



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.



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!**



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.

(Please print)

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.

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)

Center of Pedagogy
Teacher Education Program
Praxis II Policy
Effective Fall 2006

All students must submit passing Praxis scores for all required Praxis II tests in their certification area(s) prior to student teaching.

- **If you plan to student teach in Fall 2007, you must submit your passing score(s) by August 15, 2007 to the Teacher Education Admissions and Retention Office.**
- **If you plan to student teach in Spring 2008, you must submit your passing score(s) by January 8, 2008.**

Passing all appropriate Praxis II exams is required by the State of New Jersey and Montclair State University in order to be recommended for certification. Note that the passing score for any Praxis test can be raised by the state at any time. The University will notify students of any changes in the passing score rate in as timely a manner as is possible. Current passing scores are available on the CoP Blackboard site and outside the Teacher Education Admissions and Retention Office as well as at the New Jersey Department of Education Web site: <http://www.nj.gov/njded/educators/license/1112.htm>.

Frequently Asked Questions

Q: What if I pass the Praxis test(s) but do not turn in my scores by the deadline?

A: You will not be allowed to student teach that semester. The Center of Pedagogy must complete an audit of potential student teachers by this date (August 15th for fall student teachers, January 8th for Spring student teachers) in order to notify school districts in a timely manner if a student will not be coming as expected. Once a school is notified that a student is not student teaching, that decision will not be reversed and the student must delay student teaching for a semester. Therefore, it is imperative that students take this deadline seriously so as not to jeopardize their academic plans.

Q: If I don't have passing scores ready before registration begins, should I go ahead and register for student teaching anyway?

A: Yes. Do not wait to receive passing scores before registering.

Q: What should I do if I do not pass by the deadline?

A: If you have not passed all of the required Praxis tests and submitted the scores to the Teacher Education Admissions and Retention Office by the appropriate deadline (August 15th for fall student teachers, January 8 for Spring student teachers), you will not be eligible to student teach as scheduled. See below for options.

Q: If I am not able to student teach as planned, what then?

A: You have several options to choose from:

1. If you have other courses to take, we encourage you to take them instead.
2. If you have no further courses to take, you may take a leave of absence for up to two semesters. To request a leave of absence you must follow University guidelines as detailed in the Undergraduate Catalog or at the Graduate School Web site and submit your request to the appropriate University officials. You must also notify the Center of Pedagogy of your intention to take a leave of absence.
3. You may audit a course that you feel will assist you in preparing to pass the Praxis.
4. Undergraduates in the early childhood, elementary, physical education, and/or health programs may request the CEHS Dean's consent to forego student teaching and graduate without certification. Music education students must seek approval from the Dean of the School of the Arts. Should a student choose this option then later wish to return to the University to complete his/her certification, s/he must apply to the appropriate program. Note: A student who returns within 2 semesters may complete her/his program by taking the equivalent remaining courses at the graduate level. A student who returns 3-10 semesters later may be required to retake one or more courses or take additional coursework as determined by the certification area department. Students who return after 10 semesters may be required to retake the entire professional sequence leading to certification regardless of courses taken as an undergraduate.



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 \$125.

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 five years. Contact the county or local district Board of Ed office to find out what steps are necessary to renew an expired substitute license.