absent for more than a few days, the Office of Field Placement may require that student teaching be extended.
- ***Holidays and Special Events*** - The student teacher will follow the calendar of the school. This calendar may be different from the Rider University calendar. It is the responsibility of the student teacher to keep their Rider supervisor informed of the holidays and special events that affect their teaching schedule.
- ***Transportation*** – It is the responsibility of the student teacher to arrange reliable transportation to and from their school.
- ***Appropriate Dress*** – It is expected that the student teacher will be well groomed and dress appropriately. Standards vary in from one location to another. The student teacher will adhere to the dress and grooming expectations of the school to which they are assigned.
- ***School Policies and Procedures*** – The student teacher must read and know the contents of the faculty and student handbooks. They are also responsible for learning safety and security procedures and expectations for student behavior.
- ***Extra-class Activities*** – Student teachers are expected to participate in extra-class and school wide activities. This includes after-school and evening meetings.
- **All student teachers must take and pass the required GCN Training Tutorials regarding health and safety, ethics, anti-bullying laws, confidentiality, and others as assigned, prior to student teaching.**

INITIATIVE – Successful student teachers take initiative. They do not depend solely on others for direction, but draw on their own strengths and resources. They are “self-starters” who engage fully in the student teaching experience and who do so with energy and enthusiasm.

- ***Assisting Others*** – Successful student teachers look for every opportunity to contribute to the classroom, school, and community. They actively look for ways to assist students, their cooperating teacher, and other faculty members. They offer their ideas, materials, time and help.
- ***Responsibility for One’s Own Professional Growth*** – Successful teachers take initiative in their own professional growth. They seek out resources and teaching ideas rather than wait for others to provide them. They identify weaknesses in their own teaching, and take steps to address them. They seek feedback about their performance.
- ***Assumption of Teaching Responsibilities*** – During the course of the semester, the student teacher is expected to gradually take on more responsibility for teaching and more of the responsibilities required of the cooperating teacher. The student teacher should participate fully in determining (with the cooperating teacher and supervisor) how and when responsibilities will be assumed.

A plan followed by many student teachers, cooperating teachers, and supervisors is that the student teacher first assists the cooperating teacher and gradually assumes more teaching responsibilities until the student teacher becomes a full teaching partner while the cooperating teacher continues to provide feedback. It is the student teacher’s responsibility to participate fully in planning their assumption of teaching responsibilities. Student teachers are expected to do as much full-time teaching as the teaching assignment and their skill will permit. Teaching includes whole class, small group, and one-on-one instruction.

PLANNING – The student teacher is expected to prepare **detailed lesson plans*** for each and every lesson to be taught. It is the responsibility of the student teacher to submit the lesson plans to the cooperating teacher in advance. The College of Education and Human Services places great emphasis on lesson planning and, therefore, expects the student teacher to follow all regulations set forth by the College of Education and Human Services and by the district and/or school. Lesson plans must be of sufficient detail to serve the student teacher’s need to anticipate and be prepared for even the most routine events in any activity. (*See appendices for more info.*)

Plans must also meet the cooperating teacher’s need for detailed knowledge of what their students will be doing under the student teacher’s supervision. Plans must provide the cooperating teacher with enough detail about the student teacher’s learning goals and assessments for the students and the manner in which they intend to address those goals to enable the cooperating teacher to coach, question, prompt, suggest refinements or revisions. The cooperating teacher must approve the final plan before the student teacher is permitted to teach.

Plans must meet the supervisor’s need to become quickly familiar with purposes and procedures of the activities they will observe and how those learning activities flow from and lead to past and future plans. Supervisors also require plans that provide enough detail to permit them to coach, support and facilitate reflection.

Units of study or other long range planning assignments may be required by specific programs.

The student teacher **is required to keep a folder/binder containing the written lesson plans and reflections** as a cumulative record of all lessons taught. The student teacher must present this binder to the supervisor at every visit.

Format for Written Plans – The basic lesson plan elements agreed upon by the College of Education and Human Services must be addressed in every written lesson plan (*see appendices*). It should be kept in mind that a planning format that is appropriate at the beginning of the semester will probably need to be altered as the student becomes more skilled in managing routines, times and materials and grows in their ability to anticipate how an activity must unfold. Supervisors may require specific lesson plan formats depending on the circumstances. Student teachers may incorporate district lesson planning formats into their lesson plans as deemed appropriate by the cooperating teacher and the supervisor.

REFLECTION – Learning to teach involves more than just conducting the daily activities of a teacher. It requires thinking, talking, reading and writing about the work being done. The student teacher role, like the role of all teachers who continue to grow throughout their career, is two-fold. It involves being both a teacher of students and a student of one's own teaching.

- ***Written Reflection*** – Successful student teachers document their thinking about their teaching carefully through written reflections in journals, on their plans, or in other written forms. Some form of written reflection will be required by Rider supervisors and/or seminar instructors, but students often supplement this with other forms of personal writing that supports their need to examine their experience.
- ***Oral Reflection*** – It is important, to engage in reflection with colleagues. Student teachers gain in understanding and insight through thoughtful participation in discussions about teaching and learning with cooperating teachers and supervisors and with classmates and instructors in a weekly seminar class.
- ***Portfolio*** – Student teaches are advised to create a portfolio demonstrating professional involvement and growth during student teacher. The portfolio should contain student reflections and relevant artifacts to demonstrate professional growth based on the Interstate New Teacher Assessment and Support Consortium (InTASC): Principles of Model Standards for beginning Teacher Development.

For more information, visit the [InTASC Standards](https://www.intasc.org/) website.

A **summary** of the role of the student teacher is included in the appendix. It is also posted on the student teaching page of the Rider website.

ROLE OF THE COOPERATING TEACHER

****Important forms*** for the surcharge of your responsibility as a cooperating teacher (*Stipend Form and W-9 Form*) are located in the appendices and online at www.rider.edu/studentteaching. Please complete and return to the address provided.

The cooperating teacher plays a crucial role in Rider University's student teaching program. Cooperating teachers act as mentors, models, coaches, and evaluators. By serving in this capacity the in-service teacher is sharing in the professional responsibility of preparing new teachers.

Mentoring - As a mentor, the cooperating teacher inducts the newcomer into the profession. From the first contact between the cooperating teacher and student teacher, it is the cooperating teacher's responsibility to help the student teacher establish him or herself as a professional in the classroom, school and community. Attention to how the student teacher will be introduced to students, colleagues, and parents, provision of a comfortable work space, copies of teacher's guides, texts and handbooks, room to store personal belongings and other accessories of a valued member of the teaching staff contribute to helping the student teacher and others perceive him or her as a "real" teacher. All student teachers are to be treated in a professional manner.

Inviting the student teacher to attend building level and district level meetings, participate in committee work, extra-curricular activities and events in the school and community all help the student teacher's induction into the profession.

Mentoring also involves sharing the wisdom of years spent navigating school, district and union politics. It includes sharing teaching resources as well as sharing professional reading.

Modeling - As a model, a cooperating teacher demonstrates teaching methods, management strategies, assessment techniques, relationship and culture building in the classroom, efficient conduct of routines, time management, transitions, record keeping methods and more.

Equally important, the cooperating teacher models “thinking like a teacher” – sharing how an experienced teacher manages the numerous decisions that make up a teaching day. This is accomplished when the cooperating teacher spends time “thinking with” the student teacher about what will occur and what has occurred in the classroom. It is through this kind of dialogue that cooperating teachers help student teachers learn not just strategies and methods, but the professional decision-making skills that prepare them to respond professionally to the countless other situations they will encounter in the future.

Coaching - As a coach, the cooperating teacher is expected to help the student teacher prepare for upcoming teaching responsibilities by thinking with the student teacher about their plans. Written lesson plans must be received well in advance to allow time for thoughtful review and discussion. **Plans should be signed by the cooperating teacher to indicate that they have been reviewed and discussed before the cooperating teacher gives approval to teach. Remember that the student teacher is expected to write more detailed lesson plans in order for the cooperating teacher and the supervisor to get a window into the student teacher's thinking.**

While the student teacher is teaching, the cooperating teacher should observe closely, note aspects of the student teacher's performance that need refinement and areas in which the student teacher excels. The cooperating teacher and student teacher should think together about what has transpired. Together they should identify strengths and successes and areas that they will work on in the next class or next lesson.

As a coach, the cooperating teacher determines, with the student teacher and Rider supervisor, a plan for the student teacher's assumption of teaching responsibilities. This plan should reflect the cooperating teacher's assessment of the student teacher's developing skills and the particular needs of their students.

Regular and consistent communication between the student teacher and the cooperating teacher is required for good coaching to take place. The student teacher and the cooperating teacher should schedule a regular time each day for discussion.

Rider University and the Collaborative Model of Student Teaching

While we expect student teachers to assume more responsibility as the semester progresses, we are mindful that the cooperating teacher is ultimately responsible for student growth. We encourage cooperating teachers to take advantage of having a second teacher (albeit a novice) in the classroom.

It is helpful to both student teachers and cooperating teachers to think of the student teaching semester in thirds:

- For the first third of the semester, the cooperating teacher will mainly lead while the student teacher will mainly observe, support, and assist.
- For the second third of the semester, the cooperating teacher and the student teacher will share leading and supporting roles evenly.
- For the final third of the semester, the student teacher should mainly be leading while the cooperating

teacher remains fully involved in a coaching and supporting role in the classroom.

We believe that this model allows student teachers to benefit from master coaching throughout the entire semester. We also believe that this model benefits P-12 learners by providing the opportunity for small group and individualized instruction.

Below are some examples of co-planning/co-teaching models that you may find useful in developing your own collaborative relationship:

- One teach, one observe
- Station teaching
- Parallel teaching
- Alternative teaching
- Team teaching
- One teach, one assist

Marilyn Friend Co-Teach: <http://www.coteach.com/>

Evaluating - The cooperating teacher plays an important role in the assessment of the student teacher's growth throughout the semester.

Assessment should be shared regularly with the student teacher both verbally and in written notes. The aim is two-fold: assessment should both lead to improvement in the student teacher's performance and develop in the student teacher the ability and disposition to engage in thoughtful self-evaluation. Assessment should take the form of thinking together about what transpired, comparing perceptions of what worked, what did not and why. It should involve deciding together on the skills and knowledge the student teacher is acquiring as well as the areas which need improvement.

Assessment of the student teacher progress should be shared regularly with the Rider supervisor as well. The cooperating teacher should speak with the supervisor at some time during each observation visit. When possible, the cooperating teacher, student teacher, and supervisor may plan to meet together. It may also be necessary for the cooperating teacher to speak with the supervisor between visits.

Please remember that the supervisor and the Office of Field Placement are there to help student teachers succeed. It is important to contact us immediately if you have concerns about your student teacher.

Twice during the semester – once at midterm and again at the end of the semester – the cooperating teacher is required to submit an assessment of the student teacher's work. The evaluation instrument is based on the Danielson framework and is included in the appendix.

It is expected that the cooperating teacher will share these assessments with the student teacher. Copies of these forms are included in the appendix of this handbook and online. Midterm and final reports should be completed by the due date given when the evaluations are made available to the cooperating teacher.

A **summary** of the role of the cooperating teacher is included in the appendix, along with information regarding the cooperating teacher stipend.

This information is also available on our website at www.rider.edu/studentteaching.

ROLE OF THE RIDER SUPERVISOR

The Rider supervisor is the link between the University and the school. They are involved in orientation, supervision, and evaluation of the student teacher and overall concern for the program. All supervisors have had a great deal of teaching experience.

Each student teacher is assigned a primary supervisor who is responsible for guiding the student teacher through the College of Education and Human Services' requirements for the field experience. All student teachers are visited a minimum of six times over the course of the semester. A back-up supervisor may be asked to conduct additional observations. In all instances, student teachers may be visited more frequently if necessary.

During Rider's student teacher orientation, the supervisor will meet with assigned student teachers to discuss general expectations, visitation plans, means of evaluation, professional ethics and conduct, procedures for contacting the supervisor and any other pertinent information.

The role of the Rider supervisor complements that of the cooperating teacher. The Rider supervisor acts as coach, a link with the student teacher's earlier preparation, a catalyst and participant in reflection, an evaluator and a source of assistance to both the cooperating teacher and the student teacher.

COACHING - As a coach, the Rider supervisor provides on-going feedback to the student teacher as they plan and teach. The supervisor and the cooperating teacher will decide on appropriate planning formats which may vary over time and across content areas.

At every visit, the supervisor will review the student teacher's binder of accumulated plans and reflections to check for the coherent development of curriculum, effective instructional strategies, differentiation of instruction, and appropriate lesson elements.

Observation visits provide the opportunity for both coaching and ongoing assessment of the student teacher's progress. In order to maximize the development of the student teacher as a reflective decision-maker and self-evaluator, pre-observation discussions by phone or in person should precede the observation. **Lesson plans must be received by the supervisor at least 24 hours before the date the lesson is to be observed.** When possible, post-observation meetings should be arranged the same day as the supervisor's visit to the school. When possible, it is recommended that the cooperating teacher be involved in post- observation conferences.

A written report summarizing the observation and related conferences and evaluations should be prepared by the Rider supervisor and submitted via LiveText by Watermark within one week following the visit.

FACILITATING REFLECTION - The Rider supervisor acts as a catalyst and participant in the student teacher's reflection on their work. Posing questions to think about with the student teacher, modeling the critical thinking of an experienced teacher as they confront teaching decisions, and encouraging the student teacher to articulate their thinking are among the many ways supervisors facilitate reflection. In addition to the six narrative reports, there is a mid-term and a final evaluation.

EVALUATING – The Rider supervisor is responsible for ongoing assessment of the student teacher's progress. The supervisor should confer regularly with the student teacher and the cooperating teacher about the student teacher's performance. The supervisor is responsible for determining the student teacher's grade in consultation with the seminar leader, taking into consideration evaluations from the cooperating teacher.

SUPPORTING THE COOPERATING TEACHER – The Rider supervisor is available to assist the cooperating teacher in any way necessary in their work with the student teacher. Assistance often takes the form of clarifying the University requirements, sharing information and materials that describe the student

teacher's prior course work, deliberating about the student teacher's progress, and collaborating on strategies to support the student teacher's growth.

CONCERNS/PROBLEMS – Immediately upon discerning that a problem exists concerning student teaching, please contact the Director of Field Placement, at 609-895-5417. It is far better to develop an intervention plan as soon as a small problem arises than to let it grow into a big problem.

To summarize, the Rider Supervisors:

1. **Provide a professional link** between the university and the school setting.
2. **Troubleshoot** problems or concerns that may occur during the student teaching period.
3. **Review** student teachers' lesson plans and written reflections.
4. **Observe** each student teacher six times over the course of the semester. (Three times if it is a split placement)
5. **Evaluate** the student teacher's performance.
6. **Offer timely feedback** to the student teacher following each observation and follow up with a written description of the lesson including appropriate feedback referencing INTASC Standards (*see appendices*).
7. **Confer** with the cooperating teacher.

TRAVEL EXPENSES

The mileage to the first place of employment --- whether Rider or a school --- and the mileage from the last site of employment --- whether Rider or a school --- to home are NOT reimbursable under the Portal-to-Portal Act.

All mileage between work sites --- whether between and among schools and/or between schools and Rider --- is reimbursable.

Travel expense forms can be obtained from our website at: www.rider.edu/studentteaching

Transportation – For the use of personal automobile in supervising student teachers between sites, the University will reimburse the supervisor at the mileage rate authorized by the Internal Revenue Service.

Other Expenses – Upon presentation of receipts, the University will also reimburse supervisor for toll charges and lunch expenses during the course of travel between sites.

Insurance – The supervisor should check with their insurance agent concerning their insurance for business use of a private car.

ROLE OF THE SEMINAR LEADER

Seminar Leader - Student teaching seminars will meet regularly. Seminars may take place on campus or on site where there is a cluster of student teachers in a school or district. The role of the seminar leader is to support the student teacher throughout the student teaching experience. This will be accomplished by addressing issues that emerge during the student teaching semester. Seminar leaders will work together with the cooperating teachers and the university supervisors to ensure a successful experience for all student teachers.

To summarize, the Rider Seminar Leaders

1. **Plan** activities to address common teaching issues and discuss effective teaching strategies.
2. **Consult** with Cooperating Teachers and Rider Supervisors when students are experience difficulties during student teaching.
3. **Evaluate** student performance in Seminar and consult with supervisors to determine a final grade for the

student teacher.

TERMINATION OF STUDENT TEACHING

- **Termination by Cooperating School** – At any time before or during the student teaching assignment, the school district can direct the University to remove a student from their assignment. For example, in an interview prior to the assignment, the district may determine that the student teacher would not make a positive contribution to the educational system in the district; or during the assignment, school authorities may feel the student teacher is not living up to the responsibilities they expect. The New Jersey Commissioner of Education has repeatedly ruled that pre-service teaching is a privilege extended by local school districts to colleges and their students. Consequently, Rider University considers it our obligation to comply with a host district's decision.
- **Termination by Rider University** – Student teaching assignments may also be terminated by the authority of the University. The College of Education and Human Services, through the approved program concept of teacher certification, is entrusted with the responsibility to recommend for certification only those individuals who can show that they possess the competencies necessary for becoming successful teachers. Pursuant to this obligation, college supervisors must make assessments concerning a student teacher's competence in the field through evaluative visits. If, during the student teaching period, it is the professional judgment of the college supervisor that the student teacher does not demonstrate the appropriate knowledge, skills and professional attitudes for becoming a successful teacher, the student teacher may be removed from the assignment. In addition, failure to comply with any University regulation concerning student teaching as stated in this Handbook may be cause for termination of the assignment.
- **Termination by Student Teacher** – Students may terminate student teaching for reasons of serious illness or other extenuating circumstances. The withdrawal process is outlined the Rider University Academic Catalogs. If a person withdraws from student teaching and wishes to reapply in another semester, they will be responsible for notifying the Director of Field Placement and for any financial obligations. Student teaching fees are applied to cooperating teacher's honoraria and are not refundable.

TERMINATION PROCEDURES TO FOLLOW

In the event that immediate termination is requested by the school district or if the University has determined that continuation of the student teaching for even a short period would be harmful to the student, school district or University, the student teacher will immediately be removed from the assignment. A follow-up meeting with the Office of Field Placement must be scheduled as soon as possible.

In the event that it appears that the University may have cause to remove a student teacher, the decision will normally be discussed with the student first. Present at this discussion should be the Director of Field Placement, University Supervisor, appropriate chairperson or program director, and any other person designated by the Director of Field Placement. The reason(s) and the factual information which have led to consideration of termination shall be made known to the student and they shall have an opportunity to respond.

Following the discussion, a decision shall be made by the College of Education and Human Services personnel that takes into consideration the following options:

1. The student teacher will be provided with specific performance standards and either be permitted to return to the same school or be reassigned to another.
2. The student teacher may initiate a withdrawal from Student Teaching with an agreement to reapply in another semester. (Student must follow Rider University's procedures for withdrawal.)

3. Student may transfer to another College within the University, in the case of an undergraduate student.
4. Student may receive an “F” grade and appeal through the University grade appeal process.
5. In addition, each case will be considered on individual circumstances.

The student may appeal any decision to the Dean of the College of Education and Human Services.

NOTE: Where immediate termination is deemed necessary, these procedures will occur after termination.

Any student who receives an “F” in Student Teaching shall have their case referred to the Committee on Professional Development in Teacher Education which shall determine whether the student shall be dismissed from the Department of Teacher Education (in the case of an undergraduate student) or the Post-Baccalaureate Teacher Certification Program (in the case of a post-baccalaureate student).

STRIKES, JOB ACTIONS, AND PROTESTS

If the school at which the student teacher is assigned is experiencing any strike, job action, protests or other abnormal situations, the student teacher should not participate, but should contact the Director of Field Placement for advice and guidance.

SCHOOL LAWS GOVERNING STUDENT TEACHING

Student teachers are covered under New Jersey School Law as if they were regular teachers. Therefore, the following items apply:

STUDENT PUNISHMENT – Use of corporal punishment as a means of discipline is strictly prohibited.

TEACHER CRIMINAL COMPLAINT ACTION – The teacher, acting within the scope of their job, may use an amount of force that is reasonable and necessary to quell a disturbance, to obtain possession of weapons or other dangerous objects, in self-defense, and for protection of persons or property.

New Jersey State Law Title 18A:16-1 – Indemnity of officers and employees in certain criminal actions.

“Should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.”

TEACHER LAW SUITS

New Jersey State Law Title 18A: 16-6 – Indemnity of officers and employees against civil actions.

“Whenever any civil action has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with cost of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.”

STATEMENT ON DIVERSE CLINICAL PLACEMENTS

The College of Education and Human Services is committed to providing students with a wide variety of experience in diverse settings throughout the program.

Throughout the entirety of their clinical experience and practice, teacher candidates are placed in a variety of settings. These include urban/urban-rim, suburban, and schools that have a student population of varying needs. All of the districts are diverse in culture and socio-economic status.

Full-time student teaching placements vary more widely by geography, as they are also dependent on where the student will be living during the semester. Full-time student teachers are placed within a 30 mile radius of Rider University's campus. These placements include more urban and urban rim districts as well as districts with a high number of ELL students and students with special needs.

IMPORTANT INFORMATION CONCERNING EDTPA AND STUDENT TEACHING

POLICY INFORMATION

Submitting edTPA by one of the given due dates during the student teaching semester is a course requirement for EDU 465, CURR 770 and CURR 771. Students who do not pass with their first submission will still be in their placements when their non-passing edTPA scores come back (if they adhered to the given due dates).

If a student teacher does not pass with the first submission, the edTPA team will support the student through one resubmission (with lab time and equipment) and the student can gather additional artifacts, if needed, from their student teaching placements.

ADDITIONAL INFORMATION

If a student does not pass after the first resubmission (or they missed the given due date for submission for the student teaching semester), they will no longer be in their student teaching placements to collect additional artifacts. In this situation, students have several options including:

1. Seek employment in a school that does not require certification (private/charter). Arrange to complete edTPA with their employer and then apply for certification after passing. Rider students can apply for a “CEAS” (Certificate of Eligibility with Advanced Standing) through Rider University for up to one year after their graduation date.
2. Apply directly with the NJDOE (New Jersey Department of Education) for a “CE” (Certificate of Eligibility). This can allow a teacher to be hired by a public district in NJ. The student will then arrange with their district to complete edTPA in their place of employment in order to achieve a standard certificate after the induction period with the district has successfully been completed. In this instance, Rider University would not be submitting the student’s application to the NJDOE. The student would be applying directly.

In both options, students will be resubmitting edTPA on their own. They will not be using Rider equipment or labs. Students will need to adhere to the guidelines set forth by their places of employment for use of video and student work.

APPENDICES

Student Teacher (ST) Roles & Responsibilities

Summary

Introductory Activities:

1. Contact cooperating teacher (CT) immediately after receiving confirmation of your placement. Ask to visit classroom and school. If you are student teaching in the fall, participate in opening school activities. If you are student teaching in the spring, but know your placement, offer to participate in opening school activities as well.
2. Research the school and district by exploring their websites.
3. Always dress professionally.
4. Discuss daily schedule/routines/procedures.
5. Learn students' names quickly.
6. Ask for important school rules.
7. Introduce yourself to the principal. Write a note thanking the principal for accepting you as ST.
8. Write letter introducing yourself to parents with consent of teacher. Be sure your teacher reads it before you send it out.
9. Getting started:
 - a. Show initiative. Be proactive.
 - b. Think of ways to integrate into the classroom that go beyond observing.
 - c. Share background experiences and teaching philosophy with the teacher.
 - d. Ask the teacher about:
 1. Lessons
 2. Curriculum goals/objectives
 3. Lesson planning
 4. Activities that a ST can handle immediately (i.e. taking attendance, calendar activities, reading to students, assisting 1:1 with student, correcting homework and providing feedback)
 - e. Discuss possible extracurricular interactions with students, staff, and parents.
 - f. Establish a mutually acceptable schedule for meeting one on one with CT to discuss teaching and learning. Be flexible.
 - g. Discuss the ways CT intends to deliver feedback: in writing, verbally, ongoing.
 - h. Discuss future units of study that ST can research ahead of time.

Ongoing Activities:

Establish a Collaborative Teaching Model

Decide how the two of you can work collaboratively to deliver whole group, small group and individual instruction.

1. Rider University advocates a co-teaching/collaborative model for student teaching. In this model the teacher and student share the responsibilities for teaching and assessing students. The goal is not for the cooperating teacher to relinquish the classroom to the student teacher but instead for the ST to take advantage of the unique opportunity to work side by side with a highly qualified teacher for the semester.
2. The Cooperating Teacher serves as a model, coach and facilitator.
 - a. **As a model**, the cooperating teacher demonstrates methods, management strategies, assessment practices, record keeping, best practice and ongoing professional growth through professional reading, participation in conferences and study groups. The astute ST carefully notes the teacher's behavior and is prepared to ask questions that tease out the processes, procedures and strategies the teacher employs throughout the day to manage, motivate students and teach.
 - b. **As a coach**, the cooperating teacher is expected to help the student prepare for teaching responsibilities that include reviewing and commenting on lesson plans, observing ST, and providing regular feedback. STs are

required to maintain a binder containing all lessons plans and reflections. A template for written plans can be found in the appendices and online at www.rider.edu/studentteaching. There are many possible lesson plan formats. Your supervisor will decide which lesson plan format you will use.

Together, the CT, supervisor, and ST should set goals with a strategic plan reflecting student's needs. For instance, if classroom management is an area that the ST needs to improve, CT will discuss specific activities that the student teacher can employ to improve classroom management such as calling students by name, make learning interesting, walk around the room, call on all students, have students repeat directions, use cooperative learning techniques, etc. The ST benefits most if they react to the CT's suggestions, feedback and comments without taking offense or becoming defensive. Be positive and attempt to incorporate suggestions. Don't be reluctant to ask questions for clarification purposes. Remember that, in order to learn, you must take risks.

- c. **As an evaluator**, the cooperating teacher assesses ST performance. The process should lead to improvement and encourage the ST to engage in thoughtful self-evaluation. Discussion should take the form of thinking together about what transpired and deciding together on the skills and knowledge needed for growth and improvement. Focus on program and individual goals. Seek to understand and implement suggestions. If you disagree with a CT's evaluation, discuss your concerns with your Rider supervisor.
3. **Handling Conflicts:** Ideally, the CT and ST are able to establish a relationship based on mutual respect and common interests. Steps for establishing rapport are:
 - a. Act and behave professionally.
 - b. Conform to classroom/school expectations.
 - c. Be aware of school culture and act accordingly.
 - d. Never speak negatively of any member of the school community.
 - e. Discuss and share educational philosophy. Respect differences.
 - f. Learn from each other.
 - g. Listen and be open to new ideas.

If problems surface that cannot be resolved easily, the ST should consult the Rider supervisor. Please call or email your supervisor to discuss any situation about which you feel uncertain or uncomfortable. Do not let a problem or situation compromise your student teaching experience by failing to consult with the supervisor or seminar leader. Most issues can be resolved with the appropriate intervention. If, after consulting with your supervisor, you still feel the situation is not resolved, contact the Office of Field Placement. Remember that communication is the key to a successful student teaching experience.

4. Supervisor Visits

Over the 15 week semester, the Rider supervisor will do six formal observations of the student teacher.

The Rider Supervisor will:

1. Meet with ST to discuss the lesson(s) observed. Conversations should lead the ST to rehearse, examine and reflect on planning, learning environment, interactions with students, instructional strategies employed, student engagement, and assessment of student work. The supervisor will provide the student teacher with a written evaluation of the observation. Generally, the first visit is used to establish and review expectations.
2. Confer with the CT to discuss progress and establish short-term and long-term goals.
3. Resolve issues or concerns.
4. Review and comment on lessons and reflections including those filed in Lesson Binder.
5. Read and comment on ST self-reflection of lesson supervisor observed.
6. Mentor the ST by actively listening, providing encouragement and support, and identifying resources both at Rider University and in the wider community.

Cooperating Teacher (CT) Roles & Responsibilities

Summary

Introductory Activities:

1. Discuss daily schedule/routines/procedures.
2. Brief students on important school rules.
3. Introduce student teacher (ST) to colleagues/principal.
4. Review letter to parents introducing ST, if permitted by your school.
5. Getting started:
 - a. Design ways to integrate ST into the classroom that go beyond observing.
 - b. Share background experiences and teaching philosophy.
 - c. Develop ideas with ST regarding:
 - i. Lessons
 - ii. Curriculum goals/objectives
 - iii. Lesson planning
 - iv. Activities that ST can initiate with students
 - d. List classroom responsibilities ST can assume (i.e. taking attendance, calendar activities, reading to students, assisting 1:1 with student, correct homework and provide feedback).
 - e. Discuss possible extracurricular interactions with students, staff, parents, etc.
 - f. Establish a mutually acceptable schedule for meeting one on one with ST to discuss teaching and learning. STs are expected to follow the cooperating teacher's schedule arriving early, staying after school and attending meetings, etc.
 - g. Discuss ways you intend to deliver on-going feedback, both orally and in writing.
6. During this introductory period, the cooperating teacher creates a plan for how and when the ST will assume more teaching responsibilities. The plan reflects the ST's strengths and needs and establishes specific goals. *As with any student population, the skills and knowledge STs possess vary based on experience and exposure. Meeting with the Rider Supervisor to discuss the professional development plan for the ST is critical.*

Ongoing Activities: Establishing a Collaborative Teaching Model

1. Rider University advocates a co-teaching/collaborative model for student teaching. In this model the teacher and student share the responsibilities for teaching and assessing students. *The goal is not to relinquish the classroom to the student teacher but instead for the ST to take advantage of the unique opportunity to work side by side with a highly qualified teacher for an entire semester.*
2. The Cooperating Teacher serves as a model, coach and facilitator, and evaluator.

- a. **As a model**, the cooperating teacher demonstrates methods, management strategies, assessment practices, record keeping, best practice and ongoing, professional growth through professional reading, participation in conferences and study groups. The astute ST carefully notes the teacher's behavior and is prepared to ask questions regarding the processes, procedures and strategies the teacher employs throughout the day to manage, motivate, and teach students.
- b. **As a coach**, the cooperating teacher helps the student teacher prepare for teaching responsibilities. These responsibilities include reviewing and commenting on lesson plans, observing the ST, and providing consistent feedback. STs are required to maintain a binder containing all lesson plans and reflections. A template for written plans can be found on our website at www.rider.edu/studentteaching. Supervisors often expect ST's to use a specific lesson plan format particularly in the beginning of the semester, that requires detailed elaboration and a record of the ST's thinking. This may entail scripting of certain parts of the lesson as a means of rehearsal.
- c. **As an evaluator**, the cooperating teacher assesses ST performance. The process should lead to improvement and encourage the ST to engage in thoughtful self-evaluation. Discussion should take the form of thinking together about what transpired. As with any student, the evaluator should endeavor to highlight strengths before noting needs. Decide together on the skills and knowledge the ST needs to acquire. Building ST confidence throughout the student teaching experience is essential.
- d. The core of a successful student teaching experience is the quality and relevance of the feedback provided by the cooperating teacher to the student teacher. Feedback strategies vary depending on the individual, task and context. To be effective, the cooperating teacher needs to be strategic in thinking about how best to present the information recognizing that it is necessary to first establish rapport, trust and confidence with the student teacher. Once the student is comfortable and more at ease, the following should be considered when providing feedback:

Timing: When and how often.
Amount: How much feedback and how much to stay about each point.
Mode: Oral, written, visual demonstration, and modeling.
Focus: Focus on processes; avoid personal comments.
Comparison: Show growth and improvement over time.
Comments: Use positive comments. Describe specifically what ST should do. Choose comments and ask questions that cause the ST to self-evaluate, reflect, and revise.
Clarity: Check for understanding. Define terms. Be specific.
Tone & Body
Language: Convey respect, empathy, and support.

3. Dealing with a weak student teacher can be frustrating and create tension between the ST and cooperating teacher. The key to dealing with a struggling student is to maintain a professional stance throughout the internship. Seek to find the student's strengths while attending to weaknesses. Very few students perform inadequately. Of the few who do, some lack the dispositions for teaching such as motivation and effort. Other students may lack the self-esteem and self-awareness needed to project themselves as teachers or are missing the content knowledge required to teach. Whatever the reason, if after a reasonable length of time it becomes evident the ST is not making expected growth or improvement, the cooperating teacher should contact the supervisor or field placement office. A meeting with the ST, the cooperating teacher and the university supervisor should be arranged quickly to

develop an intervention plan. If the ST continues to struggle in spite of the plan, then further discussion is necessary and other interventions explored. As stated in the Student Teaching Handbook, the school reserves the right to terminate a ST placement at any time.

4. Resources

The Office of Field Placement and State Certification Contacts

Erica Spence-Umsted, Director of Field Placement
espenceumste@rider.edu 609-896-5175

Adam J. Lucas, Director of Clinical Internships
lucasa@rider.edu 609-896-5175

Jeanette M. Friscia, Certification Coordinator
jfriscia@rider.edu 609-896-5175

Additional Resources and Contacts

Nikki Caplinger, edTPA Coordinator, Executive Secretary to the Dean, BFH111B
edtpa@rider.edu

Career Development & Success
careers@rider.edu
www.rider.edu/careers

Student Teaching Forms & Publications Website
<http://www.rider.edu/studentteaching>

NJ State Certification Website
<http://www.rider.edu/statecertification>

ETS Praxis
<http://www.ets.org/praxis>
609-771-7395 or 1-800-772-9476

Academic Success Center, Writing Lab
<https://tutortrac.rider.edu/TracWeb40/Default.html>

Student Accessibility and Support Services
Christine Psolka, Director
cpsolka@rider.edu 609-895-5492

Counseling Center
Dr. Anissa Moody, Director
amoody@rider.edu 609-896-5157

LESSON PLANNING

PREOBSERVATION INFORMATION

STUDENT TEACHER_____ DATE/TIME_____

SCHOOL_____ GRADE/ROOM_____

Please return this form prior to the scheduled observation.

The information gathered on this form will assist me with the analysis of instructional decisions.

1. What do you want the students to learn from this lesson?

2. What activities have you planned to facilitate this learning?

3. How will you determine whether the learning has taken place during this lesson?

4. Is there anything in particular I need to know about this class?

5. What specific feedback would you like from the observation?



Template for Basic Lesson Plan

(Other lesson plan formats are acceptable if approved by Rider supervisor)

Student Teacher:

School:

Date:

Period/Time:

Grade:

Subject/Topic/Activity:

1. Standards:

2. Objectives:

3. Materials:

4. Procedures:

Introduction:

Body:

Closing:

5. Assessment:

6. Management Issues, Transitions, and Differentiation:

7. Self Reflection and Evaluation of Lesson:

8. Comments on Lesson by Cooperating Teacher:

Signature of Student Teacher_____Date:_____

Signature of Cooperating Teacher_____Date:_____

PLANNING FOR INSTRUCTION

Before The Lesson Ask Yourself...

1. What are the most important concepts or skills to be learned?
2. What kind of learning is your goal (memorization, application)?
3. Are there difficult words or concepts that need extra explanation?
4. How will you help students make connections to previous learning?
5. What activities will you plan to create interest in the lesson?
6. What materials will be needed? Will students need to learn how to use them?
7. What procedures will students need to know to complete the activities?
8. How much time will you allocate for the lesson? For different parts of the lesson?
9. If activities require students to work together, how will groups be formed? How will you encourage productive work in groups?
10. What examples and questioning strategies will you use? Prepare a list of examples for explanations and list higher order questions.
11. How will you tell during and after the lesson what students understand?
12. What presentation alternatives are there if students have trouble with concepts? Peer explanation, media, etc.?
13. Are there extra or special help students?
14. How will you make sure that all students participate
15. How will you adjust the lesson if time is too short to long?
16. What kind of product, if any, will you expect from students at the end of the lesson?
17. What will students do when they finish?
18. How will you evaluate students' work and give them feedback?
19. How will the concepts you present be used by students in future lessons?

Reflection Notebook

SELF-REFLECTION TECHNIQUES

(Other reflection formats are acceptable if approved by Rider supervisor)

⇒ *Think about each lesson you taught today.*

⇒ *Choose one lesson to respond to the following questions:*

Date: _____

What was your objective for the lesson?

What do you think were the most effective parts of the lesson?

What did the students actually learn when the lesson was completed?

Did any students have difficulty understanding the lesson? Why do you think they had difficulty?

Did any students have difficulty paying attention during the lesson? Did any students begin to get disinterested or disruptive? Why do you think they were disruptive?

What would you change about the lesson? Why?

How will this reflection impact future planning?

SCHEDULES



RIDER UNIVERSITY

The Office of Field Placement and State Certification

Elementary Education Schedule

**Complete form when schedule is known and return to your supervisor*

Email Address

Cell Phone Number

()
Student Teacher Student's Home Phone Number

()
Cooperating School Phone Number

School Address City State Zip

Principal Department Chair (If applicable)

Cooperating Teacher Grade

List holidays, exam days, professional workshops, etc.: _____

(Notify your supervisor as soon as you are aware of any additional days you will not be teaching)

Approximate schedule followed in class - indicate special teacher.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Return this form to your supervisor.



RIDER UNIVERSITY

The Office of Field Placement and State Certification

Secondary Education Schedule

**Complete form when schedule is known and return to your supervisor*

Email address _____

Cell Phone Number _____

Student Teacher () Student's Home Phone Number

Cooperating School () Phone Number

School Address City State Zip

Principal Department Chair (If applicable)

Cooperating Teacher Grade

List holidays, exam days, professional workshops, etc.: _____

(Notify your supervisor as soon as you are aware of any additional days you will not be teaching)

Period	Day/Time	Subject	Room	Cooperating Teacher

Return this form to your supervisor.

STUDENT TEACHING DOCUMENTS FOR EVALUATION AND DATA COLLECTION

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers

demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

For more information, visit the [InTASC Standards](#) website.

Rider University Student Teacher Evaluation: Based on the Danielson Framework

The evaluation instrument used by both the cooperating teacher and the supervisor as a midterm and a final evaluation is based upon the Danielson Framework. The framework is detailed below. Evaluations are sent as an email link (not an attachment). Cooperating teachers and supervisors will receive a .PDF copy of the evaluations via email after they have been submitted and processed.

Levels of Proficiency for Evaluation Tool-

Level 1- Needs Improvement

Level 2- Developing

Level 3- Meets Expectations

Level 4- Exceeds Expectations

Domain 1- Planning and Preparation

Demonstrates Knowledge of Content and Pedagogy: (1a)

- Demonstrates knowledge of all assigned curriculum content
- Demonstrates an understanding of best practice methodology

Demonstrates Knowledge of Students: (1b)

- Exhibits an understanding of the students' developmental levels
- Demonstrates knowledge of the learning process in relation to the developmental level(s) of the students
- Differentiates for the academic and behavioral needs for each student
- Cognizant of students' cultural heritages and interests
- Develops a frame of reference regarding the diversity of the classroom and school population

Sets Instructional Outcomes: (1c)

- Identifies what students need to learn and plans accordingly
- Recognizes age appropriate goals
- Utilizes a variety of assessments including formative and summative in order for all students to demonstrate their knowledge of content

Demonstrates Knowledge of Resources: (1d)

- Utilizes a range of technology, instructional aids, and community opportunities available to assist teaching and planning
- Fosters awareness of available resources so students are able to expand on their own learning
- Takes advantage of resources available to expand their own knowledge base in all academic areas

Designs Coherent Instruction: (1e)

- Designs well thought out objectives and lesson plans
- Aligns common core standards and curriculum with lesson planning
- Designs effective activities that align with lesson objectives
- Designs and executes meaningful lesson plans for a variety of learning formats such as whole class,

- small group, and centers
- Designs strategies for appropriate conferencing with students

Designs Student Assessments: (1f)

- Designs effective formative and summative assessments
- Designs assessments that are useful for driving instruction
- Designs assessments that align with outcomes denoted by common core standards

Domain 2- Classroom Environment

Creates an environment of respect and rapport: (2a)

- Demonstrates respectful dialogue and active listening
- Models and encourages respectful student interactions
- Receives respect of students in the classroom
- Interacts with care and respects the cultural and developmental differences among groups of students

Establishes a culture for learning: (2b)

- Conveys enthusiasm for the subject and values what is being taught
- Encourages students to demonstrate through active engagement that they value the lesson content
- Recognizes effort and designs lessons of high quality that will reflect student pride
- Relates to students in a caring and supportive manner
- Sets high expectations for learning and achievement

Manages classroom procedures: (2c)

- Organizes instruction and manages classroom routines, materials, and procedures
- Uses effective classroom management techniques
- Transitions smoothly with little or no loss of instructional time
- Encourages student independence and responsibility for classroom procedures and activities.

Manages Student behavior: (2d)

- Engages students in developing and maintaining standards of conduct
- Establishes standards and expectations and monitors student behavior
- Responds to student misbehavior with sensitivity to individual student needs
- Positively reinforces expected behavior.

Organizes Physical Space: (2e)

- Maintains a classroom environment that is student-centered, warm, and inviting
- Manages and maintains a classroom environment that ensures the safety of students
- Creates appropriate physical arrangement for learning activities maximizing learning
- Uses physical resources effectively including technology by teacher and students

Domain 3- Instruction

Communicates With Students: (3a)

- Communicates expectations and learning objectives clearly to students
- Communicates directions and procedures so that students understand what they are expected to do during the lesson
- Communicates accurately and with clarity to promote students' understanding and critical thinking
- Models clear and expressive use of oral and written language for the students

Uses Techniques for Questioning and Discussion: (3b)

- Poses questions at a variety of cognitive levels to deepen student understanding and encourage higher-level thinking
- Fosters effective, student-driven discussion that focuses on student reasoning and ideas while providing time for students to process and respond to ideas
- Engages and encourages all students to ask questions and participate in discussion.

Engages Students in Learning: (3c)

- Designs activities and assignments to foster enthusiasm and require students to think critically, solve problems and explain their thinking
- Organizes flexible groups appropriate to student needs and instructional tasks
- Has students actively working with a variety of instructional materials and resources that are adapted to student needs
- Implements structure and pacing appropriate to instruction, with time for closure and student reflection

Uses Assessment in Instruction: (3d)

- Clarifies criteria for assessment and communicates these to students.
- Uses a variety of techniques to monitor student learning and progress toward instructional objectives on an ongoing basis
- Provides feedback to students that is timely, specific and constructive
- Encourages students to monitor their own progress related to learning objectives and criteria.

Demonstrates Flexibility and Responsiveness: (3e)

- Monitors and adjusts lessons appropriately, responding to student performance, student interest and changing conditions
- Uses student responses and teachable moments to enhance instruction when appropriate
- Employs alternative approaches and persistence when challenges occur

Domain 4- Professional Responsibilities

Reflects on Teaching: (4a)

- Maintains a consistent reflective journal that demonstrates in depth analyses of teaching practices and their effectiveness or need for improvement
- Demonstrates awareness of current pedagogy through ongoing professional reading

- Demonstrates self-awareness related to teaching effectiveness. (highlights strengths and weaknesses)

Maintains Accurate Records: (4b)

- Conducts timely ongoing assessment of student achievement (ex. grading papers, keeping anecdotal records, rubrics)
- Returns student work and/or posts grades in a timely manner
- Demonstrates professional practices by having students maintain portfolios or similar practices for ongoing assessments of improvement

Communicates with Families: (4c)

- Attends back-to-school nights, parent teacher conferences, or similar events
- Maintains an outline of course work and expectations for achievement (e.g., blog, website, newsletter)
- Posts up-to-date information about assignments and due dates that allows families to offer encouragement and participate in making sure students have time to complete or plan for completion of assignments

Participates in a Professional Community: (4d)

- Participates in professional learning communities and attends faculty-wide and department meetings
- Participates in fundraisers, sporting events, arts presentations, and/or other student-centered activities
- Participates in workshops, seminars, online programs that introduce and extend professional knowledge and experience

Grows and Develops Professionally: (4e)

- Demonstrates knowledge of a variety of teaching practices and their applications
- Demonstrates ability to work with other teachers in a collaborative environment
- Takes initiative (ex: self-improvement, increasing responsibility in the classroom, etc.)
- Accepts and acts on constructive feedback to improve practice.

Shows Professionalism: (4f)

- Makes ethical decisions in relationships with students and parents, their conduct and their assessments
- Demonstrates an awareness of school conduct codes and expectations for students and faculty
- Adheres to professional presentation (dress, speech, attendance, punctuality, electronic communication, presence in social media, confidentiality with students, families, students' records, assessments)

**edTPA Statement from the Office of the Dean/Office of Field Placement and State Certification/
Department of Teacher Education/Department of Graduate Education**

All student teaching candidates must complete the edTPA during the full-time student teaching semester.

Students are advised that while edTPA is not required for graduation at Rider University, the successful submission by the assigned due date is required for completion of the student teaching course. Students will not be permitted to pass the student teaching course (EDU 465/CURR 770/CURR 771) until edTPA has been submitted. If edTPA has not been submitted by the assigned due date, students will receive a grade of “Incomplete” in the student teaching course until the assessment has been successfully submitted.

If it is necessary for a student teacher to resubmit any portion of their edTPA due to low score or multiple condition codes, the resubmit may take place after the semester has ended and will not delay graduation from Rider University. Be advised, students will not be issued certification with the New Jersey Department of Education (NJDOE) until a passing score is received on edTPA. While students will be approved to graduate, the student will not be able to apply for certification.

While an official edTPA score will not enter into the student teaching course grade (much like Praxis score(s) do not enter into the student teaching course grade), failure to meet the assigned edTPA submission due date will impact evaluations in Domain 1 (Preparation and Planning) and Domain 4 (Professional Responsibilities) of the Danielson Framework and could adversely affect the overall grade in the course.

edTPA cut scores (2020-2021) are scheduled to change over the summer of 2021. The Office of Field Placement and State Certification will provide updates as they are available from the NJDOE.

Using edTPA®

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

Preparation for Critical Dimensions of Teaching

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning Instruction and Assessment establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/ assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.

2. Instructing and Engaging Students in Learning includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate

engages students in learning tasks. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject- matter understandings.

3. Assessing Student Learning includes classroom- based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.

4. Analysis of Teaching Effectiveness is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs, and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next

steps for individuals and groups with varied learning needs.

5. Academic Language Development is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

Scoring edTPA®

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. The Stanford Center for Assessment, Learning and Equity (SCALE) is responsible for the design and development of the on-line training system and for setting subject-specific benchmarks.

Qualified scorers are trained to use edTPA® rubrics to evaluate candidate submissions consistently and fairly. Local, state and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers). At least half of all scorers hired are university faculty (including clinical supervisors and methods instructors) and half are K-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA® materials to Pearson through the LiveText by Watermark edTPA® platform provider. Faculty provide formative feedback to candidates while they are developing edTPA® materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPAs® are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

edTPA® Licensure Areas

- Agriculture
- Business
- Classical Languages
- Early Childhood
- Educational Technology Specialist
- Elementary Education
- Elementary Literacy
- Elementary Mathematics
- English as an Additional Language
- Family/ Consumer Sciences
- Health Education
- Library Specialist
- Literacy Specialist
- Middle Childhood:
 - English Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- Performing Arts
- Physical Education
- Science
- Secondary English Language Arts
- Secondary History/Social Studies
- Secondary Mathematics
- Special Education
- Technology and Engineering Education
- Visual Arts
- World Languages

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

What You Can Expect

As a cooperating teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Candidate Supports within the edTPA® Process

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

- Use rubric constructs or rubric language
- Discuss edTPA® tasks and scoring rubrics
- Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process

- Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts
- Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

- Don't edit a candidate's official materials prior to submission
- Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring
- Don't instruct candidates on which video clips to select for submission
- Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

Districts That Support Teacher Candidates

Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure provides P-12 administrators and leaders with guidance for using edTPA® evidence to support new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms.

As a school district leader or P-12 building level administrator, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

Supporting edTPA® Teacher Candidates in your School

As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching.

Cooperating teachers will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.

Candidates will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

A Focus on Student Learning

- edTPA's® 15 rubrics (five for each task) evaluate high-leverage teaching behaviors.
- edTPA® rubrics have points of alignment with InTASC, Marzano and Danielson Frameworks, CCSS, NGSS and CAEP/SPA standards.
- Administrators can contact their preparation program partners for access to subject-specific edTPA® handbooks.

Formative Use of edTPA® Results for Professional Development

edTPA® is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure and to support state and national program accreditation. However, edTPA® score results can be used formatively to assist administrators and in-service teachers with the reflective goal-setting process required for professional development.

Candidates, and those who support them, are encouraged to use edTPA's® subject-specific rubrics and their five level progressions as a guide to professional development planning. The five-level scale used for edTPA® rubrics represents a continuum of practice from not quite ready to teach to advanced beginning teacher. Each rubric progression shows an expanding repertoire of skills and strategies for teaching and a deepening rationale. Candidates are encouraged to complete the edTPA® Professional Development Plan© with guidance from cooperating teachers and program clinical supervisors, and to use varied sources of evidence to reflect on and analyze their teaching effectiveness. The optional follow-up plan can be used throughout the early years of teaching in conjunction with district/state induction requirements or observation/evaluation systems, and perhaps, as initial preparation for pursuit of National Board Certification.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the

edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Confidentiality and Security

For candidates who submit edTPA® portfolios for official scoring, policies and procedures have been developed for the handling of materials and data for each phase of the submission and scoring process. To review the guidance information provided to candidates, please view the document Confidentiality and Security of edTPA® Candidate Materials and Assessment Data.

**** Rider University has created confidentiality agreements for all student teacher candidates. These forms are available for review by district administration upon request. Please contact The Office of Field Placement and State Certification at 609-896-5175, or certificationoffice@rider.edu. *****

PROFESSIONAL ORGANIZATIONS AND RESOURCES LIST

PROFESSIONAL ORGANIZATIONS AND RESOURCES LIST

www.livetext.com	LiveText by Watermark
www.edtpa.com	edTPA
www.pearson.com	Pearson
www.literacyworldwide.org	International Literacy Association
www2.ncte.org	National Council of Teachers of English
www.nwp.org	National Writing Project
www.naeyc.org	National Association for the Education of Young Children
www.nctm.org	National Council of Teachers of Mathematics
www.nsta.org	National Science Teachers Association
www.socialstudies.org	National Council for the Social Studies
www.njea.org	New Jersey Education Association
www.pdkintl.org	Phi Delta Kappa
www.ascd.org	Association for Supervision and Curriculum Development
www.cec.sped.org	Council for Exceptional Children

COOPERATING TEACHER HONORARIUM DOCUMENTATION



COLLEGE OF EDUCATION AND HUMAN SERVICES
THE OFFICE OF FIELD PLACEMENT AND STATE CERTIFICATION

2083 Lawrenceville Road, BFH 116
Lawrenceville, New Jersey 08648
609-896-5175

COOPERATING TEACHER STIPEND REQUEST FORM

This form **MUST** be accompanied by a signed W-9 form.

Please print clearly:

SEMESTER & YEAR	STUDENT TEACHER		SCHOOL
[] FALL [] SPRING _____			
COOPERATING TEACHER(S)	GRADE LEVEL(S)	CLASS (ie GenEd, SpecEd, Inclusion, ESL, French, etc.)	PLEASE INDICATE CHOICE OF PAYMENT
			[] Honorarium or [] Tuition Remission
			[] Honorarium or [] Tuition Remission

Honorarium:

The standard honorarium for a cooperating teacher who has a student teacher for the whole semester and is the only cooperating teacher is \$250.00. **Fractional parts of that honorarium are assigned to cooperating teachers who have a student teacher for fewer than the 15 weeks OR share the duties of cooperating teacher with another teacher.**

Tuition Remission (in lieu of an honorarium):

The standard non-transferable, Rider University tuition remission for a cooperating teacher who has a student teacher for the whole semester and is the only cooperating teacher is \$600.00. Again, if you choose this option and have a student teacher for half the semester, the tuition remission would be \$300. **Fractional Tuition Remission(s) apply based on fewer weeks/shared duties. The tuition remission must be used within one calendar year from the end of the semester in which you hosted a student teacher.**

[IMPORTANT: In order for the tuition remission to be credited towards your account, please contact certificationoffice@rider.edu or 609-896-5175 to receive and complete a tuition remission form when you register for the course.]

DUE DATES:

Please submit all required paperwork before the end of the semester in which you host a student teacher.

Paperwork may be mailed to the address above, emailed to certificationoffice@rider.edu, or faxed to 609-896-5282.

[Note: In order to receive the Honorarium or Tuition Remission, a signed W-9 form ([available via this link](#)) MUST be completed and submitted with this form.]



COOPERATING TEACHER TUITION REMISSION FORM

Name: _____ Bronc ID #: _____

Term of Enrollment (Select One)

Fall _____ Spring _____ Summer _____ 20 _____

Name of Rider student teacher: _____

Semester in which student was supervised: _____

COURSE(S):

Course Name	Course Number	Credits

Student's Signature: _____ Date: _____

*****Office Use Only*****

I certify that the student is approved for a Cooperating Teacher's Scholarship, to cover tuition in the term indicated, for either _____ semester hours or \$ _____ for cooperating teachers supervising student teachers. If the student takes less than the approved number of credits, the Scholarship will be reduced to cover actual tuition charges only.

Director of Field Placement Telephone Date

\$ _____ Date _____ Processed by _____

Revised: To _____ Date _____ By _____

BU _____ TU _____ SU _____ PU _____ PU2 _____