RIDER UNIVERSITY
College of Education and Human Services

STUDENT TEACHING HANDBOOK
2024-2025

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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. <u>OBTAIN REQUIRED DOCUMENTS!</u>**
- *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.*
- *https://www.nj.gov/education/certification/substitutes/index.shtml contains information on how to obtain a substitute teacher certificate.*

☐ **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 <u>Student Teaching Handbook</u>.
- 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 THOROUGHLY**

- You are responsible for <u>**all**</u> information in the handbook. Read it carefully and refer to it 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 FOR YOUR SEMESTER (SEPTEMBER OR JANUARY)**

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

☐ **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.

Conceptual Framework

GOAL 1: 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.

GOAL 2: EXPANDING 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.

GOAL 3: 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.

GOAL 4: PROFESSIONALISM

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.

For more information about Conceptual Framework, **Scan here!**

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RIDER UNIVERSITY
College of Education
and Human Services

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 approximately 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 ATHLETES

Student athletes must be able to balance obligations to their athletic programs and their full-time student teaching semester. Communication is key. As soon as the athlete knows the schedule for "away" events, the schedule must be shared with the field office, the supervisor(s), and the cooperating teacher(s). Student athletes are expected to plan for their absence with the cooperating teacher and ensure that the cooperating teacher has all necessary materials and plans. If more than three days of school will be missed due to "away" athletic events, extra time may be added on to the end of the semester. Student athletes may not leave their placements before the end of the contractual day in order to go to practice. Student athletes will need to communicate with their coach about the hours they are required to be at their placement (contractual hours for the cooperating teacher, at the very least) and make alternate arrangements for practices that fall during that time. If student athletes are unable to be at their placements for the contractual day due to practice, they will need to delay their student teaching semester to the off season.

SUBSTITUTE TEACHING

Student teachers who hold a substitute teaching credential may substitute teach (for pay) for their own cooperating teacher for up to a <u>maximum</u> of 5 days during the semester. Student teachers with substitute credentials may not be used as "building subs" while student teaching (except in the event of an emergency). If student teachers are being pulled from their student teaching placements to substitute elsewhere in the building, please contact the field placement office.

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.
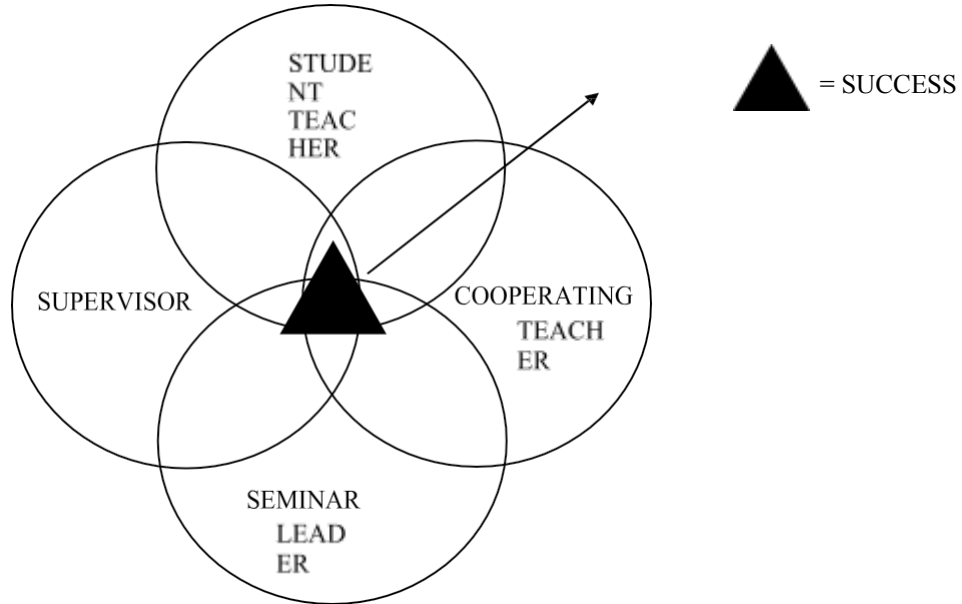
In order to benefit from this professional experience, we encourage all participants to engage in questioning, observing, talking, reading, writing, and reflecting together on the processes of teaching and learning to teach. We encourage cooperating teachers, student teachers, and supervisors to engage 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 Assistant Dean for Partnerships & Field Placements. 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 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 teachers are advised to create a portfolio demonstrating professional involvement and growth during student teaching. 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 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 your stipend 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 email 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 (due dates can be determined by the supervisor and cooperating teacher) to allow time for thoughtful review and discussion. **Plans should be 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 (roughly 3 weeks), the cooperating teacher will mainly lead while the student teacher will mainly observe, support, and assist. They can lead small group instruction and should begin to lead at least one period of whole group instruction by the end of this time period.
- For the second third of the semester (roughly 5 weeks), the cooperating teacher and the student teacher will share leading and supporting roles evenly. Throughout this period, the student teacher

should be increasing the amount of time they spend leading whole group instruction.

- For the final third of the semester (roughly 5 weeks), the student teacher should mainly be leading all instruction while the cooperating teacher remains fully involved in a coaching and supporting role in the classroom.

    In the case of AP classes, student teachers may remain in the "assist" mode at the discretion of the cooperating teacher.

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 twofold: 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.

<u>**COACHING**</u> - 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 <u>one week following the visit</u>.

<u>**FACILITATING REFLECTION**</u> - 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.

<u>**EVALUATING**</u> – 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 Assistant Dean for Partnerships & Field Placements at 609-895-5669. 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

https://www.rider.edu/about/offices-services/payroll-disbursements/mileage-reimbursements

- Employees will be reimbursed for use of personal automobiles when the University requires such usage and the mileage in any single day exceeds their base mileage rate (normal commuting distance). The reimbursement is calculated as follows:

    - Determine the total number of business-related miles traveled during the day, beginning and ending at your residence.
    - Subtract from that total your base mileage (normal commuting distance to Rider) - FULL TIME FACULTY ONLY
    - The difference is your allowable reimbursed miles. Documentation for reimbursed mileage amounts must include the above calculation, destination and business purpose.
    - Actual toll charges and parking fees, if itemized, may also be claimed under this method of reimbursement. This rate is intended to cover all transportation and operating costs including insurance. The cost of buying gas is included in the mileage reimbursement rate, and should not be separately charged when requesting reimbursement from the University for mileage.

- Clinical faculty who do not have an office on campus may submit their total miles commuted without subtracting the round trip distance ("normal commute") to and from Rider.

- Expense reports and check requests are available on our website under Student Teaching Forms and Publications. Please fill forms out completely and accurately. Use the most current reimbursement rate (.67 cents per mile for 2024).

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

ROLE OF THE SEMINAR/CLUSTER 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 experiencing 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 in 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 Assistant Dean for Partnerships & Field Placements 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 Assistant Dean for Partnerships & Field Placements, University Supervisor, appropriate chairperson or program director, and any other person designated by the Assistant Dean. 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. 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 Assistant Dean for Partnerships & Field Placements 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 LAWSUITS

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 there from; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses."

Diversity Statement and Guiding Principles

Bring your whole self to Rider because we grow stronger together

Together, we are fostering an inclusive culture that encourages, supports, and celebrates the diverse voices of our students, faculty, and staff. In the College of Education & Human Services, we strive to nurture a diverse university community rooted in mutual understanding and respect. As a community of learners and scholars, we respect human dignity and have a commitment to equity and justice. Therefore, we are guided by the following principles:

» **We Act** through advocacy, as well as day to day communication, in ways that demonstrate empathy and humility, that show the value of diversity, and that recognize the harm of discrimination.

» **We Respect** and grow stronger from one another's unique characteristics and experiences.

» **We Commit** to learning and reflecting. We will explore our own biases, recognize that our actions and words have impact, support equitable practices for our community, and meaningfully contribute to the world in which we live and work.

STUDENT ACCESSIBILITY & SUPPORT SERVICES - ACCOMMODATIONS

Rider University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, which stipulate that no student shall be denied the benefits of an education solely by reason of a handicap or disability. Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the office of Student Accessibility and Support Services (SASS) (by telephone at 609-895-5492, by email at accessibility@rider.edu, or in the Bart Luedeke Center, Suite 201) so that such accommodations may be arranged.

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 the student teacher'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 Ridersupervisor.

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 the 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 students, 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**

<u>The Office of Field Placement and State Certification Contacts</u>

Erica Spence-Umstead, Assistant Dean for
Partnerships and Field Placements
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

<u>Additional Resources and Contacts</u>

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://www.rider.edu/academics/academic-support/student-success-center/writing-studio/online-writing-lab

Student Accessibility and Support Services
Cheri Thompson, Director

cthompson@rider.edu   609-895-5492

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

LESSON PLANNING

PRE OBSERVATION 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?

Lesson Plan

A lesson plan includes the specific steps for student learning in a single lesson.

Include these components in a lesson plan.

1. **Unit and Subject**

   - *A lesson is part of a larger unit of study.*

   - *Indicate larger unit title and subject.*

2. **Lesson Topic -** *Indicate this lesson's particular topic or focus with a title.*

3. **NJSLS Content Standards -** *Indicate one or two relevant NJ Student Learning Standard(s).*

4. **Objective/Learning Goal**

   - *Identify the objective or learning goal for this lesson.*

   - *The objective or learning goal should relate to SLS and lesson assessment.*

5. **Introductory Question**

   - *Tap students' prior knowledge and engage student interest.*

   - *Connect to the lesson's concepts, purpose, and activities.*

6. **Developmental Activities/Plan for Student Learning**

   - *Integrate content and skills to exercise and practice learning, investigate, and extend learning.*

   - *Use active verbs to list what students will do to learn.*

7. **Closing or Culminating Activity**

   - *Close the lesson by checking students' learning.*

   - *Relate to the objective/learning goal and assessment.*

8. **Lesson Assessment**

   - *What is the instrument and/or method of formative assessment for this lesson?*

   - *Relate to objective/learning goal.*

9. **Opportunities for All Learners**

- ○ *Indicate key strengths of this lesson's opportunities for ALL students.*

- ○ *Include grouping strategies, instructional strategies, and lesson extension ideas.*

10. Materials, Resources, and References - *List teacher and student resources.*

11. Reflection

- ○ *BEFORE teaching the lesson, make brief notes about what the teacher is looking out for; anticipate what students or the teacher might find challenging.*

- ○ *Make reflective notes on teaching AFTER lesson with students.*

12. Performance as a beginning professional educator – *Assess teacher performance and preparation within and beyond the classroom.*

Lesson Plan Components	Danielson Evaluative Criteria	NJPST & InTASC Standards	Distinguished 4	Proficient 3	Basic/ Developing 2	Unsatisfactory 1
Subject, Grade Level, Unit Title, Unit Rationale, & Lesson Topic - Indicate the subject/content, grade level, unit title, unit rationale, and lesson topic. - Briefly but specifically explain the unit's rationale and why the unit is being taught and how the lesson connects to the unit.	1e. Design coherent instruction.	NJPST/InTASC 7: Planning for Instruction	The Lesson Plan clearly indicates the subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale is explained in brief but specific detail—including how the lesson planning relates to the unit.	The Lesson Plan indicates subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale explains why the unit is being taught and how the lesson relates to the unit.	The Lesson Plan indicates subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale is included, but it is underdeveloped and fails to explain how the lesson relates to the unit.	The Lesson Plan is missing one or more of the following elements: subject, grade level, unit title, unit rationale, and lesson topic.
NJSLS Content Standards by Grade Level, Subject, and Subject Band -Indicate one or two relevant NJSLS(s) for the lesson. -Include each standard's reference number, subject, subject band, and description.	1c. Set instructional outcomes.	NJPST/InTASC 4: Content Knowledge	The Lesson Plan indicates one or two relevant NJSLS(s). The Lesson Plan also includes the specific NJSLS Grade Level, Subject, Subject Band, and description of the content standard.		The Lesson Plan indicates more than two NJSLS(s) and includes too much content for one lesson.	The Lesson Plan is missing one or more elements related to NJSLS(s).

Learning Objective or Goal -Identify one or two relevant learning objectives or goals for the lesson that are specifically measurable or observable. -The learning objective or goal relates to SLS and lesson assessment.	1c. Set instructional outcomes.	NJPST/InTASC 1: Learner Development	The Lesson Plan identifies one or two learning objectives or goals that are specifically measurable or observable and clearly connected to the lesson's stated objectives/goals, SLS, and assessment.	The Lesson Plan identifies one or two learning objectives or goals that are measurable or observable and connected to the lesson's stated objectives/goals, SLS, and assessment.	The Lesson Plan identifies one or two learning objectives or goals. However, the objectives and goals are not clearly measurable or observable.	The Lesson Plan is missing one or two learning objectives that are measurable or observable.
Introductory Question -Ask a question that introduces the lesson and taps students' prior knowledge and interest. -Connect the introductory question to the lesson's objectives/goals and activities.	3a. Communicate about purpose and content.		The Lesson Plan indicates a question that introduces the lesson and taps students' prior knowledge and interest in an engaging way that is connected to the lesson's objectives/goals and activities.	The Lesson Plan indicates a question that introduces the lesson and taps students' prior knowledge and interest.	The Lesson Plan introduction lacks a coherent question that introduces the lesson and taps students' prior knowledge and connects to the lesson's objectives/goals and activities.	The Lesson Plan is missing an introduction that taps students' prior knowledge and interest and connects to the lesson's objectives/goals and activities.
Developmental Activities: Steps for Student Learning -List the steps for students to actively	1a. Apply knowledge of content and pedagogy. 2c. Maintain purposeful environments.	NJPST/InTASC 8: Instructional Strategies	The Lesson Plan lists the steps for students to actively practice, investigate, and extend learning through engaging instructional strategies and	The Lesson Plan lists the steps for students to practice, investigate, and extend learning. through instructional strategies and content-related skills. The plan includes	The Lesson Plan includes limited instructional strategies and does not include engaging student-centered. The	The Lesson Plan includes limited instructional strategies. The plan does not include any additional literacy and/or

practice, investigate, and extend learning. -Include purposeful and engaging instructional strategies and content-related skills. -Make cross-disciplinary and literacy connections where useful and developmentally appropriate.	2e. Organize spaces for learning. 3b. Use questioning and discussion techniques. 3c. Engage students in learning.		content-related skills. The plan further makes useful and developmentally appropriate literacy and cross-disciplinary connections.	some developmentally appropriate literacy and/or cross-disciplinary connections.	plan does not include any additional literacy and/or cross-disciplinary connections.	cross-disciplinary connections.
Closing or Culminating Activity -Close the lesson by checking students' learning and connecting to the learning objectives, goal, and assessment. -Briefly indicate next steps, where the work and learning are going. -The closing or culminating activity might be the same as lesson assessment.	3d. Use assessment for learning.	NJPST/InTASC 5: Application of Content	The Lesson Plan includes an explicit close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. The closing indicates the next steps and where the work and learning are going.	The Lesson Plan includes a close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. Minimal reference to next steps in learning	The Lesson Plan includes an underdeveloped close or ending that fails to check on student learning, connect to the learning objectives, goals, and assessment. No mention of next steps in learning	The Lesson Plan is missing a deliberate close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. No mention of next steps in learning

Lesson Assessment -Indicate and include the question, instrument, and/or method of formative assessment for the lesson. -The assessment elicits specific, measurable, and/or observable student response related to objective/learning goal and the NJSLS. -The lesson assessment might also serve as the lesson closing or culminating activity.	1f. Design and analyze assessments.	NJPST/InTASC 6: Assessment	The Lesson Plan indicates and includes the specific question, instrument, and/or method of formative assessment for the lesson. The assessment is designed to elicit measurable and/or observable learner response clearly related to the lesson objective/learning goal and selected NJSLS.	The Lesson Plan indicates and includes a question, instrument, and/or method of formative assessment for the lesson. The assessment is designed to elicit measurable and/or observable learner response related to the lesson objective/learning goal and selected NJSLS.	The Lesson Plan includes an underdeveloped question and/or method of formative assessment for the lesson related to the lesson's learning objective/learning goal and selected NJSLSs.	The Lesson Plan is missing a specific question, instrument, and/or method of formative assessment for the lesson.
Opportunities for All Learners -Indicate strengths of the lesson's inclusive opportunities for ALL students. -Include grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	3e. Anticipate and respond flexibly to student needs.	NJPST/InTASC 2: Learning Differences	The Lesson Plan indicates the lesson's inclusive opportunities for ALL students. The plan includes grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners—with a strong rationale about those choices.	The Lesson Plan indicates the lesson's inclusive opportunities for ALL students. The plan includes grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	The Lesson Plan lacks a plan for inclusivity and opportunities for ALL students related to grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	The Lesson Plan lacks a variety of inclusive grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.

Materials, Resources, and References - List all the materials that connect to the learning objectives. - All required resources like worksheets, slides, exit slips, and video links are included and/or linked in the plan. - The materials are developmentally appropriate and will engage learners.	4e. Grow and develop professionally.	NJPST/InTASC 3: Learning Environment	The Lesson Plan includes a well-developed list of teacher and student resources related to the unit and lesson. The list contains specific titles and/or links for all resources, references, and lesson materials. The materials are developmentally appropriate and will engage learners.	The Lesson Plan includes a list of teacher and student resources related to the unit and lesson. The list contains titles and/or links for resources, references, and lesson materials. The materials are developmentally appropriate and will engage learners.	The Lesson Plan includes a list of teacher and student resources. However, the plan lacks specificity in detailing titles and/or links for all resources, references, and lesson materials; and/or lesson materials are developmentally inappropriate and unengaging for learners.	The Lesson Plan fails to include a list of teacher and student resources related to the lesson and unit.
Technology	1d. Technology and digital resources.	NJPST/InTASC 8: Instructional Strategies	The Lesson Plan includes a well-developed description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson is integral to achieving the desired learning goals.	The Lesson Plan includes a description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson fits with desired learning goals.	The Lesson Plan includes a description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The description may be underdeveloped and/or the technology used in the lesson may seem "tacked on."	The Lesson Plan includes a poorly developed and/or no description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson may be contrary to the learning goals.
Reflection on teaching	4a. Engage in reflective practice.	NJPST 9 & 11: Professional Learning & Ethical	The Lesson Plan indicates what the teacher anticipates what	The Lesson Plan briefly indicates what the teacher anticipates what	The Lesson Plan fails to anticipate what students might find challenging	The Lesson Plan fails to indicate what the teacher anticipates what students

-BEFORE teaching the lesson, make notes about what the teacher is looking out for; anticipate what students and the teacher might find challenging. -Make reflective notes on teaching AFTER the lesson with students.		Practice/ InTASC 9: Professional Learning and Ethical Practice	students might find challenging and why BEFORE the lesson. AFTER the lesson with students, the teacher makes reflective notes on student learning implications for teaching.	students might find challenging BEFORE the lesson. AFTER the lesson with students, the teacher makes reflective notes on student learning.	BEFORE the lesson. AFTER the lesson with students, the teacher makes underdeveloped reflective notes on student learning.	might find challenging BEFORE the lesson. AFTER the lesson with students, the teacher fails to make reflective notes on student learning.

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 thelesson?

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
1865

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
1865

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
(2022 version)

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

Applying Knowledge of Content and Pedagogy: (1a)
- o Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.
- o Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.
- o Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

Knowing and Valuing Students: (1b)
- o Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.
- o Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.
- o Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.
- o Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

Setting Instructional Outcomes: (1c)
- o Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.
- o Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.
- o Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is

important, and how students will develop and demonstrate mastery of content and skills.

- o Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

Using Resources Effectively: (1d)

- o Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.
- o Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.
- o Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

Planning Coherent Instruction: (1e)

- o Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.
- o Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.
- o Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.
- o Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

Designing and Analyzing Assessments: (1f)

- o Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.
- o Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.
- o Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes, make needed adjustments, and support students to monitor their own learning.
- o Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

Domain 2- Learning Environments

Cultivating Respectful and Affirming Environments: (2a)

- o Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community.
- o Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.
- o Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.
- o Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

Fostering a Culture for Learning: (2b)
- o Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.
- o Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.
- o Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
- o Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

Maintaining Purposeful Environments: (2c)
- o Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.
- o Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.
- o Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.
- o Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

Supporting Positive Student Behavior: (2d)
- o Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.
- o Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.
- o Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

Organizing Spaces for Learning: (2e)
- o Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.
- o Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.
- o Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

Domain 3 - Learning Experiences

Communicating About Purpose and Content: (3a)

- o Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.
- o Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.
- o Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.
- o Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

Using Questioning and Discussion Techniques: (3b)

- o Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.
- o Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.
- o Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

Engaging Students in Learning: (3c)

- o Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.
- o Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.
- o Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.
- o Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

Using Assessment for Learning: (3d)

- o Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.
- o Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.
- o Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Responding Flexibly to Student Needs: (3e)

- o Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.
- o Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue

new learning and opportunities on their own.

- o Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

Domain 4- Principled Teaching

Engaging in Reflective Practice: (4a)
- o Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

- o Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

- o Application and Continuous Improvement: Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

Documenting Student Progress: (4b)
- o Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.
- o Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.
- o Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

Engaging Families and Communities: (4c)
- o Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.
- o Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.
- o Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.
- o Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

Contributing to School Community and Culture: (4d)
- o Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.
- o Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

- o   Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

Growing and Developing Professionally: (4e)
- o   Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.
- o   Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.
- o   Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.
- o   Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

Acting in Service of Students: (4f)
- o   Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.
- o   Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.
- o   Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

Reflective Self-Assessment Statement
** Scored by Tuesday seminar faculty **

Scoring Rubric

Reflective Self-Assessment Statement Prompt Compose a one-page reflection that specifically assesses your personal and professional growth in understanding people from races, classes, ethnicities, gender, and abilities different from your own.	Distinguished 4	Proficient 3	Basic/Developing 2	Unsatisfactory 1
	The self-assessment specifically and eloquently reflects on your evolution as a principled, professional educator AND specifically addresses your personal, professional growth in understanding people from races, classes, ethnicities, gender, and abilities different from your own.	The self-assessment specifically reflects on your evolution as a principled, professional educator AND addresses your personal, professional growth in understanding people from races, classes, ethnicities, gender, and abilities different from your own.	The self-assessment reflects on your evolution as a principled, professional educator but lacks specificity in addressing your personal, professional growth in understanding people from races, classes, ethnicities, gender, and abilities different from your own.	The reflection on your evolution as a principled, professional educator is missing or underdeveloped. And/or the reflection does not address your personal, professional growth in understanding people from races, classes, ethnicities, gender, and abilities different from your own.

Performance-Based Assessment for Completion of Teacher Preparation Program

    All student teaching candidates must complete the Rider Performance Based Assessment portfolio during the full-time student teaching semester.

TEACHER PERFORMANCE ASSESSMENT PORTFOLIO

- **What is the Teacher Performance Assessment Portfolio? Required by the NJ Department of Education and Rider's College of Education and Human Services to complete teacher certification, the TPA Portfolio is a summative, reflective collection of artifacts that individual teacher candidates create based on their teacher performance and students' learning during clinical and field experiences.**

- **What is an artifact? An artifact is an object that symbolizes or represents a craft or workmanship from a particular time period. In the case of the Teacher Performance Assessment Portfolio, the time period includes your clinical and field experiences. The artifacts from your teaching field experiences can take various forms, and can include photos of student work products, assessments, physical classroom arrangements, bulletin boards, and other tools that affect student learning.**

- **The artifact choice should represent an example of ethical practice.**

- **Confidentiality – Protect student confidentiality by removing all personally- identifiable information from artifacts — including students' names and faces. You may use initials or letters for names and emojis to cover faces.**

- **What is the purpose of captioning each artifact? Succinct yet well-developed written captions explain what an artifact is, how the artifact connects to a specific standard, and the significance of each artifact to student learning and your development as a teacher.**

- **Each artifact and its caption should be aligned to the NJ Professional Standards for Teachers (NJPST) and InTASC Standards. The final portfolio should contain an introductory reflection statement that is a self-assessment of your development as a teacher and your students' learning.**

- **Construct your Teacher Performance Assessment Portfolio according to the following criteria.**

- **Required Overall Passing Score = minimum of 31**

- **Portfolios that require resubmission will be reviewed by a faculty panel.**

Scoring Rubric

TEACHER PERFORMANCE ASSESSMENT (TPA) PORTFOLIO CRITERIA	Distinguished 4	Proficient 3	Basic/Developing 2	Unsatisfactory 1
Learner Development NJPST #1/InTASC Standard #1 **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.**	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learner development.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learner development.	The **written caption explains the artifact and makes only superficial connections** of the artifact to learner development.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to learner development. *This section of the portfolio requires <u>resubmission</u>.*
Learning Differences NJPST #2/InTASC Standard #2 **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.**	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learning differences.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learning differences.	The **written caption explains the artifact but makes superficial connections** of the artifact to learning differences.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to learning differences. *This section of the portfolio requires resubmission.*

Learning Environments NJPST #3/InTASC Standard #3 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.	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learning environments.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to learning environments.	The **written caption explains the artifact but makes superficial connections** of the artifact to learning environments.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to learning environments. *This section of the portfolio requires resubmission.*
Content Knowledge NJPST #4/InTASC Standard #4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s), he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to content knowledge.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to content knowledge.	The **written caption explains the artifact but makes superficial connections** of the artifact to content knowledge.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to content knowledge. *This section of the portfolio requires resubmission.*
Application of Content NJPST #5/InTASC Standard #5 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.	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to the application of content.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to the application of content.	The **written caption explains the artifact but makes superficial connections** of the artifact to the application of content.	The **written caption is missing or underdeveloped in its explanation** of the artifact, the artifact's significance, and/or the artifact's connection to the application of content. *This section of the portfolio requires resubmission.*

Assessment NJPST #6/InTASC Standard #6 **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.** -Select one assessment of the same learning goal/objective with <u>3 examples of student performance on the assessment as artifacts.</u> State the learning goal/objective. -Each of the 3 assessment artifacts should represent respectively: a struggling, a developing, and an advanced level of student performance. -For each of the 3 artifact captions, explain the level of performance <u>AND</u> what you would do to teach, support, and extend each student's learning beyond its current level.	The **written captions are concise yet exceptionally well-developed** in their explanation of each artifact, each artifact's significance, and each artifact's connection to assessment of student learning and how it can inform teaching decisions.	The **written captions are concise yet well-developed** in their explanation of each artifact, each artifact's significance, and each artifact's connection to assessment of student learning and how it can inform teaching decisions.	The **written captions explain the artifacts but make superficial connections** of the artifacts to assessment of student learning and how it can inform teaching decisions.	The **written captions are missing or underdeveloped** in their explanation of each artifact, each artifact's significance, and/or each artifact's connection to assessment of student learning and how it can inform teaching decisions. *This section of the portfolio requires <u>resubmission</u>.*
Planning for Instruction NJPST #7/InTASC Standard #7 **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.**	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to planning for instruction.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to planning for instruction.	The **written caption explains the artifact but makes superficial connections** of the artifact to planning for instruction.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to planning for instruction. *This section of the portfolio requires <u>resubmission</u>.*

Instructional Strategies NJPST #8/InTASC Standard #8 **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.**	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to instructional strategies.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to instructional strategies.	The **written caption explains the artifact but makes superficial connections** of the artifact to instructional strategies.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to instructional strategies. *This section of the portfolio requires resubmission.*
Professional Learning & Ethical Practice NJPST #9: Professional Learning & NJPST #11: Ethical Practice/ InTASC #9: Professional Learning and Ethical Practice **The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.** **Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.** One artifact, but the caption should address professional learning AND ethical practice.	The **written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to professional learning and ethical practice.	The **written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to professional learning and ethical practice.	The **written caption explains the artifact but makes superficial connections** of the artifact to professional learning and ethical practice.	The **written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to professional learning and ethical practice. *This section of the portfolio requires resubmission.*

Leadership & Collaboration NJPST #10/InTASC Standard #10 **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.**	**The written caption is concise yet well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to leadership and collaboration.	**The written caption is concise yet exceptionally well-developed** in its explanation of the artifact, the artifact's significance, and the artifact's connection to leadership and collaboration.	**The written caption explains the artifact but makes superficial connections** of the artifact to leadership and collaboration.	**The written caption is missing or underdeveloped** in its explanation of the artifact, the artifact's significance, and/or the artifact's connection to leadership and collaboration. *This section of the portfolio requires resubmission.*
Professional Presentation	The overall portfolio presentation is **exceptionally cohesive**. ● The writing in each **caption uses the language and concepts of the standard to explain each artifact and its significance**. ● The writing is personalized yet professional in tone, and it is **minimally free of mechanical errors in grammar, punctuation, and spelling**.	The overall portfolio presentation is **cohesive**. ● The writing in each **caption uses the language and concepts of the standard to explain each artifact and its significance.** ● The writing is personalized yet professional in tone, and it is **minimally free of mechanical errors in grammar, punctuation, and spelling.**	The overall portfolio presentation is **organized.** ● The writing in each **caption addresses the standard and explains the artifact.** ● The writing includes **mechanical errors in grammar, punctuation, and/or spelling**. ● *The portfolio requires revision and resubmission*	The overall portfolio presentation is **incomplete and/or haphazardly organized**. ● The writing in each **caption inadequately addresses and its connection to the artifact**. ● The writing includes **mechanical errors in grammar, punctuation, and/or spelling.** ● *The portfolio requires revision and resubmission.*

Lesson Plan Components	Danielson Evaluative Criteria	NJPST & InTASC Standards	Distinguished 4	Proficient 3	Basic/ Developing 2	Unsatisfactory 1
Subject, Grade Level, Unit Title, Unit Rationale, & Lesson Topic - Indicate the subject/content, grade level, unit title, unit rationale, and lesson topic. - Briefly but specifically explain the unit's rationale and why the unit is being taught and how the lesson connects to the unit.	1e. Design coherent instruction.	NJPST/InTASC 7: Planning for Instruction	The Lesson Plan clearly indicates the subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale is explained in brief but specific detail—including how the lesson planning relates to the unit.	The Lesson Plan indicates subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale explains why the unit is being taught and how the lesson relates to the unit.	The Lesson Plan indicates subject, grade level, unit title, unit rationale, and lesson topic. The overall unit rationale is included, but it is underdeveloped and fails to explain how the lesson relates to the unit.	The Lesson Plan is missing one or more of the following elements: subject, grade level, unit title, unit rationale, and lesson topic.
NJSLS Content Standards by Grade Level, Subject, and Subject Band -Indicate one or two relevant NJSLS(s) for the lesson. -Include each standard's reference number, subject, subject band, and description.	1c. Set instructional outcomes.	NJPST/InTASC 4: Content Knowledge	The Lesson Plan indicates one or two relevant NJSLS(s). The Lesson Plan also includes the specific NJSLS Grade Level, Subject, Subject Band, and description of the content standard.		The Lesson Plan indicates more than two NJSLS(s) and includes too much content for one lesson.	The Lesson Plan is missing one or more elements related to NJSLS(s).

Learning Objective or Goal -Identify one or two relevant learning objectives or goals for the lesson that are specifically measurable or observable. -The learning objective or goal relates to SLS and lesson assessment.	1c. Set instructional outcomes.	NJPST/InTASC 1: Learner Development	The Lesson Plan identifies one or two learning objectives or goals that are specifically measurable or observable and clearly connected to the lesson's stated objectives/goals, SLS, and assessment.	The Lesson Plan identifies one or two learning objectives or goals that are measurable or observable and connected to the lesson's stated objectives/goals, SLS, and assessment.	The Lesson Plan identifies one or two learning objectives or goals. However, the objectives and goals are not clearly measurable or observable.	The Lesson Plan is missing one or two learning objectives that are measurable or observable.
Introductory Question -Ask a question that introduces the lesson and taps students' prior knowledge and interest. -Connect the introductory question to the lesson's objectives/goals and activities.	3a. Communicate about purpose and content.		The Lesson Plan indicates a question that introduces the lesson and taps students' prior knowledge and interest in an engaging way that is connected to the lesson's objectives/goals and activities.	The Lesson Plan indicates a question that introduces the lesson and taps students' prior knowledge and interest.	The Lesson Plan introduction lacks a coherent question that introduces the lesson and taps students' prior knowledge and connects to the lesson's objectives/goals and activities.	The Lesson Plan is missing an introduction that taps students' prior knowledge and interest and connects to the lesson's objectives/goals and activities.
Developmental Activities: Steps for Student Learning -List the steps for students to actively	1a. Apply knowledge of content and pedagogy. 2c. Maintain purposeful environments.	NJPST/InTASC 8: Instructional Strategies	The Lesson Plan lists the steps for students to actively practice, investigate, and extend learning through engaging instructional strategies and	The Lesson Plan lists the steps for students to practice, investigate, and extend learning. through instructional strategies and content-related skills. The plan includes	The Lesson Plan includes limited instructional strategies and does not include engaging student-centered. The	The Lesson Plan includes limited instructional strategies. The plan does not include any additional literacy and/or

practice, investigate, and extend learning. -Include purposeful and engaging instructional strategies and content-related skills. -Make cross-disciplinary and literacy connections where useful and developmentally appropriate.	2e. Organize spaces for learning. 3b. Use questioning and discussion techniques. 3c. Engage students in learning.		content-related skills. The plan further makes useful and developmentally appropriate literacy and cross-disciplinary connections.	some developmentally appropriate literacy and/or cross-disciplinary connections.	plan does not include any additional literacy and/or cross-disciplinary connections.	cross-disciplinary connections.
Closing or Culminating Activity -Close the lesson by checking students' learning and connecting to the learning objectives, goal, and assessment. -Briefly indicate next steps, where the work and learning are going. -The closing or culminating activity might be the same as lesson assessment.	3d. Use assessment for learning.	NJPST/InTASC 5: Application of Content	The Lesson Plan includes an explicit close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. The closing indicates the next steps and where the work and learning are going.	The Lesson Plan includes a close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. Minimal reference to next steps in learning	The Lesson Plan includes an underdeveloped close or ending that fails to check on student learning, connect to the learning objectives, goals, and assessment. No mention of next steps in learning	The Lesson Plan is missing a deliberate close or ending that checks on student learning and connects to the learning objectives, goals, and assessment. No mention of next steps in learning

Lesson Assessment	1f. Design and analyze assessments.	NJPST/InTASC 6: Assessment	The Lesson Plan indicates and includes the specific question, instrument, and/or method of formative assessment for the lesson. The assessment is designed to elicit measurable and/or observable learner response clearly related to the lesson objective/learning goal and selected NJSLS.	The Lesson Plan indicates and includes a question, instrument, and/or method of formative assessment for the lesson. The assessment is designed to elicit measurable and/or observable learner response related to the lesson objective/learning goal and selected NJSLS.	The Lesson Plan includes an underdeveloped question and/or method of formative assessment for the lesson related to the lesson's learning objective/learning goal and selected NJSLSs.	The Lesson Plan is missing a specific question, instrument, and/or method of formative assessment for the lesson.
Lesson Assessment -Indicate and include the question, instrument, and/or method of formative assessment for the lesson. -The assessment elicits specific, measurable, and/or observable student response related to objective/learning goal and the NJSLS. -The lesson assessment might also serve as the lesson closing or culminating activity.						
Opportunities for All Learners -Indicate strengths of the lesson's inclusive opportunities for ALL students. -Include grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	3e. Anticipate and respond flexibly to student needs.	NJPST/InTASC 2: Learning Differences	The Lesson Plan indicates the lesson's inclusive opportunities for ALL students. The plan includes grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners—with a strong rationale about those choices.	The Lesson Plan indicates the lesson's inclusive opportunities for ALL students. The plan includes grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	The Lesson Plan lacks a plan for inclusivity and opportunities for ALL students related to grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.	The Lesson Plan lacks a variety of inclusive grouping strategies, instructional strategies, use of technology, and lesson extension plans to support diverse learners.

Materials, Resources, and References - List all the materials that connect to the learning objectives. - All required resources like worksheets, slides, exit slips, and video links are included and/or linked in the plan. - The materials are developmentally appropriate and will engage learners.	4e. Grow and develop professionally.	NJPST/InTASC 3: Learning Environment	The Lesson Plan includes a well-developed list of teacher and student resources related to the unit and lesson. The list contains specific titles and/or links for all resources, references, and lesson materials. The materials are developmentally appropriate and will engage learners.	The Lesson Plan includes a list of teacher and student resources related to the unit and lesson. The list contains titles and/or links for resources, references, and lesson materials. The materials are developmentally appropriate and will engage learners.	The Lesson Plan includes a list of teacher and student resources. However, the plan lacks specificity in detailing titles and/or links for all resources, references, and lesson materials; and/or lesson materials are developmentally inappropriate and unengaging for learners.	The Lesson Plan fails to include a list of teacher and student resources related to the lesson and unit.
Technology	1d. Technology and digital resources.	NJPST/InTASC 8: Instructional Strategies	The Lesson Plan includes a well-developed description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson is integral to achieving the desired learning goals.	The Lesson Plan includes a description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson fits with desired learning goals.	The Lesson Plan includes a description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The description may be underdeveloped and/or the technology used in the lesson may seem "tacked on."	The Lesson Plan includes a poorly developed and/or no description of the ways technology tools (low- or high-tech) are used to enact one or more of the affordances of technology included in the CEHS technology definitions (drawn from the ISTE standards). The technology used in the lesson may be contrary to the learning goals.
Reflection on teaching	4a. Engage in reflective practice.	NJPST 9 & 11: Professional Learning & Ethical	The Lesson Plan indicates what the teacher anticipates what	The Lesson Plan briefly indicates what the teacher anticipates what	The Lesson Plan fails to anticipate what students might find challenging	The Lesson Plan fails to indicate what the teacher anticipates what students

-BEFORE teaching the lesson, make notes about what the teacher is looking out for; anticipate what students and the teacher might find challenging. -Make reflective notes on teaching AFTER the lesson with students.		Practice/ InTASC 9: Professional Learning and Ethical Practice	students might find challenging and why BEFORE the lesson. AFTER the lesson with students, the teacher makes reflective notes on student learning implications for teaching.	students might find challenging BEFORE the lesson. AFTER the lesson with students, the teacher makes reflective notes on student learning.	BEFORE the lesson. AFTER the lesson with students, the teacher makes underdeveloped reflective notes on student learning.	might find challenging BEFORE the lesson. AFTER the lesson with students, the teacher fails to make reflective notes on student learning.

PROFESSIONAL ORGANIZATIONS AND RESOURCES LIST

PROFESSIONAL ORGANIZATIONS AND RESOURCES LIST

www.livetext.com   LiveText by Watermark

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):

Cooperating teachers who host a Rider University student teacher for the first time are eligible for 3 credits of tuition remission towards a graduate course taken at Rider University. Cooperating teachers who have previously hosted a Rider University student teacher are eligible for 1 credit of tuition remission for each subsequent student teacher they host**.**

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, or emailed to certificationoffice@rider.edu.

[Note: In order to receive the Honorarium or Tuition Remission, a signed W-9 form (https://www.irs.gov/pub/irs-pdf/fw9.pdf) MUST be completed and submitted with this form.]

RIDER UNIVERSITY

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.

_____   _____   _____
 Authorized Signature (Dean, Director)   Telephone   Date

$ _____   Date _____   Processed by _____

Revised: To _____   Date _____   By _____
BU _____   TU _____   SU _____   PU _____   PU2 _____