

Candidate Field Placement Handbook

Office of Field Placement and Student Affairs College of Education and Human Services Seton Hall University

I. The College of Education & Human Services

Welcome to the College of Education and Human Services! A key portion of your teacher preparation program involves your work in field experiences. The College mission statement describes our tradition of service in a wide range of settings:

The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, professional psychology and family therapy.

Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The College enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of psychology and marriage and family therapy.

Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.

This mission statement provides the foundation for our daily practice and ***vision of what we would like candidates to know and be able to do*** when they graduate from the College of Education and Human Services. Cooperating teachers, along with university faculty and field supervisors, work collaboratively to support this vision.

Vision: We strive to develop competent, socially conscious, reflective professionals.

Competence: Teachers considered competent within this vision are those who possess knowledge for themselves and also understand how to convey that knowledge to others. Knowledge alone, without the ability to effectively share it, is not enough to teach others.

Social Consciousness: Practicing good stewardship, through a willingness to learn about difference, modeling respect for others, and varying educational approaches to support

diverse individuals, is the foundation for the formation of socially conscious candidates and students. Connection and collaboration with colleagues and the community enhance social consciousness.

Reflection: Reflection is a tool to enhance learning, teaching, and leadership. It creates an imbalance or doubt in thinking, which creates opportunities for growth. Candidates who model introspection and self-awareness support environments where students also develop reflective skills about their own learning.

II. Linking Field Experiences and Our Vision Statement:

Coursework and field work are interconnected to support the growth of the qualities in our vision statement: competence, social consciousness, and reflection. Teacher preparation, at Seton Hall, is viewed as a developmental process with each course and field experience adding new knowledge as well as reinforcing previous learning.

Candidates are not expected to be fully competent, socially conscious and reflective at the start of their field experiences, but rather poised to continue their work toward that vision. The cooperating teacher, working closely with the university supervisor, helps the candidate on that path by providing constructive feedback, modeling, sharing effective strategies, and offering challenges through mutual goal setting.

The College of Education and Human Services recognizes that a candidate's dispositional qualities (beliefs, attitudes, habits of thought) play an important role in their development as teachers. The Professional Code for Candidates listed below has been adopted by the Department of Educational Studies. The essential skills and qualities cited in the code are interwoven into our field evaluation forms.

Professional Code for Candidates:

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

(1) Professionalism:

(a). Ethics: candidates maintain the highest level of ethics to include submission of original work; fully cite all sources associated with the development of their work (including information from the Internet); and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

(b.) Social Skills: candidates maintain the highest level of respect in their verbal and written communications, and maintain appropriate physical space toward faculty, university staff, school personnel, peers, and students in the field. Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall University. (See the College of Education & Human Services field handbook for more information.)

(c.) **Organizational Skills:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.

(2) Passion:

(a.) **Respect:** Candidates respect the context and experience of others, developing the skills to use that information in classroom conversation, writing, and lesson planning. Candidates display in action, word, and commitment their passion for the teaching profession, and the right for all children to have access to positive and productive learning environments. Candidates do not speak ill of others, instead providing valuable feedback to students and peers that fosters growth and development.

(b.) **Life Long Learning:** Candidates recognize that a career in the teaching profession means a dedication to life-long learning, requiring the commitment to continually update their content knowledge, and be open-minded to learn and incorporate new teaching methods to reach diverse learners.

The College has established a **Retention Committee**, comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support, and counseling services. The goal of the Retention Committee is to provide support and intervention for candidates who might be struggling in their classes or their field placements due to academic and/or dispositional issues. Candidates displaying a *consistent pattern* of difficulty across courses and/or field settings would be asked to meet with the Retention Committee to establish a plan for change with specific benchmarks and a contact person to make sure they are provided with the information they need to progress. Only after efforts to remediate a behavior have occurred and no change has taken place, would the committee discuss dismissal options from the College. A sample of the “Early Warning” form a supervisor or cooperating teacher might fill out to notify the field office of difficulty is provided in the appendix of this handbook.

Contact information:

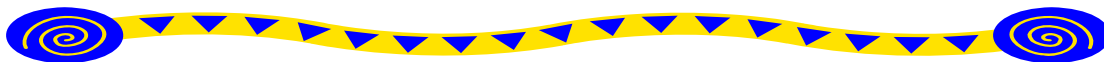
**Deborah Strazza, Director of Field Placement and Supervision, 973-275-2010
strazzde@shu.edu**

III. Expectations for Cooperating Teachers, University Supervisor, and Candidates in the field experiences 1-4:

Communication is the essential tool for success and growth in these experiences. Ask questions, share what you have learned in class, and look around to see how you might assist. Field experiences are designed for candidates to learn from master teachers, from children, and to apply knowledge from courses. The profession of teaching is an honorable pursuit that serves individuals and society. Each field experience is an opportunity and challenge to develop toward the competent, socially conscious, reflective professional. If concerns arise by any of the participants, they should be shared early on

with each other and, if deemed necessary, the Office of Field Placement and the Retention Committee.

Cooperating Teacher	University Supervisor	Teacher Candidate
<ol style="list-style-type: none"> 1. Take an <u>active</u> role by sharing knowledge, experience, techniques and strategies for teaching. 2. Provide constructive feedback in a timely fashion. 3. Set goals with the candidate for the semester. 	<ol style="list-style-type: none"> 1. Check in with teacher candidates regarding goal development early in the semester. 2. Pre-plan visit so the teacher candidate can arrange to teach during the observation. 3. Provide constructive feedback regarding strengths & needs. 	<ol style="list-style-type: none"> 1. Show <i>initiative</i>—sitting and waiting for the teacher to direct you is passive. Share your assignments and offer to help. 2. Set goals with the cooperating teacher and work toward their achievement. Seek advice from the teacher, supervisor, and faculty at the college to meet challenges. 3. Communicate with the cooperating teacher and supervisor; take action. 4. Model professional behavior through attendance, dress, language, respect for confidentiality and school rules.

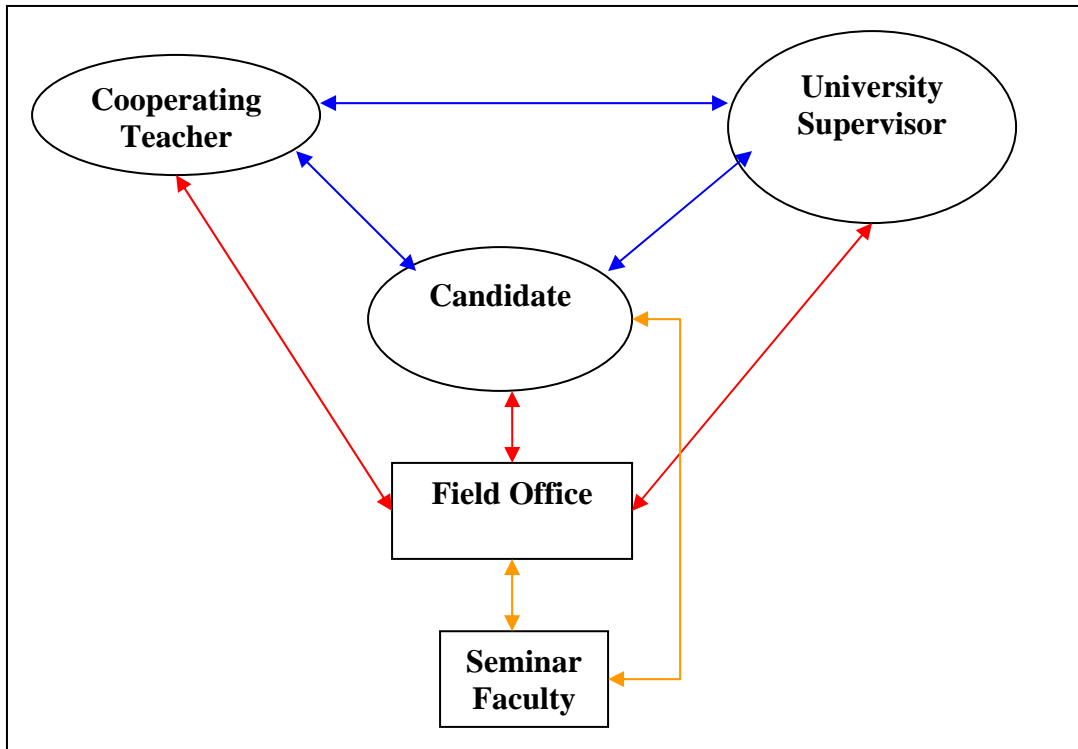


Expectations for Cooperating Teachers, University Supervisors, and **Senior Teacher Candidates**:

Senior clinical practice (final teaching experience) is based on a triad model: cooperating teacher—teacher candidate—university supervisor. The cooperating teacher and supervisor work as a team to challenge, support, and guide the teacher candidate toward the vision of competence, social consciousness, and reflection. The essential key for success to this model is that communication must be consistent and clear among all the participants. If concerns arise by any of the participants, they should be shared early on with each other and, if deemed necessary, the Office of Field Placement and the Retention Committee.

Cooperating Teacher Role	University Supervisor Role	Teacher Candidate Role
<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. 2. Provide constructive and timely feedback to the senior teacher. 3. Set goals early on, with the senior teacher for his/her development by the end of the experience. 4. Talk regularly with your teacher candidate to discuss his/her development and your thoughts about the process, as well as your experiences about what works and has not worked in the classroom. 	<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. Visit a minimum of eight times per semester. 2. Support the development of the teacher candidate through goal setting with the cooperating teacher and the candidate along with providing constructive and timely feedback. 3. Provide answers to policy questions that might arise and maintain contact with the Dean of the Office of Field Placement if problems arise. 4. Attend the university supervisor training. 	<ol style="list-style-type: none"> 1. Actively work toward their own development with goal setting; seek constructive feedback and respond to it; learn about families and school culture through attendance at meetings, and develop a positive rapport with students and colleagues. 2. Model professional behavior through attendance, dress, language, respect for confidentiality and school rules.

The candidate's clinical practice is taken in conjunction with a seminar on campus. The goal of the seminar, whether for elementary, secondary or special education, is to provide structured opportunities for candidates to process and reflect on their teaching experience. Reflective journals, role playing how to talk to parents, brainstorming about behavior issues, and visiting peers in other types of settings, are some of the ways the faculty help candidates work through their experiences. Professional preparation is also discussed through mock interviews, portfolio development, and professional association standards. The faculty member teaching the seminar receives information regarding candidates' performance through the Office of Field Placement.



IV. Frequently Asked Questions:

1. *What kind of knowledge about teaching do SHU candidates bring to the classroom?*

Elementary, Early Childhood & Special Education	Secondary Education	Special Education with a Concentration in Speech-Language Pathology
39 credits	24 credits	27 credits
1001 Introduction to Teaching, Pt I: The Profession 4000 Child Curriculum & Development 1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Diverse Classrooms 2004 Early Literacy I 3005 Language Arts II 2005 Math Methods 2006 Science Methods 2101 Learning	1501 Education in the US 2501 Philosophy of Education & Curriculum Development 1301 Educational Psychology & Classroom Practice 2003 Instruction Theory into Practice 3301 Educational Evaluation 3700 Integrating Technology into Curriculum Method Course	1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Diverse Classrooms 2004 Early Literacy I 2005 Math Methods 2006 Science Methods 2101 Learning Disabilities 2102 Autism and Developmental Disabilities 3103 Assessment 5003 Language Develop.

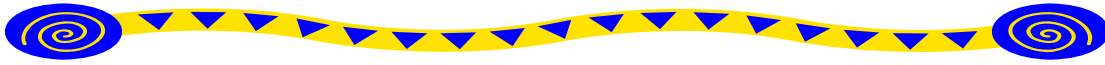
Disabilities 2102 Autism & Developmental Disabilities 3003 Social Studies Methods 3103 Assessment 5003 Language Develop	3510 Culture, Community & School	
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2. What are sophomore & junior candidates expected to do in their field placements?

<p>Sophomore: 1st placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2001/2004 Elementary & Special Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidates will conduct, minimally, 2 small group lessons & 2 large group lessons. (We recognize that teachers may select the topics and mode of approach at this level.) 	<p>Sophomore: 2nd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 3005 Elementary & Special Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • At minimum, candidates will teach 4 lessons (large & small groups acceptable; no tutoring) • Candidates will research, plan, and present the lessons.
<p>Junior: 3rd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2101/2005/2006 Elementary & Special Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidate, at minimum, will teach 4 lessons that are linked to a project or unit. • Candidate must research, plan, and teach the lessons 	<p>Junior: 4th placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 3103/3003 Elementary & Special Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidate must teach one or two subjects for a week. • Candidate must research, plan, and teach the lessons

Secondary education students’ main field activity in sophomore year is participation in the Seton Hall Challenge Program, a weekly tutoring program with Summit Middle

School. Student's academic schedules should allow for free Wednesday afternoons ensuring full participation in the program. Junior and senior field placements are 60-hour classroom placements including classroom observations and guest teaching a number of lessons to be negotiated with the cooperating teacher and supervisor. Senior clinical practice, generally in the last semester, is a full semester of planning and teaching in conjunction with work in a university seminar.



Guide for Week-to-Week Activities During the Clinical Practice (Final Teaching Experience).

Week	Activities
One	Teacher candidates spend this week getting to know the students, familiarizing him/herself with the classroom rules and routines, and assisting the teacher with student needs.
Two	<p>The cooperating teacher, teacher candidate, and university supervisor meet to establish goals for the semester. The goals should address short term objectives as well as long range developmental issues. This plan will guide the triad for the remainder of the semester.</p> <p><i>**If unexpected issues arise, the plan can and should be expanded to actively address those issues.</i></p> <p>The teacher candidate takes on one subject to plan and teach.</p>
Three-Seven	<p>The teacher candidate continues to take on subjects and planning. He/she should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits.</p> <p>The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Eight-Fourteen	The teacher candidate, by the start of the eighth week,

	<p>should be planning and teaching all the subjects. If there are multiple adults in the room, the teacher candidate is to plan for the activities of the support staff as well as for the students.</p> <p>The teacher candidate should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits. The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Fifteen	<p>The teacher candidate steps back into a support role so that the students can adjust to the transition back to the cooperating teacher. The senior continues to actively help the teacher and students in their support role.</p>
<p style="text-align: center;">Tips for the Clinical Practice:</p> <ul style="list-style-type: none"> • Observe the classroom: look for teaching styles and differences in learning. Offer to help set up the classroom, develop bulletin boards, etc. • Participate in orientation meetings with local school officials and cooperating teachers. • Become familiar with the physical layout of the school. • Obtain the school/class schedule and student handbook, teacher handbook, policy handbook, and curriculum materials. • Be aware of school policies and general regulations that will affect you. • Obtain the home telephone number of the cooperating teacher and the telephone number of the school. 	

3. Can sophomore and junior candidates be left alone in the classroom during any of their teaching experiences-even the final teaching experience? Can he/she serve as a substitute in the classroom if they have their substitute certificate?

Left alone?	Serve as a substitute?
<p><i>The short answer is No.</i></p> <p>Circumstances sometimes require the cooperating teacher to leave the room for an unexpected event or to quickly answer the need of an administrator or another teacher...as long as these brief absences are not</p>	<p><i>No.</i></p> <p>Teacher candidates, although possibly certified as a substitute, are steeped in the developmental model of learning how to teach. Feedback based on observation by the cooperating teacher (or another certified individual serving</p>

consistent or daily, then this is acceptable.	as a substitute in the classroom) is required on a daily basis.
The cooperating teacher needs to be present in order to provide feedback and assistance.	

5. *What is the policy regarding time in the field?*

- a. **Placements 1-4:** The four field placements prior to the senior year must be 8 weeks long. All candidates begin their field placements during the same week, but their end dates may vary depending upon the schedule of individual schools and/or districts. For example, if a candidate completes six weeks of their field placement and then the school has off for a week, the candidate must complete two more weeks in order to fulfill their field requirement. A second example involves illness, if a candidate misses two or three days of their field placement due to illness, those days must be completed toward the end of the semester in order to reach the full eight week requirement.
 - i. **If a candidate is absent from the field due to illness or an unexpected event** (e.g. car difficulties), he or she must report that absence to their cooperating teacher and/or school, university supervisor if they were scheduled to visit that day, and the Office of Field Placement prior to 8:30am of that day.
 - ii. **It is not acceptable to skip a day in your field experience in order to study for a test or complete a project.**
- b. **Clinical Practice:** Candidates are required by state law to complete 15 full weeks of clinical practice. One absence is permitted. Any absences past that one day are required to be made-up during exam week of that semester. All absences must be reported to the cooperating teacher, university supervisor if they were scheduled to visit that day, and the Field Office prior to 8:30am of that day.

6. *What forms does my cooperating teacher have to submit?*

- **Placements 1-4: Final evaluation form.**
- **Final Teaching Experience:** An honorium form, W-9, a **midterm and final evaluation form.**

7. *Related to professional behavior, what is expected from me?*

All candidates—in every field placement--are expected to follow the Professional Code for Candidates. Some highlights include:

- Arrive on time on a daily basis (at least 15 minutes prior to the arrival of the students OR at the specific time agreed upon by the cooperating teacher and teacher candidate)
- Dress appropriately, reflecting the culture and climate of the school.
- Maintain confidentiality regarding students and their records.
- Prepare lessons and activities in advance of their use in class. (Cooperating teachers need time to discuss the lessons with candidates regarding links to curriculum and other goals.)
- Seek and respond to constructive criticism

If a candidate *does NOT meet these expectations and the Professional Code*, the cooperating teacher is instructed to contact the field supervisor and the Office of Field Placement. Failure to modify the behavior within three to five days can result in further intervention from the Office of Field Placement and the Retention Committee.

The following form, referred to as an **Early Warning Form**, would be filled out by a cooperating teacher and/or supervisor if there were concerns about a consistent pattern of difficulty for a candidate in the field.

SETON HALL UNIVERSITY
College of Education and Human Services

Early Warning Field Evaluation Form

The purpose of this form is to allow cooperating teachers, supervisors, and faculty working with a candidate in our teacher education programs to notify the Department of Educational Studies about **concerns in performance** early within a semester. The form provides a trigger for program advisors and the Office of Field Placement and Supervision to intervene in a pro-active manner with candidates. You are NOT required to fill out this form if a candidate shows no significant difficulties in the field or course.

Due Dates:

No later than 3 weeks after the start of a field placement.

No later than 7 weeks after the start of a course.

Candidate Name: _____

Field Placement or Course: _____

Teacher/Supervisor Name: _____

Date: _____

Signature of Person Completing the Form: _____

Area of Concern	Example of the behavior(s) you believe the candidate needs support and intervention.
INTASC #1: Content Knowledge	
INTASC #2: Human Development and Learning	
INTASC #3: Diverse Learners	
INTASC #4: Instructional Strategies	
INTASC #5: Management	
INTASC #6: Communication	
INTASC #7: Planning	
INTASC #8: Assessment	

INTASC 9: Reflective Practitioner	
INTASC 10: Collaboration	
PROFESSIONALISM	