





## Portrait of a Teacher

The centerpiece of all of our work is a document called the *Portrait of a Teacher*, shown below. Composed by faculty from the university and the schools, the Portrait is a set of statements that embody our vision of an educator. We use the portrait to inform admission into all of our programs, assessment of student teaching, and professional development for teachers. First developed in 1996, the Portrait has undergone several revisions. It was recently revised to align with our institutional standards. These standards were created in 2003 and align with the National Council for Accreditation of (NCATE) standards.

The Montclair State University community is committed to the continuing development of teachers who exemplify the character, dispositions and habits of mind reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and take into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well-being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.
12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.

**New Professional Sequence**  
**For Undergraduate Subject Area Initial Teacher Certification Programs**  
**Effective Fall 2007**

**Freshman Year and First Semester Sophomore Year:**  
**Pre-Professional Sequence/General Education (12 sh)**

**[Not applicable for transfer students]**

These courses must be successfully completed **prior** to application/admission to the Teacher Education Program.

- EDFD 200 *Psychological Foundations of Education* (3 sh)  
(Meets Gen Ed K-3 Social Science requirement)
- EDFD 221 *Historical Foundations of American Education* (3 sh)  
(meets Gen Ed K-1 American/European History requirement)
- EDFD 220 *Philosophical Orientation to Education* (3 sh)  
(Meets Gen Ed G-2 Philosophy and Religion requirement)
- CURR 210 *Public Purposes of Education: Democracy and Schooling* (3 sh)  
(Cross-listed as READ 210, EDFD 210; Meets Gen Ed Elective requirement)  
Must have sophomore standing to take this course.

**Second Semester Sophomore Year**

Apply to the Teacher Education Program. No Professional Sequence courses are taken during this semester.

**Junior Year (10 sh)**

**First Semester** (courses must be taken concurrently)

- CURR 305 (Cross-listed as READ 305, EDFD 305) *Teaching for Equity and Diversity* (3 sh)
- CURR 310 *Inclusion in Middle and Secondary Schools* (1 sh)
- CURR 312 (Cross-listed as READ 312, EDFD 312) *Educating English Language Learners* (1 sh)

**Second Semester** (courses must be taken concurrently)

- READ 411 *Language and Literacy Across the Curriculum* (3 sh)
- CURR 314 *Assessment of Learning* (1 sh)
- CURR 316 *Integrating Technology Across the School Curriculum* (1 sh)

**Senior (Professional) Year (20-21 sh)**

**First Semester** (courses must be taken concurrently)

- CURR 450 *Fieldwork* (3 sh) [60 hours in field for fall 07 and spring 08, 90 hours in field beginning fall 08]
- CURR 451 *Teaching for Learning I* (3 sh)
- Methods course (3-4 sh)

**Second Semester** (courses must be taken concurrently; no additional courses may be taken; passing Praxis scores for all required tests must be submitted prior to the CoP prior to the start of the semester)

- CURR 452 *Teaching for Learning II* (3 sh)
- CURR 453 *Student Teaching* (8 sh)



## CURR 210 • FIELD EXPERIENCE GENERAL REQUIREMENTS

As a prerequisite to Montclair State University's Teacher Education Program, the CURR 210 course provides you with an invaluable set of field experiences that maximize your understanding of what it is like to work in an urban school and ultimately to help you decide whether or not to choose a career in education. Your specific host site was carefully selected from the schools that are a part of the Montclair State University Network for Educational Renewal. Keep in mind the significance of this field component lies in the *quality* or *type* of experience and not merely to "accumulate hours" in the field. All three field experiences described below are required in order to successfully complete this course and it is important that you complete all of them **within your designated host school site**. At a later time in the semester you will be given more detailed guidelines about what to prepare and what to expect for each type of field experience.

### FIELD EXPERIENCE #1

#### **Orientation Meeting** (1/2 school day)

The entire class will convene at the host school site for a mandatory orientation, which will last anywhere between 2-4 hours. Please note, although your CURR 210 instructor will try to accommodate your scheduling needs, ultimately the time/date of this orientation is fixed and cannot be rescheduled. Later in the semester, you will be given a separate set of guidelines regarding policies and procedures for this visit. At the initial orientation meeting, you will be assigned to a host teacher and should have with you your schedule so that you can schedule your follow-up all-day observation. Each student is responsible for arranging a convenient time with that teacher for the full day observation.

#### **Observation** (1 full school day)

This aspect of the field experience gives you a taste of what it is like to be a teacher for a day. There are various types of activities that fall under the category of "observation." You will shadow a teacher, and may also interview teachers, students or other school personnel on educational matters. Ultimately, this type of experience is based on the needs of the host site on the day that you visit. Therefore, you may not necessarily observe within your area of interest. *With approval from your host teacher, you may be able to split the full-day observation into two half-day observations.*

\* *After completing your full-day observation, your host teacher should sign the field work verification form that is included in your orientation packet. Submit the signed form to your CURR 210 course instructor.*

### FIELD EXPERIENCE #2

#### **Attendance at School or Community Meetings** (2 minimum)

There are different types of meetings offered within your school site community (i.e., board meetings, PTA meetings, **faculty** or departmental meetings). To fulfill this requirement, you should attend *at least 2 different types of meetings*. More information about specific opportunities within your host site can be obtained from your assigned school and your CURR 210 course instructor.

• *Evidence of your attendance will appear in specific assignments, as indicated, throughout the course. You may be asked by your instructor to provide additional proof of your completion of this field experience.*

### FIELD EXPERIENCE #3

#### **Service to the School Site Community** (10 hours)

There are various types of service opportunities that your school site liaison may offer. Examples include (but are not limited to) participating in tutoring, after-school programs, or working with parents, for example. It is important to remember that this supervised field experience is driven *by the specific needs within the school site*. Our site liaison will provide us with more specific details of opportunities later on in the semester.

• *Evidence of your completion of 10 hours of community service will appear in specific assignments, as indicated, throughout the course. You may be asked by your instructor to provide additional proof of your completion of this field experience.*

## PUBLIC PURPOSES OF EDUCATION: VISIT GUIDELINES FOR STUDENTS

IT IS CRITICAL THAT ALL STUDENTS UNDERSTAND THE FOLLOWING INFORMATION AND ADHERE TO THE LISTED GUIDELINES FOR SUCCESSFUL COMPLETION OF SCHOOL VISITS.

1. The purpose of the visits is to see a school from a teacher's perspective rather than a student's perspective.
2. You may not necessarily observe in your area of interest.
3. The required school visits will consist of three types of field experiences: 1) a half-day **orientation** and a follow-up full-day **shadowing a teacher**; 2) attendance at at least 2 **school/community meetings**, and 10 hours of **community service** in your assigned school.
4. The time and date for the orientation is predetermined by your professor, and orientations outside this timeframe will not be accepted.
5. *On the day of the **orientation***
  - Dress professionally
  - Arrive a few minutes early
  - Check in at the school office
  - Be polite and attentive
  - Stay for the entire orientation
  - Make careful notes of arrangements for your return visit with a host teacher
  - Make sure to sign attendance sheets provided by the school
  - Say "Thank you"
6. *On the day of your return **visit with host teacher***
  - Dress professionally
  - Arrive a few minutes early
  - Check in at the school office
  - Be polite and attentive
  - Stay for the entire visit (6-7 hours)
  - Make notes of information for your report as required by your professor
  - Obtain host teacher signature on visitation form
  - Say "Thank you"

Remember, our Network schools are providing these orientations to help you make an important decision about your career choice. **Make the most of this opportunity!**



**Center of Pedagogy  
Montclair State University Network for  
Educational Renewal**

**Voice:** (973) 655-7641  
**Fax:** (973) 655-5227

**TO:** Host Teachers  
**FROM:** Director, MSU Network for Educational Renewal  
**RE:** Handbook for School Visitations by MSU Students Enrolled in a Public Purposes of Education Course

### **WELCOME!**

Thank you so much for volunteering your time to help Public Purposes of Education student. As teachers ourselves, we realize how busy every day is for you and we appreciate your extra effort. We hope this guide will help make the experience easier and more rewarding for you and the students.

If you have any questions, or need anything to be clarified, please contact the Montclair State University Network for Educational Renewal office at 973-655-7641.

### **THE COURSE**

The Public Purposes of Education course is a prerequisite for application to Montclair State University's Teacher Education Program. Each student must attend an orientation in an assigned school, followed by a full day visitation at the same school with a host teacher. Each student is responsible for arranging a convenient time with that teacher for the full day visitation. The goal of the visit is to help the student begin to think as a professional in a non-student role. This is the student's first opportunity to consider teaching as a career. By observing education from a teacher's side of the desk, the student can make an informed decision about entering our program. In addition, your input will help determine if the student should be encouraged to become a teacher.

### **THE STUDENTS**

Most of the students are sophomores or juniors at Montclair State University. They are in the beginning stages of teacher training. Some of them may be unsure about pursuing a career in teaching and the Public Purposes of Education class may help them decide. They may be slightly nervous in their new role but they are all eager to learn.

### **THE HOST TEACHERS**

You are an irreplaceable part of the course. Although the students also attend weekly classes on the Montclair campus there is no substitute for actual school visits. Your schools, as members of the MSUNER, have made a commitment to professional development and you, as a host teacher, are realizing that commitment.

## WHAT CAN YOU DO TO HELP?

Please keep in mind that this is a first time experience for the students. Be as welcoming as you can and forgive small stumbles on their part. This does not mean you should tolerate mistakes like tardiness or any unexcused absences. The student will be with you all day. Please introduce him/her to your classes. If you are doing something that may be a little less interesting for a newcomer, like testing for an entire period, perhaps you could arrange for the student to spend some time with a colleague to observe an activity in his/her classroom.

Try to find time, again we know how difficult it may be in your busy day, to just sit with the student and share your thoughts about teaching. Possibly, before or after a class observation you could tell the student what you planned to do and how you think it worked out.

If possible you might have some materials ready for the student. Some could come from your class such as copies of tests, assignments or lesson plans. Some could come from your central office, if they did not provide anything at the original orientation for example, copies of the school report card, student handbook or a school mission statement.

You could even offer the student forms from the guidance office such as report cards, discipline forms or anything else you feel is part of everyday school life.

## SOME DETAILS

You will meet the student on the day of your school's orientation session. At this time, please arrange for a full day visit with you including instructions regarding what is expected of him/her during the lunch period (lunch provided, brown bag, access to cafeteria). In addition, you might want to exchange e-mail addresses and phone numbers.

Sometimes circumstances make the agreed upon date difficult or impossible to attend on either the student's or host teacher's part. Agreeing on how to contact one another at this point may prevent a problem later. However, if the student does not show up on the agreed date, notify your school's contact person and/or the MSUNER office.

Here are some suggestions you may consider to help plan the student's day: Allow the student to

- Shadow you and/or other teachers during the visitation time so the student may take notes according to MSU course requirements.
- Interview teachers, students, and other school personnel on educational matters
- Take notes on the skills associated with teaching.
- Chat with you about teaching as a career.

Remember, these are only suggestions. Please feel free to be creative and give the student a taste of what a teacher's job entails.

The student must spend a total of a day and a half in your school that includes the orientation meeting. At the end of the full day visit, please sign the verification form that the student will then return to the course instructor.

If one of our students arrives dressed unprofessionally or acts inappropriately during the visit, feel free to tell the student to leave. Inform your school's contact person about the problem. The situation will be addressed as soon as possible.

Feel free to touch base with your school's contact person before the orientation to learn more about what your school has planned or to ask any questions you might have about your role. Thank you again for giving a student an important entry experience to the rewarding career of teaching. We are grateful to you as a professional for accepting this responsibility and hope you have a pleasant experience.

## Public Purposes of Education: School Visit Verification Form

**Dear Public Purposes of Education Student:** Completely fill in the information below before you attend the full day visit with your host teacher. At the end of the visit have the host teacher print and sign his/her name and submit the form with your assignment to your MSU professor for Public Purposes of Education.

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Major: \_\_\_\_\_

Professor's Name: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

Date of Orientation Meeting: \_\_\_\_\_

Date of Full Day Visit: \_\_\_\_\_

**I have worked with the above named student who attended the orientation meeting plus a full day of observation with me and confirm he/she has successfully completed his/her clinical visit.**

Host Teacher's Name (please print): \_\_\_\_\_

Host Teacher's Signature: \_\_\_\_\_



## Public Purposes of Education Meeting Verification Form

**Dear Public Purposes of Education Student:** Completely fill in the information below when you attend your community, school board, home school association or other type of meeting. You are required to attend at least 2 meetings as part of this course. For observational purposes, you should stay for the entire length of the meeting.

**Note:** *You are solely responsible for providing evidence of your fieldwork. It is recommended that you keep a copy of this signed form for your own records and submit the original to your professor at the end of the semester.*

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Course code and section \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Date of Meeting	Location	Type of Meeting*	Start Time	End Time

\*Attach a copy of the meeting announcement and/or agenda to this form

Student Signature (required) \_\_\_\_\_ Date: \_\_\_\_\_

*I certify that I have attended the meetings listed above and that the hours listed are true and accurate. I understand that my professor may verify my attendance at these meetings.*



## Public Purposes of Education Community Service Verification Form

**Dear Public Purposes of Education Student:** Completely fill in the information below when you attend your community service activities. At the end of the visit(s) have the participating host teacher print and sign his/her name to verify the hours you have indicated. **Note:** *You are solely responsible for providing evidence of your fieldwork. It is recommended that you keep a copy of this signed form for your own records and submit the original to your professor at the end of the semester.*

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Course code and section \_\_\_\_\_ Semester/Year: \_\_\_\_\_

School or Location of Service: \_\_\_\_\_

Date(s) of Service	Hours	Type of Service	Signature of Supervisor	Supervisor Contact #

Student Signature (required) \_\_\_\_\_

*I certify that the hours listed above are true and accurately reflect my fieldwork completed for the semester indicated. I understand that my professor may contact the host teacher and/or field supervisors listed above to verify the hours listed.*

## Substitute Certification 101

### *What is involved in obtaining a substitute license?*

Substitute certification is a multi-step process. First, you must choose a school district and call or visit that district's Board of Education office to obtain an application. The application will be self-explanatory (district personnel can help you if you have questions) and will request such items as a resume, references, transcripts, and a personal statement. There will also be an "Oath of Allegiance" form that you must sign and get notarized. In addition, there will be a form requesting that you submit to a criminal history review (Universal Fingerprint Form). That form is supplied by Sagem Morpho Inc., the company with which you must make an appointment to get fingerprinted. The fee for fingerprinting is currently \$78.

In some cases, an interview is a required part of the application process as well. Finally, some districts may require that you take a tuberculosis test (also called a Mantoux test) and submit the results.

Once you have completed the application, you must submit it, along with the results of your background check, to the district office, which will send your application to the state Department of Education to be processed. The fee for state processing is currently \$75.

Your substitute license will be mailed to you by the state. **It currently takes about 3-4 months for this to occur.**

Please keep in mind that you must have at least 60 college credits and be a U.S. citizen, or intend to become a U.S. citizen, to obtain a substitute license.

### *Why do I need to get a substitute license?*

As security becomes an increasingly important factor in our schools in N.J. and nationwide, school districts have begun to require all individuals who spend time in their schools to undergo criminal history checks. The easiest way for districts to know that this has been done is to see the individual's substitute license, since part of the licensing process includes undergoing a criminal history check. While not all districts in N.J. require this, momentum has gathered rapidly over the past year and we anticipate that virtually all of our partner districts will require this in the near future if they do not already.

As a result, effective Fall 2006, students in fieldwork (Intermediate Field Experience, Fieldwork in Education, Clinical I, Student Teaching, and Clinical II) cannot be guaranteed a placement without having a valid N.J. substitute license.

You will **not** need to show the Fieldwork Department your substitute license; rather, it is the district office that will ask you for it when you receive your field placement.

Placements are therefore contingent upon your having this paperwork taken care of. Students who do not provide districts with paperwork in a timely manner may forego their placement and may therefore be required to delay their field experience until the following semester.

***How do I make an appointment with Sagem Morpho Inc.?***

Sagem Morpho has offices throughout the state. There are two ways to schedule an appointment to get fingerprinted: by phone at the toll free number, 877.503.5981, or online at the Web site, <http://www.bioapplicant.com/NJ>. You will need to provide an ORI (Originating Agency Identifier) number when scheduling an appointment; this number can be found in the sub license application. The fee for fingerprinting is currently \$78.

On the date of your appointment, a technician will give you a receipt. **This receipt is very important**—many districts simply require seeing this receipt to confirm that you are able to be in their schools, as it indicates that you are undergoing a criminal history background check.

Your scanned fingerprints are sent to federal and state agencies for a criminal history check. This process takes about 6-8 weeks. An administrative fee of \$7 (payable by certified check or money order) is required to release the results to you; you will provide the \$7 to the district office, which will send it to the N.J. Department of Education, Criminal History Review Unit on your behalf. This notification is important—some districts may ask to see your fingerprint approval letter before allowing you to enter their schools.

***Where can I get a Mantoux test?***

The MSU Health Center offers the test for \$7.00. Call 973.655.7555 to make an appointment.

***Is there some place on campus where I can get the necessary forms notarized?***

Yes. There are three individuals on campus who can notarize your forms for you: Nancy Young, Secretary in the Provost's Office (CO 227, x4383); Elaine Balestro, Legal Secretary in the President's Office (CO 228, x5225); and the Secretary in the Student Government Association office downstairs in the Student Center.

***What should I do if my license is issued by a county other than the county where I will be placed for my fieldwork?***

Substitute licenses are technically issued by county. Once you have a substitute license in one district/county, you can transfer it to any other district/county in the state with minimal paperwork. You do not need to go through the entire process all over again. Just

contact the Board of Ed office of the district in which you are placed and find out what steps are necessary to transfer your license.

***I have a criminal record. What should I do?***

If you do have a criminal record of any kind, contact your Program Specialist in the Fieldwork Department to discuss how this may impact your ability to complete your program and, more importantly, your ability to become certified to teach in N.J.

***I am not a U.S. citizen and do not intend to become one. What should I do?***

You must be a U.S. citizen or intend to become a U.S. citizen, to obtain a substitute license. If you are not a U.S. citizen, and not intend to become one, please contact your Program Specialist in the Fieldwork Department to discuss placement options so that we can ensure that your circumstances are accommodated to the best of our ability.

***Do substitute licenses expire?***

Yes, in most cases, they expire within three years. Contact the county or local district Board of Ed office to find out what steps are necessary to renew an expired substitute license.