

# RUTGERS

Graduate School of Education

*Advancing Excellence and Equity in Education*

## **Policy and Procedure Handbook**



**Five-Year Teacher Preparation Programs**

**April 2018**

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## Office of Student and Academic Services

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[academic.services@gse.rutgers.edu](mailto:academic.services@gse.rutgers.edu)  
848-932-3232

OSAS is the “Administrative Hub” of the GSE. We are happy to assist you in navigating through your GSE program. Please feel free to stop by the office during regular business hours, Monday through Friday 8:30 to 5:00. If you don’t know where to go for help, OSAS can help direct you:

- General questions/appointments: Ken Tufo or Ericka Diaz
- Field placements/Teaching Internship: Lisa Kruger or Ken Tufo
- General Education Requirements: Ken Tufo
- Certification Applications: Ken Tufo
- Additional Endorsements (TOSD, P-3, ESL, etc): Marie Pavelchak
- GSE Commencement: Marie Pavelchak or Matt Winkler

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## GSE Mission Statement

The Rutgers University Graduate School of Education is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education. Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

## GSE Vision Statement

We aspire to bring distinction to Rutgers by conducting research and improving practice in relation to three pressing issues in education:

- I. meeting the needs of diverse learners,
- II. using emerging digital pedagogical tools effectively, and
- III. addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.

## GSE Urban Social Justice Teacher Preparation Program

The GSE's Teacher Preparation Program is designed to develop teachers to be engaged in and committed to excellence, equity, and social justice in their teaching practice. New Jersey is a uniquely diverse and urban state as defined by the following: large numbers of students from historically marginalized linguistic, economic, and cultural backgrounds; high-poverty districts or schools; and population density combined with educational inequality. The GSE Teacher Preparation Program aims to develop a diverse generation of teachers prepared according to the New Jersey Professional Standards for Teachers with the skills and dispositions to both teach and advocate for all students, as well as to learn from students and their communities. Teachers prepared at the GSE will learn to critically analyze the social politics of urban, rural, and suburban schools and use that analysis to advocate for each other, their students, and the families that they serve as they engage in the most effective instructional practices built upon deep knowledge of their students. Rutgers GSE Teacher Candidates benefit from working with some of the best education faculty in the world and gain real-world experience by partnering with carefully selected mentor teachers in districts/ schools serving economically, racially, ethnically, and linguistically diverse communities in New Jersey. In order to cultivate the unique set of skills for success in our nation's increasingly diverse schools, GSE Teacher Candidates do their clinical work in school- and community-based placements in urban partner districts that are part of the GSE - Community School Partnership Network (GSE-CSPN).

## Scholarships and Fellowships

Students finance their education in several ways, including fellowships, scholarships, and assistantships offered by the GSE. In addition, GSE students may be eligible for awards provided by Rutgers. Funding for graduate education is also available from external sources. Please refer to the GSE website for additional information regarding funding options <http://gse.rutgers.edu/academic-programs/fellowships-assistantship-and-scholarships>.

The GSE has several fellowship and scholarship programs that are administered and awarded within the school. These programs are competitive but qualified students are encouraged to apply. Students who submit an application will be considered for the listed scholarship and fellowship opportunities for which they are eligible.

Awards typically range from \$500 to \$3,000 annually. Scholarship and fellowship awards are made on the basis of outstanding academic promise or achievement and/or unusual financial circumstances or need. To be considered for an award you must submit an application online no later than **March 1st** unless otherwise noted: <http://gse.rutgers.edu/academic-programs/fellowships-assistantship-and-scholarships>. The application link will be made available in late November.

At the time of application, you will be asked to provide the name and contact information for two individuals to serve as references. The committee prefers academic references over personal references. In addition, you will be asked to submit a one- to two-page statement of your professional goals.

Information about other merit-based and needs-based financial aid, including loans and college work-study programs within and external to Rutgers, may be obtained from the Office of Financial Aid <https://studentaid.rutgers.edu/>

## Removal from Fieldwork

Fieldwork provides students with an opportunity to put the skills and knowledge gained through coursework into practice in a P-12 setting. It also represents a very public and important partnership between Rutgers GSE and local P-12 districts. The GSE will make every effort to arrange for a positive, supportive environment for students. It is critical that GSE students represent the GSE in the best possible light.

Students in P-12 field placements are 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 Standards for Teachers; and,
- ⦿ The University Code of Student Conduct.

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

## Design Principles for the GSE Teacher Preparation Program

**An urban and social justice teacher preparation program prepares candidates to:**

- Develop meaningful understandings of diverse students and their experiences and communities, and the social, economic, historical and political dimensions of urban settings and schools.
- Effectively teach diverse students, including those from historically marginalized linguistic, cultural and economic backgrounds.
- Identify and disrupt instances and patterns of discrimination and marginalization, and develop their students' critical and active citizenship capacities.
- Balance constructivist, student-centered approaches with explicit instruction and scaffolding.
- Deeply understand their disciplines, research-based current/best practices in their disciplines, and student learning in their disciplines.
- Be caring, competent, rigorous and reflective practitioners.

## GSE Teacher Preparation Program Claims

1. Our students understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the Common Core Standards and the NJ Core Curriculum Content Standards.
2. Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.
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.
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 Professional Standards for Teachers

1. **Learner Development:** 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.
2. **Learning Differences:** 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.
3. **Learning Environments:** 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.
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
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.
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.
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.
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.

Teacher candidates are required to record video samples of their teaching practice during Clinical Practice Phase 2 & Phase 3. Videos recorded during Clinical Practice will be uploaded to LiveText, a secure online portfolio system to be reviewed by GSE faculty and staff. In addition, videos recorded during Clinical Practice Phase 3 will be submitted to Pearson as part of the edTPA assessment. Please refer to page 13 for a description of the edTPA.

### Mantoux Test

NJ State law requires a tuberculosis (Mantoux) test within six months of a field experience. An original or verified copy **must** be submitted initially to the school where the field placement occurs. OSAS will arrange Mantoux screenings during the first few weeks of each semester. Alternately, students can arrange for testing with their own physician.

### Criminal History Background Check

Most school districts require pre-service teachers to obtain a Criminal History Background Check and/or NJ County Substitute Teaching License prior to the start of fieldwork. You can obtain a substitute teaching license through your local Board of Education or through a County Superintendents' Office. You will find complete information at the NJDOE website:

<http://www.nj.gov/education/educators/license/sub/>

## Clinical Field Work

All field placements are arranged by the Office of Student and Academic Services. Students must allow time in their course schedules for fieldwork, which usually requires a block of time Monday through Friday between 7:30 a.m. and 4:00 p.m. All field placements will take place within a GSE Community-School Partnership Network District. Geographical location and personal preferences will be taken into consideration, but no assurance can be made with respect to the final assignment. Students must make their own transportation arrangements for clinical field work. Clinical field work placements are made easier, and with more options, if students have access to a car.

### **STUDENTS ARE NOT PERMITTED TO ARRANGE OR CHANGE FIELD PLACEMENTS ON THEIR OWN.**

#### **Special Requirements for Clinical Practice Phase 3 (Teaching Internship)**

Clinical Practice Phase 3 is a full-semester experience in a P-12 setting. Students work in a school Monday through Friday, during the school day, with a cooperating teacher who serves as mentor and master teacher. Teaching internship placements are made easier, and with more options, if students have access to a car.

Students admitted to a teacher certification program **must first apply for Clinical Practice Phase 3**. An application meeting is held every fall semester and is announced on the GSE website and via e-mail. Please adhere to the application and registration deadlines to receive a mutually agreeable placement.

Students must register for all required courses during the internship semester. Students are not allowed to register for any additional coursework during that semester.

**Students must earn passing scores on required licensure exams (Praxis II, OPI, WPT) PRIOR TO THE START OF CLINICAL PRACTICE PHASE 3.** Students should submit initial Praxis II, OPI, and WPT scores to OSAS by June 1st. They must submit *passing score(s)* on the required exams by August 30th.

#### **Video**

9. **Professional Learning:** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
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.
11. **Ethical Practice:** The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

[www.state.nj.us/njded/profdev/profstand](http://www.state.nj.us/njded/profdev/profstand)

## The Office of Student and Academic Services

The Office of Student and Academic Services (OSAS) is happy to assist you in navigating through your GSE program. Please feel free to stop by the office during regular business hours, Monday through Friday 8:30 to 5:00. If you wish to set up an appointment with a staff member please contact Ken at (848) 932-0743 or Ericka at (848) 932-0741.

## Program Control Sheets

For every five-year teacher preparation program there is a yellow program control sheet. This definition of the program has been approved by the New Jersey State Department of Education to lead to the named certification(s). Deviating from the required courses may be discussed with and suggested by faculty advisors but should be approved as early in the program as possible by the program coordinator in consultation with the Associate Dean for Teacher Education.

## Program Policies

### Advancement to Graduate Status

Students in the five-year teacher preparation program may only proceed to the graduate (fifth year) portion of the program if all of the following conditions are met:

- ⦿ A bachelor’s degree has been completed with an appropriate major and a cumulative GPA of 2.75 or higher;
- ⦿ Satisfactory academic work has been demonstrated in every one of the required Education courses:
  - ✓ A grade of C or better has been earned in every Education course;
  - ✓ No more than one grade of C has been earned as a final grade in Education coursework;
  - ✓ Any coursework with an original grade of D or F has been successfully retaken and a grade of A, B, or C earned.
- ⦿ A program-specific faculty committee has reviewed the student’s record at the end of the fourth year and recommended continuation.

Exceptions to these rules may be granted only by GSE Faculty in consultation with the Associate Dean of Teacher Education

### Removal from Program

The GSE has an obligation to the citizens of the state of New Jersey to prepare and only recommend for certification caring, competent teachers. In rare circumstances, the faculty identifies a student who does not meet our definition of that standard. In those cases, the student is asked to leave the program. Any of the following violations may cause a student’s removal from the program:

- ⦿ Violations of the Rutgers Policy on Academic Integrity;
- ⦿ Violations of the University Code of Student Conduct [http://catalogs.rutgers.edu/generated/gse\\_current/pg70.html](http://catalogs.rutgers.edu/generated/gse_current/pg70.html)
- ⦿ Inconsistencies with the NJ Professional Standards for Teachers
- ⦿ Concerns raised by partner school personnel regarding conduct or progress in teaching abilities
- ⦿ Removal from Teaching Internship for any of the reasons listed above.

## Balance of Clinical Work and Course Work Every Semester

GSE Teacher Candidates enroll in a balance of both clinical work and course work every semester. Students should plan accordingly. Refer to your individual program control sheet for a complete list of semester-by-semester requirements.

### Program Phases

<b>First Fall</b>	<b>First Spring</b>
<p style="text-align: center; margin: 0;"><u>Clinical Experience Phase 1</u></p> <ul style="list-style-type: none"> <li>• 05:300:498</li> <li>• 30 hours minimum on Fridays, 11:30am - 4:00pm</li> <li>• Activity-centered field work directly connected to GSE Core Courses: Urban Education 1 and Teaching Emerging Bilinguals 1</li> </ul>	<p style="text-align: center; margin: 0;"><u>Clinical Practice Phase 2</u></p> <ul style="list-style-type: none"> <li>• 05:300:499</li> <li>• 180 hours minimum - 2 full days per week (Tues &amp; Thurs) for 14 weeks, 7:00am - 4:00pm*</li> <li>• Field work connected to GSE methods courses</li> <li>• Key assignment: Clinical Teaching Work Sample (CTWS)</li> </ul>
<b>Second Spring</b>	<b>Second Fall</b>
<p style="text-align: center; margin: 0;"><u>Community-Based Experience</u></p> <ul style="list-style-type: none"> <li>• In conjunction with 05:300:406/15:253:540/15:255:539</li> <li>• Teacher as a part of the broader community</li> <li>• Connecting with families and students outside of the traditional classroom setting</li> <li>• Assignments vary by course</li> </ul>	<p style="text-align: center; margin: 0;"><u>Clinical Practice Phase 3</u></p> <ul style="list-style-type: none"> <li>• 15:255:535</li> <li>• Full-time, five days per week for the whole semester</li> <li>• 7:00am - 4:00pm*</li> <li>• Key assignment: edTPA</li> </ul>

*\*GSE teacher candidates are expected to follow the host school district’s calendar and bell schedule. Candidates are expected to participate in after school activities during Phases 1 & 2 at the discretion of the District Liaison.*



## **GSE Community School Partnership Network (GSE-CSPN)**

The GSE has developed mutually beneficial partnerships with several local public school districts. **All clinical work will take place in a GSE-CSPN clinical partner district.** Limited exceptions will be made for students enrolled in certain programs.

### **GSE-CSPN Clinical Partner Districts:**

#### *Local GSE-CSPN Clinical Partner Districts:*

- Bound Brook (Somerset County)
- Franklin Township (Somerset County)
- New Brunswick (Middlesex County)
- North Brunswick (Middlesex County)
- Highland Park (Middlesex County)
- Rahway (Union County)

#### *Northern/Southern Regional GSE-CSPN Clinical Partner Districts:*

- Neptune (Monmouth County)
- Northern “hub” district (Bergen/Hudson County, specific district TBD)
- Southern “hub” district (Burlington/Camden County, specific district TBD)

### **Goals of the GSE-CSPN:**

- To develop strong connections between the GSE, school districts, local community-based organizations, and families to support the education of P-12 students and advance the practice of high quality teaching and learning.
- To offer a forum focused on shared influence and knowledge to promote the education profession and renew its responsibility to advance equity and excellence within schools and the broader community.
- Promote a culture of education committed to active engagement in the school and community;
- To provide a resource for ongoing and reciprocal professional development for all participants guided by need and situated in a critical understanding of diverse P-12 learners.

As is evidenced throughout this Handbook, the GSE’s Teacher Preparation Program holds teacher candidates to high expectations not only in their academic performance but in their conduct as well. It is possible for a student who is in good academic standing by University standards to be dismissed from the Teacher Preparation Program for not meeting ethical, dispositional, or performance standards as detailed in the New Jersey Professional Standards for Teachers.

Examples of poor ethical, dispositional, or performance standards that may lead to dismissal include: lying, plagiarizing, showing disrespect for individuals, posting inappropriate comments/photos on social media, failing to communicate in a timely and reasonable manner with GSE faculty and staff, behaving inappropriately in a clinical setting, or demonstrating a lack of commitment to the learning and well-being of P-12 students. During clinical work – particularly Clinical Practice – performance expectations are even higher. GSE teacher candidates are representatives of the University responsible for interacting directly and indirectly with P-12 students. Further, GSE teacher candidates are guests in GSE-CSPN clinical partner districts; As such, they are responsible for upholding the host school’s rules and policies. Concerns raised by partner school personnel regarding a teacher candidate’s inappropriate conduct or poor progress in teaching abilities may result in removal from the GSE’s Teacher Preparation Program.

### **Student Academic Appeals**

Any disciplinary decisions such as removal from the Internship or removal from the program may be appealed by the student. Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program director for review and mediation. The chair or director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in Graduate School of Education bylaws.

Please refer to the GSE Catalog for a complete listing of programs and policies: [http://catalogs.rutgers.edu/generated/gse\\_current/index.html](http://catalogs.rutgers.edu/generated/gse_current/index.html)

## Leave of Absence

Students wishing to take a leave of absence from the GSE during the graduate portion of their program **must inform OSAS and must register** for one of the following “courses” for **each semester of the leave**:

- **15:250:800** Matriculation Continued for students in Dance Education, Elementary Education, English Education, Language Education, Math Education, Science Education
- **15:310:800** Matriculation Continued for students in Social Studies Education
- **15:290:800** Matriculation Continued for students in Special Education

Please refer to the “Continuous Registration” portion of the GSE catalog for details: [http://catalogs.rutgers.edu/generated/gse\\_current/pg37.html](http://catalogs.rutgers.edu/generated/gse_current/pg37.html)

## Student Responsibility to Keep Informed

The online catalog of the Graduate School of Education (GSE) at Rutgers, The State University of New Jersey, is the student's official guideline for information, policy, and procedures governing educational programs. Students should refer often to the Graduate School of Education catalog and should become familiar with its contents. You can access the GSE catalog online at [http://catalogs.rutgers.edu/generated/gse\\_current/](http://catalogs.rutgers.edu/generated/gse_current/)

Additional information regarding scheduling, registration, and deadlines is provided each semester at the Office of the University Registrar's website (<http://registrar.rutgers.edu>) and GSE website (<http://gse.rutgers.edu>).

The academic adviser is the student's mentor and guide for the academic program. The student should consult with the adviser regularly--at least once each semester.

For assistance with general rules, regulations, policies, and procedures, the staff in the Office of Student and Academic Services, Room 110 in the Graduate School of Education, is most knowledgeable and helpful, and the staff members welcome the opportunity to assist students.

Please refer to the GSE catalog for a complete list of programs and policies:

[http://catalogs.rutgers.edu/generated/gse\\_current/](http://catalogs.rutgers.edu/generated/gse_current/)

## Program Completion Requirements

Students must have

- Earned a baccalaureate degree with an appropriate major for area of certification;
- Submitted a portfolio/writing requirement or passed a comprehensive examination if required by their program;
- Satisfied the General Education Distribution;
- Completed 60 credits in liberal arts (these credits can include courses in the major but cannot include courses in professional education and/or other vocationally-oriented coursework (accounting, engineering, etc.); no School 05 or School 15 courses may be included; **E-credit courses do NOT count**;
- Satisfied the Physiology & Hygiene requirement (administered by the OSAS during the final Spring semester);
- Satisfied the HIB Prevention requirement ;
- Submitted a portfolio of exemplary work;
- Satisfied all requirements listed on the program control sheet; and
- Achieved a cumulative grade point average of 3.0 in the Master's degree as well as any rules as set forth in the Graduate Catalog.

NOTE: courses used to satisfy the General Education Distribution and 60 credits in liberal arts may be satisfied at RU or at another accredited college or university (including community colleges.) The credits do NOT need to be transferred to your RU transcript, but you must submit an original transcript to the OSAS once a grade is posted.

## Earning Credit

### Placement Tests

AP & CLEP tests can be used to satisfy the liberal arts total credit requirement and the general education distribution requirement as long as college credits have been awarded for the work and these credits are reflected on an official undergraduate transcript.

### Transfer Courses

Students may count courses taken at a community college toward satisfying GSE general education requirements for the following areas: arts, humanities, math, science, and foreign languages, and toward the required 90 credits of liberal arts.

In cases where students are required to take specific courses that are offered at community colleges (830:101 or 300:200), students need to prove equivalency through NJ Transfer. No other GSE requirements can be satisfied with community college courses except in the case of Social Studies core curriculum content requirements.

### Pass/No Credit Option

An undergraduate student may take liberal arts courses pass/no credit to satisfy the general education distribution requirement providing approval to do so has been given by the student's undergraduate college. Graduate students **may not** satisfy these requirements with a pass/nc option.

### Graduate Enrollment in Undergraduate Courses

Any course numbered 500 and above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s may also be approved for a given graduate student. In order to receive graduate credit for an undergraduate course, students must get explicit written approval from their advisor and **must register for the 300 or 400 level course with a G-prefix.**

**The graduate portion (5th year) of your program is minimally 30 credits; graduate electives must be taken AFTER you earn your BA/BS degree as they are designed to be part of the 5th/graduate year.**

## Graduation

### Graduation Application

The application is due to the Registrar's Office on:

- October graduation: 10/1
- January graduation: 1/4
- May graduation: 4/1

Students must apply for graduation online at:

<http://www.ugadmissions.rutgers.edu/Diploma>

### Graduation Ceremony

- The ceremony is held in May.
- Up-to-date information will be posted on the GSE website.

## Certification

### Applying for and receiving a Certificate of Eligibility with Advanced Standing (CEAS)

- The Office of Student and Academic Services (OSAS) processes certification applications for all eligible students. Certificate applications and instructions are available in GSE room 110. Teacher licenses are issued by the NJ Department of Education (NJDOE).
- OSAS will recommend students to the NJDOE for a Certificate of Eligibility with Advanced Standing (CEAS) after they meet all program completion requirements listed on page 9 of this handbook AND the Ed.M. degree is posted to their transcript.
- The NJDOE will not issue a CEAS to a candidate until he/she submits passing scores for all appropriate license examinations to the State (Praxis II, OPI/OPIc, WPT).
- The Certificate of Eligibility with Advanced Standing is valid for life and permits the holder to obtain a teaching position. These certificates allow the candidate to seek and accept offers of employment as teachers in public schools.

### Provisional Teacher Process

- When a candidate is hired as a teacher, the district/school must register the candidate into the NJDOE's Provisional Teacher Process (PTP). The NJDOE will issue a provisional certificate for the candidate upon admission into the PTP. The provisional certificate is valid for two years during which time the holder must complete two years of successful teaching (known as the induction or mentoring period). School districts can request extensions on provisional licenses as needed.
- A provisional teacher who meets all other standard certificate requirements shall earn a standard certificate upon receipt of at least two summative evaluation ratings of effective or highly effective earned within three consecutive years of teaching.
- Additional information about certification and induction is available at the NJDOE website: <http://www.state.nj.us/education/educators/license/CEAS.htm>

### Praxis II

- Register online at [ets.org/praxis](https://ets.org/praxis).
- Include your social security number during the registration process. If your social security number does not appear on your score report you must call ETS and ask them to resend your score report to the NJDOE for an additional fee (609) 771-7395.
- Include the NJ State Department of Education (R7666) as a score recipient during the registration process. If the NJ State Department of Education does not appear on your score report then you will need to contact ETS at (800) 772-9476 or (609) 771-7395.
- Include Rutgers University New Brunswick (R2765) as a score recipient during the registration process. If Rutgers University New Brunswick does not appear on your score report then you should bring a copy of the first page to the Office of Student and Academic Services.
- It is your responsibility to register for the correct Praxis II examination(s).

### Oral Proficiency Interview and Written Proficiency Test

- Required for specific Language Education students.
- Arrange an interview through ACTFL online at [languagetesting.com](http://languagetesting.com).
- Provide a copy of your results to OSAS.

### edTPA

The edTPA is a performance based assessment that must be completed during the internship semester. Beginning September 1, 2017, candidates must pass the edTPA to earn an initial teacher license (CEAS) in NJ.

The edTPA process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate, typically at the midpoint of Clinical Practice Phase 3. The edTPA measures candidates' ability to plan, instruct, assess, and analyze their teaching. It includes unedited video recordings of the candidate teaching and examples of teaching materials (lesson plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted instruction for diverse learners, and assessed student work.

Each edTPA portfolio is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers.

You can learn more about edTPA requirements via your GSE coursework and at their website, <http://edtpa.aacte.org/>.

## LiveText Portfolio

In addition to an award of a master's degree, the GSE Five-Year programs culminate in a recommendation to the New Jersey Department of Education for an appropriate teacher license(s). It is the responsibility of GSE program faculty to assure that students have the knowledge, skills and dispositions worthy of that license. In addition to course grades, GPAs, and other traditional measures of student quality, the GSE faculty will utilize an electronic portfolio of student work as a primary assessment tool. The contents of the portfolios will be generated by students throughout the program and will be graded by faculty members using rubrics aligned to the New Jersey Professional Standards for Teachers and the Charlotte Danielson Framework for Teaching. Portfolio items will be housed within the secure online management tool LiveText.