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INTRODUCTION

This handbook has been prepared to guide Teaching Interns and to serve as an aid in orienting Cooperating Teachers and University Supervisors to the University’s expectations related to the teaching internship experience. Teacher educators, public school administrators, classroom teachers and teaching interns alike generally agree that the teaching internship is the single most important experience in the teacher preparation program. This experience represents such a significant component of the teacher training program that an entire semester is devoted exclusively to the internship. Thus, it is essential that all those involved be familiar with as many aspects of the teaching internship program as possible.

This handbook should serve not to constrain or inhibit, but rather to foster opportunities for better and significant linkages between Rutgers University, the Graduate School of Education, and the public schools of New Jersey in the preparation of new teachers and the professional development of in-service teachers.

The Graduate School of Education makes four claims about our teacher preparation programs:

1. Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standards. (*NJ Standard 1*)

2. Our students demonstrate pedagogical knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning. (*NJ Standards 4, 5*)

3. Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment. (*NJ Standards 2, 3, 6, 7*)

4. Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth. (*NJ Standards 8, 9, 10, 11*)

The individual teacher preparation programs within the Graduate School of Education provide the coursework needed to become a highly trained and skillful teacher. The Office of Academic Services works with these programs to provide the necessary field experiences to complement their coursework. We consider the opportunity to combine theory and practice an essential ingredient in the preparation of a master teacher.

Three people play a significant role in the teaching internship experience: the Teaching Intern, the Cooperating Teacher, and the University Supervisor.
The **Teaching Intern** is an active participant in his/her training and supervision. Teaching interns are expected to closely observe and participate in the instructional program in their assigned school, to plan and teach lessons as part of a collaborative effort with their cooperating teacher, and to engage in personal reflection regarding their performance and overall experience in the school.

The **Cooperating Teacher** is a vital participant in this process. The quality of our teacher preparation program at Rutgers University is due in large part to the significant contributions through mentoring and modeling from excellent cooperating teachers.

The **University Supervisor** brings expertise in teaching and teacher development to this endeavor. By facilitating each participant’s role in the supervisory process, and by carefully coaching and evaluating the teacher candidate, the supervisor provides the interface between the university and the field.

* * *  
* * *  

Please review this manual carefully, as this should clarify expectations and promote full participation in the supervisory process from each member of the supervisory team: Teaching Intern, Cooperating Teacher, and University Supervisor. Please bring any questions or suggestions about the handbook to Lisa Kruger, Director of Teacher Education, who can be reached at lisa.kruger@gse.rutgers.edu or at 732-932-7496 ext. 8130.

We welcome your participation in our field placements. When the student, the cooperating teacher, and university supervisor collaborate in the training process, meaningful growth is possible for the teacher candidate. The results of this semester will have a lifelong impact on the career of the teacher candidate and the children whose lives they will touch.
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

i. Teachers know and understand:

1. In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
2. The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
3. That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
4. Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

ii. Teachers value and are committed to:

1. Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
2. Enthusiasm for the discipline(s) they teach and in making connections to everyday life.

iii. Teachers engage in activities to:

1. Promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
2. Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understanding; and
(3) Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

i. Teachers know and understand:

(1) How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
(2) How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
(3) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

ii. Teachers value and are committed to:

(1) The educability of all children and adolescents;
(2) The belief that all children and adolescents bring talents and strengths to learning;
(3) Appreciation for multiple ways of knowing;
(4) The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
(5) The belief that all children and adolescents can learn at high levels and achieve success.

iii. Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

Teachers shall understand the practice of culturally responsive teaching.

i. Teachers know and understand:
   
   (1) How a person’s world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
   (2) The supports for and barriers to culturally responsive teaching in school environments;
   (3) The process of second language acquisition and strategies to support the learning of students whose first language is not English; and
   (4) The negative impact of bias, prejudice and discrimination on students and society.

ii. Teachers value and are committed to:

   (1) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
   (2) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

iii. Teachers engage in activities to:

   (1) Create a learning community in which individual differences are respected;
   (2) Learn about the diverse students they teach, and the students' families and communities;
   (3) Use strategies to support the learning of students whose first language is not English; and
   (4) Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

i. Teachers know and understand:

(1) How to plan instruction based on students’ needs, developmental progress and prior knowledge;
(2) Available and appropriate resources and materials for instructional planning;
(3) Techniques for modifying instructional methods, materials and the environment to help all students learn; and
(4) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

ii. Teachers value and are committed to the development of students’ critical thinking, independent problem solving and performance capabilities.

iii. Teachers engage in activities to:

(1) Identify and design instruction appropriate to students’ stage of development, learning styles, strengths and needs;
(2) Plan instruction based on knowledge of classroom, school and community culture;
(3) Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;
(4) Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
(5) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
(6) Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and
(7) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

i. Teachers know and understand:

   (1) The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
   (2) Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

ii. Teachers value and are committed to the belief that students’ strengths are the basis for growth and their errors are opportunities for learning.

iii. Teachers engage in activities to:

   (1) Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
   (2) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
   (3) Accurately document and report assessment data and ongoing student data to parents and professional staff; and
   (4) Enhance their knowledge of learners and evaluate students’ progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

i. Teachers know and understand:
(1) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
(2) How the classroom environment influences learning and promotes positive behavior for all students; and
(3) How classroom participation supports student commitment.

ii. Teachers value and are committed to:
(1) The role of students in promoting each other’s learning and recognize the importance of peer relationships in creating a climate of learning;
(2) Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
(3) The expression and use of democratic values in the classroom.

iii. Teachers engage in activities to:
(1) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;
(2) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
(3) Create a positive classroom climate which is socially, emotionally and physically safe;
(4) Establish and maintain appropriate standards of behavior;
(5) Use instructional time effectively; and
(6) Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.
7. **Standard Seven: Special Needs.**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

   *i. Teachers know and understand:*

   (1) How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program;

   (2) Available resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities; and

   (3) The characteristics of students with special needs.

   *ii. Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.*

   *iii. Teachers engage in activities to:*

   (1) Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;

   (2) Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;

   (3) Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology;

   (4) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships; and

   (5) Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

   i. Teachers know and understand the power of communication in the teaching and learning process.

   ii. Teachers value and are committed to:

       (1) Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and
       (2) Being a thoughtful and responsive listener.

   iii. Teachers engage in activities to:

       (1) Communicate clearly in English, using precise language and appropriate oral and written expressions;
       (2) Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
       (3) Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
       (4) Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
       (5) Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

i. Teachers know and understand:

(1) The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;
(2) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and
(3) How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

ii. Teachers value and are committed to:

(1) Recognizing the role of parents, guardians and other family members as a child’s primary teacher;
(2) Being concerned about all aspects of the student’s wellbeing and working with parents/families to provide diverse opportunities for student success; and
(3) Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

iii. Teachers engage in activities to:

(1) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
(2) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and
(3) Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

ii. Teachers value and are committed to:
   (1) Refining practices that address the needs of all students and the school community;
   (2) Professional reflection, assessment and learning as an ongoing process; and
   (3) Collaboration with colleagues to give and receive help.

iii. Teachers engage in activities to:
   (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
   (2) Learn through professional education organizations; and
   (3) Make the entire school a productive learning climate through participation in collegial activities.

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

i. Teachers know and understand:

(1) Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
(2) Strategies to foster professional and productive relationships with students and colleagues.

ii. Teachers value and are committed to:

(1) Recognizing that an educator’s actions reflect on the status and substance of the profession;
(2) Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;
(3) Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
(4) Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

iii. Teachers engage in activities to:

(1) Promote aspects of students’ well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
(2) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;
(3) Maintain professional relationships with students and colleagues;
(4) Provide access to various points of view without deliberate distortion of subject matter; and
(5) Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.
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<th>Standard</th>
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<td>1. Learner Development</td>
<td>The teacher understands how children learn 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.</td>
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<td>2. Learning Differences</td>
<td>The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</td>
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<td>3. Learning Environments</td>
<td>The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.</td>
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<td><strong>Content</strong></td>
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<td>4. Content Knowledge</td>
<td>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.</td>
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<td>5. Innovative Applications of Content</td>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</td>
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<td><strong>Instructional Practice</strong></td>
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<td>6. Assessment</td>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.</td>
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<td>7. Planning for Instruction</td>
<td>The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</td>
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<td>8. Instructional Strategies</td>
<td>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 access and appropriately apply information.</td>
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<td><strong>Professional Responsibility</strong></td>
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<td>9. Reflection &amp; Continuous Growth</td>
<td>The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.</td>
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<td>10. Collaboration</td>
<td>The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.</td>
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OVERVIEW OF THE TEACHING INTERNSHIP

GOALS. The fundamental goals of the teaching internship are:

• to help students become skilled and reflective practitioners
• to use theory and research learned at the University to inform thoughtful practice
• to allow interns the time and opportunity to think critically about their practice, and to identify teaching and learning issues for which further inquiry and knowledge are required.

INTERNSHIP PLACEMENT. The teaching internship is offered during the fall semester. Whenever possible, students will be placed in a Rutgers University Professional Development Network Partnership school.

The teaching internship is a full-time, semester-long experience beginning on the day that teachers return to the school district in the fall and continuing until December 20, 2013. Students who are accepted to a district are required to visit for at least one day in May or June in order to meet their cooperating teachers, become familiar with the districts’ calendar and policies, and begin planning their lessons in collaboration with their cooperating teachers.

We would like to request that at least two interns be placed together in a school whenever possible to provide a cohort for collaboration and to facilitate supervision. Please note that secondary education interns need not be assigned to an individual teacher; rather, they can be assigned to a department and the department chair or senior member of the faculty can assign the teaching schedule. It is expected, however, that each intern will be assigned to work primarily with two or three cooperating teachers.

Students enrolled in one of the GSE’s dual-certificate teacher education programs require a split placement: ten weeks in the first assignment (beginning the first day teachers return to your district in the fall) and six weeks in the second assignment (beginning November 11, 2013.) Alternately, students in the dual certificate Elementary and Special Education program may be placed in an inclusion classroom for the entire semester. In such cases, the intern is expected to divide his/her time between lead teaching responsibility (whole class instruction) and in-class support. Whenever possible, we would like both of these placements to take place in the same school district.

The teaching interns’ experiences should be as close to actual full-time teaching as possible. Interns are expected to begin the semester observing and presenting selected lessons under the guidance of the cooperating teacher. As the semester progresses, student interns should systematically increase their assigned teaching responsibilities and load to one hundred per cent of a full-time teacher’s responsibilities in the district.
COLLABORATION. Whenever possible, interns are encouraged to team teach with each other as well as with the cooperating teachers, share ideas amongst themselves, and be involved in the work of the department and with all faculty members individually by assuming the role of teaching associate or junior faculty member.

Whenever possible, interns are encouraged to observe in the classrooms of their peers and have the opportunity to see both their fellow interns and several other teachers. Whenever possible, interns should be encouraged to meet as a cohort and with one or more cooperating teachers at other times.

REFLECTION. Interns should have a period of time set aside daily to reflect upon their observations of each other, their observations of classes in the department, and their teaching internship in general.

Interns are expected to reflect on (1) curriculum and instructional strategies and techniques, (2) student development, (3) the school as a social unit, and (4) classroom management.

INTERNSHIP SEMINAR. Interns are required to enroll in a weekly internship seminar at Rutgers during the internship semester that will serve as a forum for written and oral reflection. We encourage seminar instructors, cooperating teachers and university supervisors to familiarize themselves with each other’s work. Instructors of the on-campus teaching internship seminars will connect the interns’ work in schools to that of the seminar classroom to ensure meaningful observations and reflections of classroom teaching and learning. Occasionally cooperating teachers will be invited to attend intern seminars. When possible, teaching internship seminars may be held in a school district where several students are placed. Both seminar instructors and university supervisors are expected to be familiar with the schools in which interns are placed.
GRADE. All individuals involved with the teaching internship will be responsible for a decision about the intern’s grade. This decision should be made after discussion among the cooperating teacher, the university supervisor, and the intern. The university supervisor is responsible for bringing all parties together to decide the grade and for submitting the grade to The Office of Academic Services. Students will be given a Pass/No Credit grade. Pass is equivalent to an A, B+, B, C+, or C. No Credit is equivalent to an F.

PROFESSIONALISM. Professional dress and conduct is expected of all teaching interns. As a rule, the general appearance and demeanor of the cooperating teachers in their assigned schools should guide interns.

Each school district will have an established dress code policy. Teaching Interns should become familiar with this policy prior to the first day of the internship. In general, Interns should have an appropriate, well-groomed appearance. Appearance reflects a professional commitment to teaching that is clearly communicated to the cooperating teacher, classroom pupils, and other staff within the school environment. Inappropriate or exceptional dress or grooming can distract pupils and those working with the Intern, thus taking away from the Intern’s ability to teach successfully.

Professionalism also extends to the intern’s preparation for teaching. All lesson plans should be checked by the cooperating teacher(s) before presentation. Any questions regarding content should be discussed with the cooperating teacher(s) and/or university supervisor.

Professional Conduct Expectations for GSE Field Experience Students:

- Dress professionally/follow district dress code
- Establish and maintain regular communication with supervisor/cooperating teacher
- Participate in daily classroom activities
- Be open to suggestions and accepting of feedback
- Respect opinions, feelings and abilities of students, faculty and staff
- Strictly adhere to school hours, calendar and schedule
- Be dependable and punctual with assignments
- Become familiar with host school rules and district policies
- Use appropriate language at all times
- Demonstrate respect for issues of confidentiality and privacy
- Professionalize your cell phone greetings and email addresses
- Privatize non-educational social web pages and refrain from publishing inappropriate, confidential or slanderous information on public internet sites
- Limit use of non-instructional electronic devices to off school grounds
- Refrain from personal communications on school computers
- Maintain professional relationships with students, school colleagues and families consistent with the New Jersey Professional Standards for Teachers.
**Removal from Internship.** The teaching internship offers students the opportunity to put all of the skills and knowledge gained in the GSE teacher preparation program into practice in a K-12 setting. It also represents a very public and important partnership between Rutgers and the schools of New Jersey to train the next generation of teachers. The GSE will make every effort to arrange for a positive, supportive environment for student interns. It is also critical, though, that Rutgers Interns represent the University and their programs in the best possible light.

Student Interns will be expected to adhere to all of the following:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The GSE faculty guidelines and guidance regarding the Internship experience;
- The New Jersey Professional Teaching Standards; and,
- The University Code of Student Conduct.

Failure to adhere to any of these sets of expectations, or simple poor performance over a substantial period of time, may result in the student’s removal from the Internship experience. Any student so removed may choose to subsequently and voluntarily withdraw from the program or petition the faculty to be allowed to continue in the program under special conditions.

**Student Grievances.** Any disciplinary decisions such as removal from the Internship or removal from the program are, of course, grievable by the student. Grievances are addressed to the GSE Associate Dean for Academic Affairs and will be heard by a group of faculty members and students who comprise the GSE Student Grievance Committee.
PREPARATION FOR THE INTERNSHIP

Interns will make an appointment with the principal and department supervisor to spend at least one full day at the internship site during May or June preceding the internship. During this visit, the intern should become familiar with the:

1. **School System’s Calendar.** Interns must follow the school’s schedule, not the University schedule, during the teaching internship semester. This includes the school’s schedule for holidays and vacations. The intern is expected to begin the internship on the first day of the school’s academic year.

2. **Cooperating Teacher’s Daily Schedules.** Interns will arrive and depart school at the same time as the cooperating teachers, signing in and out as do all other faculty in the school. Interns are required to be at the designated school for the entire day regardless of when the intern’s teaching duties are completed.

3. **Instructional Materials.** Interns should be given copies of any instructional materials that might be helpful in planning for their classroom responsibilities.

4. **Classroom Policies and Procedures.** Interns are expected to know and follow the classroom procedures and lesson plan formats that are used by the cooperating teachers. Deviations from this should be done only after discussion and collaboration with the cooperating teachers.

5. **Cross-Course and Cross-Classroom Experiences.** Interns should have the opportunity to meet every teacher in the department and/or grade level and provide input to the selection of the lessons they will teach as well as the courses and classrooms they will observe during the internship. Further, each member of the intern cohort should be introduced to other interns’ cooperating teachers and plans made for cross-classroom observations and collaboration.

6. **District and School Policy Handbook.** The intern is expected to have read and become familiar with the district’s and school’s policy handbook prior to beginning the internship. If there is anything in the handbook about which the intern is unclear, the intern should contact the department supervisor and/or the school principal for clarification. Interns, like regular school personnel, must abide by district and school policy.

Interns are expected to follow district and school policy as it regards the reporting of an excused absence due to illness. Further, the intern must also contact the cooperating teacher, department supervisor and/or building principal prior to the beginning of the school day to report the illness and inability to go to the internship. If an intern is absent from any assigned teaching responsibilities, lesson plans must be provided to the cooperating teachers. Interns who miss more than two days of the internship will be required to make up the time.

If there is a teachers’ strike at the internship site, the intern should contact the Office of Academic Services immediately. Under no circumstances should the intern cross a teachers’ picket line at the internship site.
7. **Layout of School-site and Community.** Interns should be familiar with the school-site, including library or media center, central office, cafeteria, bathrooms, custodial staff, secretaries, parking, etc.

8. **Extracurricular Activities.** The intern should discuss with the cooperating teacher and/or department supervisor the types of extracurricular activities that may be expected during the internship. The intern’s participation in extracurricular activities should be guided by the goals of the internship and the opportunity to advance one’s knowledge of the profession.

9. **August Planning.** Interns should work with their cooperating teachers to prepare for the opening of the school year.

10. **District Requirements for Student Teachers.** Interns are expected to take care of any requirements their cooperating district makes of student teachers such as up-to-date Mantoux test, substitute teaching license, fingerprinting, etc. These requirements should be met BEFORE the internship starts in September.
ROLE OF INTERN, COOPERATING TEACHER, UNIVERSITY SUPERVISOR

THE INTERN

The internship is a critical part of teacher preparation. During this experience, the Intern will be expected to closely observe and participate in the instructional program of his or her assigned school, to plan and teach lessons as part of a collaborative effort with his or her cooperating teacher, and to engage in personal reflection regarding performance and overall experience in school.

The internship provides unique opportunities for the Intern to teach under supervised conditions and to experience a wide variety of teaching experiences. It is a chance for the Intern to try out instructional strategies with the benefit of constructive feedback from the cooperating teacher and university supervisor. The Intern is strongly encouraged to take advantage of this situation and to seek out experiences that will broaden and improve his or her repertoire of skills.

While specific responsibilities will vary depending on the field placement, some general responsibilities do apply for all teacher candidates. They are as follows:

ATTENDANCE. Interns are expected to be in their field placements for a full day, five days per week. The specific times will vary according to the assigned school district, but in general, Interns are expected to keep faculty hours.

In the event the Intern must be absent from the field placement, he or she should contact both the university supervisor and the cooperating teacher as soon as possible. If the absence occurs during the last weeks of the field placement when the Intern is responsible for teaching the entire day, the Intern should provide substitute teaching plans.

Teaching Interns are generally allowed two absences. More than two absences must be made up by the end of the student teaching internship. Failure to make up missed days can result in an extension of the internship, a failing grade or an incomplete grade.

TEACHING. All Interns are expected to participate fully in the classroom program and to engage in the same activities as the cooperating teacher. This includes planning, instruction, and extra-curricular activities such as lunch, hall and bus duties.

It is expected that the Intern will gradually phase into the workings of the classroom and will assume lead teaching responsibilities, under close supervision by the cooperating teacher, for a minimum of six weeks toward the end of the semester. All lesson plans should be approved by the cooperating teacher in advance of teaching them. A detailed breakdown of the suggested schedule for the phase-in of student teacher responsibilities is included on pages 24 through 27 of this handbook.

Interns may not serve as substitute teachers during the teaching internship.
**Observations.** All Interns are expected to:

Collaborate with the University Supervisor and Cooperating Teacher to organize observation times that are most convenient for everyone involved.

Arrange for a follow-up conference to be held directly after the observation. If possible, it is ideal for the Cooperating Teacher to be present. These arrangements should include reserving a specific place for the conference, preferably one that is private and free of distraction.

Provide the Supervisor with a place to sit that is within hearing range of the lesson being taught by the Intern. Clearly indicate that it is for the Supervisor so he or she does not have to interrupt the lesson.

Leave your notebook and current lesson plan readily accessible at the supervisor’s observation place.

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### Effective Teaching Interns

(In addition to meeting all other outlined requirements)

<table>
<thead>
<tr>
<th>Act Professionally</th>
<th>Communicate</th>
<th>Participate in the Life of the School</th>
</tr>
</thead>
</table>
| • Behave in a professional manner at all times  
• Project a demeanor that conveys respect for the school, cooperating teacher, students, and the teaching profession | • Be pro-active; initiate dialogue with the cooperating teacher and the supervisor regarding your goals for the internship  
• Ask questions and seek clarification  
• Take feedback in the spirit in which it is given  
• Be honest about the type of feedback that is most helpful to you | • Learn about the broader school culture  
• Be inquisitive and open to learning about the diverse programs that the school has to offer |
The Cooperating Teacher

The role of the cooperating teacher is very significant. The cooperating teacher is an extremely important model and mentor for the teaching intern. As a result, a great deal of effort is made to select excellent cooperating teachers who will be interested in imparting knowledge and sharing their experience and expertise with the teacher candidate. Effective cooperating teachers should be among the best teachers in the school district. They should have a history of on-going and recent involvement in professional workshops, in-service training, etc. They should have some experience on district curriculum committees, have a reputation of peer trust, respect, and willingness to assist others, and demonstrate a commitment to self-improvement.

Cooperating teachers should provide an orientation for the intern at the beginning of the school year. The orientation should include introductions to the principal, staff, and office personnel, a tour of the building, and an explanation of the school’s organizational structure.

On the first day of school, the cooperating teacher should introduce the intern to the students and explain his or her role to them. The intern should be introduced in a manner that fosters respect and acceptance from the students.

Cooperating teachers are asked to develop a plan for phasing the teacher candidate into the classroom program. This plan should be shared with the university supervisor at the first observation visit.

We expect that cooperating teachers will balance their responsibility for providing guidance and feedback with giving the intern the opportunity to plan his or her own lessons and units of instruction, to utilize methods taught at the GSE, and to take on the responsibilities of a full-time teacher. Cooperating teachers should clearly state what they will be looking for during the semester in terms of teaching and other responsibilities. Further, they should clearly define what the intern should be doing when not teaching.
<table>
<thead>
<tr>
<th><strong>EFFECTIVE COOPERATING TEACHERS</strong></th>
<th><strong>COMMUNICATE</strong></th>
<th><strong>PROVIDE RESOURCES</strong></th>
<th><strong>PROVIDE SUPPORT &amp; FREEDOM</strong></th>
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<tbody>
<tr>
<td>• Prior to the start of the school year, discuss the expected outcomes for the internship to facilitate a respectful, collaborative relationship</td>
<td>• Share lesson plans, units, and instructional material with your intern</td>
<td>• Act as a mentor and coach</td>
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<tr>
<td>• Welcome the intern into your classroom by sharing your philosophy of education and discussing your instructional strategies</td>
<td>• Show your intern where supplies and resources can be found</td>
<td>• Maintain a balance between providing hands-on guidance and encouragement and hands-off freedom for your intern to make decisions and try new techniques</td>
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<tr>
<td>• Provide data collected during observations so your intern can actively participate in reflective dialogue</td>
<td>• Discuss the availability of technology in the building and instruct your intern as to the procedure for its use</td>
<td>• Model effective behavioral and classroom control within a positive environment</td>
<td></td>
</tr>
<tr>
<td>• Provide honest, developmental feedback</td>
<td>• Introduce your intern to members of the school community who may be able to enrich the teaching internship experience</td>
<td>• Review lesson plans prior to implementation by the teacher candidate</td>
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<tr>
<td>• Conduct frequent conferences about instructional plans</td>
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<td>• Conduct weekly meetings with the teacher candidate</td>
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<td></td>
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<td>• Conduct regular observations of the teacher candidate’s teaching and give constructive, written feedback</td>
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<td></td>
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<td>• Contact the university supervisor with concerns</td>
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</table>
**THE UNIVERSITY SUPERVISOR**

The university supervisor is a liaison between Rutgers University and the field placement site. It is the job of the supervisor to facilitate the initial adjustment of the intern to the field placement and to monitor and evaluate his or her progress throughout the semester. The cooperating teacher and the intern should feel free to contact the university supervisor with questions and concerns that arise during the semester.

**OBSERVATION OF TEACHING INTERNS.** The supervisor will observe the intern every other week during the semester (seven times total). In most cases, the visit will be scheduled in advance; however, the student teacher should be prepared for impromptu visits.

During the observation, the supervisor will review the plan for the lesson currently being taught, samples of any textbooks and or instructional materials used during the lesson, and the student teacher’s overall teaching performance. After the lesson the supervisor will complete an online observation form via Google Docs. The supervisor’s observation should not be a verbatim record of the student teacher’s behavior during the lesson. Rather, it should highlight behaviors where appropriate, and make specific, constructive comments on the components of the lesson plan, planning instruction, teaching strategies, content and theory, classroom management skills, and interpersonal skills. Please note that the numerical ratings entered onto the online evaluation form and the corresponding typed comments should be consistent. The supervisor’s observations, along with those of the cooperating teacher and intern, will be discussed at the post-observation conference. The intern is expected to be an active participant in the conference, demonstrating appropriate reflection and self-evaluation skills.

In the case of a difference of opinion regarding the intern’s performance, the supervisor’s evaluation of the teacher candidate will carry greater weight than that of the cooperating teacher due to the supervisor’s experience with greater numbers of teacher candidates and his or her familiarity with the expectations and standards of Rutgers University.
<table>
<thead>
<tr>
<th>Effective Supervisors</th>
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<tbody>
<tr>
<td><strong>Provide a Context for Learning</strong></td>
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<tr>
<td>• Provide feedback that is grounded in research and practice</td>
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<tr>
<td>• Provide continuous opportunities for interns to develop and demonstrate the knowledge, dispositions, and teaching performances that support professional teaching</td>
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<tr>
<td>• Discuss possible observation techniques that could be used to collect data and provide nonjudgmental feedback</td>
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</tbody>
</table>
**PHASE-IN OF TEACHING RESPONSIBILITIES**

All interns are required to have prepared for the internship prior to the first day of school in the fall. The intern is expected to respect and support the department and cooperating teachers’ plans for organizing their classrooms during the beginning of the school year to ensure a successful year for all students. When internship teaching begins, the following guidelines for the phase-in of full teaching responsibilities can be used. These guidelines must be followed in collaboration with the department supervisor and cooperating teachers and in consultation, as required or desired, with the internship seminar instructor and University faculty.

**SINGLE TEACHING INTERNSHIP – SECONDARY EDUCATION (GRADES 6 -12)**

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<tbody>
<tr>
<td>Observe; plan &amp; teach individual lessons</td>
<td>Observe; plan &amp; teach one section</td>
<td>Observe; plan &amp; teach two sections</td>
<td>Plan &amp; teach a full day</td>
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**SINGLE TEACHING INTERNSHIP – ELEMENTARY EDUCATION (GRADES K – 5)**

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</thead>
<tbody>
<tr>
<td>Observe; plan &amp; teach individual lessons</td>
<td>Observe; plan &amp; teach one-half of the day</td>
<td>Plan &amp; teach a full day</td>
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In an ongoing effort to provide the state with well-trained teachers who are best suited for the future job market, the Graduate School of Education has revised several of its five-year teacher preparation programs. All of our five-year elementary education students will also be certified in either special education, preschool-grade 3 or a middle school subject matter area. In addition, many of our language education students also seek dual certification in both foreign language education and ESL. To complement these changes, we have designed a new model for our teaching internship: a split placement. We would like these students to have some experience in both their initial certification area and their second, or specialty area, but spend the majority of their time in the area in which they are most likely to look for jobs.

Students enrolled in our dual certificate programs who are required to complete a split placement will spend **ten weeks in their initial placement and six weeks in their second placement**. (Alternately, students in the dual certificate Elementary and Special Education program may be placed in an inclusion classroom for the entire semester. In such cases, the intern is expected to divide his/her time between lead teaching responsibility (whole class instruction) and in-class support.) These split placements are listed on the students’ placement confirmation forms. If no split placement is listed, the student will spend **fifteen weeks in their initial placement** (refer to pacing chart on previous page). Specific dates will vary according to the host school districts’ calendars.

**Split Teaching Internship Placements**
**Elementary & Middle School Subject Area,**
**Elementary & Preschool-3,**
**Elementary & Special Education,**
**Foreign Language Ed & English as a Second Language**

<table>
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<tr>
<th>10-week Initial Placement</th>
<th>6-week Second Placement</th>
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<tbody>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Observe; plan &amp; teach individual lessons</td>
<td>Observe; plan &amp; teach one-half of the day (K – 5)</td>
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</table>
**FIRST THREE WEEKS**

- Interns must attend the Teaching Internship Orientation meeting with their University Supervisor prior to the start of the internship. Further, Interns are expected to participate in school- and district-wide orientations. These activities should include:
  - obtaining general information regarding school policies and procedures including parking, school ID's, etc.
  - becoming acquainted with school administrators, instructional assistants, secretaries, and members of the teaching staff. This may require some extra effort on the part of the intern. Interns should be prepared to introduce themselves and explain their role in the school.
- During the first three weeks of school, interns should spend about three-fourths of the day observing classroom teaching and learning. Particular attention should be given to how the class is organized and managed including rules, procedures, and teaching strategies and techniques.
- The intern should spend one-fourth of the day in collaboration with other interns and teachers, and reflecting on what has been observed and learned.
- By the end of the second week, the intern should teach at least one lesson or small group, assist cooperating teacher(s), review students’ IEPs (when appropriate) and learn about the students and curriculum materials.
- By the end of the second week, interns should review dates of observation visits by the University Supervisor, including midpoint and final evaluations. Further, interns should meet with their cooperating teacher to determine:
  - The assumption of classroom responsibilities.
  - Weekly meeting times for feedback and review progress (approximately 30 minutes)
  - Regular times the intern will observe the cooperating teacher as well as other teachers and interns in the building.
- By the end of the third week, the teaching intern should assume the lead planning role for at least one unit of study.
- In block scheduled situations, interns should develop and present a total-group lesson and lead small groups.
- Interns should be encouraged to take on one or two additional assignments on a regular basis.
FROM WEEK 4 ON …

Formal teaching should occur from about week four to the end of the teaching internship. Collaboration among the intern, cooperating teachers, University supervisor, University faculty, other teachers in the school, internship seminar instructor, and the Office of Academic Services may be required on occasion to determine the formal teaching plan for the intern. Again, the following guidelines and the exact plan for each intern may differ:

• Interns should be allowed a period of time each week to reflect upon their experience.
• Interns should work closely with all faculty and staff in the school as a collaborative team member.
• Interns should participate in team teaching activities with other interns and teachers. Interns in schools with interdisciplinary block scheduling will work with interns in other departments to plan and present small-group, total-group, and then whole-block instruction.
• Whenever possible, interns should arrange for peer observation. Further, they should be encouraged to collaborate with each other about the teaching internship experience.
• Interns should be encouraged to take the opportunity to try new techniques.
• Interns should plan to attend parent conferences and a Board of Education meeting, participate in scheduling activities, note when materials need to be prepared, order supplies, work with child study team members, specialists, secretary, and custodians.
• Interns should plan for or participate in standardized testing and authentic assessment of students.

These guidelines for phasing into responsibilities and formal teaching are only recommendations. Some interns will move more quickly and take on more responsibilities sooner, based on their cooperating teachers’ philosophy and how they feel about the intern’s readiness for the tasks at hand. Other interns will move more slowly. It is important, however, that interns do not deviate substantially from the suggested plan. If problems arise regarding the intern’s ability to take on a full-time teaching load, please contact the Office of Academic Services.
The supervisor and cooperating teacher will make formal observations of the intern as well as meet informally with the interns on a regular basis. Supervisors are encouraged to collaborate with the interns, cooperating teachers, the Office of Academic Services, and the University faculty on alternative and effective models of supervision, evaluative feedback, and formative input to the interns.

Interns receive three types of evaluations during the internship: (1) informal feedback, (2) formal feedback, and (3) assignment of internship grade. Guidelines for each follow:

INFORMAL FEEDBACK
• Cooperating teachers will provide oral and/or informal written feedback on a daily basis.
• Department supervisors or building principals will meet with interns and cooperating teachers anywhere from two to four times a semester. The department supervisor or building principal will provide informal feedback to interns and cooperating teachers regarding their collaborative team planning and other related matters.
• Interns will attend a weekly internship seminar at the University where they will receive feedback about assignments and other critical issues concerning their placements.

FORMAL FEEDBACK

DUAL OBSERVATIONS The supervisor should make sure to communicate fully with both the intern and the cooperating teacher throughout the internship semester. In addition, we ask that TWICE during the semester (on or near October 26th & November 30th) both the supervisor and the cooperating teacher observe the teaching intern teach the same lesson. However, please note that each observer should still fill out their online evaluation form independently. Further, regardless of the way you normally fill out the evaluation form during the rest of the semester, on the two dual observation days we ask that you limit your comments to what you actually observe on that day. Please select “Yes” on the online form in the section that asks “Is this a DUAL OBSERVATION?”
ONLINE EVALUATION FORMS VIA GOOGLE DOCS

In an effort to improve the data collection process during the Internship semester, the GSE switched from a paper-based evaluation form to an online evaluation form via Google Docs. Detailed instructions outlining how to submit evaluations via Google Docs will be emailed to you by September 7, 2013. Further, a blank Google Docs form will be emailed to each evaluator one week prior to the evaluation due date. For these reasons, it is critical that the Office of Academic Services has accurate contact information for all Interns, Cooperating Teachers, University Supervisors, and District Administrators. Please reach out to Ken Tufo if you need to update your contact information or if you have any questions about submitting evaluations online via Google Docs, ken.tufo@gse.rutgers.edu or 732-932-7496 ext. 8132.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR
Documentation:  (Please see Calendar of Due Dates for specific dates)

• The supervisors will visit each intern seven times at the internship site(s). Supervisors should fill out an online Teaching Internship Evaluation Form via Google docs, after each visit.

• Supervisors will complete two dual observations in collaboration with the cooperating teacher. It is the supervisor’s responsibility to arrange appropriate dates for these dual observations on or near October 11th & December 6th.

• During the seventh visit, the university supervisor will meet with the intern to discuss the overall assessment of the teaching internship and the online Teaching Internship Evaluation Form. This last evaluation should be summative.

• Each formal evaluation should be discussed with the intern along with recommendations for (1) planning and preparation, (2) teaching strategies and techniques, (3) classroom management, and (4) professional and personal qualities that may make the intern a more effective teacher.

RESPONSIBILITIES OF THE COOPERATING TEACHER
Documentation:  (Please see Calendar of Due Dates for due dates)

• Interns will be evaluated four times by the cooperating teacher using the online Teaching Internship Evaluation Form via Google Docs. In the case of 16-week split placements, each cooperating teacher must formally observe the intern two times. Please refer to the calendar at the back of this handbook for a schedule of due dates.

• Two of the above-mentioned evaluations must be dual observations, conducted in collaboration with the university supervisor, on or near October 11th & December 6th.
• Each formal evaluation should be discussed with the intern along with recommendations for (1) planning and preparation, (2) teaching strategies and techniques, (3) classroom management, and (4) professional and personal qualities that may make the intern a more effective teacher.

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR(S)
Documentation: (Please see Calendar of Due Dates for specific dates)

• A school administrator will evaluate the intern one time using the online Teaching Internship Evaluation Form via Google Docs. School Administrators may also evaluate interns using the procedures that are used at the internship site.
• The school administrator should formally discuss each evaluation with the intern.

RESPONSIBILITIES OF THE INTERN
Documentation: (Please see Calendar of Due Dates for specific dates)

The intern must complete the following three forms and submit them to the Office of Academic Services by the due dates listed on the Teaching Internship Calendar. A grade of Incomplete will be issued if the forms are not returned to the OAS by the end of the Fall semester. Please note that this may effect your Spring course registration.

• Teaching Intern Contact Information Form: You will receive this form over the summer via email. It will also be made available via the Sakai website. You must fill out the form on the Sakai site by July 20, 2013.

• Online Teaching Internship Evaluation Form: via Google docs. You must complete a self-evaluation of one of your lessons using the online Teaching Internship Evaluation Form and submit it no later than the last day of the internship semester. The evaluation should based on a single lesson; however, you are encouraged to add summative comments regarding your work throughout the semester as well. Interns may wish to discuss this self-evaluation with their cooperating teachers, internship seminar instructor, or program advisor if the assessment reveals areas for which the intern feels there is a need for further study or development. However, the intern’s evaluation is a self-assessment and must be done independently of the supervisor’s evaluation.

• Internship Experience Evaluation Form: You will receive this form via email some time in November. It will also be made available via the Sakai website. This form will provide you with the opportunity to offer feedback to the OAS about your internship school, cooperating teacher, and university supervisor. This form will remain confidential and will be used by the OAS for PROGRAMMATIC (not personal) evaluation purposes only.
AchieveNJ: Educator Evaluation and Support in New Jersey

Information taken from the AchieveNJ Guide (www.nj.gov/education/AcheiveNJ/)

Background
In schools, teachers and leaders have the greatest influence on student learning. Since 2010, the New Jersey Department of Education has been working to improve educator evaluation and supports. These efforts have included a two-year pilot that has involved more than 15,000 teachers and principals. Building on this work, New Jersey’s historic 2012 TEACHNJ Act — unanimously approved by the state Legislature and signed into law by Governor Christie — mandates many requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings. On March 6, 2013, the state Department of Education proposed regulations outlining specific evaluation policies for 2013–14 — the first year of full statewide implementation of this new system, AchieveNJ.

AchieveNJ Guiding Principles
Our new AchieveNJ evaluation and support system is structured around several guiding principles:

1. **Educator effectiveness can and should be measured to ensure our students have the best teachers in the classroom.** A three-year study by the Bill & Melinda Gates Foundation recently affirmed the impact of evaluations and showed that huge variations exist between the most and least effective teachers — in some cases, up to an 11-month difference in student learning.

2. **Evaluations should always be based on multiple measures that include both learning outcomes and effective practice.** No teacher or principal should ever be assessed based on test scores alone, much less a single test. Therefore, AchieveNJ includes a combination of student growth on objective measures and observations of a teacher’s classroom practices and a principal’s leadership practices conducted by appropriately trained observers.

3. **Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve.** Evaluations provide educators with more opportunities to engage in high-quality professional conversations and nuanced data that can be used to tailor professional development to staff needs. Evaluations that do not contribute to these types of growth and development offer limited value.

4. **Evaluation and support systems should be developed with significant input from educators.** We have been working every step of the way over the past two years with those most affected: teachers and principals.

5. **Tenure and other forms of recognition should be based on effectiveness.** As codified in the new tenure law passed in 2012, educators should be recognized and rewarded based on the outcome of meaningful evaluations rather than simply time served.
Multiple Measures for Evaluating Teachers

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. While all New Jersey teachers will receive an annual summative evaluation rating of Highly Effective, Effective, Partially Effective, or Ineffective, the components used to determine these ratings vary, depending on the grades and subjects that educators teach.

Description of Teacher Evaluation Components

Teacher Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations. Districts have the flexibility to choose from a growing list of state-approved instruments, such as Charlotte Danielson’s Framework for Teaching.

- Tenured and non-tenured teachers will have three required observations each year. Any teachers who end the school year with an Ineffective or Partially Effective rating have four observations the following year as part of their corrective action plan.
- The same numbers and types of observations are required for teachers of tested and non-tested grades and subjects:

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<tr>
<th>Teacher Tracks</th>
<th>Total Minimum # of observations</th>
<th>Multiple Observers</th>
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<td>Non-tenured</td>
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<td>Years 1-2</td>
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<td>Years 3-4</td>
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<td></td>
<td>(1 long, 2 short)</td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>3</td>
<td>recommended</td>
</tr>
<tr>
<td></td>
<td>(0 long, 3 short)</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes on observations:
- Corrective Action Plans: After the first year, teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation and multiple observers are required.
- Short observations: 20 minutes, with a post conference
• **Long observations**: 40 minutes, with a post conference. Long observations for non-tenured teachers must have a pre-conference. Long observations, beyond the minimum requirements, do not require pre-conferences.

• **Announced vs. Unannounced**: Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.

**Student Growth Objectives (SGOs)**

Student Growth Objectives (SGOs) are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. They should be developed using available student data and created to be ambitious but achievable. Assessments used to measure SGOs can include national standardized tests; statewide assessments; or locally-developed measures such as tests, portfolios, etc.

**Student Growth Percentile (SGP)**

Student Growth Percentile (SGP) data represent the growth an individual student makes on the NJ ASK from one year to the next and consider how that growth compares to gains made by that student’s “academic peers” across the state. Academic peers are defined as students with similar academic history in previous years. This approach is more equitable than simply setting a proficiency target, since students start and end the year at different places. For an individual teacher, the SGPs for all qualifying students are compiled in an ascending list to identify the median SGP. The median SGP is a percentage between one and 99, which will be translated to a four level scale of effectiveness.

**Evaluation and Tenure**

In addition to calling for new evaluations, the TEACHNJ Act also changed how tenure is awarded to all teaching staff members. Educators are eligible to earn tenure after four years—one year longer than it took under the previous law. In addition TEACHNJ links the earning and keeping of tenure to the results of the employee’s annual summative evaluation. The charts below depict the new four-year timelines.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>
| • Participate in district mentoring program  
• Receive evaluation, but summative rating does not count toward tenure acquisition. | • To earn tenure, a teacher must receive an Effective or Highly Effective rating in at least two of these three years  
• The teacher must be employed in the district for four years. | | |

To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective.

**Additional Resources and Contact Information**

The AchieveNJ website [www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ) includes several resources about the new evaluation system, including a comprehensive presentation; overviews for teachers, principals, and FAQs. We are continuing to add new resources and appreciate your feedback. Please contact the Office of Evaluation directly at 609-777-3788 or educatorevaluation@doe.state.nj.us.
RELIATIONSHIPS BETWEEN SCHOOL AND UNIVERSITY PERSONNEL

Problems related to the intern, university supervisor, or school-site faculty and administrators, should first be discussed with the Office of Academic Services. The Director of Teacher Education is the institutional liaison coordinator for all formal, contractual agreements between the University and the cooperating school districts. Depending on the concern or problem, a University faculty member may be asked by the Director of Teacher Education to work with school site personnel, the intern, and the University supervisor to resolve the problem. University faculty may include the internship seminar instructor or the intern’s advisor or both. If you have any questions or concerns, please contact:

Lisa Kruger  
Director of Teacher Education  
Graduate School of Education  
Rutgers, The State University of New Jersey  
10 Seminary Place  
New Brunswick, NJ 08901-1183  
(732) 932-7496 ext. 8130  
Fax: (732) 932-8206  
Email: lisa.kruger@gse.rutgers.edu  
Website: www.gse.rutgers.edu
Teaching Internship 2013
Calendar of Important/Required Due Dates
Single Placement

University Supervisors, Cooperating Teachers, Teaching Interns, and School Administrators should submit their evaluations online via Google Docs. A blank evaluation form will be emailed to you one week before the evaluation due date. Please ensure that the Office of Student and Academic Services has your current email address. Contact Ken Tufo for details (ken.tufo@gse.rutgers.edu).

<table>
<thead>
<tr>
<th>UNIVERSITY SUPERVISOR DUE DATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Teaching Internship Evaluation Form due</td>
<td>September 13</td>
</tr>
<tr>
<td>2nd Teaching Internship Evaluation Form due</td>
<td>September 27</td>
</tr>
<tr>
<td>3rd Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
<td>October 11</td>
</tr>
<tr>
<td>4th Teaching Internship Evaluation Form due</td>
<td>October 25</td>
</tr>
<tr>
<td>5th Teaching Internship Evaluation Form due</td>
<td>November 22</td>
</tr>
<tr>
<td>6th Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
<td>December 6</td>
</tr>
<tr>
<td>Final Teaching Internship Evaluation Form due</td>
<td>December 20**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOPERATING TEACHER DUE DATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment Voucher Form due</td>
<td>September 13</td>
</tr>
<tr>
<td>1st Teaching Internship Evaluation Form due</td>
<td>September 27</td>
</tr>
<tr>
<td>2nd Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
<td>October 11</td>
</tr>
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<table>
<thead>
<tr>
<th>TEACHING INTERN DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>Report to school for first day of Internship <em>(See placement information or contact school for exact date)</em></td>
<td>September 3-6</td>
</tr>
<tr>
<td>Teaching Internship (self) Evaluation Form due <em>via Google Docs</em></td>
<td>December 20**</td>
</tr>
<tr>
<td>Internship Experience Evaluation Form due <em>via Sakai</em></td>
<td>December 10**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPAL/DEPARTMENT SUPERVISOR/ADMINISTRATOR DUE DATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Internship Evaluation Form due</td>
<td>December 13</td>
</tr>
<tr>
<td>Interns should schedule school administrator observation at least two weeks prior to evaluation due date</td>
<td></td>
</tr>
</tbody>
</table>

For Single Placements

* Last day of the internship is December 20, 2013 providing the intern does not have to make up any absences accrued during the internship.

** No grade will be issued until these forms are returned to the Office of Academic Services
TEACHING INTERNSHIP 2013

CALENDAR OF IMPORTANT/REQUIRED DUE DATES - SPLIT PLACEMENT

University Supervisors, Cooperating Teachers, Teaching Interns, and School Administrators should submit their evaluations online via Google Docs. A blank evaluation form will be emailed to you one week before the evaluation due date. Please ensure that the Office of Student and Academic Services has your current email address. Contact Ken Tufo for details (ken.tufo@gse.rutgers.edu).

**UNIVERSITY SUPERVISOR DUE DATES**

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td><em>Initial 10-week placement</em></td>
<td></td>
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<tr>
<td>1st Teaching Internship Evaluation Form due</td>
<td>September 13</td>
</tr>
<tr>
<td>2nd Teaching Internship Evaluation Form due</td>
<td>September 27</td>
</tr>
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</tr>
<tr>
<td>4th Teaching Internship Evaluation Form due</td>
<td>October 25</td>
</tr>
<tr>
<td><em>Second 6-week placement</em></td>
<td></td>
</tr>
<tr>
<td>5th Teaching Internship Evaluation Form due</td>
<td>November 22</td>
</tr>
<tr>
<td>6th Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
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</tr>
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<td>Final Teaching Internship Evaluation Form due</td>
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</tbody>
</table>

**COOPERATING TEACHER DUE DATES: 10-Week Placement**

<table>
<thead>
<tr>
<th>Due Dates</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Payment Voucher Form due</td>
<td>September 13</td>
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<tr>
<td>1st Teaching Internship Evaluation Form due</td>
<td>September 27</td>
</tr>
<tr>
<td>2nd Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
<td>October 11**</td>
</tr>
</tbody>
</table>

**COOPERATING TEACHER DUE DATES: 6-Week Placement**

<table>
<thead>
<tr>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Payment Voucher Form due</td>
<td>November 18</td>
</tr>
<tr>
<td>1st Teaching Internship Evaluation Form due <em>(DUAL OBSERVATION)</em></td>
<td>December 6</td>
</tr>
<tr>
<td>2nd Teaching Internship Evaluation Form due</td>
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</tbody>
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**TEACHING INTERN DUE DATES**

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**PRINCIPAL/DEPARTMENT SUPERVISOR/ADMINISTRATOR DUE DATES**

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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

For Split Placements

*10-week placement will end on Wednesday, November 6, 2013. 6-week placement will begin on Monday, November 11, 2013. Last day of the internship is December 20, 2013, providing the intern does not have to make up any absences accrued during the internship.*

**No grade will be issued until these forms are returned to the Office of Academic Services**