A Qualitative Study of the Efficacy of a Preservice Experience by Alternate Route Teacher Candidates at a Regional Training Site in Union County, New Jersey

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A QUALITATIVE STUDY OF THE EFFICACY OF A PRESERVICE EXPERIENCE
BY ALTERNATE ROUTE TEACHER CANDIDATES AT A REGIONAL TRAINING
SITE IN UNION COUNTY, NEW JERSEY

BY

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ABSTRACT

A QUALITATIVE STUDY OF THE EFFICACY OF A PRESERVICE EXPERIENCE BY ALTERNATE ROUTE TEACHER CANDIDATES AT A REGIONAL TRAINING SITE IN UNION COUNTY, NEW JERSEY

This qualitative study is based on the responses of ten research study participants who met the criteria of completing the Alternate Route Teacher Program-Grant (ARTP-G) program and subsequent to this, had teaching positions. Data was collected through a series of interviews with identified research study participants. The interview questions, based on the conceptual frameworks of the New Jersey Professional Standards for teachers, and the work of Lee S Shulman and Charlotte Danielson, were designed to answer specific research questions. The results of this study acknowledged the value of the ARTP-G preservice experience, especially the format of the program and preparation for a teaching job, through: (a) observation of a model teacher, (b) support of cohort members, and (c) pedagogical preparation. Some of the ARTP-G research study participants noted that the benefit of the ARTP-G preservice experience coupled with a good induction program and/or mentor was the reason for success in the first stages of his/her initial teaching experience. Recommendations for future study included: (a) linking ARTP-G candidates to schools that have good induction programs/mentor teachers, (b) more focus and continued support in the in the area pedagogy of classroom especially management, and instructional strategies (c) varied experience with model teacher in regard to setting and types of districts, and (d) exploration and expansion of ARTP-G participants' perspective and preparation through activities that cultivate reflective practice.
With God

all things

are possible

Matthew 19:26
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I have stood on the shoulders of many to come to this place and time.
Dr. James Caulfield, who is our icon in Cohort VIII, thank you... “All rise!” Dr. Anthony Cöcella, who helped me each step of the way through this process and especially as I neared the finish line! I will forever be grateful. Father Christopher Hynes, who was there when needed most, thank you for being part of my committee. Dr. Janet Farmelee, whose sustained belief in me gave me the courage to ignore obstacles and keep moving toward the goal. To Barbara Starling who, along with Maria Polignano, provided nourishment for my body and soul during the workday. To my husband, Ted, who kept everything running on the home front and to my family, who understood when I was not with them much during the past two years. To Barbara DeLoreto and Denise Smallacombe, who led the way and helped me at every turn, especially during my freshman year! To Leslie Eram, without whose help I would be ninety and not done!

To my immediate family, each one of the original “cheaper by the dozen” crew, their mates and families, who have taught me so many lessons and given me so many gifts. “With God and family we walk the earth to heaven”...hope that the path is wide, at last count there were about sixty of us!

To my children,
Tora, Sarah; Jon, Sandra; & Jennie
And their children,
Sophia and Jon Michael

... Always know how much I love you and remember...
All that we are we will pass on to our children.
Our loves, our hopes, our dreams, our character.
Therefore let your thoughts be planted in rich soil and let your actions stand tall in a child’s eyes.
Just as the fruit does not fall far from the tree,
Children do not stray from their heroes.
And finally, in loving memory of Arthur and Ethel Weimer & Ted and Lucy Kozlik, who each taught me a great deal about how to live. – “You are the wind beneath my wings.”
DEDICATION

My partners...

To my life partner and soul mate, Ted, who inspires inquiry, growth, persistence and continuous improvement by nurturing the spiraling "WE". Our life together has taught me that together we can be better and that "when things in life seem at their worst, you need to be at your best". Thank you for more than can be expressed in simple words. I love you! I hope that this achievement in my life fulfills you lifelong dream of being married to a doctor.

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iv
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS.................................................................................... ii
DEDICATION.................................................................................................... iv
LIST OF TABLES............................................................................................. vii

I  INTRODUCTION ......................................................................................... 1
   Background ............................................................................................... 1
   Background of the Problem ..................................................................... 1
   Statement of the Problem ....................................................................... 7
   Purpose of the Study .............................................................................. 11
   Research Questions ............................................................................... 11
   Importance of the Study ....................................................................... 12
   Definition of Terms ............................................................................... 14
   Limitations of Study ............................................................................ 36

II  REVIEW OF LITERATURE ....................................................................... 18
   Historical Perspective ........................................................................... 18
   Preservice Teacher Preparation ......................................................... 27
   Professional Standards and Frameworks .......................................... 36
   Theory to Practice ............................................................................... 36
   Partnerships and Support .................................................................... 38

III METHODOLOGY ...................................................................................... 44
   Introduction ........................................................................................... 44
   Population ............................................................................................ 45
   Research Questions ............................................................................. 45
   Research Design and Procedures ...................................................... 48
   Instrumentation ................................................................................... 48
   Data Analysis ....................................................................................... 52
   Summary ............................................................................................... 53

IV  ANALYSIS OF DATA ............................................................................... 54
   Results of the Study ............................................................................ 54
   Summary of the Study ......................................................................... 56
   Nature of the Study ............................................................................. 57
   Presentations of Findings .................................................................... 58
   Analysis of Discussion ......................................................................... 60
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practice of Five Countries</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>Alignment of Research Questions to Interview Questions</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>Demographic Information of the Participants</td>
<td>59</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

Background

This chapter provides the backdrop and reasoning upon which this study is based.

This study focuses on the Alternate Route Teacher Preparation (ARTP) in New Jersey. More specifically, this study spotlights a very explicit preservice component entitled Enhanced Preservice Grant Programs, (ARTP-G) which is presently available to alternate route candidates at four locations throughout the state of New Jersey. First, this study examined and analyzed the efficacy of targeted preservice experiences by alternate route teachers who participated in ARTP-G; subsequently seeking to identify those activities identified by the ARTP-G candidate, in retrospect, to be most valuable for a successful first day, week, and month of his/her provisional teaching year. Additionally, the information provided by identified individuals, may have an added benefit of prioritizing curriculum for ARTP-G. This qualitative inquiry is designed to examine the value of specific aspects of ARTP-G at a particular regional training site in Union County, New Jersey, as it relates to the preparation of alternate route teachers for the provisional teaching year.

Background of the Problem

The history of American education includes a compilation of works that describe what good teaching is. The Art of Teaching, which can be found in Horace
Mann’s Fourth Annual Report of the Massachusetts Board of Education in 1840, talks about such things as: knowledge of studies, aptness to teach, the art of managing a classroom, and molding good behavior. In essence, the parallels to the Professional Standards for Teachers adopted by the New Jersey State Board of Education in December 2003 as part of new licensing regulations are quite remarkable. There is still agreement that a teacher must have solid subject matter knowledge, and so we have examinations to ascertain this competency, we call it the Praxis. There is still agreement that “The ability to acquire and the ability to impart are wholly different talents” and so we continue the dialogue about conceptual frameworks and pedagogy, and we include Standards 4 and 5. There is still agreement that the ability to manage a classroom is important to the overall operation of a learning environment, and so we continue to require that teachers understand human growth and development, diverse learners, the learning environment and special needs. Finally, there is continued agreement about molding good behavior and so we have included Standards 8, 9 and 10. (NJDOE, 2004).

The overriding question is: what must teachers know and be able to do in the particular settings and situations of his or her teaching job requirements? Furthermore, how do teachers acquire this knowledge, identified as necessary, and find the support and encouragement required for initial survival, which is the foundation upon all subsequent thriving as a professional teacher is based. Moreover, which of these identified skills are essential in the professional teacher’s repertoire at the commencement of his or her first job? Finally, how is the quality and success of
an ARTP program, specifically the pre-service portion, measured? Since the current literature reflects little information about what teacher candidates learn in ARTP programs, more information is sorely needed regarding the advantages and disadvantages of the ARTP option to teacher preparation. Also, the service delivery models vary so extensively that it is difficult to make generalizations about teacher preparation programs that fit under the general category of alternate route (Wilson & Floden, 2003). Therefore, examining a specific and defined model is also compelling.

In considering questions related to quality teacher preparation, as they pertain to ARTP in New Jersey; and in understanding the importance of a “good start” as essential in any undertaking, examination of the pre-service component of the Alternate Route Teacher Preparation Program becomes compelling. Since there is little information about what is learned by candidates in alternate route preparation programs, (Wilson & Floden, 2003), input from ARTP who have first hand information and personal experiences to share is extremely valuable to research regarding the strengths and weaknesses of the alternate route program.

In analyzing surveys completed by Alternate Route Teacher Candidates at the regional training center upon completion of the required 200 hours of instruction in December 2004, a trend emerged regarding the high percentage of respondents who listed learning strategies and classroom management as the aspects of the ARTP curricula that was most helpful to them (75%-100%) (Morris-Union Jointure Commission, July 2004). Additionally, informal discussions with ARTP participants and the researcher, revealed the expressed need of ARTP candidates for additional
knowledge and skill, especially in the area of classroom management and instructional strategies. Candidates informally verbalized that they felt confident in their own ability and mastery of specific subject matter but lacked knowledge and experience in the pedagogy of teaching. Their personal insights echoed current research:

Many other studies emphasize the central role of content knowledge and pedagogical expertise. Most states require some evidence of this knowledge as a prerequisite for licensing. The National Board for professional teaching standards (1991) has as one of the five main principles that is assessed as part of the certification process that “teachers know the subjects they teach and how to teach those subjects to students.” (p.3) (Danielson, 1996, p.122)

The format and curriculum of ARTP-G is constructed with the New Jersey Professional Standards for Teachers in mind and provides a ample and surface exposure, if you will, to the required 200 hour curricula of Phases I, II, and III. (see Appendix 1). The ARTP-G program targets instructional topics articulated in ARTP curriculum, which are taught in a specific sequence as the candidate observes a model teacher to whom he/she is assigned for 15 hours. Participants analyze and reflect on the specific observations with the model teacher, relating topics of instruction to classroom practices in action (see Appendix G). The format of ARTP-G allows the preservice participants to then return to the regional training site after each scheduled observation to communicate, discuss and collectively reflect on the process each participant experienced. The practice of beginning and ending a specific learning
experience with a specific group who support, encourage and learn with and from each other is referred to as a cohort model. Participants describe the preservice experience of ARTP-G as this type of model.

In addition to the New Jersey Professional Standards for Teachers, which is based on the national model of professional standards for teachers, the conceptual frameworks for this research also includes the four domains identified by Charlotte Danielson: planning and preparation, the classroom environment, instruction, and professional responsibilities, as well as the work of Lee S. Shulman (2004a) (2004b).

First, the New Jersey Professional Standards for Teaching (NJDOE. 2004) presently serve as a guide for teacher preparation curricula in New Jersey. (see Appendix E)

The professional standards serve as the foundation for a more thoughtful certification system, more productive preservice education and induction programs, and more effective and relevant professional development. (NJDOE 2004, p. 7)

Upon further investigation, it is easy to see that the New Jersey Professional Standards for Teaching are strongly rooted in one of the initial goals of reform, which was the professionalization of teaching (Shulman, p. 92-93, 2004a). Professional Standards articulate a "knowledge base for teaching." Teacher knowledge minimums are identified in Shulman’s early works (2004a) as:

1. Content knowledge;
2. General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter;

3. Curriculum knowledge, with particular grasp of the materials and programs that serve as “tools of the trade” for teachers;

4. Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;

5. Knowledge of learners and their characteristics;

6. Knowledge of educational concerns, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and

7. Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

The Holmes Group (1886) and the Carnegie Task Force (1986) argue that this knowledge base should frame teacher education and directly inform teaching practice. Subsequently, we have experienced the changing tides of reform and the frameworks that now strongly influence our present practices. Additionally, policy has influenced practice as we see the emergence of the Praxis as a requirement for teacher licensure in New Jersey. The influence of Charlotte Danielson’s work (1996) in relation to the Praxis, which was designed for the Educational Testing Services in Princeton, has, in turn, created the impetus for and influence of Danielson’s framework (2000) for
teaching as it relates to teacher training and teacher evaluation. Shulman, who appears to have influenced Danielson's work, states that

...the process wherein one moves from personal comprehension to preparing for the comprehension of others, is the essence of the act of pedagogical reasoning, of teaching as thinking, and of planning—whether explicitly or implicitly the performance of teaching. (Shulman p.102, 2004a)

Statement of the Problem

Presently, significant gaps exist in the present literature regarding what constitutes quality alternate route teacher preparation programs. Information about quality alternate route teacher preparation programs are important because nationwide, the dilemma of how to adequately staff public school classrooms with highly qualified teachers abounds. According to Stephan F Brumberg (Ravitch, 2000), there is both a teacher quality and teacher supply crisis. Surveys of the need for an adequate number of certified teachers willing to work, especially in hard to staff schools and critical need areas, (Ingersoll, 2003), support the notion of alternative ways to teacher certification. Additionally, every public school in the United States is now required to comply with the mandates in the No Child Left Behind Act of 2001, which includes providing a Highly Qualified Teacher in every classroom.

New Jersey was a trailblazer in the endeavor of creating an alternate route to teacher preparation as part of the Provisional Teacher Program (PTP). Since the
inception of the Provisional Teacher Program in 1985, more than 23,000 alternate route and 44,000 traditional route teachers have been recommended for standard certification by school principals throughout the state. (NJDOE, p. 1, December 2005)

In 1983, the same year that a Nation at Risk was released by the National Commission on Excellence in Education, New Jersey initiated an alternative pathway to teacher certification by creating a provisional teacher program. Alternate route to teacher certification in New Jersey, was born of issues related to educational reform. Specifically, Alternate Route Teacher Preparation in New Jersey was created in response to the findings of a commission, created by the New Jersey legislature that found New Jersey’s teacher preparation programs were producing poorly educated graduates (Klagholz, 2000). Since that time, many variations on the theme of alternate route to teacher preparation have been created, however, one thing is common among all programs; alternate route teachers have either limited or no preservice experiences. Said differently, the maximum formal preservice experience presently available for an alternate route teacher is approximately 20 hours of instruction coupled with a 15 hour observation of a model teacher. This particular program (20 hours + 15) called the Alternate Route Teacher Preparation-Grant (ARTP-G), exists as a grant and operates in four separate locations in New Jersey. This preservice option is also known as Enhanced Pre-Service Grant Programs.

Since there are significant gaps in the literature regarding what constitutes a quality alternate route teacher preparation program, as well as how the quality and the
success of alternate route teacher preparation program are measured, this researcher seeks to explore the value of the preservice component of the ARTP at a regional training site in New Jersey.

Current research indicates that there are many positive aspects and indications for alternate route teacher preparation programs, such as candidates who are older, minority male, and have experience working in urban settings. However, Alternate Route Teacher Preparation still tends to err on the side of getting these prospective teachers into the classroom too soon (Feistritzer, 2005). One of the criticisms of the alternate route teacher preparation program is that while candidates usually have adequate to excellent subject matter knowledge, as well as life experience and maturity in many cases, they have little or no formal training in pedagogy (art or science of teaching).

"... Alternative programs that provide little pedagogical preparation for new teachers prior to their entry into the classroom still shortchange those teachers and their students" (National Partnership for at Risk Schools, 2005, p.9)

In February 2001, the Center for the Study of Teaching and Policy prepared a research report for the U.S. Department of Education entitled Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations. Question 5 of that document asks: What are the components and characteristics of high quality alternative certification programs? Research conducted by Stoddart (1990) and Grossman (1989) (as cited in Wilson, 2001) found that when teachers did not have formal understanding of how to represent the subject matter to their students, they fell...
back on instructional strategies that worked for them as students in high school or
college. "These strategies were largely idiosyncratic and ill-suited for the students" (p.
37). In that same report, the researchers extrapolated, among other things that
extensive pedagogical training in instruction, management, curriculum, working with
diverse students, and practice in lesson planning and teaching prior to taking on full
responsibility as a teacher, were among the several important features important to
high quality teacher preparation.

One of the significant gaps in the research pointed out in *Teacher Preparation
Research: Current Knowledge, Gaps, and Recommendations* (Wilson, Floden, &
Ferrini-Mundy, 2001) is that we need to: Document and analyze the professional
knowledge (both subject matter and teaching) that graduates of alternate routes
acquire and, how they acquire it, and relate that knowledge to teaching practice (p.
31).

It is compelling then, that the Alternate Route Teacher Preparation Program
(ARTP) is analyzed; specifically in relation to how pedagogical competency is
acquired and related to teaching practice. What better place to start than at the very
beginning, specifically, the preservice component, ARTP-G; and what better to
examine than the necessary competencies that ensure a good start for the teacher and
his or her charges, as perceived by those who are presently experiencing this
preparation process.
Purpose of the Study

The purpose of this study is to examine and analyze the efficacy of the existing preservice experiences of alternate route teachers by asking them to identify those activities, in retrospect, most valuable for a successful first day, week, and month of school at the commencement of his/her provisional teaching year. This qualitative inquiry is designed to examine the value of specific aspects of the preservice component entitled Alternate Route Teaching Preparation - Grant (ARTP-G) as it relates to the preparation of alternate route teachers for the jobs they are hired to do during the provisional teaching year in New Jersey.

The aim of this study is to gather information that will assist in better understanding the value of preservice teacher preparation for the alternate route candidate. It is important to understand personal points of view as expressed by those who have experienced this particular route to teacher preparation. This study is designed to explore common themes and trends through frequency, specificity, emotion and extensiveness presented by those who have experienced it first hand.

Research Questions

The design of the study will use qualitative methods to answer the following questions:

What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?
What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?

What specific insights were gained as a result of observation and conferencing with model teachers?

How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year?

What are the similarities and differences between what was observed with the model teacher and first job experiences?

What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

Importance of the Study

Since 1983, the same year that a Nation at Risk (National Commission on Excellence in Education, 1983) provided reports that served as a wake up call to commence educational reform, alternate route to teacher preparation has been part of the Educational Reform initiative in New Jersey. Currently, the No Child Left Behind
Act highlights the notion of teacher quality and its relationship to student achievement. Since the alternate route to teacher certification is also a short-term solution to "critical need" area teachers, this study will serve to enlighten teacher educators, educational administrators, and policy makers regarding essential components of high-quality alternate route teacher preparation programs. The study will also serve to identify the essential skills, knowledge, and insights necessary for a successful beginning for specific jobs that alternate route candidates are initially hired to fill. The findings may also aid in prioritizing the pre-phase curriculum for alternate route teacher preparation candidates.

It is anticipated that this study will: (a) Aid in establishing a larger body of literature regarding the importance of coupling content knowledge with pedagogical competencies in creating quality alternate route teacher preparation programs in New Jersey thereby producing more effective teachers for students in New Jersey Schools. (b) Contribute to a larger body of literature on what constitutes quality programs for alternate route teacher preparation. (c) Assist state and local policymakers and in formulating regulatory policies related to teacher preparation in New Jersey. (d) Assist administrators and teachers in clarifying their attitudes about what constitutes a quality alternate route teacher preparation program by considering the value of a preservice component.
Definition of Terms

Alternate Route Teacher Preparation Program (ARTP) means a non-traditional teacher preparation program.

Alternate Route Teacher Preparation Program-Grant (ARTP-G)/Enhanced Preservice aka Enhanced Phase IIA is a grant provided by the State of New Jersey to Certificate of Eligibility (alternate route); requires: (a) Bachelor’s degree; (b) Academic major (60 liberal arts credits for the elementary or P-3 CE; 30 credits in a coherent sequence for secondary CE (approved college programs vary); GPA of 2.5 for candidates graduating prior to September 1, 2004, 2.75 for September 1, 2004 and after; (c) Test requirement-passing score on the appropriate Praxis test.

Certificate of Eligibility with Advanced Standing (traditional route): (a) Bachelor’s degree from an accredited college or university; (b) Academic major (60 liberal arts credits for the elementary or P-3 CEAS; 30 credits in a coherent sequence for secondary CEAS (approved college programs vary); GPA of 2.5 for candidates graduating prior to September 1, 2004, 2.75 for September 1, 2004 and after; (c) Test requirement-a passing score in the appropriate Praxis test; (d) College teaching training Program, including student teaching.

Preservice Experience means a formal program under the auspices of the state department of education or school of education, designed to provide supported experiences to prepare a teacher candidate for the job of teacher.

New Jersey Professional Standards for Teachers Praxis series Assessments provide tests and other services that states use as part of their teaching licensing.
certification process. Conceptual Framework for teaching means an agreed upon set of standards for excellence, based on research, that provide direction about what teachers should know and be able to do. A framework for professional practice is used to structure dialogue and provides a reference point for Regional Training Centers. New Jersey Department of Education approved site where the Alternate Route Provisional Teacher Program is held.

Phase 1. A. Formal Instruction (20 Hours) is offered to all holders of certificates of eligibility regardless of receiving a promise of employment. The purpose of this component is twofold: (a) to provide an opportunity for all potential alternate route candidates to explore classroom organization and management techniques and other survival skills for new teachers, and (b) to begin fulfilling the 200 hours of instruction prior to hiring in preparation for employment whenever employment begins.

Provisional Teacher Program (PTP) is a program in which all novice teachers are supported and supervised by experienced professionals in their schools while working under provisional certificated. After completion of the PTP a teacher may be recommended for a permanent certificate.

Traditional Route teacher preparation means an approved collegial teacher preparation program.

A Model Teacher is responsible for meeting with the ARTP-G participant immediately before and after classroom observation session to discuss the specific
focus/topic of the observation and respond to questions the ARTP participant may have; organize, plan and teach a total of 15 hours per Phase 1A cycle while ARTP participant observes; and provide feedback to the ARTP Grant Project Director related to the conference and observation process at the end of the 15 hour clinical experience.

**Mentor Teacher** means a certified, experienced teacher who is assigned to provide support and guidance to a novice teacher.

**Provisional Teacher Program** means the school based training and evaluation program provided to all novice teachers during their first year of teaching in New Jersey.

**Provisional Teaching Year** means the amount of full time teaching under provisional certification required of a first year teacher before he or she can be approved for standard teacher certification.

**Limitations of the Study**

The study is limited to the responses of alternate route teacher preparation candidates who participated in the ARTP-G program at a Regional Training Site in Union County, New Jersey (20 hours of instruction with 15 hour observations of a model teacher) and are presently hired as a teacher completing his or her provisional teaching year.
The study is limited to the possible personal and professional biases of respondents due to their own life experiences or former training.
The study is limited to the chosen form of methodology.
The study is limited to the sample size of the interviewees.
The study is limited to the question route designed by the researcher.
The study is limited to the analysis of the responses by the researcher.
Chapter II

REVIEW OF LITERATURE

The review of the literature, provided in this chapter, is divided into five sections, which include: a historical perspective of alternate route; pre-service teacher preparation; professional standards and frameworks for the teaching profession; theory to practice; and partnerships/supports for new teachers.

Historical Perspective

The history of New Jersey’s alternate route to teacher preparation program officially began in New Jersey in 1978 when the State Legislature created a Commission to Study Teacher Preparation Programs in New Jersey Colleges (CSTPP). The purpose of this committee was to study existing teacher preparation programs in New Jersey and to report their findings. Since there are many models for what constitutes an alternate route program as well as inconsistency in researchers definitions (Miller, Mc Xenna, & Mc Xenna 1998; Zeichner& Schurie, 2001), this study seeks to review what current research is telling us about state sponsored alternate route teacher preparation programs, which is the category and type that New Jersey’s Provisional Teacher Program would be classified under.

Since the 1990’s, the results of teacher preparation research provided the impetus for construction of teacher preparation as a policy problem (Ballou & Podgursky, 2000; Darling-Hammond, 2000a; Education Commission of the States, 2000) rather than as training or a learning problem, which was the focus of research
on teacher preparation in the previous decades (Lagemann, 2000). In their 1999 report, *Better Teachers, Better Schools*, Kanstoroom and Finn (1999) advocated the deregulation of teacher education. The Thomas B. Fordham foundation, directed by Chester E. Finn, Jr., called for reforms that included alternate route to teacher certification that allowed college graduates to enter teaching sans pedagogical preparation or supervised fieldwork. Chester Finn, in the forward to *Growing Better Teachers in the Garden State: New Jersey’s “Alternate Route” to Teacher Certification* (Klagholz, n.d.), “What’s especially noteworthy about the alternate certification program...is that it was designed not to respond to teacher shortage but as part of a broader effort to boost teacher quality” (p. ).

Various studies were conducted in the 1980’s to assess, analyze, and review research that began to link teacher education to student achievement (Evertson et al. 1985; Haberman 1985a; Hanushek 1989). The mixed findings and conclusions of this research coupled with the political agenda that was initiated at that time, served to influence our present conversations regarding teacher preparation within and outside the educational community. Studies conducted after 2000 are clustered into three groups (Cochran-Smith & Zeichner) the first group includes research from strong supporters of fully prepared and fully certified teachers for all children like Linda Darling-Hammond. Darling-Hammond’s review of literature on teacher preparation found that teachers’ qualifications contribute significantly to teacher effectiveness and student achievement. The second group of research (Abell Foundation, 2001a, 2001b; Ballou & Podgursky, 2000; Whitehurst, 2002) reported that while verbal ability and subject matter knowledge had impact on pupil achievement, little evidence existed on the necessity of university based teacher education programs. Groups one and two continued to question the validity
of the others research. Group one and group two were strongly associated with what most would label a liberal or conservative political agenda, respectively. The final category of researchers (Allen, 2003; Lauer, 2001; Rice, 2003; Wilson & Floden, Wilson et al., 2001) concluded that teacher preparation and certification had a positive impact on educational outcomes in some content areas and at certain grade levels. Further this group was fairly consistent reporting that while “research base regarding teacher preparation is thin” (Wilson et al., 2001, p. 1), “there is no merit in elimination of all credentialing requirements” (Rice, 2003, p. 2). The stark differences in the findings of these research reports may be partially explained by reform agendas advanced by each group. The value laden nature of educational research, for example can easily be use by policymakers to advance their own agenda (Earley, 2000).

There have been various studies conducted regarding state sponsored alternative route programs and traditional programs. Natriello and Zimwalt (1992, 1993) studied various aspects of the state sponsored alternative program in New Jersey. They found, among other things, that alternate route teachers were more likely to be working in urban districts in their first year of teaching than college prepared teachers. They also found that alternate route teachers were more likely to be teaching in low socioeconomic urban districts and in middle grades than college prepared teachers. Retention rates, according to this research showed little difference between traditionally prepared and alternatively prepared teachers. Subject areas differentiated were noted in math. Alternate route math teachers expressed less interest in remaining in teaching and a significantly lower percentage of the alternate route teachers actually remained in teaching for over three years.
These differences suggest that viewing alternative route programs generically may be misleading... subject matter and grade level differences are important in considering the consequences of alternative route programs. (Natriello & Zumwalt 1992, p.72)

State sponsored programs have also been a research focus in Connecticut, Georgia, and New Hampshire. For example, the alternate route program structure in Connecticut is different than New Jersey. Bliss (1990) conducted a study comparing the teaching performance of traditionally trained and alternate route (8 week summer program consisting of integrated curriculum, ...and 2 years of mentoring and assessment) teachers. The question asked was "to what extent has the Alternate route to certification in Connecticut realized its objectives of bringing exceptionally qualified individuals with diverse backgrounds into the profession?" It was found that 88 percent of supervisors felt that alternate certification teachers (N=30) were stronger that other beginning teachers (N=45) and that all but 3 supervisors said they would rehire the alternate route teachers. Additionally, observation assessments of these included in this study indicated that all 5 elementary and 18 of the 25 secondary alternate route teachers met standard. This was compared to 29 of 32 elementary and 9 of 13 regular teachers.

In Georgia, researchers (Gayton, Fox, & Sisk 1991) asked, "What are the attitudes, performance, and experiences of first year teachers who have been prepared through Georgia's alternative certification program?" The findings of this study indicated that regularly certified and alternatively certified teachers were similar on all measures. However, alternatively certified teachers rated their program higher after the first month whereas regularly certified teachers felt better about teaching at the end of the year.
Finally, in New Hampshire (Jelnberg, 1996) researched how college based teacher education programs compare to state sponsored Alternative certification programs. There were significant differences favoring college based programs in all but 1 of 27 areas.

In the final analysis of the four studies that focus on state sponsored alternate route programs, it is difficult to determine to what extent the outcomes were influenced by the preparation program and which aspects may be influenced by individual teacher characteristics.

The state sponsored Provisional Teacher Program in New Jersey began in 1985. Eligibility for the alternate route presently includes: (a) Bachelor’s degree; (b) Academic major

a. Liberal arts major or 60 liberal arts credits for the elementary or P-3 CE

b. 30 credits in a coherent sequence for secondary CE (approved college programs vary.

c. GPA of 2.5 for candidates graduating prior to September 1, 2004, 2.75 9/1/04 and after

d. Test requirements- a passing score on the Praxis test in the area of certification sought.

The Provisional Teacher Program (PTP) is a program in which all novice teachers are supported and supervised by experienced professionals in their schools while working under provisional certificates. After completion of the PTP a teacher may be recommended for a permanent certificate (NJDOE, 2005).
Beth traditional route candidates who hold a certificate of advanced standing (CEAS) and the alternate route candidates who hold a Certificate of Eligibility (CE) participate in the PTP. The requirements for those holding a CEAS and those who hold a CE differ. Specifically, the alternate route candidate who holds a CE must participate in (1) Mentoring, including 20 days of full time mentoring, followed by 30 weeks of less intensive support (The 20 day mentoring requirement may be modified for participants who have completed a preservice training component (ARTP-G)); (b) Supervision and Evaluation consisting of two formative evaluations and a final, summative evaluation, which includes a recommendation for or against standard certification; and (c) Formal Instruction

1. Elementary or subject area CE: 200 hours of instruction
2. Pre-school through Grade 3 CE: 13-17 credits at colleges or universities offering the P-3 pedagogy
3. Special education, ESL or bi-lingual/bicultural CE: 200 hours of standards based pedagogy and college/university program of 21-27 credits.

Additionally, Regional Training Center Instruction is available and typically includes:
200 hours of instruction in 4 phases: (a) Phase 1A − 20 hours; (b) Phase 1B− 60 hours; (c) Phase 2− 60 hours; (d) Phase 3-60 hours.

Furthermore, programs with pre-service training options for holders of CE’s presently include: (a) Fairleigh Dickinson University MAT Program; (b) New Pathways to teaching at NJCU; (c) Montclair TRUST program; (d) New Jersey Consortium for Urban Education; (e) Richard Stockton College Summer to summer certification Program; (f) 20
hour Phase 1A Phase offered at regional training centers throughout NJ; (g) Rutgers University-CESP First Days of School Fellowship; (h) MUJC Jump Start to Teaching; (i) Rowan University Alternate Route Pre-Service Program; (j) Essex County Provisional Teacher Training Consortium Alternate route Pre-Service Training Program.

The ARTP-G program is a preservice opportunity offered at four locations in partnership with the New Jersey State Department of Education (NJDOE). A recent advertisement to the general public bills the program this way:

This program, made available through a NJDOE grant, is designed to enable candidates who are interested in teaching, but have not completed traditional teacher certification program, to become teacher candidates through an alternate route. To qualify...individuals must have a Bachelor's Degree and Certificate of Eligibility from the NJDOE.

...we will offer qualified candidates, who are not currently teaching, an opportunity to participate in the initial phase of the Alternate Route Provisional Teacher Program (ARTP). This program consists of the first 20 hours of the 200 hour ARTP program and 15 hours of classroom observation.

Recent data collected by the NJDOE regarding ARTP-G is as follows:

**Summary of Telephone Interviews with Enhanced Phase 1A Participants**

The following represents a summary of the telephone interview results performed during July-August 2005. A total of 60 individuals were contacted from each of the four providers of Enhanced Phase 1A instruction. A total of fifteen individuals were interviewed from each provider. The interviewees were asked 7-8 questions on the formal instruction and clinical components of the program.
Since the NJDOE has an outline survey, the Assessment of Formal Instruction, which asks many questions about the formal instruction, most of the questions in the interviews centered on the clinical component. The summaries that follow include the responses of all sixty participants and also responses as broken down by provider.

**Summary of All Participant Responses**

1. Students benefited most from learning about classroom management techniques, engaging in classroom discussions, and observing their classroom cooperating teacher. Students also enjoyed designing a lesson and presenting it to the class.

2. Students identified classroom organization and classroom management techniques as the skills they learned from their classroom cooperating teacher.

3. For those institutions which provided students an observation checklist or summary sheet, students said that the forms provided structure to the observation so they knew what to observe. In addition, other students mentioned that the checklist provided an opportunity to recall what they saw for future class discussions.

4. One institution provided mentors to their students, which was beneficial in providing support and advice. Other students received positive feedback from the classroom cooperating teacher after observing or presenting a lesson.
5. Two institutions gave students the opportunity to teach or co-teach a lesson in their cooperating teacher’s class. Students overwhelmingly stated that it was a positive and enjoyable experience although a number of students were very nervous and felt stressful prior to the experience.

6. Students were asked to identify the one aspect of the program in need of greatest improvement. Results were varied across the four providers. Students identified help in finding a job, more time to cover course content could be covered, and the need to have program administrators return phone calls regarding receiving their Phase 1A certificate.

7. The sequence of observations and coursework as scheduled by the individual institutions was found to be acceptable by the majority of students. Students enjoyed the flexibility of making the observations in conjunction with their work schedule. However, there were several comments by the students which included:

   a. having classes in between the observations or at the end of the course to discuss the observations;
   b. the classroom course content related to the observation was sometimes not covered before the observation occurred;
   c. the observation occurred long after the classroom course content related to the observation was taught.

8. Of the sixty students, seventeen had secured (28.3%) teaching jobs in a public, private, or parochial school for September 2005. Fourteen of the seventeen students found jobs in a public school setting. For those who
were actively seeking employment but were unable to find a job, many students voiced their frustration and felt that school districts were prejudiced against them. Many students had sent out a large number of resumes but did not hear back from any school districts. (NJDOE, 2005)

Preservice Teacher Preparation

The literature on preservice teacher preparation can be summed up in Marzano’s (1992) definition of the curriculum in the United States as being miles wide and an inch deep. Most of the studies that have been conducted are found in individual subject areas, and focus on the pedagogy of those specific subjects.

Most research relating to instruction of methods for teaching, and related field experience in a school, consisted of psychological studies under the direction of federally funded research centers (Fuller & Bown, 1975; Peck & Tucker, 1973; Turner, 1975). The early research studies on preservice teachers, which were conducted prior to 1975, examined short term gains in professional knowledge, increased knowledge of students, and greater acceptance of students from diverse backgrounds, to name a few.

Limited research in the area of preservice education was noted by the editor of the first Handbook of Research on Teacher Education (Houston, 1980, p.ix); “the research basis for such important work as educating the nation’s teachers is still extremely thin.” Since programs differ in conceptions of what a good teacher should be Doyle (1990), in the first chapter, urged and “explanation of how a practice works and what meaning it has to teachers and students in a particular context” (p.20). Additionally, the chapter summarizing research on preservice field experiences for teachers (Guyton & Mertyle, 1990) found that there was a disconnect between program goals and student
teaching experiences. The findings also noted that few structures existed to support cooperation or resolve conflict among all stakeholders. In the second edition, Handbook on Research in Teacher Education (Skula, Butterly, & Guyton, 1996), it was noted that there was a movement toward defining the purpose of field experiences and clarifying the goals of teacher education, but that data was lacking regarding “quantifiable and qualitative data that will enable teacher educators to determine if these programs are, indeed, preparing more thoughtful, reflective teachers; that is, teachers who are more effective in the classroom, than those prepared in a more traditional, apprentice program.” (p.173). Worthy of note is that in the summaries of these chapters, the findings of teacher education practitioners began to appear in the summaries. Subsequently, Wideen et al. (1998) advocated a more comprehensive view of understanding how individuals, institutions, programs and ideas are interrelated. “We can no longer regard courses, programs, and other participants and structures of teacher education as unchallengeable and operating in isolation” (p.169). In support of these recommendations, Munby et al recognized fundamental tensions between academic researchers and teachers, the coursework and programs and even within the teaching profession itself. Considering both philosophical thought and practical application, this study implores acknowledgment of the complexity of teacher knowledge and practice; warning of the consequences of ignoring or diminishing those complexities. Moreover, Sleeter (2001) states that “It is quite possible that debates about limitations of positivism have produced generations of scholars who have not learned to use tools of positivists research such as gathering quantitative data, having learned to equate such tools with how they have been
used historically” (p. 240). Sleeter urged longitudinal studies that would follow students through teacher education programs into the classroom and beyond.

In further reviewing the research, there appears to be a shift from an earlier notion of method as a teaching behavior to a notion of engaging and modifying cognition. A person’s beliefs, intentions, knowledge, and skills interact continuously in classroom teaching. Therefore, in an effort to integrate recommended teaching practice with actual teaching practice, much of the research documents how methods, courses, and outside assignments complement each other. Methods courses are usually a natural lead into early field experiences, which are typically followed by student teaching in traditional teacher preparation programs. Whether or not methods courses are coordinated with student teaching varies. Evaluating the student teacher is sometimes a joint effort and responsibility shared by a university supervisor and a cooperating teacher. Within the university, there may not be coordination between the methods professor and the student teacher’s supervisor.

Most of the research on preservice teacher education is found in studies related to specific subject areas (English, Mathematics, Science, Social Studies). The overriding findings of these studies moved researchers to recognize the conceptual complexities involved in continuous development of one’s practice.

Recently, another body of research has emerged in relation to professional development schools, which are partnerships between universities and school districts. Of the sundry studies published regarding professional development schools (PDS), six evaluated how well the experience of a PDS prepared preservice teachers by (a) comparing the PDS experience to the traditional teacher preparation program (Blocker &
Mantle-Bromley, 1997; Connor & Kilmer, 2001; Mantle-Bromley, Gould, McWhorter, & Whaley, 2000; Sandholtz & Wasserman, 2001; Walling & Lewis, 2000) and (b) surveying PDS graduates and administrators in schools where they worked (Van Zandt, 1998). The findings of these studies include: PDS students being superior to traditional students on all measures, except stress (Hopkins, 1997); PDS students being more enthusiastic and confident (Sandholtz, 2001); PDS students being more aware of systemic issues in education and viewed teaching as a career rather than a job (VanZandt, 1998).

After their preservice experience, PDS preservice teachers were more prepared to address situations they had seen and or experienced in their preservice training but felt unprepared to address issues they did not see modeled in their schools (Cobb, 2000).

Professional Standards and Frameworks

Many indicators have been identified in the literature by sundry researchers relating to qualities of effective teachers (Stronge, 2002). The headings listed by Stronge are: Verbal Ability, Knowledge of Teaching and Learning, Certification Status, Content Knowledge, and Teaching Experience (p.12). In considering the fact that content knowledge is the area cited most often by the fifty three studies listed, it is not surprising that Standard one of the Professional Standards for Teachers is Subject Matter Knowledge. The New Jersey Professional Standards for Teachers standards are:

Aligned with the Core Curriculum Content Standards, as well as national professional standards...illustrate the wide range of knowledge and abilities contemporary educators must possess to provide high quality instruction and support students result (NJDOE, July, 2004, p. 7).
The result of aligning the Professional Standards for Teachers to the required coursework for ARTP, delivered at the regional training site, resulted in recently authored curricula. (see Appendix F). In addition to the curriculum for Phase IB, II and III, the outlines for ARTP-G coursework are also based on the curriculum for Phase IA (see Appendix F).

A growing body of literature emerged since that 1970's which led educators in the direction of embracing the value of frameworks for teaching practice. Without a framework that provides stated expectations, it was apparent that beneficial dialogue with the goal of improving teaching practice, could not take place.

Even though educators have not yet fully exploited the use of a framework to structure dialogue about teaching, the concept of a framework for professional practice derives from a long and highly respectable tradition. (Danielson, 1996, p. 7)

Danielson (1996) further states that:

The origin of identified components of professional practice lies in a combination of Madeline Hunter’s work and research in process-product and cognitive science. Hunter was one of the first educators to argue persuasively that teaching is not only an art but also a science; some demonstrable practices are clearly more effective than others... Wittrock (1986) contributed to the collective knowledge base of educators by publishing the series Handbook of Research on Teaching (p. 1).

Danielson’s framework is divided into four domains, (a) Planning and Preparation (b) The Classroom Environment (c) Instruction and (d) Professional Responsibilities.

The Components of Professional Practice are further broken down into components, which are listed under each domain (see Table 1).
Components of each domain are then listed and can be used to guide teachers through an evaluation process of continuous improvement. A rating scale is defined under the headings as follows: Unsatisfactory, Basic, Proficient, and Distinguished.

In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility.” The framework is designed to assist professional teachers through various stages of growth and development. (Danielson, 1996 p. 60)

Additionally, Danielson and Mc Greal (2000) provide a historical account, which traces the evolution of successful pedagogical practice of teaching in Teacher Evaluation: To Enhance Profession Practice. Noteworthy, in this publication, is the fact that the study of effective teaching did not arrive on the scene until the 1970’s. In tandem, observation techniques as well as “clinical supervision,” which were seen as tools to provide more accurate ways of describing what was taking place in the classroom, emerged. “teacher effectiveness...attempted and, in many cases did show connections between teacher behavior and basic skill acquisition” (p. 13).

In the early 1980’s, Madeline Hunter added to the body of research by creating methods, based in theory, to assist in looking at teaching practices. Hunter’s model was rooted in behaviorism in regard to how it views learning theory (Hunter, 1982). Hunter argued that teaching was not only an art but also a science with demonstrable practices that were more effective than others. Hunter’s model comprises a set of teaching practices: seven step design: (a) objectives, (b) standards, (c) anticipatory set, (d) teaching input, modeling, check for understanding, (e) guided practice/monitoring, (f) closure, and (g) independent practice to improve decision...
making for teachers and learning for students. A heavy emphasis on classrooms that were structured and teacher centered was encouraged by Hunter's work. Although Hunter's work clearly confirmed the critical role that teachers play in student learning, it was often seen as the "only" way to teach.

Research on effective teaching has shifted since then. Targeted skills for students include a greater emphasis on more complex outcomes such as critical thinking, problem solving, collaborative learning, student centered learning, and team building, to name a few. The shifts in desired outcomes have influenced the language of what constitutes "good teaching." The behaviorist perspective of teaching faded into the background as cognitive learning theory emerged. Cognitive theory acknowledges, "the social nature of learning, the importance of context on understanding, the need for domain specific knowledge in higher order thinking, and the belief that learners construct their own understanding of topics that they study" (Danielson & Mc Crel 2000, p.14). The intent of cognitive theory was not to detract from acknowledgement of "teacher effects" on student performance but to add to a body of knowledge. An evolution took place that acknowledged deeper and more complex consideration of student outcomes.

Prominent national organizations have proposed and subsequently provided structures that assist in informing teaching practice. The Interstate New Teacher Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), National Association of State Directors of Teacher Education and
Certification (NASDTEC), and the National Council of Accreditation of Teacher Education (NCATE) have all provided standards for teacher competencies.

There appears to be consensus regarding what effective teachers should know and be able to do. There is also acknowledgement that a teacher’s role is broad and includes various roles and responsibilities. Instruction is oftentimes considered the hub of the teacher’s performance. Roemenshine and Stevens (1986) have identified what it is teachers do when they teach well structured subjects: (a) Begin a lesson with a short review of previous, prerequisite learning. (b) Begin a lesson with a short statement of goals. (c) Present new material in small steps, with student practice after each step. (d) Give clear and detailed instructions and explanations. (e) Provide a high level of active practice for all students. (f) Ask a large number of questions, check for student understanding, and obtain responses from all students. (g) Guide students during initial practice. (h) Provide systematic feedback and corrections. (i) Provide explicit instruction and practice for seatwork exercises and, when necessary, monitor students during seatwork.

Again, and always considering the complexities of the roles and responsibilities of a teacher, other education researchers and theorists began to define and identify “teacher effects” as a necessary part of the teacher’s repertoire. Shulman (1987) notes, “effective teaching principles deal with making classrooms places where pupils can attend to instructional tasks, orient themselves toward learning with a minimum disruption and distraction, and receive a fair and adequate opportunity to learn”(p.10). In addition to the crucial role that classroom environment plays in the
learning process, the teacher must understand content as well as key concepts and principles within that content. "To teach is to understand. We ask that the teacher comprehend critically a set of ideas to be taught. We expect teachers to understand what they teach and, when possible, to understand it in several ways" (p.14). Teacher knowledge minimums are identified in Shulman's (1987) early works as: (a) Content knowledge; (b) General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; (c) Curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers; (d) Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding; (e) Knowledge of learners and their characteristics; (f) Knowledge of educational concerns, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and (g) Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

In summary, standards have been adopted by state and national organizations that embrace and endorse the notion of frameworks for teaching practice. Said differently, a measure of what professional teachers should know and be able to do. Historically, Madeline Hunter's work (1982) first identified teaching as a science with clearly defined and palpable practices. Following this, various authors and researchers addressed the components of a professional teacher's practice (Shulman). For

Theory to Practice

It is not at all unusual for university based professionals to hold quite different conceptions of good practice than do field based professionals…. almost universally the case in professional preparation that the students arrive at…the fifth grade class where they are student teaching (and told) to forget all the nonsense they were taught in the university because now they will learn the way it is really done. (Shulman, 2004b, p.534).

The idea of an apprentice and laboratory model (looking backward) and laboratory model (looking forward) for teacher preparation is found in the literature as early as 1904 in John Dewey’s essay entitled “The Relation of Theory to Practice in Education.” Almost one hundred years later, Shulman (2004) critiques and subsequently summarizes Dewey’s article in Theory, Practice and the Education of Professionals. The incongruities noted in Dewey’s championing the notion of the student’s perspective in K-12 education, with little or no attention to teachers’ perspectives in teacher education, perplexed Shulman. Ultimately, Dewey endorsed a middle ground notion that supported knowledge and understanding of theory, situated
in practice. Although Dewey preferred the laboratory perspective as a more mature approach to professional education, cognitive scientists appear to have embraced the notion of "cognitive apprenticeships" which achieves its goals by "embedding the learning in the social context of practice, permitting the apprentice to move from observation, to limited participation, to full responsibility slowly and with serious modeling and supervision" (Shulman, 2004b, p. 541). In summary, Shulman (2004b) extols the virtues of pedagogies that foster the combining of theory and practice. Educational research on pedagogy as preparation for professional practice presently addresses single pedagogies only. In addition to case methods, microteaching and laboratory experiences (Gage, 1978), computer simulations, Strang (1987, 1989), video technology an hypermedia (Lambdin, Duffy, & Moore, 1997), portfolios (Zeichner & Wray, 2001) and practitioner research (Zeichner & Nolfke, 2001) have provided literature pertaining to single pedagogical approaches to teacher preparation.

The presenting problem regarding research on the pedagogy of teacher education manifests itself in the complexities of addressing the interrelationships of a singular pedagogy to the larger context of the teacher education program. When one considers the intricacies of creating tools to measure the nature of teaching practice, no single pedagogical approach will meet the requirements of preparing teachers.

Based on a review of the literature, there appears to be a need for further research in the area of how teachers should be taught. Attention to pedagogy in the area of teacher preparation appears critical in light of the fact that how a teacher teaches effects what a teacher teaches (Loughran & Russell, 1997).
Noted as a valued pedagogy for combining theory and practice, case study method is commonly used in other professional fields such as law (Kronman, 1993); business (Barnes, Christensen & Hansen, 1994); and physical therapy (Rose, 1999). In the Introduction to his essay on Teacher Portfolios: A Theoretical Activity (assisted in Shulman, 2004b) begins by asserting that a portfolio is a theoretical act; that is, by creating a framework with which to both document and assess teaching, we are making a theoretical claim about the nature of teaching practice. The Teacher Assessment Portfolio is identified by Shulman (2004b) as having its origin in the Teacher Assessment of 1985 and continues its momentum into the work of the National Board for Professional Teaching Standards (NBPTS). "...the portfolio is a broad metaphor that comes alive as you begin to formulate the theoretical orientation to teaching that is most valuable to you" (p. 385).

Partnerships and Supports

Models, Mentors and More

The January 2005 issue of Phi Delta Kappan highlights an article entitled "What the World Can Teach Us About New Teacher Induction" (Wong, Briton & Gamset, 2005). It is interesting to read that induction programs are a global phenomenon.
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<th>Country</th>
<th>Practices</th>
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<tr>
<td>Switzerland</td>
<td>Teachers are assumed to be lifelong learners. Induction begins during student teaching as teams of three students network with one another. The Swiss philosophy explicitly rejects a &quot;deficit model of induction. Instead, in several cantons, there is a carefully crafted array of induction experiences for new teachers Practice groups, Standorbestimmung (form of self evaluation for the first year teacher that concerns itself with developing the whole person as well as the teacher, counseling, (in some cantons counseling is mandatory for new teachers), courses, a professional team heads the whole set of induction activities and is in charge of the practice-group leaders.</td>
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<tr>
<td>China</td>
<td>The teaching culture in Shanghai features research groups and collective lesson planning. All teachers learn to engage in joint work to support their teaching and personal learning, as well as the</td>
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learning of their pupils. Teaching becomes community property, not owned privately by one teacher, but shared by all.

New Zealand
Induction phase is called Advice and Guidance (AG) program. Every new teacher receives 20% release time to participate in the program.
As in Switzerland, facilitated peer support is an important induction strategy.
Throughout the education system in New Zealand, there is a universal commitment to support beginning teachers. (Contrast with US where responsibility for assisting new teachers is on a single member or just a couple of people.

Japan
Teaching regarded as a high-status occupation, dignified profession.
New teachers receive a reduced teaching load and are assigned guiding teachers.
As in Shanghai, teaching is considered a community activity. All new teachers typically teach two or more
Country | Practices
--- | ---
Japan | demonstration lessons during their first year. This formal public lesson is a method for improving teaching. The induction practice here welcomes beginners into that open practice and provides new teachers many opportunities to observe their peers, their guiding teachers, and other teachers in and outside their schools. The most critical factor is that it is the lesson, not the teacher that is criticized. A new teacher receives help from many teachers and veteran teachers believe it is their responsibility to help new teachers become successful.
France | A new teacher is referred to as a stagiaire, which translates roughly as one who is undertaking a stage of development. During this year stagiaires work with each other and various other teachers as a formation experience. It is this formation year that is viewed by the French as the process by which the system takes in new members.
Although the induction approaches in these five countries differ from one another, they have three major similarities: (a) highly structured, (b) focus on professional learning, and (c) emphasize collaboration.

Wong, Brittan & Gunner (2005) further notes that isolation is the common thread and complaint among new teachers in United States schools. New teachers want more than a job. They want to contribute to a group.

New ideas to support beginning teachers such as mentors, coaches, lead teachers, and induction programs have emerged in the literature over the past 20 years. One of the key pieces of the alternate route program is mentoring. Research on the mentoring support available to alternate route candidates has been found lacking (Laczo-Kerr, & Berliner, 2003). New teachers identified a need for intensive training in the area of time management and disciplinary problems as well as more time with their mentors. Cleveland (2002) reviews alternatively certified teachers’ need for full time mentors in their content area. Jorrisen (2002) found that mentoring embedded in a school’s culture, provided the most effective level of support with the added value of a high correlation to teacher retention. He also found that Alternate route teachers that had a good relationship with their principal exhibited a high degree of job satisfaction and were more likely to remain in the teaching profession; additionally Jorrisen found the converse to produce the opposite results. The most salient finding in the review of the literature was that well designed induction support was more essential to alternate route teachers than for those trained in a traditional format (Nakai & Turley, 2003). Finally, researchers have identified four components
in successful teacher induction programs: (a) teaching standards, (b) mentoring, (c) reflective teaching practices, and (d) some type of formative assessment system (Gray & Gray, 1985).

If you are as convinced as I that new teacher induction and mentoring programs are critical to the retention and development of new teachers then I want to impress upon you that I believe that at the heart of success of induction and mentoring programs is the relationship between the state agencies and the school districts. Show me a state where they have collaborative working relationship between the state and the school districts, and I’ll show you a state with strong teacher induction and mentoring programs (Hall, 2005) (p. 213).
Chapter III

METHODOLOGY

Introduction

The purpose of this study is to explore and analyze the responses of Alternate Route Teacher Preparation candidates who successfully completed the Alternate Route Teacher Preparation Grant (ARTP-G), and were subsequently hired to teach during the 2005-2006 school year, regarding the efficacy of ARTP-G. Each candidate included in this study is presently experiencing his or her provisional teaching year. The specific design of study was conducted via face to face or telephone interviews utilizing a set of standardized open ended questions. The researcher analyzed the collected data and subsequently responded to the research question: related to alternate route preservice teacher preparation, job requirements, and essential knowledge. Patton (2002) considers that the purpose of interviewing is “to allow us to enter into the other person’s perspective” (p.341) Additionally, qualitative research begins when the researcher identifies the problem and ends when the researcher explains the conclusions (Fraenkel & Wallen, 2000). Considering, the dearth of research on the quality of alternate route teacher preparation programs in New Jersey, an investigation of this type is compelling. Since the ARTP-G, which is presently available at four sites in New Jersey, was the direct result of an identified need for preservice teacher preparation for alternate route teachers, the researcher seeks to gain the individual perspectives of individuals who experienced ARTP-G and subsequently were hired to teach, regarding the value of this preservice option.
Chapter III contains information on the population, research questions, research design and procedure, interview questions, data analysis, and summary.

Population

The population for this study is comprised of ARTP candidates enrolled at a regional training site in Union County, New Jersey. Ten candidates who met the established criteria of successfully completing the ARTP-G pre phase and who were subsequently hired to teach were invited to participate.

This study examined the perceived efficacy of the ARTP-G pre phase component of the ARTP program as it relates to preparation identified as necessary for a good start for the alternate route candidate’s first teaching job. The research also investigated the relationship of the scope and sequence of the ARTP-G curriculum as well as explores other ways ARTP-G candidates learn about how to teach.

Research Questions

The research probed these questions: (a) What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey? (b) What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school? (c) What specific insights were gained as a result of observation and conferences with model teachers? (d) How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussion with your classroom
peers and ARTP instructors prepare you for your provisional teaching year? (c) What are the similarities and differences between what was observed with the model teacher and first job experiences? (f) What are the essentials an alternate route teacher must know and be able to do for a successful start in the job they are hired for? (g) In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

Research Design and Procedures

This study utilized a qualitative research approach. Data was collected from subjects through confidential interviews. The procedure for collecting data for this research is a standard open-ended interview process. Ten ARTP-G participants, who have met the criteria of successfully completing ARTP-G preservice program and subsequently hired to teach, were invited to participate in the study. Consent forms specifically designed for participation in this study were distributed and signed (see Appendix B).

The researcher chose a qualitative method for data collection of the ARTP-G candidate’s perceptions of the efficacy of this preservice component of the Alternate Route Teacher Preparation Program (ARTP) in effort to gain the “personal” input of the respondents. Strauss and Corbin (1990) state, “Qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to
gain more in-depth information that may be difficult to convey quantitatively". It appears that qualitative research is the best method to uncover complexities that exist in providing quality teacher preparation programs for alternate route teachers in New Jersey. Respondents who are knowledgeable about the research will be excellent sources of relevant information regarding the past and present (Fraenkel, & Wallen, 2008, Patton, 2002). Those who meet the criteria and agree to participate in the interview process possess valuable, first hand, and current information regarding what an alternate teacher must know and be able to do at the commencement of his/her first teaching job. Therefore they provided a major contribution to the knowledge base needed for this research.

Prior to answering the primary interview questions, the participants answered specific demographic information concerning their previous and present job experiences as they relate to teaching, and present job experiences as they relate to setting. The fundamental purpose of this research is to determine the essential components of a quality preservice experience for alternate route teachers in New Jersey.

Background Information

1.1 What type of teaching experience have you had prior to entering the Provisional Teaching Program?

1.2 How much prior teaching experience do you have?

1.3 What types of work experience other than education did you have prior to you Provisional Teaching Program?
1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?

1.5 How many students are enrolled in your district?

Instrumentation

The researcher developed an interview protocol based on the research questions. There are nine interview questions that served as a guide for the interview process.

The following questions directed the interviews with the identified ARTP-G candidates:

**Interview questions pertaining to experiences during the first month of school:**

2.1 List five skills that an alternate route teacher should have for a successful first month of school?

2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?

2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?

**Interview questions pertaining to comparisons of training and job requirements:**

1.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
1.2 What one thing do you wish someone taught you before you began your provisional teaching year?

#4 Interview questions pertaining to other ways of knowing:

1.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction, or through your conferences and observations with a model teacher?

1.2 As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?

#5 Interview questions- summarization:

5.1 If you were advising a new teacher about what he/she must know in your present job during what would you tell them?

5.2 What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?

Table 2

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Interview Questions/ Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?</td>
<td>5.1 If you were advising a new teacher about what he/she must know in your present job during what would you tell them?</td>
</tr>
<tr>
<td>5.2 What is the most valuable experience you had in the ARTP program? How</td>
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<table>
<thead>
<tr>
<th>Research Question</th>
<th>Interview Questions/ Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?</td>
<td>1.1 List five skills that an alternate route teacher should have for a successful first month of school?</td>
</tr>
<tr>
<td>What specific insights were gained as a result of observation and conferences with model teachers?</td>
<td>2.2 Tell me about the insights you developed during observations and conferences with your model teacher that were essential for the first month of your provisional teaching year?</td>
</tr>
<tr>
<td>How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year?</td>
<td>2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?</td>
</tr>
<tr>
<td>Research Question</td>
<td>Interview Questions/Guide</td>
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<tr>
<td>What are the similarities and differences between what was observed with the</td>
<td>3.1 What are the similarities and differences between the district in which the model teacher</td>
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<td>model teacher and first job experiences?</td>
<td>worked and the district in which you are employed?</td>
</tr>
<tr>
<td></td>
<td>3.2 What one thing do you wish someone taught you before you began your provisional teaching</td>
</tr>
<tr>
<td></td>
<td>year?</td>
</tr>
<tr>
<td>What are the essentials an alternate route teacher must know and be able to do for</td>
<td>4.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to</td>
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<tr>
<td>a successful start in the jobs they are hired for?</td>
<td>teaching that were not included in class instruction or through your conferences and</td>
</tr>
<tr>
<td></td>
<td>observations with a model teacher?</td>
</tr>
<tr>
<td>in addition to the preservice regional training site instruction, observations</td>
<td>4.2 As you reflect on good teaching practices, what are some examples of teaching that you</td>
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<td>and conferences with model teacher and finally the experience of dialogue and</td>
<td>experienced personally during</td>
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<tr>
<td>professional exchange with ARTP instructors and peers, what are other ways that</td>
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<tr>
<td>ARTP candidates learn about teaching?</td>
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</tbody>
</table>
Research Question | Interview Questions/Guide
---|---

your time in school that influence the way you teach?

Data Analysis
Transcripts of the audiotapes commenced the organization of the collected data. Many authors recommend reading all collected data carefully, multiple times, in order to get an overall sense of the emerging themes and patterns (Creswell, 1998; Marshall & Rossman, 1999; Tesch 1990.)

As the researcher acquainted herself with the data, possible codes reflective of the categories, or "labels for assigning units of meaning," for the next step in the analysis were developed" (Miles and Húereman, 1994, p.56)

Taped recorded interviews, subsequently transcribed, provided the data for this study. Responses were examined to determine patterns and exceptions to patterns for each question. To maintain accuracy and anonymity, each subject was assigned a number code. For the purpose of this study, the data was reviewed and identified patterns in responses recorded. As Dewey (1934) states, "Experience becomes conscious, a matter of perception, only when meanings enter it that are derived from prior experiences" (p.272). Interpretation and analysis of data extend and expand our experience as meanings are reviewed.

Lofland and Lofland (1984) provide a framework of analyzing data called "thinking units." By using these thinking units, the researcher creates specific
categories and subcategories that are germane to the specific research analyzed. Categories initially serve to assist us in teasing out the meaning of our findings as we consider supporting evidence in each category that ultimately assist us in our search for themes.

The challenge of qualitative analysis requires creativity; it requires placing the raw data into logical, meaningful categories by examining the data holistically and subsequently describing the next stage of qualitative analysis as involving the re-examination of the categories identified to determine how they are linked. In this way, the “big picture” can be assembled. Strauss and Corbin (1990) describe the purpose of coding, “...is to not only describe but, more importantly, to acquire new understanding of a phenomenon of interest.

Summary

The research conducted in this study focused on the value of ARTP-G, a very specific preservice option presently available to alternate route teachers as a preservice option, through a grant from the Department of Education. ARTP-G is presently available at four locations in New Jersey. The research question; focused on essential skills, knowledge and insights required for ARTP candidates' successful commencement of their provisional teaching year. The study also provided information, which may assist in the prioritization of curriculum for this very specialized and specific preservice option, ARTP-G. The researcher used the interview process as the primary source of data.
Chapter IV

ANALYSIS OF DATA

Results of the Study

The purposes of this study is to examine and analyze the efficacy of the existing preservice experiences of alternate route teachers and identify those activities in retrospect, perceived to be most valuable for a successful beginning of the provisional teaching year. This study attempted to reveal the efficacy of particular aspects and components of the ARTP-G program at a regional training site located in Union County, New Jersey. Qualitative research methodology was employed to gain insight pertaining to these questions.

The researcher reviewed and studied the research questions as they pertain to preservice teacher preparation, professional standards and frameworks for the teaching profession, theory to practice, and finally, partnerships and supports for new teachers. The research data gathered answers the following questions:

What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?

What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?

What specific insights were gained as a result of observation and conferences with model teachers?

How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions
with your classroom peers and ARTP instructors prepare you for your provisional teaching year?

What are the similarities and differences between what was observed with the model teacher and first job experiences?

What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

The organization of Chapter IV contains: (a) summary of the study, (b) nature of the study, and, (c) presentation of the findings. The organization of this chapter enhances and clarifies the study’s purpose as well as presentation of data. The results of the data relate and respond to the questions posed in Chapter I. The questions asked in the interviews were constructed using the New Jersey Professional Standards for Teachers (2004), Danielson’s Framework (1996) for teaching and the work of Lee S. Schulman (1987) (2004a, 2004b) as well as the recently authored curriculum for Phase I, II, and III of the ARTP program as guiding frameworks.
Summary of the Study

The Alternate Route Teacher Preparation Program in New Jersey requires that candidates who seek teaching positions possess a certificate of eligibility (CE). Upon the issuance of a CE, a candidate may be hired to teach. The CE requires that the candidate: (a) has an earned Bachelor’s degree, and (b) an academic major with a GPA of 2.5 for candidates graduating prior to September 1, 2004; a 2.75 for those graduating September 1, 2004 or after. Also, the alternate route candidate who holds a CE must participate in mentoring, supervision and evaluation and formal instruction. This formal instruction requires 200 hours of participation and is broken down in the following manner: (a) Phase 1A-20 hours, (b) Phase 1B- 60 hours, (c) Phase 2- 60 hours, and (d) Phase 3- 60 hours. This study spotlights a very specific option available at four locations in New Jersey called Enhanced Preservice Grant Programs, also known as ARTP-G. The grant program enhances the opportunity of the traditional 1A- 20 hour component, by the value added opportunity of observing a model teacher for an additional 15 hours. Due to the fact that the State of New Jersey is providing a grant for this purpose, the fee is waived for those who wish to participate in ARTP-G.

As stated in Chapter I, This qualitative inquiry is designed to examine the value of specific aspects of the preservice component entitled Alternate Route Teaching Preparation-Grant (ARTP-G) as it relates to the preparation of alternate route teachers for the jobs they are hired to do during the provisional teaching year in New Jersey.
The aim of this study is to gather information that will assist in better understanding the value of preservice teacher preparation options for the alternate route candidate. It is important to understand personal points of view as expressed by those who have experienced this particular route to teacher preparation. This study is designed to explore common themes and trends through frequency, specificity, emotion and exhaustiveness presented by those who have experienced it first hand.

Nature of the Study

The subject population for this research was selected utilizing two criteria: first, the research participant had successfully completed the ARTP-G program, and secondly the research study participant was employed as a teacher subsequent to completion of the ARTP-G program. Ten participants were identified as meeting the criteria for this study through a database at the regional training site; subsequently, all 10 agreed to participate in the study. The ten ARTP-G research study participants interviewed represented 100% of the total population.

Participants were asked a series of interview questions. A total of 14 questions were categorized and subsequently grouped into five sets of five, three, two, two, and two, respectively. The first set of questions were utilized to gain information about prior years of teaching experience, type of district in which the participant was employed, and size of district. The second set of nine questions, asked the research subjects questions pertaining to experiences during the first month of school. The third set of nine questions, asked the research subjects to compare the ARTP-G
experience to the requirements of the job that he or she was subsequently hired to do. The two sets of two questions that followed focused on: other ways of knowing, and finally, two questions were presented pertaining to a summarization of the ARTP preservice experience, ARTP-G.

Presentations of Findings

The data presented in this chapter responds to the research questions presented in Chapter I. The first set of five questions was designed to elicit background information pertaining to the participants prior years of instructional experience and type and kind of district the research study participant began teaching in following completion ARTP-G. Demographic information was used to analyze the ARTP-G participants' responses to the research questions, to determine if patterns emerged.

ARTP-G research study participants responded to the following:

Prior Instructional Experience

ARTP-G research study participants were asked questions to determine the amount of prior experience each had related to instruction.

Type of District

All ARTP-G research study participants were asked to provide information regarding whether the district they work in following completion of ARTP-G was suburban, urban or rural. Additionally, they were asked if the school they were employed in was in an Abbott district.
Size of District- Enrollment

Each participant was asked to provide information about the enrollment of the districts that employed her or him following the completion of ARTP-G. It was then determined if the district was large, based on enrollment of 1200 or more.

Table 3
Demographic Information of the Participants

<table>
<thead>
<tr>
<th>Interview</th>
<th>Prior Instructional Experience Years</th>
<th>Type of District</th>
<th>Student Population under 1200</th>
<th>Student Population of 1200 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>3</td>
<td>Suburban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#2</td>
<td>5</td>
<td>Urban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#3</td>
<td>10</td>
<td>Suburban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#4</td>
<td>5</td>
<td>Suburban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#5</td>
<td>18</td>
<td>Urban (Abbott)</td>
<td>X (private)</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>18</td>
<td>Suburban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#7</td>
<td>1.5</td>
<td>Rural</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#8</td>
<td>20+</td>
<td>Suburban</td>
<td>X (private)</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>8.5</td>
<td>Suburban</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>#10</td>
<td>6</td>
<td>Urban</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Research study participants 1, 3, 4, 6, and 9 taught in large suburban districts following completion of the ARTP-G program. Research study participant 8 is in a
small private suburban school. Research participants 2 and 10 worked in large urban districts, classified as Abbott districts. Participant 5 worked in a small parochial school in a located in a large urban district. Therefore, 30% of the research study participants worked in urban districts. Only one research study participant characterized his district as a rural district. The final breakdown is comprised of 60% in suburban districts; 30% in urban districts and 10% in a rural district. 80% were in districts that had populations of over 1200 students. Two of the research study participants were teaching in small private or parochial schools, located in a large suburban and large urban district, respectively. Finally, public school districts with student populations of over 1200 employed 80% of the research study participants. One participant (10%) was employed by a private school located in a large suburban district and one participant (10%) was employed by a parochial school in a large urban district.

Analysis of Discussion

The second set of nine questions asked each ARTP-G research subject about his/her experiences in retrospect and relation to the teaching job they were hired to do subsequently to completion of ARTP-G.

Research Question 1

What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?

As a result of the interview process, several overarching themes have been identified upon analysis of interview question 5.1 and 5.2 pertaining to research question 1.
In the first question in this set of interview questions, the researcher asked each ARTP-G research study participant: If you were advising a new teacher about what he/she must know and be able to do in your present job, what would you tell them?

Noted in the first Handbook of Research on Teacher Education, is a scarcity of research related to preservice education (Houston 1990 p.xi), “the research basis for such important work as educating the nation’s teachers is still extremely thin.” Additionally, Doyle (1990) urged an “explanation of how a practice works and what meaning it has to teachers and students in a particular context” (p.20). Furthermore, Guyton & McIntyre (1990), summarizing research on preservice field experiences for teachers, found that there was a disconnect between program goals and student teaching experiences. The findings also noted that few structures existed to support cooperation or resolve conflict among all stakeholders.

The researcher found that all of the ARTP-G research study participants interviewed responded to the question by mentioning a skill that could be directly related to a conceptual framework. The highlights of each participant’s response are as follows:

ARTP-G research study participant 1 noted practice, modeling “show them” approach, assume no know knowledge and build from there, spending time to explain things to students to students and keeping students engaged as important. For the most part, participant 1 talked about instructional planning and strategies which fall under the heading of Standard 4 of the New Jersey Professional Standards for teachers (July, 2004) and domains 1 and 3 in Danielson’s (1996) framework.
ARTP-G research study participant 2 cited organization, not being afraid to ask questions, and trusting your "gut instincts" as key to success. The first two of these key concepts is addressed in Domain 1, and Domain 4, and the last refers to "other ways of knowing."

The responses of ARTP-G research study participant 3 zeroed in on relationship and rapport with students as well as the professional lines of student teacher relationships. This aspect of the professional teacher's knowledge is clearly addressed in Domain 2 of Danielson's (1996) framework.

ARTP-G research study participant 4 talked about responsibilities of a teacher, the commitment to lifelong learning and the importance of building professional relationship as key. Standard 9, Collaboration and Partnerships, as well as Danielson's (1996) Domain 4, Professional Responsibilities, address these issues.

ARTP-G research study participant 5 talked about individual differences in the students; making sure that they had enough work to keep them engaged and strongly stated the importance of having fun and enjoying the students. These topics are clearly addressed in Standard 3, Diverse Learners; Standard 6, Learning Environment; and Domains 1, Planning and Preparation and 3, Instruction in Danielson's (1996) framework.

ARTP-G research study participant 6 dialogued about the need to keep students "engaged" and making thing interesting and breaking them up; which are clearly addressed in Danielson's (1996) Domain 1, Planning and Preparation, and Domain 3, Instruction.
ARTP-G research study participant 7 focused on working with people that had experience as a way to learn a lot. "They try different things and then share what they've tried." These goals are clearly articulated in Standard 9, Collaboration and Partnerships, Standard 10, Professional Development, as well as, Danielson's (1996) Domain 4 Danielson's Professional Responsibilities.

ARTP-G research study participant 8 stated that beginning with the end in mind, knowing what the expectations regarding what to teach, curriculum knowledge, planning, good lesson plans, and "back loading" goals by task analyzing were essential. In sum, Domain 1, Planning and Preparation, Domain 2, the Classroom Environment, Domain 3, Instruction and Domain 4, Professional Responsibilities, were all addressed.

ARTP-G research study participant 9 shared that she learned about what was important by being a student herself for so long. Participant 9 also added that it was important to be confident, prepared and knowledgeable. Since confidence is enhanced by preparation and knowledge, Domain 1, Planning and Preparation is a central theme.

The thrust of what ARTP-G research study participant 10 talked about focused on being prepared for surprises as students values may not be the same as yours regarding the importance of education. Do not assume that everyone comes to school ready to learn. Standard Three, Diverse Learners, as well as Domain 2, The Classroom Environment, address these goals for teachers.
In the second question in this set of interview questions, the researcher asked each ARTP-G research study participant: What is the most valuable experience you had in the ARTP-G program? How did it prepare you for “real life” in the classroom?

Wiseen et al. (1998) advocated a more comprehensive view of understanding how individuals, institutions, programs, and ideas are interrelated. “We can no longer regard courses, programs, and other participants and structures of teacher education as unchallengeable and operating in isolation.” (p.169). In support of these recommendations, Munby et al. ( ) recognized fundamental tensions between academic researchers and teachers, the coursework and programs and even within the teaching profession itself. Considering both philosophical thought and practical application, this study explores acknowledgement of the complexity of teacher knowledge and practice; warning of the consequences of ignoring or diminishing those complexities.

The researcher found that 6 of the 10 ARTP-G research study participants (60%) strongly endorsed the model teacher and having the opportunity to see a classroom in action before the “real deal,” as being the most valuable experience they had in the ARTP-G program. Five of the 10 (50%) listed some aspect of the pedagogy as most important and 3 of 10 (30%) mentioned the cohort effect as extremely positive. Specifically, supportive peers sharing this pre-service experience and learning with and from them, as extremely valuable.
ARTP-G research study participant 1 talked about the value of sharing her experience and subsequent learning with the model teacher with the group as an invaluable experience.

ARTP-G research study participant 2 said, "Definitely, the model teacher."

ARTP-G research study participant 3 stated that the professional relationship with the model teacher, as well as the ability to see the classroom before taking on the full responsibility of the classroom was extremely helpful and even necessary.

ARTP-G research study participant 4 focused on the pedagogy of teaching as most important in helping to be prepared for the experience of the "real classroom." Specifically mentioned by participant 4 were learning styles, Bloom's (1956) taxonomy, lesson plans, and classroom management.

ARTP-G research study participant 5 also talked about lesson planning and how the teacher's guides really helped in preparing for a teaching job.

ARTP-G research study participant 6 noted a number of things that were most important. The "full circle" of instruction, model teacher and feedback, sharing and support from colleagues. Mostly, how it all worked together.

ARTP-G research study participant 7 said that Harry Wong (1998) materials provided extremely useful information, and participant 8 noted the combination of pedagogy, experience with the model teacher, and Harry Wong (1998). ARTP-G research study participant 9 clearly noted the value of pedagogical preparation in ARTP-G.
ARTP-G research study participant 10 said that the model teacher experience did not help him the way he had hoped it would. He noted that the students came to the learning situation so differently in each of these situations that it was nearly impossible to take away helpful information or strategies. He further stated that he now knew what would have helped him more: learning how, or seeing how teachers could motivate students to want to learn when the learning environment appears to prohibit learning. Participant 10 worked with a model teacher in a suburban district and then got his first teaching job in an urban district.

In sum, the ARTP-G research study participants most often identified themes relating to Standards; 9, Collaboration and Partnerships; 3, Diverse Learners; 4, Instructional Planning and Strategies; and 10, Professional Development of the New Jersey Professional Standards in descending order of how often mentioned, as the most important. The Domains identified in Danielson’s frameworks (a) Planning and Preparation, (b) The Classroom Environment (c) Instruction, and (d) Professional Responsibility happened to be mentioned most often in serial order, with Domain 1 identified most often and the others mentioned equally. Also, the model teacher experience was most often identified as the most valuable experience in the ARTP-G program (60%), followed by some aspect of pedagogical preparation (50%), and finally, the notion of a cohort (30%).
Research Question 2

What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?

As a result of the interview process, several over-arching themes identified as responses for interview question 2.1 were analyzed. The researcher asked the ARTP-G research study participants to list five skills that an alternate route teacher should have for a successful first month of school.

Shulman (1987) notes that, "effective teaching principles deal with making classrooms places where pupils can attend to instructional tasks, orient themselves toward learning with a minimum disruption and distraction, and receive a fair and adequate opportunity to learn"(p.10). In addition to the crucial role that classroom environment plays in the learning process, the teacher must understand content as well as key concepts and principles within that content. "To teach is to understand. We ask that the teacher comprehend critically a set of ideas to be taught. We expect teachers to understand what they teach and, when possible, to understand it in several ways" (p.14).

As noted in Chapter I, teacher knowledge minimums are identified in Shulman's (1987) early works as: (a) Content knowledge; (b) General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; (c) Curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers; (d) Pedagogical content knowledge, that special amalgam of
content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding; (e) Knowledge of learners and their characteristics; (f) Knowledge of educational concerns, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and (g) Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

Additionally, there appears to be consensus noted in the research, regarding what effective teachers should know and be able to do. There is also acknowledgement that a teacher’s role is broad and includes various roles and responsibilities. Instruction is oftentimes considered the hub of the teacher’s performance. Rosenshine and Stevens (1986) have identified what it is teachers do when they teach well-structured subjects:

1. Begin a lesson with a short review of previous, prerequisite learning.
2. Begin a lesson with a short statement of goals.
3. Present new material in small steps, with student practice after each step.
4. Give clear and detailed instructions and explanations.
5. Provide a high level of active practice for all students.
6. Ask a large number of questions, check for student understanding, and obtain responses from all students.
8. Provide systematic feedback and corrections.

In regard to this question, 3 of the participants addressed technical skills like classroom management skills, organizational skills, and computer skills, lesson plans,
grade books, planning, school and district specific information, and instructional strategies only. The other 7 participants talked about attributes like flexibility, patience, even temperament, work ethic, ability to get along with others, calm, leadership ability, ability to motivate students, relate to any age group, and a combination of having knowledge and then bringing it to the student's level, to technical skills coupled with the question.

ARTP-G research study participant 1 mentioned practice, modeling, keeping students engaged, spending time, and classroom management.

ARTP-G research study participant 2 listed classroom management, lesson planning, and basic organization as key.

ARTP-G research study participant 3 talked about group management, computer skills, lesson plans, grade books, and management skills.

ARTP-G research study participant 4 discussed organization, attention to "all" in surroundings (students, staff, colleagues, and administration), guidance, discipline, flexibility, and an empused notion of patience with oneself "things take a little longer in the beginning."

ARTP-G research study participant 5 identified: organizational skills, management skills, adapting plan quickly "thinking on one's feet," flexibility, interpersonal skills, knowing where to go for information, and building specific information as essential.
ARTP-G research study participant 6 said that patience, even temperament, organization, work ethic, ability to plan, and the ability to get along with many people as necessary.

ARTP-G research study participant 7 identified classroom management, structuring basic class periods, how to break the lessons down, and keep students focused as crucial.

ARTP-G research study participant 8 identified flexibility, organization, calmness, patience leadership, and planning as important.

ARTP-G research study participant 9 listed organization, discipline, preparation, knowledge of subject, and an open mind as central.

Finally, ARTP-G research study participant 10 said that you must be able to motivate students, relate to age group, know what you teach and bring it to the student’s level.

In response to this question, technical skills were listed and attributes of a teacher were described. Classroom management was a skill most often mentioned.

The responses to these questions indicate a mix of both technical skills and personal attributes required and desired in a teacher. Classroom management was listed most frequently as essential for the ARTP-G research study participant during the first month of school.

Research Question 3
What specific insights were gained as a result of observation and conferences with model teachers?
As a result of the interview process, several overarching themes were identified as responses for interview question 2.2 were analyzed. The researcher asked the ARTP-G research study participants to tell her about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?

Since isolation has been identified as the common thread and complaint among new teachers in United States schools, it is not surprising that the notion of partnerships and support emerges as a trend in the literature. New teachers want to learn and contribute to a group (Wong, Britton, & Ginsen, 2005).

New ideas to support beginning teachers such as mentors, coaches, lead teachers, and induction programs have emerged in the literature over the past 20 years. One of the key pieces of the alternate route program is mentoring. Research on the mentoring support available to alternate route candidates has been found lacking (Laczko-Kern, Berliner, 2003). New teachers identified a need for intensive training in the area of time management and disciplinary problems as well as more time with their mentors. Cleveland (2002) reviews alternatively certified teachers' need for full time mentors in their content area. Jorissen (2002) found that mentoring embedded in a school's culture, provided the most effective level of support with the added value of a high correlation to teacher retention.

The responses of the 10 ARTP-G research study participants varied.
ARTP-G research study participant 1 noted lesson plans, the opportunity of a "hand on experience," and sharing with other teachers as essential insights learned through the model teacher relationship.

ARTP-G research study participant 2 talked about what she called a "presence" observed in the model teacher as well as an opportunity to see excellent classroom management skills in action. Additionally, the notion of setting and articulating clear expectations so students was noted.

ARTP-G research study participant 3 said that although an elementary teacher was observed, she was able to translate the classroom management piece to the middle school she now teaches in. However, the scheduling differences and the pacing of the day for an elementary versus middle school teacher was not easily translated, so the learning specific to building level, was left to "on the job" learning.

ARTP-G research study participant 4 identified that seeing the whole/entire function of a teacher's day was extraordinary. Seeing the procedures in place and the schedule and routines in action from start to finish and linking the theory to actual practice was remarkable. An example of learning about Bloom’s (1956) taxonomy in the classroom and then observing the model teacher utilizing this taxonomy for teaching a specific lesson, helped to bridge the theory to practice gap for this participant.

ARTP-G research study participant 5 remarked that the passion and enthusiasm demonstrated by the model teacher was contagious. The participant described the model teacher as; calm, kind, business like, objective, and providing
support for students to resolve their own conflicts by helping student take responsibility for their actions and learning. Participant 5 highlighted that the model teacher she observed affirmed her desire to teach!

ARTP-G research study participant 6 discussed the model teacher as creating a heightened awareness of the notion of the individual child. Additionally, the concepts of fairness, skill in effectively handling difficult situations, the combination of good teaching, and discipline were noted. In the area of instruction, grading, checking for understanding, questioning, and the use of specific instructional strategies and techniques were also highlighted.

ARTP-G research study participant 7 recalled that he was really able to look back on what the model teacher did and began to understand the wisdom of the model’s practices. The model teacher gave this participant the opportunity to learn from the model teacher’s many years of experience.

ARTP-G research study participant 8 noted that teachers rarely have an opportunity to observe other teachers and learn from them. These observations provided a chance to see procedures, transitioning, organization of the day, and operational procedures in action. “I was able to reap the benefit of 5 years of the model teacher’s experience because he was willing to share with me.”

ARTP-G research study participant 9 marveled at the ability of the model teacher to manage so many things at one time. The model teacher provided a good example of both classroom and instructional management.
Finally, ARTP-G research study participant 10 shared “that this experience really didn’t help me in my present position at all, because the situations are so very different.”

It is not at all unusual for university based professionals to hold quite different conceptions of good practice than do field based professionals. . . . almost universally the case in professional preparation that the students arrive at . . . the fifth grade class where they are student teaching (and told) to forget all the nonsense they were taught in the university because now they will learn the way it is really done. (Shulman, 2004 p.534)

Research Question 4

How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peer and ARTP instructors prepare you for your provisional teaching year?

As a result of the interview process, several overarching themes identified as responses for interview question 2.3 were analyzed. The researcher posed the following question to the ARTP-G research study participants: At the regional training site, instruction on specific topics was alternated with observation with your model teacher, followed by discussions with your peers and ARTP-G instructor. How did this prepare you for your initial teaching experience?
Dewey (1904) endorsed a middle ground opinion that supported knowledge and understanding of theory, situated in practice. Although Dewey preferred the laboratory perspective as a more mature approach to professional education, cognitive scientists appear to have built in Dewey’s apprenticeship model by embracing the notion of “cognitive apprenticeships.” Cognitive apprenticeship achieves its goals by “embedding the learning in the social context of practice, permitting the apprentice to move from observation, to limited participation, to full responsibility slowly and with serious modeling and supervision” (p. ).

ARTP-G research study participant 1 said that sharing with each other about the experiences with the model teacher was exceptional.

ARTP-G research study participant 2 touted the program for being very organized and guided the ARTP-G candidates through topics that assisted the participant as they observed the model teacher.

ARTP-G research study participant 3 stated that this format did not help all that much. This participant would have appreciated the “basics,” such as: “How do I set up files? What is the grading process? How do I do basic lesson plans? Bloom’s taxonomy (1956), higher learning ...not my concerns at the beginning.” Pedagogy was not viewed by this participant as an important component of ARTP-G.

ARTP-G research study participant 4 mentioned good support from peers but suggested that since time is so limited “focused learning” on topics rather than open discussion would have been more beneficial to her.
ARTP-G research study participant 5 talked about exposure to various topics, lesson planning, awareness of many topics through exposure and better ability to engage in professions dialogue with the principal of the school due to the exposure to specific topics.

ARTP-G research study participant 6 was cognizant of the fact that this was "surface knowledge" only, intended to prepare the candidate for what was to come. The sharing with other professionals was appreciated and it was noted that the list to guide the follow up conversations with the class was helpful; "We were able to share information that others could benefit from."

ARTP-G research study participant 7 said this was definitely good in preparing for the first hours, the first day of school. "Harry Wong was especially helpful."

ARTP-G research study participant 8 shared that it was not helpful to be in a group with all high school teachers "when I'm elementary." This participant preferred homogeneous class groupings according to grade/building level to be the most helpful.

ARTP-G research study participant 9 referenced the instructional practices observed as extremely helpful. Additionally, through observation of the model teacher, learning the routine of tasks required through observation, proved to be invaluable.

ARTP-G research study participant 10 said that it was very important and that we used these opportunities to talk about things and share experiences.
The presenting problem regarding research on the pedagogy of teacher education manifests itself in the complexities of addressing the interrelationships of a singular pedagogy to the larger context of the teacher education program. When one considers the intricacies of creating tools to measure the nature of teaching practice, no single pedagogical approach will meet the requirements of preparing teachers. Clearly, the responses echoed invaluable approaches utilized during the ARTP-G experience, which touched upon sundry aspects of the program. The value of the cohort model was mentioned most often as a benefit; with a suggestion of homogeneous groupings according to elementary, middle, and high school levels, whenever possible.

Research Question 5

What are the similarities and differences between what was observed with the model teacher and first job experiences?

As a result of the interview process, several overarching themes were identified as responses for interview question 3.1 were analyzed. The researcher posed the following question to the ARTP-G research study participants: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?

Over the past ten years, a body of research has emerged in relation to professional development schools, which are partnerships between universities and school districts. Of the sundry studies published regarding professional development schools (PDS), six evaluated how well the experience of a PDS prepared preservice teachers
by (1) comparing the PDS experience to the traditional teacher preparation program (Blocker & Mantle-Bromley, 1997; Connor & Kilmer, 2001; Mantle-Bromley, Gould, McWhorter, & Whaley, 2000; Sandhofer & Wasserman, 2001; Walling & Lewis, 2000) (2) surveying PDS graduates and administrators in schools where they worked (Van Zandt, 1998). After their preservice experience, PDS preservice teachers were more prepared to address situations they had seen and or experienced in their preservice training but felt unprepared to address issues they did not see modeled in their schools (Alexsaht-Snider, Deegan & White, 1995).

The responses of the 10 ARTP-G research study participants were as follows:

ARTP-G research study participant 1 said the experience of both were very similar.

ARTP-G research study participant 2 said that there were many differences: model teacher’s district was suburban, well run, and there were many available resources for students. The district that she is teaching in is urban with very few resources, no plan for succession leadership, and an absence of technology that made life in the model teacher’s district so much more manageable.

ARTP-G research study participant 3 noted that the two were very similar.

ARTP-G research study participant 4 talked about the fact that it is the same district.
ARTP-G research study participant 5 expanded about the differences related to her experience now, in an urban setting, as opposed to a suburban district. Especially as it relates on a daily basis to resources for students.

ARTP-G research study participant 6 compared and contrasted the two: similar in some ways, different in others. The model teacher’s district is more homogeneous, the present district is more diverse, and a larger school.

ARTP-G research study participant 7 pointed to a very big difference between the two districts noting economics, and expectations as the two differences that strongly impacted the learning environment.

ARTP-G research study participant 8 stated that the districts were similar.

ARTP-G research study participant 9 stated that the students in the model teacher’s district (most likely classified as a middle district) were much better behaved than the students in the district she began teaching in (most likely upper). “They are very different experiences.”

ARTP-G research study participant 10 said that there was a big difference, hardly any similarities at all... really different!

The sum, ARTP-G respondents, 1, 3, 4, 6, and 8 (50%) that the experiences of model teacher and first job were similar; 2, 5, 7, 9, and 10 (50%) said the experiences were different. The participants with experiences of similar districts noted the benefit of the model teacher experience to life in his/her “real classroom;” the respondent who observed districts that were different did not cite the same benefit to his/her first experience.
Research Question 6

What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

As a result of the interview process, several overarching themes were identified as responses for interview question 3.2 were analyzed. The researcher posed the following question to the ARTP-G research study participants: What one thing do you wish someone had taught you before you began your provisional teaching year?

Many indicators have been identified in the literature by sundry researchers relating to qualities of effective teachers (Stronge, 2002). The headings listed by Stronge are: Verbal Ability, Knowledge of Teaching and Learning, Certification Status, Content Knowledge, and Teaching Experience (p. 11-12). In considering the fact that content knowledge is the area cited most often by the 53 studies listed and analyzed by Strong, as an indicator of effective teaching ( ), it is not surprising that Standard 1 of the Professional Standards for Teachers is Subject Matter Knowledge. The New Jersey Professional Standards for teachers are:

Aligned with the Core Curriculum Content Standards, as well as national professional standards...illustrate the wide range of knowledge and abilities contemporary educators must possess to provide high quality instruction and support students result. (NJDOE, July, 2004)
In response to the question

Regarding the "one thing that you wished someone had taught you before you began your provisional teaching year, ARTP-G research study participant 1 said that she "really wasn't sure about that."

ARTP-G research study participant 2 noted the importance of finding a good mentor. Due to the fact that the mentor is so "wonderful", participant 2 related that she always knows where to go for things, the mentor provided the support she needed at the beginning of her career.

ARTP-G research study participant 3 wished that someone had let her know that every moment does not have to be perfect. Participant 3 also felt that assurance, as well as the ability to implement relaxation skills, was important. Perhaps these responses point to the elevation of stress a new teacher might experience when the learning curve is so steep. Additionally, research study participant 3 spoke to the importance of knowing specific technical skills required for on the job functioning. Specifically, she mentioned "how to operate the Xerox machine."

ARTP-G research study participant 4 wished that more of the topics had been covered during the instructional component. Although the cohort experience was supportive, this participant felt that the sharing aspect during class detracted from time spent learning about other important topics that were listed on the outlines.

ARTP-G research study participant 5 said that he was exposed to what he needed to know through the preservice experience. He listed exposure to the many topics, which heightened his awareness of the complex nature of teaching.
ARTP-G research study participant 6 noted that the preservice experience prepared him for what was to come; he clearly recognized that an experience of this length could only provide surface knowledge. Participant 6 thought that a synthesis of what was covered at the end of the experience, a debriefing, would have been helpful.

ARTP-G research study participant 7 wished that someone had prepared him for the emotional impact of how students might treat you as a beginning teacher. Even a mention of the fact that this could happen would have been helpful to him.

ARTP-G research study participant 8 talked about the importance of homogeneous groupings related to level taught. For example, that it was not helpful to be in a group with all high school teachers when you teach elementary school. In essence, participant 8 felt she would have learned those important things related to her first job, if only she had the experience of being grouped and assigned to and with teachers who taught on similar levels. Her concerns appeared related to organization of the building, how the classrooms are run, instructional levels and pacing of the day. Most of what participant 9 said echoed the value of seeing in action and participating in discussion with others in similar settings.

ARTP-G research study participant 9 also stated, as did participant 1, that he was “not sure about that.”

Finally, ARTP-G research study participant 10 wished that someone had prepared him for the kind of experience that awaited him in his first job setting. “The students are not motivated to learn; their families, for what ever reasons, do not
support, encourage or appear to value learning. I wish I knew how to motivate them in spite of the culture they find themselves in."

The specific themes that are noted by the researcher, regarding this question, can be grouped into three categories. The first category of responses recognizes the importance of a good mentor. If a beginning teacher has a good mentor, many of the "technical difficulties" go away. The second category of responses relates to the anxiety created when new teachers do not have information about duties, details, and insights related to the specific culture and setting of his or her first job also eliminated by a good induction program with good mentors. The third and final category includes participants who simply recognized the limitation of this experience and were grateful for what it provided: awareness and exposure.

The result of aligning the Professional Standards for Teachers (see Appendix E) to the required coursework for ARTP, which delivered at the regional training site, resulted in recently authored curricula, presently in draft. The initial curriculum for Phase 1A, a 20 hour preservice component of the ARTP program was intended to provide exposure to topics that would later be covered in the remaining 180 hours of coursework which includes Phases B, II and III. The topics for the 5, 4 four hours classes listed in the Alternate Route Formal Instruction Curriculum include (see Appendix F): (a) Introduction to Teaching/Orientation, (b) Classroom Management, (c) Classroom Management, (d) New Jersey Core Curriculum Content Standards, Creative and Efficient Planning, Developing Lesson Plans and, (e) The First Day of School. Since the time allotted for the ARTP-C program is so limited, serious
consideration must be given to prioritizing the topics for this preservice program. It is interesting that 8 of the 20 hours offered are devoted to classroom management. Presently, the outlines for the 5, 4 hours sessions for ARTP-C include: (a) Multiple intelligences, standards in teaching school organization, first day of school, discipline and procedures, record keeping and home school connection, (b) Bloom’s Taxonomy, Management/discipline, Instructional objectives, lesson design, assessment of learning outcomes, textbooks, guides and use of technology for educational purposes, (c) Multiple intelligences, learning styles, Core Curriculum Content Standards (CCCS), Behavior Management, use of technology for critiquing pedagogy, and (d) Discipline approaches, classroom management and reflections. These three clinical observation experiencers are interspersed among the five classes.

Research on effective teaching has shifted since from the Madeline Hunter, model of the 1970's. Presently, targeted skills for students include a greater emphasis on more complex outcomes such as critical thinking, problem solving, collaborative learning, student centered learning, and team building, to name a few. The shifts in desired outcomes have influenced the language of what constitutes “good teaching.” The behaviorist perspective of teaching faded into the background as cognitive learning theory emerged. Cognitive theory acknowledges, “the social nature of learning, the importance of context in understanding, the need for domain specific knowledge in higher order thinking, and the belief that learners construct their own understanding of topics that they study” (Danielson & Mc Greal, 2006, p.14). The intent of cognitive theory was not to detract from acknowledgement of “teacher
effects" on student performance but to add to a body of knowledge. An evolution took place that acknowledged deeper and more complex consideration of student outcomes. Teacher knowledge minimums identified by Stulman as well as the subsequent framework for teaching, which is divided into four domains by Danielson, have provided tools to base conversations about good teaching practice and continuous improvement.

The specific themes that are noted by the researcher, regarding this question, can be grouped into three categories. The first category recognizes the importance of a good mentor. If a beginning teacher has a good mentor, many of the technical difficulties go away. The second category relates to the anxiety created when new teachers do not have information about duties, details and insights related to the specific culture and setting of his or her first job. The third and final category includes participants who simply recognized the limitation of this experience and were grateful for what it provided: awareness and exposure.

Research Question 7

In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

As a result of the interview process, several overarching themes identified from the responses to interview question 4.1 and 4.2 were analyzed. The researcher
posed the interview questions 4.1 and 4.2 to the ARTP-G research study participants and subsequently analyzed their responses.

The researcher asked each ARTP-G research study participant the first question in this set of interview questions (4.1): In what other ways did you acquire knowledge, learn skills, or gain insights that were not included in class instruction or through your conferences and observations with a model teacher?

The idea of an apprenticeship model (looking backward) and laboratory model (looking forward) for teacher preparation is found in the literature as early as 1904 in John Dewey’s essay entitled “The Relation of Theory to Practice in Education.” Almost 100 years later, Shulman (2004) critiques and subsequently summarizes this article in *Theory, Practice and the Education of Professionals*. The incongruities of Dewey’s championing the notion of the student’s perspective in K-12 education, with little or no attention to teachers’ perspective in teacher education, perplexed Shulman.

The researcher found that ARTP-G research study participants interviewed responded to the question regarding “other ways of knowing” in the following ways:

ARTP-G research study participant 1 noted (a) own family and (b) life experiences.

ARTP-G research study participant 2 referred to the opportunities for learning available through technology. She also talked about learning through books especially teacher’s guides.
ARTP-G research study participant 3 discussed trial and error learning. Self correction, an available mentor, own children, and networking with other professionals.

ARTP-G research study participant 4 highlighted a wealth of experience due to personal life experiences, being a parent, having the “hands on” experience of substituting and the support of other teachers.

ARTP-G research study participant 5, like to talk about opportunities for learning on the Internet, specifically certain websites.

ARTP-G research study participant 6 reviewed work experience that related to training others in the business world and an understanding of leadership characteristics as another way of knowing how to be a teacher.

ARTP-G research study participant 7 also talked about the value of substituting in the district that he was hired to teach in, as another way he learned about teaching.

ARTP-G research study participant 8 discussed the ability to observe what is going on around you and then reflect on that observation as another way of knowing. Participant 8 also talked about the value of being a parent, the experience of teaching your child, and then experiencing and reflecting on your child’s personal school experiences (positive and negative) to determine what good practice is.

ARTP-G research study participant 9 identified personal attributes like being “bold” and the value of being a student for such a long time herself as providing other ways of knowing for her.
ARPT-G research study participant 10 said that when at the program, other people talked about their experiences, this provided another way of knowing for him.

In sum, a way of knowing refers to the meaning making system through which all experience is filtered and understood. It is also known as a “developmental level,” an “order of consciousness,” or a “stage” (Kegan, 1994). It stipulates how experiences are taken in, managed, understood and used.

Eight central themes emerged from this dialogue pertaining to other ways of knowing about teaching for ARTP Regional Training Site: (a) through his/her children’s experiences and the experience of being a parent (a child’s first teacher), (b) through opportunities and information available through technology, (c) through specific interactions and relationships with other professionals, (d) by understanding leadership characteristics, (e) through the experience of substituting (notion of career ladder), (f) through reflective practice, (g) because of specific personality traits in the learner, and finally, (h) through other peoples’ “stories.”

In the second question in this set of interview questions (4.2), the researcher asked each ARTP-G research study participant: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influenced the way you teach?

Grossman (1989) found that when teachers did not have formal understanding of how to represent the subject matter to their students, they fell back on instructional strategies that worked for them as students in high school or college. “These strategies were largely idiosyncratic and ill suited for the students” (pg ). In that
same report, the researcher extrapolated, among other things, that extensive pedagogical training in instruction, management, curriculum, and working with diverse students; and practice in lesson planning and teaching prior to taking on full responsibility as a teacher, were among the several important features important to high quality teacher preparation (p.30).

The responses of the 10 ARTP-G research study participants noted the following regarding personal experience that influence the ways they teach

The researcher found that ARTP-G research study participants interviewed responded to question 4.2 as follows:

ARTP-G research study participant 1 shared that “learning should be fun.” Participant 1 also noted the importance of the interaction between teacher and student.

ARTP-G research study participant 2 disclosed that she hated school during her k-12 career, but that she loved college. “My best experiences were with professors that were approachable. I really try not to be “that scary teacher that nobody wants to talk to.”

ARTP-G research study participant 3 said that it was important to pay attention to the students, not the class plan. Participant 3 also noted the importance of interaction, feedback, pacing, and making learning meaningful for the student. Participant 3 championed a student center approach to learning.
The message of ARTP-G research study participant 4 was a balanced approach; a firm, yet flexible approach that considers differences in the circumstances of children's lives.

ARTP-G research study participant 5 mentioned the attributes of kindness and gentleness. Additionally, participant 5 recalled a teacher who was passionate about teaching, able to make history come alive, and had the ability to excite students in a way that fostered and enhanced learning.

ARTP-G research study participant 6 stated not to be rigid, mean, or unfair. Participant 6 looked to teachers who inspire students to seek knowledge, showed that they cared, and 'ool a personal interest in the student. Responses from participant 6 echoed the quote 'hat states," I don’t care how much you know until I know how much you care."

ARTP-G research study participant 7 stressed that good teachers vary strategies, classes are interactive. They don’t spend too much time lecturing. This participant endorsed the notion of the guide on the side rather than the sage on the stage approach.

ARTP-G research study participant 8 also discussed the influence of student centered learning and making learning fun.

ARTP-G research study participant 9 talked about consideration of differences among students and how they come to the learning situation. Observing sensitivity to these issues has influenced participant 9’s teaching.
ARTP-G research study participant 10 stated that good teachers must be able to motivate their students. Sometimes, this requires extraordinary skill in finding what actually will motivate certain hard to reach students. The circumstances of his present job position have influenced his teaching remarkably.

A summation of the research study participant’s responses to interview question 4.2 revealed themes associated with teaching that (a) makes learning fun, (b) endorses student centered learning, (c) balances providing a firm structure, with flexibility, (d) is passionate, demonstrates caring, and provides inspiration, (e) is sensitive to differences among students and how they come to the learning experience, and (f) speaks to issues of motivation and how is can be developed and enhanced considering individual circumstances.

One of the significant gaps in the research pointed out in *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations*, is that we need to: Document and analyze the professional knowledge (both subject matter and teaching) that graduates of alternate routes acquire and, how they acquire it, and relate that knowledge to teaching practice.

Research question 7 explored other way that teachers come to know thing about teaching. Most notably, these themes revealing other ways of knowing about teaching include attributes of good teaching. Good teaching is: inspiring, caring, passionate, delivered in a framework of firmness and flexibility, able transcend the circumstances to motivate students to learn, is sensitive to differences among students.
Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to examine and analyze the efficacy of the existing preservice experiences of alternate route teachers who participated in ARTP-G and to identify those activities, in retrospect perceived to be most valuable for the provisional teaching year. The purpose of Chapter V is to present the (a) Summary, (b) Conclusions, (c) Implications for Policy and Practice and (d) Recommendations for Further Research. The recommendations for Policy, Practice, and Future research are found at the end of the chapter. Chapter I presents the problem to be studied: What is the value of a specific preservice component of the ARTP program at a regional training site in Union County New Jersey. Chapter II contains a review of literature that is divided into five sections, which include: a historical perspective of alternate route; preservice teacher preparation; professional standards and frameworks for the teaching profession; theory to practice; and partnerships/supports for new teachers. Chapter III contains a description of the methodology utilized in this study to evaluate the ARTP-G research study participants' responses. Chapter IV includes an analysis of the data collected. Chapter V offers a summary, conclusions and recommendations for policy, practice and future research. Seven research questions guided this study. (a) What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey? (b) What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first
month of school? (c) What specific insights were gained as a result of observation and conferences with model teachers? (d) How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year? (e) What are the similarities and differences between what was observed with the model teacher and first job experiences? (f) What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for? (g) In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

Ten ARTP-G participants, who successfully completed the ARTP-G preservice component of the ARTP program and subsequently had teaching jobs, were interviewed at the regional training site and by telephone. The researcher used specific interview questions as a guide.

Summary of the Research

There is a scarcity of information available in the present research regarding specific pedagogy for teacher preparation. Research regarding teacher preparation programs for alternate route candidates is virtually non existent and lacks consistent
and clear definitions in regard to program type and format. The service delivery model of alternate route programs vary considerably, even among specific groupings.

The Alternate Route to Teacher Preparation in New Jersey is characterized as a state sponsored program. However, the service delivery of models of vary considerable state sponsored programs. One of these models is a regional training site.

The researcher analyzed the responses of 10 research study participants who completed the ARTP-G at a regional training site in Union County, New Jersey in order to determine the efficacy of the ARTP-G program in relation to the research study participants’ subsequent teaching jobs. Following the analysis of the data, specific conclusions based on similarities and differences in responses are offered. The specific findings of this research study are outlined in the following section.

Research Question 1
What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?

The researcher found that all of the ARTP-G research study participants interviewed responded to the question by mentioning a skill that could be directly related to a conceptual framework.

In sum, the ARTP-G research study participants most often identified themes relating to Standards: 9, Collaboration and Partnerships; 3, Diverse Learners; 4, Instructional Planning and Strategies; and 10, Professional Development of the New Jersey Professional Standards in descending order of how often the particular
standard was mentioned, as most important. The Domains identified in Danielson’s ( ) frameworks (a) planning and Preparation, (b) The Classroom Environment, (c) Instruction, and (d) Professional Responsibilities happened to be mentioned most often in serial order, with Domain 1 identified most often and the others mentioned equally. Also, the model teacher experience was most often identified as the most valuable experience in the ARTP-G program (60%), followed by some aspect of pedagogical preparation (50%), and finally, the notion of a cohort (30%).

The researcher found that the type of preservice teacher preparation essential to a good start as an alternate route teacher in New Jersey is one that includes; (a) a model teacher experience; (b) pedagogical preparation with topics most often related to Standards: 9, Collaboration and Partnerships; three, Diverse Learners; 4, Instructional Planning and Strategies; and 10, Professional Development and to the Domains identified in Danielson’s frameworks (a) Planning and Preparation, (b) The Classroom Environment, (c) Instruction, and (d) Professional Responsibilities, which happened to be mentioned most often in serial order, with Domain 1 identified most often and the other mentioned equally; and (3) a cohort model.

Research question 2

What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?

In regard to this question, 3 of the participants (30%) addressed technical skills like management skills, organizational skills, and computer skills, lesson plans,
grade books, planning, school and district specific information and instructional strategies only. The other 7 participants (70%) talked about attributes like: flexibility, patience, even temperment, work ethic, ability to get along with others, calmness, leadership ability, ability to motivate students, understand and relate to different age groups, and a combination of having knowledge and then bringing it to the student’s level, in addition to technical skills. The responses to these questions resulted in a mixed mentioning of both technical skills and personal attributes required of and, desired in a teacher. Classroom management was listed most frequently. As an essential skill required as a successful first month of school.

The findings here are in sync with current research, as classroom management has been identified as the most common concern among preservice teachers (Gee, 2001) (Smith, 2005). The research also supports that teachers who perceive personal difficulty with classroom management, are more likely to leave the teaching profession (Goodenough, 2000). Presently, alternate route programs are divided into three categories in New Jersey: (a) graduate study in education, (b) a small amount of teacher preparation prior to teaching, and (c) commencement of teaching without preparation. Beginning teachers who participate in the latter options may experience more challenges related to classroom management due to limited exposure to pedagogical content and the added benefit of actual classroom experience.
Research Question 3
What specific insights were gained as a result of observations of and conferences with model teachers?

In essence, the specific insights gained by ARTP-G candidates as they observed the model teachers related to the sharing of ideas and skills. Themes of observing good classroom management, instructional management, and relating theory to practice emerged as a result of analyzing the sum of the parts.

Research Question 4
How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year?

The essence of the themes that emerged from the ARTP-G responses are as follows: Four of the candidates considered the cohort experience the most salient part of this full circle experience in preparing them for the classroom; 2 of the participants toured the use of Harry Wong materials as helping most; 2 of the participants talked about the model teacher experience as providing the hub for what was most helpful in preparing to assume the full duties of a classroom, 2 candidates related that they found the program to be a “sampling” of topics that would be covered later. One of the participants mentioned that pedagogy was not important for now. Instead, what
was really needed, were answers to building specific operations like how to operate the Xerox machine.

Clearly these responses regarding valuable approaches to teacher preparation for ARTP-G research study participants touch upon sundry aspects of the program. Again, in this study, the value of the Cohort model was mentioned most often; additionally, the suggestion of homogeneous groupings by building level whenever possible.

Research Question 5

What are the similarities and differences between what was observed with the model teacher and first job experiences?

In review of the responses, research study participants 1,3,4,6 and 8 (50%) found the situation that they observed with the model teacher to be similar. Participants 2, 5, 7, 9, and 10 (50%) found that the situations observed with the model teacher and the situation and setting of their first jobs were different. The 50% who had similar experience found the model teacher experience to be very beneficial; the 50% who observed model teachers in different situations than they found themselves in for their first teaching job, did not report a benefit to his or her first experience as a teacher.
Research Question 6

What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

The specific themes that are noted by the researcher, regarding this question, can be grouped into three categories. The first category recognizes the importance of a good mentor. If a beginning teacher has a good mentor, many of the “technical difficulties” go away. The second category relates to the anxiety created when new teachers do not have information about duties, details and insights related to the specific culture and setting of his or her first job. The third and final category includes participants who simply recognized the limitation of this experience and were grateful for what it provided: awareness and exposure.

Research Question 7

In addition to the preservice regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

Research question 7 explored other ways that alternate route teachers come to know about teaching. Most notably, these themes revealed other ways of knowing about teaching include attributes of good teaching. The ARTP-G research study participants said that other ways of knowing taught them that good teaching is: inspiring, caring, passionate, delivered in a framework of firmness and flexibility,
able transcend the circumstances to motivate students to learn, is sensitive to differences among students. Moreover, ARTP-G research study participants learned these things: (a) through their children’s experiences and the experience of being a parent (a child’s first teacher), (b) through opportunities and information available through technology, (c) through specific interactions and relationships with other professionals, (d) by understanding leadership characteristics, (e) through the experience of substituting (notion of career ladder), (f) through reflective practice, (g) because of specific personality traits in the learner, and finally, (h) through other peoples’ “stories”.

Conclusions

The purpose of this study is to examine and analyze the efficacy of a specific preservice option available to alternate route candidates in New Jersey, ARTP-G.

Seven research questions were asked: (a) What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey? (b) What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school? (c) What specific insights were gained as a result of observation and conferencing with model teachers? (d) How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year? (e) What are the similarities and differences between what was observed with the model
teacher and first job experience? (f) What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for? (h) In addition to the preservice regional site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

**Research Question 1**

What type of preservice teacher preparation is essential to a good start as an alternate route teacher in New Jersey?

The researcher found that all of the ARTP-G research study participants interviewed responded to the question by mentioning a skill that could be directly related to a conceptual framework.

In sum, the ARTP-G research study participants most often identified themes relating to Standards: 9, Collaboration and Partnerships; 3, Diverse Learners; 4, Instructional Planning and Strategies; and 10, Professional Development of the New Jersey Professional Standards in descending order of how often mentioned, as most important. The Domains identified in Danielson's frameworks (a) Planning and Preparation, (b) The Classroom Environment (c) Instruction and (d) Professional Responsibilities happened to be mentioned most often in serial order, with Domain 1 identified most often and the other mentioned equally. Also, the model teacher experience was most often identified as the most valuable experience in the ARTP-G
program (60%), followed by some aspect of pedagogical preparation (50%), and finally, the notion of a cohort (30%).

The researcher found that the type of preservice teacher preparation essential to a good start as an alternate route teacher in New Jersey is one that includes; (a) a model teacher experience; (b) pedagogical preparation with topics most often related to Standards: 9, Collaboration and Partnerships; 3, Diverse Learners; 4, Instructional Planning and Strategies; and 10, Professional Development and to the Domains identified in Danielson’s frameworks (a) Planning and Preparation, The Classroom Environment, instruction, and Professional Responsibilities, which happened to be mentioned most often in serial order, with Domain 1 identified most often and the other mentioned equally; and (c) a cohort model.

The conclusions drawn from the responses to this question reveal a need for a preservice program that focuses on: Collaboration and Partnerships, Diverse Learners, Instructional Planning and Strategies, and Professional Development. ARTP-G research study participants recognized the necessity of strong supports to bring the gaps in their learning. ARTP-G research study participants, who took their first teaching job in schools that had an induction program and/or a supportive mentor, reported a positive bridging of the ARTP-G experience and their first teaching job.
Research Question 2

What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?

In regard to this question, three of the participants addressed technical skills like management skills, organizational skills, and computer skills, lesson plans, grade books, planning, school and district specific information and instructional strategies only. The other seven participants talked about attributes like: flexibility, patience, even temperament, work ethic, ability to get along with others, calmness, leadership ability, ability to motivate students, understand and relate to different age groups, and a combination of having knowledge and then bringing it to the student’s level, in addition to technical skills. The responses to these questions resulted in a mixed mentioning of both technical skills and personal attributes required of and desired in a teacher. Classroom management was listed most frequently.

In analyzing the responses to research question 2, the Dispositions of the Profession, listed in the New Jersey Professional Standards, come to mind. Listed below each standard, are the headings of: Knowledge, which describe the body of knowledge critical to effective practice; Dispositions, which indicate the behaviors that communicate traits and qualities valued by educators; and Performances, which illustrate the application of knowledge. ARTP-G research study participants clearly recognized the dispositions that professional teachers value and are committed to. The need for classroom management continued emerge as a theme, among these participants, in regard to what is essential for a successful first month of school.
Research Question 3

What specific insights were gained as a result of observation and conferences with model teachers?

In essence, the specific insights gained by ARTP-G candidates as they observed the model teachers related to the sharing of ideas and skills. Themes of observing good classroom management, instructional management, and relating theory to practice emerged as a result of analyzing the sum of the parts.

Again, classroom management, issues of pedagogical competence, and bringing what one has learned to the “real classroom/school building” emerged as themes.

Research Question 4

How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year?

In response to question 4, the essence of the themes that emerged from the ARTP-G responses are as follows: 4 of the candidates considered the cohort experience the most salient part of his full circle experience in preparing them for the classroom; 2 of the participants touted the use of Harry Wong (1998) materials as helping most; 2 of the participants talked about the model teacher experience as providing the hub for what was most helpful in preparing to assume the full duties of a classroom, 2 candidates related that they found the program to be a “sampling” of
topics that would be covered later. One of the participants mentioned that pedagogy
was not important for now. Instead, what was really needed, were answers to building
specific operations like how to operate the Xerox machine.

Clearly these responses regarding valuable approaches to teacher preparation
for ARTP-G research study participants touch upon sundry aspects of the program.
Again, in this study, the value of the Cohort model was mentioned most often;
suggestion of homogeneous groupings by building level whenever possible.

A synthesis of the responses to the format of this preservice experience, points
to the benefit of a cohort model and a link to a school that has good mentors and a
solid induction program.

Research Question 5

What are the similarities and differences between what was observed with the model
teacher and first job experience?

In review of the responses research study participants 1, 3, 4, 6, and 8 (59%) found the situation of they observed with the model teacher to be similar. Participants
2, 5, 7, 9, and 10 (50%), found that the situations observed with the model teacher and the situation and setting of their first jobs were different. The 50% who had
similar experience found the model teacher experience to be very beneficial; the 50%
who observed model teachers in different situations than they found themselves in for
their first teaching job, did not report a benefit to his or her first experience as a
teacher.
The results of the responses of the ARTP-G research study participants, led to the conclusions that varied experiences with model teacher in different types of districts would be helpful. The results of the study indicated that, although this group embraced the idea of a model teacher collectively, only the ARTP-G research study participants who were placed with model teachers in situations similar to the participant’s first job, considered the model teacher experience beneficial as it related to the commencement of his or her subsequent teaching job.

*Research Question 6*

What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

The specific themes that are noted by the researcher, regarding this question, can be grouped into three categories. The first category recognizes the importance of a good mentor. If a beginning teacher has a good mentor, many of the “technical difficulties” go away. The second category relates to the anxiety created when new teachers do not have information about duties, details and insights related to the specific culture and setting of his or her first job. The third and final category includes participants who simply recognized the limitation of this experience and were grateful for what it provided: awareness and exposure. In essence there was a recognition that it was impossible to be fully ready for the job there were called upon to do but the value of support through this initial stage that could be accomplished through mentoring and induction programs was duly noted.
The analysis of the responses to research question 6, indicates the importance of a link from the preservice experience to the world of the "real classroom and school." These responses support a need for good mentors and induction programs for alternate route candidates prior to and during his or her provisional teaching year.

**Research Question 7**

In addition to the preservice regional site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

Research question 7 explored other ways that alternate route teachers come to know about teaching. Most notably, these themes revealed other ways of knowing about teaching include recognized attributes of good teaching. The ARTP-G research study participants said that “other ways of knowing” taught them that good teaching is: inspiring, caring, passionate, delivered in a framework of firmness and flexibility, able to transcend the circumstances to motivate students to learn, and is sensitive to differences among students. Moreover, the other ways of knowing cited by the ARTP-G research study candidates were: (a) through their children’s experiences and the experience of being a parent, a child’s first teacher, (b) through opportunities and information available through technology, (c) through specific interactions and relationships with other professionals, (d) by understanding leadership characteristics, (e) through the experience of substituting (notion of career ladder), (i) through
reflective practice, (g) because of specific personality traits in the learner, and finally, (h) through other peoples' "stories."

In analyzing and synthesizing the responses to research question 7, the following conclusions are drawn: each candidate brings a notion of what good teaching is to preserve teaching preparation, influenced by (a) through their childhood's experiences and the experience of being a parent, a child's first teacher, (b) through opportunities and information available through technology, (c) through specific interactions and relationships with other professionals, (d) by understanding leadership characteristics, (e) through the experience of substituting (notion of career ladder), (f) through reflective practice, (g) because of specific personality traits in the learner, and finally, (h) through other peoples' "stories." The ARTP-G research study participants also said that "other ways of knowing" taught them that good teaching is: inspiring, caring, passionate, delivered in a framework of firmness and flexibility, able to transcend the circumstances to motivate students to learn, is sensitive to differences among students. The ARTP-G experience is an opportunity to expose and expand the participant's perspective by introducing critical reflection through the use of teaching diaries, role model profiles, participant learning portfolios and structured critical conversations.

The results of this study indicate an acknowledgment of the value of the ARTP-G preservice experience as it relates to the format and preparation for teaching, especially as it relates to observation of the model teacher, support of cohort members, pedagogical preparation. Since the duration of this preservice option is
short (20 instructional hours and 15 hours with the model teacher), prioritizing topics and focusing on covering topics identified priorities, is considered important by the ARTP-G research study group participants. As benefit of a cohort model emerged as a theme, a suggestion to group cohort members by grade/building level for an optimal experience, was noted. Many of the ARTP-G research study participants acknowledged the need for assistance in the area of classroom management and instructional management. Some of the participants also noted that the benefit of ARTP-G coupled with a good induction program and/or mentor as the reason for success in the first stages of teaching.

In analyzing the research questions, the following suggestions emerged as a result of the findings: (a) Linking ARTP-G candidates to schools that have good induction programs/model teachers, (b) more focus and continued support in the area of classroom management, instructional strategies and pedagogy, (c) varied experience with model teacher in regard to setting and types of districts, and (d) exploration and expansion of ARTP-G participants' perspective through reflective practice.
Recommendations for Future Study

Based on the results and conclusions of this research, additional areas of study are recommended:

Research

Conduct comparative studies of Alternate route candidates who participated in IA and ARTP-G regarding preparedness for the requirements of their initial teaching jobs.

Conduct qualitative studies of ARTP-G participants hired in districts with induction programs.

Conduct qualitative studies of the mentoring experiences of ARTP-G candidates.

Conduct a study that identifies and includes ARTP-G research study participants from the other locations who offer a similar preservice option.

Conduct a qualitative study regarding the qualities of effective model teachers.

Practice

Connect ARTP-G participants to model teachers whose schools have strong induction programs.

Establish strong and mutually beneficial links to school districts that will endorse and establish the credibility of the Alternate Route Option.

Establish links to various types of school districts so as to give the ARTP-G participants exposure to the sundry districts that exist throughout the state.
Utilizing established Professional Development Schools (PDS) or linking the regional training site and the model teacher using a similar model.

Prioritizing topics for instruction and maximizing allotted time to cover the identified priorities.

Establishing school cultures that support and share knowledge pertaining to classroom management, student motivation, instructional strategies, and operational procedures for novice teachers.

Encourage supportive networks among the schools, communities, regional training facilities and universities for the purpose of teacher preparation.

*Policy: Considerations for decision making at the state level*

Consider funding for schools with quality induction programs that hire alternate route candidates.

Consider paid internship programs for alternate route teachers.

Consider and create model teacher qualifications.

Consider and create mentor qualifications.

Design and implement career ladders for alternate route candidates.

Design and implement preservice options/requirements embedded into regulatory policy.


Appendix A

Letter of Intent/Solicitation
December 6, 2005

Dear Alternate Route Teaching Preparation ("ARTP") Participant,

My name is Esbel Kozzik. I am completing a doctoral dissertation in Educational Administration at Seton Hall University College of Education and Human Services.

The topic of my research involves components of quality alternate route teacher preparation programs in New Jersey. Specifically, interview questions will examine aspects of the Preservice component of ARTP that you have participated in. The purpose of this interview is to capture your insights regarding the value of Phase 1A on the initial requirements of your job as an ARTP provisional year teacher. The title of the study is "A Qualitative Study of the Efficacy of a Preservice Experience by Alternate Route Teacher Candidates at Regional Training Site in Union County, New Jersey". The superintendent of schools has granted me permission to conduct this study.

I need your help in collecting data about the value of Preservice experiences. You have been identified as a participant who successfully completed Phase 1A and is currently employed as a teacher for the 2005-2006 school year. Should you agree to participate in this study, I would seek to make an appointment with you to conduct a one time one on one interview. The interview will help me to gather data about the value of specific components of instruction, model teacher observations and conferences, and follow up at the regional training site with instructor and peers, as these components relate to your readiness for the initial phase of your present job. The length of each interview is approximately sixty minutes.

Participation is voluntary and can be withdrawn at any time. All participants in this study will receive a copy of the abstract upon request.

The confidentiality of all interviews, individuals, schools and districts will be preserved. Names of participants will be replaced by numbers/letters assigned by the researcher. The list matching names with numbers will be kept in a locked file cabinet in the
Appendix B

Informed Consent
Researcher’s Affiliation

The researcher, Ethel W. Kozlak, is completing a doctoral dissertation in Education Administration at Seton Hall University, College of Education and Human Services.

Purpose

The purpose of the researcher’s study is to investigate The Efficacy of a Preservice Experience by Alternate Route Teacher Candidates. One 60-minute interview with identified alternate route teachers who have participated in and completed the Alternate Route Teacher Program-Grant, and presently have teaching jobs, will be conducted face to face, at the regional training site or by telephone.

Procedures

Using a prescribed set of interview questions, the researcher will conduct one interview with each participant for approximately 60 minutes. The researcher will make note of the participant’s responses as well as tape record and transcribe each conversation. Interviews will be conducted at the Regional Training site or by telephone.

Instruments

The format of the interview with each participant will consist of the researcher asking background questions followed by approximately nine probing questions in effort to gain perspective regarding the topic of the Efficacy of Preservice experiences by Alternate Route Teacher Preparation (“ARTP”) candidates. The questions explore areas of beliefs about the value of specific instruction, observation of and conferences with a model teacher, and the format of alternating specific instruction with classroom observations and other areas that may occur to the researcher, as it relates to survival and success in the initial phase of the participants provisional teaching year. An example of a question is Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?

Seton Hall University
Institutional Review Board

DEC 1 3 2005

College of Education and Human Services
Executive Ed. Program
Tel: 973-275-2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Expiration Date

DEC 1 3 2006

Approval Date
Voluntary Nature

Participation in this study is voluntary and can be withdrawn at any time. Refusal to participate in the study or discontinuing participation at any time will involve no penalty or loss of benefits to the subjects otherwise entitled.

Anonymity

There is no anonymity in this study due to the fact that the researcher is conducting face-to-face interviews. However, the information gathered through the interviews will be used solely for purpose of analysis and the confidentiality of the interviews and of the school district will be preserved. To maintain accuracy and confidentiality, each subject will be assigned a number/letter code.

Confidentiality

All recorded and documented responses will be kept in a secure, locked cabinet in the researcher's home.

Confidential Records

Only the researcher and her mentor will see the raw data (notes and recordings) which will be saved in a secure, locked cabinet in the researcher's home for three years.

Risks and Discomforts

There are no anticipated risks discomforts associated with participating in this study.

Benefits

The expected benefits of participating in this study include a contribution to greater understanding and body of knowledge regarding of the value of specific Preservice experiences for alternate route teachers. Furthermore, influence on policy formulation as it relates to regulatory licensure for teachers in New Jersey, may be an additional benefit and contribution.

Compensation

There is no compensation for participating in this study.

Seton Hall University
Institutional Review Board

DEC 13 2005

Expiration Date

DEC 13 2006

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2725
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Approval Date
Alternative Procedures

There are no appropriate alternative procedures of courses of treatment that might be advantageous for the subject as a result of this study.

Contact Information

Ethel W. Kozlik, the researcher and a student at Seton Hall University, may be contacted for answers to pertinent questions about the research and research subject's rights. In addition, the researcher's mentor, Dr. Anthony Cioella and the Chairperson of Seton Hall University's IRB, Dr. Mary Ruzicka may also be contacted.

Ethel W. Kozlik
Developmental Learning Center
330 Central Avenue
New Providence, NJ 07974
908-508-1345

Dr. Anthony Cioella, Researcher's Mentor
Seton Hall University
Department of Education, Administration and Supervision
400 South Orange Avenue
South Orange, New Jersey 07079
973-275-2853

Dr. Mary Ruzicka, Institutional Review Board Chairperson
Seton Hall University
400 South Street
South Orange, New Jersey 07079
973-313-6214

Audio Tapes

Signing this Informed Consent Form, grants the researcher permission for audiotaping. The subject has the right to review all or any portion of the tape and request that it be destroyed. The audiotape will be kept in a secure and locked cabinet in the researcher's home for a period of at least 3 years following termination of the research.

Expiration Date

DEC 13 2006

Seton Hall University
Institutional Review Board

Approval Date

DEC 13 2005

College of Education and Human Services
Executive Ed.D. Program
Tel: 973.275.2728
400 South Orange Avenue, South Orange, New Jersey 07079
Copy of Informed Consent Form

A copy of the signed and dated Informed Consent Form will be given to the subject.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Participant ___________________________ Date ___________________________

Seton Hall University
Institutional Review Board

DEC 13 2005

Approval Date

Expiration Date

DEC 13 2006
Appendix C

Institutional Review Board Letter of Approval to Conduct Research
December 13, 2005

Ethel Kozlak
4248 County Rt #516
Manwan, NJ 07747

Dear Ms Kozlak,

The Seton Hall University Institutional Review Board has reviewed the information you have submitted addressing the concerns for your proposal entitled "A Qualitative Study of the Efficacy of a Pre-Service Experience by Alternate Route Teacher Preparation Candidates at a Regional Training Site in Union County". Your research protocol is hereby approved as revised through expedited review. The IRB reserves the right to recall the proposal at any time for full review.

Enclosed for your records are the signed Request for Approval form and the stamped original Informed Consent Forms. Make copies only of these stamped Informed Consent Forms.

The Institutional Review Board approval of your research is valid for a one year period from the date of this letter. During this time, any changes to the research protocol must be reviewed and approved by the IRB prior to their implementation.

According to federal regulations, continuing review of already approved research is mandated to take place at least 12 months after this initial approval. You will receive communication from the IRB Office for this several months before the anniversary date of your initial approval.

Thank you for your cooperation.

Sincerely,

Mary J. Runzka, Ph.D.
Professor
Director, Institutional Review Board

cc Dr Anthony Collica

Office of Institutional Review Board
President's Hall
Tel: 973.353.6314 • Fax 973.353.2978
400 South Orange Avenue • South Orange, New Jersey 07079-3641
Appendix D
Interview Questions
Interview Questions

#1 Background Information

1.1 What type of teaching experience have you had prior to entering the Provisional Teaching Program?

1.2 How much prior teaching experience do you have?

1.3 What types of work experience other than education did you have prior to you Provisional Teaching Program?

1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?

1.5 How many students are enrolled in your district?

#2 Interview questions pertaining to experiences during the first month of school:

2.1 List five skills that an alternate route teacher should have for a successful first month of school?

2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?

2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
#3 Interview questions pertaining to comparisons of training and job requirements:

3.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?

3.2 What one thing do you wish someone taught you before you began your provisional teaching year?

#4 Interview questions pertaining to other ways of knowing:

4.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?

4.2 As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?

#5 Interview questions- summarization:

5.1 If you were advising a new teacher about what he/she must know in your present job during what would you tell them?
5.2 What is the most valuable experience you had in the ARTP program? How did it prepare you for “real life” in the classroom?
Appendix E

New Jersey Professional Standards for Teachers and School Leaders
New Jersey Professional Standards for Teachers and School Leaders
N.J.A.C.6A: 9-3.3

STANDARD ONE:
SUBJECT MATTER KNOWLEDGE

Teachers shall understand the central concepts, tools of inquiry, structures of the
discipline, especially as they relate to the New Jersey Core Curriculum Content Standards
(CCCS), and design developmentally appropriately learning experiences making the
subject matter accessible and meaningful to all students.

STANDARD TWO:
HUMAN GROWTH AND DEVELOPMENT

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

STANDARD THREE:
DIVERSE LEARNERS

Teachers shall understand the practice of culturally responsive teaching.

STANDARD FOUR:
INSTRUCTIONAL PLANNING AND STRATEGIES

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

STANDARD FIVE:
ASSESSMENT

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

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation.

STANDARD SEVEN: SPECIAL NEEDS

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

STANDARD EIGHT: COMMUNICATION

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

STANDARD NINE: COLLABORATION AND PARTNERSHIPS

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

STANDARD TEN: PROFESSIONAL DEVELOPMENT

Teachers shall participate as active, responsible members of the professional development community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

"These new professional standards provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards."

Appendix F
Sample Curricula for ARTP Coursework
Alternate Route Formal Instruction Curriculum - 20 Hour Phase 1A (2005-2006)

<table>
<thead>
<tr>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching/Orientation</td>
</tr>
<tr>
<td>• Ethics &amp; Standards in the teaching profession: Your role as a teacher</td>
</tr>
<tr>
<td>• Where to go for Assistance: Guidance/Supervisor/Mentor/Administration</td>
</tr>
<tr>
<td>• Skills for Beginning teachers: Record Keeping: Plan Book &amp; Grade Book Attendance Parent Contact: Back to School Night</td>
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<tr>
<td>• Mistakes to Avoid</td>
</tr>
<tr>
<td>Classroom Management</td>
</tr>
<tr>
<td>• Developing rules</td>
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<tr>
<td>• Establishing discipline</td>
</tr>
<tr>
<td>• Assertive and pro-active discipline</td>
</tr>
<tr>
<td>• Responding to student diversity</td>
</tr>
<tr>
<td>New Jersey Core Curriculum Content Standards</td>
</tr>
<tr>
<td>• What are they? How do they affect your teaching</td>
</tr>
<tr>
<td>Creative &amp; Efficient Planning</td>
</tr>
<tr>
<td>• Use of Texts, Guides, and other resources</td>
</tr>
<tr>
<td>• Maintaining an orderly classroom order through lesson planning &amp; effective use of time</td>
</tr>
<tr>
<td>Developing Lesson Plans</td>
</tr>
<tr>
<td>• Madeline Hunter: Instructional Theory Into Practice (ITIP)</td>
</tr>
<tr>
<td>• Setting &amp; achieving objectives &amp; goals</td>
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<td>• Choosing appropriate learning tasks based upon objectives</td>
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<tr>
<td>• Writing a lesson plan: Goals/Objectives/Learning tasks/Evaluation</td>
</tr>
<tr>
<td>• Effective evaluative measures</td>
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<tr>
<td>• Pacing instruction</td>
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<tr>
<td>Presenting a lesson: New Jersey Core Curriculum Content Standards</td>
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<tr>
<td>• What are they? How do they affect your teaching?</td>
</tr>
<tr>
<td>• The First Day of School</td>
</tr>
</tbody>
</table>

*Details of New Jersey's Provisional Teacher Program - Alternate Route (an hour for information sharing by an NJDOE representative at some point in the 20 hours)*
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>NJ Standards</th>
<th>Topic(s)</th>
<th>Activities/ Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1 - Four Hours</td>
<td><strong>Standard Four:</strong> Instructional Planning and Strategies</td>
<td>Introduction to Teaching/ Orientation/ Standards</td>
<td><strong>Differentiation of Instruction</strong> Individual/group activities will be differentiated based on student need/grade levels to ensure relevance and appropriateness. Group Activity—Read case studies and react. Share insights with class. Handout—Professional Standards for Teachers Group Activity—Each group reads a standard, discuss with group members, report to class. Individual Activity—Discuss your district’s chain of command. Text—Wong &amp; Wong (1998) The first days of school! Harry Wong Video #2 (group activities for application related to grade level/subject area) • Handouts—Preparing for the first days of school • Individual Activity—Design the physical space of your classroom Video #3—Parry Wong: Discipline and Procedures Group Activity—Prepare Agenda for Back to School Night. Role Play—making initial phone calls to parents Assessment of Activities Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations <strong>Standard Ten: Professional Development</strong> Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration. <strong>Differentiation of Instruction</strong></td>
</tr>
<tr>
<td>Class #2 - Four Hours</td>
<td><strong>Standard Eight:</strong> Communication</td>
<td>Planning for Instruction</td>
<td></td>
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<td></td>
<td><strong>Standard Nine:</strong> Collaboration and Partnerships</td>
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<td><strong>Standard Ten:</strong> Professional Development</td>
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<td>Lesson #/NJ Standards</td>
<td>Topic(s)</td>
<td>Activities/Materials/Assessments</td>
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<td>and Strategies</td>
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<td><a href="http://www.masterteacher.com">http://www.masterteacher.com</a></td>
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<td><a href="http://teacher.scholastic.com">http://teacher.scholastic.com</a></td>
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</tbody>
</table>

Individual/group activities will be differentiated by subject area/grade level to ensure relevance and appropriateness.

- Group activity: Use Bloom’s Taxonomy-ask questions about the fairy tale “The Three Little Pigs” (Venn diagrams)
- Bloom’s Taxonomy-develop questions that probe for higher levels of understanding. Demonstrate structure of questioning that is hierarchical/ cumulative.

Individual/Group Activity: Write an instructional objective using all of the components discussed. Share your objective with members of your grade level/subject area group.

Lecture/Lesson Design INCLUDE:
- Content
- Instructional Objective
- Standard
- Prerequisite skills
- Instructional procedure
- Materials
- Assessment
- Follow up activity

Small groups, subject area/grade level, design a lesson that demonstrates the components of Madeline Hunter’s lesson design.
- Create rubric for lesson plan
- Rubric Presentations

Individual Activity: Incorporate an assessment of learning in lesson plan.

Video-Teaching for Results
- The what, why, and how
### Lesson Plans

**Lesson Plans:**
- [http://www.adprima.com](http://www.adprima.com)

**NJ Department of Education—**

Review of CCCS and their relationship to lesson planning and learning to mastery
- Instructional objectives must relate to CCCS
- Creative and efficient planning
- Use of textbooks, guides and other resources

**Components of the CCCS**
- Content areas
- Grade levels
- Strands
- Cumulative Progress Indicators
- Frameworks

### Class #3 - Four Hours

- **Standard Three:** Diverse Learners
- **Standard Four:** Instructional Planning and Strategies
- **Standard Six:** Learning Environment
- **Standard Ten:** Professional Development

**Diverse Learners**
- Multiple Intelligences—Howard Gardner
  - Visual/Spatial
  - Verbal/linguistic
  - Logical/Mathematical
  - Bodily/kinesthetic
  - Musical/rhythmic
  - Interpersonal
  - Intrapersonal
  - Naturalistic

**Differentiation of Instruction**
- Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

- **Lecture**
  - Howard Gardner Video

  **Class discussion/sample activities for each intelligence**
  - Complete Multiple Intelligence Survey:
    - Discuss results with class
  - Group Activity—sample activities for each intelligence

---

**Activities/ Materials/Assessments**

- Supportive information and examples of modeling, reviewing, and checking for comprehension

- Professional Journals

- Access NJDOE website— - CCCS

- Use standards to:
  - Write a lesson plan and relate it to the CCCS
  - Prepare and teach lesson addressing content area
  - Investigate CCCS in subject area and align various lessons to standards

**Assessment of Activities**
- Collaborative Peer Review, Journals, Checklists, Collaborative Discussions, Small Group Activities, Products, and Presentations

**Standard 10: Professional Development Indicators**
- Students will reflect on their learning through participation in various interactive and introspective activities.
- Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.

---

**Draft**
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>NJ Standards</th>
<th>Top(s)</th>
<th>Activities/ Materials/Assessments</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>• Visual</td>
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<td>• Auditory</td>
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<td>• Kinesthetic</td>
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<td><strong>Addressing diverse learning styles</strong></td>
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<td></td>
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<td>• Creative and efficient planning</td>
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<td>• Use of texts, guides and other resources</td>
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<td>• Maintaining an orderly classroom through lesson planning and effective use of time</td>
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<td>• Developing lesson plans that reflect the needs of diverse learners</td>
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<td>• Provide various activities to engage diverse learners more effectively</td>
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<td>• Setting and achieving goals and objectives</td>
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<td>• Choosing appropriate learning tasks based on goals and objectives</td>
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<td>• Effective evaluative measures</td>
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<td>• Pacing instruction</td>
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<td>• Checking for understanding</td>
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<td>• Develop several activities/ assignments that take into consideration different learning styles/multiple intelligences</td>
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<td>• Work in groups of two students</td>
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<td>• Practice the use of one of these strategies with your partner</td>
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<td>Provide your partner with feedback related to the use of the strategy</td>
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<td><strong>Assessment of Activities</strong></td>
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<td></td>
<td>Collaborative Peer Review; Journals; Checklists; Collaborative Discussions; Small Group Activities; Products, and Presentations</td>
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<td><strong>Standard 10: Professional Development Indicators</strong></td>
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<td></td>
<td>Through participation in various interactive and reflective activities, students will reflect on their learning. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.</td>
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</table>

**Class #4 - Four Hours**

<table>
<thead>
<tr>
<th>Standard Three:</th>
<th>Diverse Learners</th>
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</thead>
<tbody>
<tr>
<td>Standard Four:</td>
<td>Instructional Planning and Strategies</td>
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<tr>
<td>Standard Six:</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Standard Ten:</td>
<td>Behavior Management</td>
</tr>
</tbody>
</table>

**The ABCs of Behavior Management**

- The ASC’s of behavior management
- What is a behavior problem?
- Why is the behavior occurring?
- Learning theory
- Common situations that...

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

- Journal Reflections
- Lecture
- Handouts

Questions related to classroom management/discipline include:

- What do you do to establish classroom management?
### Class # 5 – Four Hours

- **Standard Three:** Diverse Learners
- **Standard Four:** Instructional Planning and Strategies
- **Standard Six:** Learning Environment
- **Standard Ten:** Professional Development

**Classroom Management/Discipline Models**

**Discipline Approaches—Two examples**
- Assertive Discipline (Lee and Marlene Canter)
  - Three different types of teachers
  - Clear, consistent rules and enforcement
  - Teachers must get to know students individually

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject and grade level to ensure relevance and appropriateness.

**Handouts for discipline models**
- Lecture Group Activity: Read the descriptions of Assertive Discipline and Cooperative Discipline. Compare and contrast both discipline approaches. Use a Venn diagram as you compare and contrast these discipline theories.
- Behavior Management Activity: Describe the behavior one of your students. Using the principles of behavior management you learned...
<table>
<thead>
<tr>
<th>Lesson # / NJ Standards</th>
<th>Topic(s)</th>
<th>Activities/ Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative Discipline (Linda Albert)</td>
<td>Requires mutual respect between teachers and students</td>
<td>Behavior management you learned in Class #4. Describe the behavior and develop a behavior management plan.</td>
</tr>
<tr>
<td></td>
<td>Protects collaboration, partnerships with students and parents</td>
<td>Master Teacher Video: Great Classroom Management: Creating a Top-Notch Teaching and Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Class meetings</td>
<td>Using the information you got from the ARTP class instruction, videos, and handouts, make a plan for the first week in your own classroom. Share this information with your classmates and ARTP instructor.</td>
</tr>
<tr>
<td></td>
<td>Strategies for encouraging students</td>
<td>Reflective Activity: Take a few minutes to reflect on why you want to be a teacher. What do you hope to accomplish as a teacher? Share this information with your classmates and ARTP instructor.</td>
</tr>
<tr>
<td></td>
<td>Teachers must get to know students individually</td>
<td>Assessment of Activities Collaborative Peer Review, Journals: Checklist, Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
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<tr>
<td></td>
<td>Requires mutual respect between teachers and students</td>
<td>Standard 10: Professional Development-Indicator Through participation in various interactive and retrospective activities, students will reflect on their learning. Journal writing and sharing will serve as an introduction to reflective practice.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Classroom organization</td>
<td>Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
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<td></td>
<td>Physical space</td>
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<td></td>
<td>Procedures/routines</td>
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<td>Elementary grades</td>
<td>Middle school</td>
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<td>High school</td>
<td>Managing behaviors through the teaching process</td>
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<td>Organization of lessons</td>
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<td>Preparedness</td>
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<td>Pace of lessons</td>
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<td>Relevance of lessons</td>
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<td>Learning processes</td>
<td>Note taking/outlining</td>
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<td></td>
<td>Reading for information</td>
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<td>Working in a group</td>
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<td>Class #1 - Four Hours</td>
<td>Skills for Beginning Teachers/Classroom Management</td>
<td>Differentiation of Instruction</td>
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<tr>
<td><strong>Standard Three:</strong> Diverse Learners</td>
<td>* Physical space</td>
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<td><strong>Standard Six:</strong> Learning Environment</td>
<td>* Maintaining an orderly classroom/establishing procedures</td>
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<td><strong>Standard Seven:</strong> Special Needs</td>
<td>* Developing rules</td>
<td>* Summarizing and Note Taking</td>
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<td><strong>Standard Eight:</strong> Communication</td>
<td>* Establishing routines</td>
<td>* Homework and Practice</td>
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<td>* Organization of Time</td>
<td>* Questions and Answers</td>
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<td>* Daily schedule</td>
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<td>Management Through Instruction</td>
<td>Harry Wong Video #4</td>
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<td>* Learning processes</td>
<td>Procedures and Routines</td>
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<td>* Graphic organizers, charts, graphs, webs</td>
<td>Video: Classroom Discipline</td>
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<td>* Outlines, note-taking</td>
<td>Journal Activity: what works!</td>
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<td>* Working in groups</td>
<td>Personal and group sharing of present successful practices, Video series; Mentoring</td>
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<td>* Reading for information</td>
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<td>* Teaching Process</td>
<td>Conquering the First Day, First Week and First Month</td>
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<td>* Organization of Lessons</td>
<td>Assessment of Activities:</td>
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<td>* Preparedness</td>
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<td>* Pace of lessons</td>
<td>Standard 10: Professional Development-indicator</td>
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<td>* Relevance of lessons</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.</td>
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<td>* Teaching/reinforcing higher order thinking skills</td>
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<td>* Providing relevant homework</td>
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<td>Differentiation of Instruction</td>
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<td>Standard Two: Human Growth and Development</td>
<td>How to arrange the classroom to maximize achievement and minimize disruptive behavior</td>
<td>Individual/group activities will be differentiated by subject area/guided levels to ensure relevance and appropriateness.</td>
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<td>Standard Three: Diverse Learners</td>
<td>Discipline Models</td>
<td>Video series; Great Classroom Management #1 Creating a Top-Notch Teaching and Learning Environment</td>
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<tr>
<td>Standard Five: Assessment</td>
<td>• Frederick Jones</td>
<td>Class discussion of video</td>
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<tr>
<td>Standard Six: Learning Environment</td>
<td>• Linda Albert</td>
<td>Group Activity: Discuss one of the five discipline models, write cogent explanations and present to the class for class review</td>
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<tr>
<td>Standard Seven: Special Needs</td>
<td>(cooperative discipline)</td>
<td>Group Discussion and Presentation</td>
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<tr>
<td>Standard Eight: Communication</td>
<td>• Marlene and Lee Cantor (Assertive Discipline)</td>
<td>• Frederick Jones</td>
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<td>Standard Ten: Professional Development</td>
<td>• William Glasser (Rational Choices/Control Theory)</td>
<td>• Linda Albert</td>
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<td>• Diane Gossen (Restitution Theory—extension of William Glasser’s Control theory)</td>
<td>• Marlene and Lee Cantor</td>
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<td>• Preventing Disruptions—thinking on your feet</td>
<td>• William Glasser</td>
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<tr>
<td></td>
<td>• Problem Solving—thinking on your feet</td>
<td>• Diane Gossen</td>
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<td>• Transitional Time and Time on Task</td>
<td>Harry Wong’s thoughts on Discipline</td>
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<td>Components of a discipline plan</td>
<td>• Textbook pp 141-165</td>
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<td>Developing a discipline plan</td>
<td>• Video # 4 Procedures and Routines – class discussion of video</td>
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<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
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Class #3 - Four Hours

**Standard Eight:** Communication

**Standard Nine:** collaboration and Partnerships

**Standard Ten:** Professional Development

<table>
<thead>
<tr>
<th>Effective Communication</th>
<th>Differentiation of Instruction</th>
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<tbody>
<tr>
<td>• Preparing for conferences</td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
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<tr>
<td>• Creating Positive Conferences</td>
<td>Video; Parent/Teacher Conferences</td>
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<tr>
<td>• Handling Difficult Conferences</td>
<td>• Several different kinds of parent/teacher conferences</td>
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<tr>
<td>• Developing positive and Productive relationships with other professionals, parents and students</td>
<td>• Ways to increase parent involvement</td>
</tr>
<tr>
<td>• Importance of a positive, professional relationship</td>
<td>• Examples of parent/teacher communication</td>
</tr>
<tr>
<td>• Maintaining Open Communication with Parents</td>
<td>Video: How to Handle Difficult People</td>
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<tr>
<td>• Roadblocks to effective parent-teacher relationships</td>
<td>Activity: Students will divide into groups and prepare to challenge another group with a challenging scenario dealing with communication behavior. Student will utilize the skills learned in class to facilitate communication when faced with &quot;difficult people.&quot;</td>
</tr>
<tr>
<td>• Confidentiality</td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td>• Professional Communication within your school and district</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
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<tr>
<td>• Communication with students</td>
<td>Standard 10: Professional Development-Indicators</td>
</tr>
<tr>
<td>• Communicating effectively with students</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
<tr>
<td>• Respecting Diversity</td>
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<tr>
<td>• Maintaining open communication</td>
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</table>

Class #4 - Four Hours

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<table>
<thead>
<tr>
<th>Standard One:</th>
<th>Diversity of Learners</th>
<th>Differentiation of Instruction</th>
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</thead>
<tbody>
<tr>
<td>Standard Two: Human</td>
<td>• Multiple Intelligences</td>
<td>Individual/group activities will be</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>• Learning Styles - Visual, auditory</td>
<td>differentiated by subject or grade</td>
</tr>
<tr>
<td>Standard Three: Diverse</td>
<td>- kinesthetic/concrete vs. abstract, Random vs.</td>
<td>levels to ensure relevance and</td>
</tr>
<tr>
<td>Learners</td>
<td>- Sequential, Active vs. Reflective</td>
<td>appropriateness.</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>• Students with special needs</td>
<td>Video on multiple intelligences</td>
</tr>
<tr>
<td>Standard Five: Assessment</td>
<td>• Three Teaching Styles</td>
<td>• Inventory for Multiple</td>
</tr>
<tr>
<td>Standard Six: Learning</td>
<td>- Permissive</td>
<td>- Intelligences</td>
</tr>
<tr>
<td>Environment</td>
<td>- Authoritarian</td>
<td>Group Activity: Students will</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>- Democratic</td>
<td>complete a survey of their own</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>- Teaching Styles</td>
<td>- &quot;intelligence&quot;. Class will</td>
</tr>
<tr>
<td></td>
<td>- Teaching methods</td>
<td>form small groups based on</td>
</tr>
<tr>
<td></td>
<td>- Teaching environment</td>
<td>intelligences and present lesson</td>
</tr>
<tr>
<td></td>
<td>- Room design</td>
<td>utilizing that intelligence to</td>
</tr>
<tr>
<td></td>
<td>- Evaluation techniques</td>
<td>class.</td>
</tr>
<tr>
<td></td>
<td>- Teacher characteristics</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>- Educational Philosophy</td>
<td>Individual Activity complete:</td>
</tr>
<tr>
<td></td>
<td>- Adapting teaching style to meet the needs of diverse</td>
<td>- Learning Style Inventory</td>
</tr>
<tr>
<td></td>
<td>- Students with special needs</td>
<td>Group Activity: Discuss results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of inventories, choose activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>based on several different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning styles.</td>
</tr>
</tbody>
</table>

**Assessment of Activities**
- Collaborative Peer Review, Journals, Checklist, Collaborative Discussions, Small Group Activities, Products, and Presentations

**Standard 10: Professional Development Indicators**
- Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.

<table>
<thead>
<tr>
<th>Class #5 – Four Hours</th>
<th>Differentiation of Instruction</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard one:</strong> Subject matter Knowledge</td>
<td><strong>Fostering Student Motivation</strong></td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td><strong>Standard Two:</strong> Human Growth and Development</td>
<td>- Maslow’s Hierarchy of Needs</td>
<td>Research on theorists linking learning to human needs and stages of development.</td>
</tr>
<tr>
<td><strong>Standard Three:</strong> Diverse Learners</td>
<td>- Increasing motivation</td>
<td>- Group assignments linking information about specific students, subject matter knowledge, and achievement.</td>
</tr>
<tr>
<td><strong>Standard Four:</strong> Instructional Planning and Strategies</td>
<td>- Power of positive reinforcement</td>
<td>- Explore five educational philosophies; Essentialism, Progressivism, Perennialism, Existentialism, and Behaviorism.</td>
</tr>
<tr>
<td><strong>Standard Five:</strong> Assessment Environment</td>
<td>- Differentiated reinforcement</td>
<td>- Connect theory to practice by preparing and teaching lessons targeting identified student needs.</td>
</tr>
<tr>
<td><strong>Standard Six:</strong> Learning Needs</td>
<td>- Class reinforcement vs. individual student reinforcement</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Seven:</strong> Special Needs</td>
<td>- Cognitive Development</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Eight:</strong> Communication</td>
<td>- Social-emotional development</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Nine:</strong> Collaboration and Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Ten:</strong> Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class #6 - Four Hours

**Assessment of Activities**

Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations

**Standard 10: Professional Development-Indicators**

Students will reflect on their learning through participation in various interactive and reflective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.

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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One: Subject matter Knowledge</td>
<td>Planning for Instruction:</td>
<td>Differentiation of Instruction</td>
</tr>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>• Bloom’s Taxonomy • Knowledge • Comprehension • Application • Analysis • Evaluation • Cognitive Domain • Affective Domain • Psycho-motor Domain • Writing Instructional Objectives • Four Components: “ABCD” Audience, Behavior, Condition, Degree • Analysis of the components</td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness. Bloom’s Taxonomy (Handouts) Group Activities: • Create a “resource pamphlet” that connects each level to key words that describe that level • Research a subject topic and develop questions that reflect the hierarchy of cognitive skills included in Bloom’s Taxonomy Small Group Activity (Dyads) • Write several objectives reflective of your subject area/grade level that contain each of the four components</td>
</tr>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td>Standard Five: Learning Environment</td>
<td>Standard Six: Special Needs</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td>Class #7 – Eight Hours</td>
<td>Developing Lesson Plans</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
</tbody>
</table>

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| Standard Three: Diverse Learners | • Madeline Hunter: Instructional theory into Practice |
| Standard Four: Instructional Planning and Strategies | • Setting and achieving objectives and goals |
| Standard Five: Assessment Environment | • Choosing appropriate learning tasks based upon objectives |
| Standard Seven: Special Needs | Elements of Lesson Design |
| Standard Ten: Professional Development | • Objective |
| | • CCCS Standard |
| | • Anticipatory Set |
| | • Teaching/presenting: input, modeling, checking for understanding, questioning strategies |
| | • Guided Practice; teacher directed, teacher supervised, teacher determined level of mastery and addresses individual student issues |
| | • Closure; review/wrap-up of lesson, reviewing/clarifying key points of lesson, tying them together and ensuring students’ |
| | • Independent Practice: can be done in class or for homework |

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<table>
<thead>
<tr>
<th>Standard One: Subject matter Knowledge</th>
<th>Developing Lesson Plans in alignment with Core Curriculum Content Standards (CCCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>- Writing a lesson plan; goals, objectives; learning tasks and evaluation</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>- Effective evaluative measures</td>
</tr>
<tr>
<td>Standard Five: Assessment</td>
<td>- Pacing instruction</td>
</tr>
<tr>
<td>Standard Six: Learning Environments</td>
<td>- Integrating technology</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>- Internet resources for Instructional Planning</td>
</tr>
</tbody>
</table>

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness:

- Prepare and teach lesson addressing content area
- Investigate CCSS in subject area and align lessons to standards
- Compare and contract different literacy models (phonics, whole language, balanced literacy approach)
- Lesson critiques
- Evaluate lesson plan to see if it matches identified standard
- Develop graphic organizers that illustrates the similarities and differences
- Share projects in small groups then have each group showcase their best work
- Discuss and evaluate topics covered previously and how they relate to the presented lesson

**Assessment of Activities**

Collaborative Peer Review; Journals; Checklists; Collaborative Discussions; Small Group Activities, Projects, and Presentations

**Standard 10: Professional Development - Indicators**

Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to...
### Class #9 - Eight Hours

**Standard One**: Subject matter Knowledge  
**Standard Three**: Diverse Learners  
**Standard Four**: Instructional Planning and Strategies  
**Standard Five**: Assessment Environments  
**Standard Ten**: Professional Development

<table>
<thead>
<tr>
<th><strong>Instructonal Models:</strong></th>
<th><strong>Differentiation of Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td>- Teacher directed</td>
<td>- Handouts</td>
</tr>
<tr>
<td>- Includes lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations</td>
<td>- Lecture</td>
</tr>
<tr>
<td>- Effective for providing information and developing step by step skills</td>
<td>- Group activity: investigate a specific instructional model. Discuss instructional model in groups. Develop an outline including all components of the instructional model. Demonstrate the model for class.</td>
</tr>
</tbody>
</table>

**Indirect Instruction**  
- High level of student involvement  
- Inquiry, induction, problem solving, decision making, discovery

**Interactive Instruction**  
- Relies heavily on discussion and sharing among participants  
- Allows for a range of grouping and interactive methods, i.e. class discussions, group discussions, projects, student pairs or triads

**Experiential Learning**  
- Learning participant in an activity  
- Critically reflect on activity  
- Draw useful insights

**Assessment of Activities**  
Collaborative Peer Review; Journals; Checklist Collaborative Discussions; Small Group Activities, Projects, and Presentations

**Standard 10**: Professional Development-Indicators  
Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will
<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use information in new situations</td>
<td>Introduce students to the practice of collaboration.</td>
</tr>
<tr>
<td><strong>Independent Study</strong></td>
<td>• Fosters the development of individual student initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• May be initiated by student or teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Under the guidance/supervision of a classroom teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Class #10 – Four Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Two:</strong> Human Growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Three:</strong> Diverse Learners</td>
<td></td>
<td></td>
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<tr>
<td><strong>Standard Five:</strong> Assessment Needs</td>
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<tr>
<td><strong>Standard Seven:</strong> Special Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Ten:</strong> Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Assessments:</strong></td>
<td></td>
<td>Differentiation of Instruction</td>
</tr>
<tr>
<td>• Normative Referenced Tests</td>
<td>Individuals/group activities will be differentiated by subject area/grade level to ensure relevance and appropriateness.</td>
<td></td>
</tr>
<tr>
<td>• Criterion Referenced Tests</td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>• Performance Assessments/Rubrics</td>
<td>Lecture</td>
<td>Group Activity: compare/contrast normative and criterior referenced test. Provide examples of each</td>
</tr>
<tr>
<td>• Normal Curve, Percentiles, Normal Curve Equivalent, Standardized tests</td>
<td></td>
<td>Individual Activity: using one of your lesson plans, develop a performance based assessment. Present and share with class.</td>
</tr>
<tr>
<td>• Test Biases, Testing Conditions</td>
<td></td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td>• Test Administration/Standardization</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Projects, and Presentations</td>
<td></td>
</tr>
<tr>
<td>• Teacher-made assessments</td>
<td></td>
<td>Standard Ten: Professional Development</td>
</tr>
<tr>
<td>• Portfolio Assessment</td>
<td>Development-Indicators</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and</td>
</tr>
<tr>
<td>• Authentic Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #/NJ Standard(s)</td>
<td>Topic(s)</td>
<td>Activities/Materials/Assessments</td>
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<td></td>
<td></td>
<td>communicating with peers; will introduce students to the practice of collaboration.</td>
</tr>
</tbody>
</table>

Class #11 – Four Hours

**Standard One: Subject Matter Knowledge**

**Standard Four: Instructional Planning and Strategies**

**Standard Five: Assessment**

**Standard Ten: Professional Development**

<table>
<thead>
<tr>
<th>New Jersey Core Curriculum Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ Department of Education—</td>
</tr>
<tr>
<td><a href="http://www.nj.gov/hied4/">http://www.nj.gov/hied4/</a></td>
</tr>
</tbody>
</table>

Review of CCSS and their relationship to lesson planning and learning to mastery:

- Instructional objectives must relate to CCSS
- Creative and efficient planning
- Use of textbooks, guides and other resources

**Components of the CCSS**

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness:

- Write a lesson plan and relate it to the CCSS
- Prepare and teach lessons addressing content area
- Investigate CCSS in subject area and align various lessons to standards

**Student assessment:**

- Study/Analyze Test Results
- Compare test results
- Prepare sample tests that include elements of a

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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
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<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content areas</td>
<td>good assessment</td>
<td></td>
</tr>
<tr>
<td>• Grade levels</td>
<td>Create performance assessments in lesson plans and determine alternate ways to assess students</td>
<td></td>
</tr>
<tr>
<td>• Strands</td>
<td>Develop rubrics in class to serve as guidelines for criticizing each other</td>
<td></td>
</tr>
<tr>
<td>• Cumulative Progress Indicators</td>
<td>Techniques</td>
<td></td>
</tr>
<tr>
<td>• Frameworks</td>
<td>Assessment of Activities</td>
<td></td>
</tr>
<tr>
<td>• Standardized Testing; understanding and interpreting previous test results</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Class #12: Four Hours**

**Standard One:** Subject matter knowledge  
**Standard Two:** Human Growth and Development  
**Standard Three:** Diverse Learners  
**Standard Four:** Instructional Planning and Strategies  
**Standard Five:** Assessment  
**Standard Six:** Learning Environment  
**Standard Seven:** Special Needs  
**Standard Eight:** Communication  
**Standard Nine:** Collaboration and Partnerships

**Review of Phase 1B Topics**  
• Classroom Management  
• Effective Communication  
• Diverse Learners  
• Fostering Student Motivation  
• Planning for Instruction

**Differentiation of Instruction**  
Individual/group activities will be differentiated by subject area/grade level to ensure relevance and appropriateness.

**Journal reflections**  
Individual student participation  
Small group review activities and presentations

**Assessment of Activities**  
Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations

**Standard 1C: Professional Development-Indicators**  
Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.

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<table>
<thead>
<tr>
<th>Lesson #</th>
<th>NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Standard Ten:</strong> Professional Development</td>
<td></td>
<td>Development-Indicators: Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and conversing with peers will introduce readiness to the practice of collaboration.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion of Final Group Project Assignments</strong></td>
<td><strong>Differentiation of Instruction</strong></td>
</tr>
<tr>
<td><strong>Brain Based Learning</strong></td>
<td>Individual/group activities will be differentiated by subject area/grade levels to assure relevance and appropriateness.</td>
</tr>
<tr>
<td>Brain Based Learning—This learning theory is based on the structure and function of the brain.</td>
<td>Final Project Topic Assignment Sheet</td>
</tr>
<tr>
<td>Some of the core principles of Brain based learning include:</td>
<td>Guest speaker</td>
</tr>
<tr>
<td>- The brain can produce several activities at once</td>
<td>Brain Based Learning: Applications and Strategies that make a Difference</td>
</tr>
<tr>
<td>- Learning engages the whole physiology</td>
<td>- Handouts</td>
</tr>
<tr>
<td>- The brain processes wholes and parts simultaneously</td>
<td>- Lecture</td>
</tr>
<tr>
<td>- Learning involves both focused attention and peripheral perception</td>
<td>- Small group activities involving information processing and relating brain based learning to instruction</td>
</tr>
<tr>
<td>- Learning involves both conscious and unconscious processes</td>
<td>- Reflection of primary concepts involving how the brain acquires and uses knowledge and the role of learning styles to brain based learning.</td>
</tr>
<tr>
<td>- Learning is enhanced by challenge and inhibited by threat</td>
<td>- Group Activity: Develop a lesson incorporating brain based learning in your subject area/grade level. Present lesson to the class. Class will provide feedback</td>
</tr>
<tr>
<td>Three instructional techniques associated with brain based learning:</td>
<td><strong>Assessment of Activities</strong></td>
</tr>
<tr>
<td>- Orchestrated immersion</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities; Projects, and Presentations</td>
</tr>
<tr>
<td>- Relaxed alertness</td>
<td><strong>Standard 10: Professional Development Indicators</strong></td>
</tr>
<tr>
<td>- Active processing</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration</td>
</tr>
<tr>
<td>How Brain based learning impacts education</td>
<td></td>
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<tr>
<td>Lesson #/NJ Standard(s)</td>
<td>Topic(s)</td>
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<tr>
<td>Class #2 (8 hours)</td>
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</tr>
<tr>
<td><strong>Standard Two:</strong> Human Growth and Development</td>
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<tr>
<td><strong>Standard Three:</strong> Diverse Learners</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Six:</strong> Learning Environment</td>
<td></td>
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<tr>
<td><strong>Standard Seven:</strong> Special Needs</td>
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<tr>
<td><strong>Standard Ten:</strong> Professional Development</td>
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</tbody>
</table>

**Instruction**
- Multiple intelligences; application in the classroom

**Differentiated Instruction**
- Teacher's response to learner's needs
- Respectful tasks, flexible grouping, and ongoing assessment/adjustment
- Teachers should adapt instruction to student differences

Four ways to differentiate instruction
- Content/Topic
- Process/Activities
- Product
- Accommodating individual learning style

Some ways to respond to different readiness levels
- Vary difficulty level
- Scaffolding
- Adjust task familiarity
- Vary direct instruction by small group
- Adjust proximity of ideas to student experiences

**Differentiation of Instruction Strategies:**
- Compacting
- Tiered Activities
- Anchor Activities
- Chunking
- Cubing

**Differentiation of Instruction**
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

**Resource Book:** Multiple Intelligences in the Classroom (2nd ed.) by Thomas Armstrong
Handouts
Lecture

**Field Activity**
- Using the Internet, access educational sites to obtain information on the use of differentiated instruction in developing lessons.
- Research one of the differentiated instruction strategies. Give an example of how it is utilized. Present to class.
- Use one of these strategies with your students this week. Report back to class.

**Assessment of Activities**
Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations

**Standard 10:** Professional Development-Indicator
Students will reflect on their learning through participation in various intensive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.

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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
</table>
|                        | Assessment | • Student Data Sources  
• Teacher Data  
Mechanisms  
• Effective Questioning  
• Interest and Motivation  
• Educational  
Technology |

**Class #3 – Four Hours**

**Standard Two**: Human Growth and Development  
**Standard Three**: Diverse Learners  
**Standard Five**: Assessment Environment  
**Standard Six**: Learning Needs  
**Standard Seven**: Special Needs  
**Standard Ten**: Professional Development

**Diverse Learners**  
• English as a Second Language (ESL)  
• Limited English Proficiency (LEP)  
• Bilingual Education  
• Gifted and Talented Students  
• Identifying Gifted and talented Students (Assessments)  
• Programs for Gifted and Talented Students  
• Developing and implementing programs for diverse learners

**Differentiation of Instruction**  
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.  
• Analysis of case studies/ESL/LEP and Bilingual Education  
• Compare and contrast similarities and differences among ESL, LEP and bilingual educational programs  
• Lesson Plans showing diversity/styles  
• Demonstration of Differentiating Instruction  
• Cultural customs and traditions using instructional videotapes.  
• Speakers from various backgrounds will relay information regarding their cultures and mores  
• Video (the Making of Bobby Fisher)  
• Managing a Diverse classroom

Assessment of Activities

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<table>
<thead>
<tr>
<th>Class #4 - Four Hours</th>
<th>Diversity of Learners</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Two: Human Growth and Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Three: Diverse Learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Five: Assessment Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Seven: Special Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Ten: Professional Development</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Diversity of Learners**
- Special Education
  - Learning Characteristics and Classifications of Special Education Students
  - Differences between Basic Skills Instruction (BSI) and Special Education

**Differentiation of Instruction**
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

- Handouts
- Lecture
- Guest speaker
  - Presentation and discussion of special needs in terms of current legislation

**Group Activity:** Collaborative group analysis of case studies related to special education
- Case Studies: Analysis of student readiness and suggestions for differentiated instruction strategies to meet the needs of these students

**Assessment of Activities**
Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Product, and Presentations

**Standard 10: Professional Development-Indicators**
<table>
<thead>
<tr>
<th>Class #5 - Eight Hours</th>
<th>Diverse Learners</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>- Special Education</td>
<td>Individual/group activities will be differentiated by subject and grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>- New Jersey Administrative Code</td>
<td>• Video: IEP Success</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>- Differentiated Instruction - Adapting and Modifying lessons to individualize instruction for special needs students</td>
<td>Basic underlying Principles of IEP's</td>
</tr>
<tr>
<td>Standard Five: Assessment</td>
<td>- Guiding success by breaking tasks down into attainable steps and small measurable goals (task analysis)</td>
<td>• Analysis of sample IEP to develop instructional strategies (to incorporate technology as appropriate)</td>
</tr>
<tr>
<td>Standard Six: Learning Environment</td>
<td>- Steps for developing an Individualized Education Plan (IEP)</td>
<td>• Small Group Activity: Model/present appropriate teaching strategies for divergent learners</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>- Classroom organization/classroom management strategies to maximize learning for all</td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td>Standard Nine: Collaboration and Partnerships</td>
<td>- Organize/plan for a safe, efficient and productive classroom</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td></td>
<td>Standard 10: Professional Development Indicator:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #6 - Four Hours</th>
<th>Diverse Learners</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>- Special Education</td>
<td>Individual/group activities will be</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Three: Diverse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Five: Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Six: Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Nine: collaboration and Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying appropriate strategies for addressing the learning and behavioral differences for at risk students in the regular classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adaptation and/or Modification Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology and special education students. Programs that can enhance and enrich learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation and reinforcement strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Power of Two (Co-Teaching) Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standards and Inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can we have both? Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website and software reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group activities: develop motivational strategies and reinforcement systems for Assessment of Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative Peer Review, Journals; Checklist: Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 10: Professional Development-Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #7: Four Hours</th>
<th>Reading and Language Arts</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One: Subject matter Knowledge</td>
<td>Flexible Groupings</td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>Defining Reading/Literacy</td>
<td>Compare and contrast different literacy models</td>
</tr>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>Strategies to improve comprehension, content area reading and study skills</td>
<td>Review literacy standards and develop lesson plan in the subject area that addresses specifically targeted CCSS</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>Preparing writing assignments</td>
<td></td>
</tr>
<tr>
<td>Standard Five: Assessment</td>
<td>Dimensions of writing</td>
<td></td>
</tr>
<tr>
<td>Standard Six: Learning Environment</td>
<td>Writing for all</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Standard Seven: Special Needs</th>
<th>• How to assess and strengthen writing skills</th>
<th>programs and specific approaches utilized in specific districts in NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Nine: collaboration and Partnerships</td>
<td>• Describing and using formal and informal assessment procedures</td>
<td>• Research (Web) for reading programs for diverse learners</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>• Reading and writing in specific content areas</td>
<td>• Review CCCS in subject areas and develop project in which students must collect, present and analyze student work in the area of writing</td>
</tr>
<tr>
<td></td>
<td>• Methodology</td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td></td>
<td>• Diagnostic teaching and assessment to ascertain reading levels</td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
</tbody>
</table>

**Class #8 - Four Hours**

<table>
<thead>
<tr>
<th>Standard One: Subject matter Knowledge</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>• Classes are divided into small groups with two to six members</td>
</tr>
<tr>
<td>Standard Five: Assessment Environment</td>
<td>• Each group contains students of different ability levels</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>• Groups must have clearly defined objectives</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>• Students support each other’s efforts to achieve</td>
</tr>
</tbody>
</table>

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

Lecture
Handouts
Internet Search
Video: Cooperative Learning

**Small Group Activity: Discuss the five elements of Cooperative Learning. Give an example of each element.**

**Group Activity: Choose one of...**
<table>
<thead>
<tr>
<th>Lesson #/NJ Standards</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Five elements of Cooperative Learning</strong></td>
<td></td>
<td>the Cooperative Learning Activities discussed in class and demonstrate with the class how the activity can be implemented</td>
</tr>
<tr>
<td>- Positive interdependence</td>
<td></td>
<td><strong>Assessment of Activities</strong></td>
</tr>
<tr>
<td>- Face-to-face interaction</td>
<td></td>
<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td>- Individual and group accountability</td>
<td></td>
<td><strong>Standard 10: Professional Development-Indicators</strong></td>
</tr>
<tr>
<td>- Interpersonal and small group skills</td>
<td></td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
<tr>
<td>- Group processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample class activities that use Cooperative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Jigsaw</td>
<td></td>
<td></td>
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<tr>
<td>- Think-Pair-Share</td>
<td></td>
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<tr>
<td>- Three-Step Interview</td>
<td></td>
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<tr>
<td>- Round Robin</td>
<td></td>
<td></td>
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<tr>
<td>- Brainstorming</td>
<td></td>
<td></td>
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<tr>
<td>- Three Minute Review</td>
<td></td>
<td></td>
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<tr>
<td>- Circle the Sage</td>
<td></td>
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<tr>
<td>- Partners</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #9 - Eight Hours</th>
<th>Cooperative Learning</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard one: Subject matter Knowledge</strong></td>
<td>Structuring lessons for Cooperative Learning</td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
</tr>
<tr>
<td><strong>Standard Two: Diverse Learners</strong></td>
<td>Specify group name</td>
<td>Handouts—Quick Cooperative Learning Starters.</td>
</tr>
<tr>
<td><strong>Standard Three: Instructional Planning and Strategies</strong></td>
<td>State purpose, materials, and steps of the activity</td>
<td>Journal Article</td>
</tr>
<tr>
<td><strong>Standard Four: Assessment</strong></td>
<td>Teach Procedures</td>
<td>Group Activity: Demonstrate in your group how you would teach Cooperative Learning procedures</td>
</tr>
<tr>
<td><strong>Standard Five: Learning Environment</strong></td>
<td>Teach cooperative skills</td>
<td>Individual Activity: Use one of the Cooperative Learning Strategies with your class this</td>
</tr>
<tr>
<td><strong>Standard Six: Learning Needs</strong></td>
<td>Hold individuals accountable for group</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Seven: Special Development</strong></td>
<td>Teach evaluation procedures for group work</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Ten: Professional Development</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research related to Cooperative Learning</td>
<td>week. Report back to ARTP class.</td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning Starter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some factors to consider when implementing Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roles and Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary/Review</td>
<td></td>
</tr>
</tbody>
</table>

**Four Hours**

- **Standard One:** Subject matter knowledge
- **Standard Two:** Human Growth and Development
- **Standard Three:** Diverse Learners
- **Standard Four:** Instructional Planning and Strategies
- **Standard Five:** Assessment
- **Standard Six:** Learning Environment
- **Standard Nine:** Collaboration and Partnerships
- **Standard Ten:** Professional Development

**Technology**

- Integrating Technology into the Curriculum
- Core Curriculum Content Standards (CCCS) Standard Eight
  - 8.1—Computer and Information Literacy
  - 8.2—Technology Education
- Project-based learning
  - Student centered lessons
  - Long-term, interdisciplinary lessons
  - Integrated with real world issues
- Problem-based learning
  - Problem is posed
  - Problem drives the

**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade level to ensure relevance and appropriate challenge. Handouts

- Guest Speaker/Consultant
- Computer software programs
- Inspiration/Kidspiration

- Group Activity: Use the Internet to research project and problem-based learning. Provide some examples of these learning models. List websites

- Individual Activity: Provide a topic that would lend itself to project based and/or problem based learning.

  Use the Internet to find five education websites to share with the class. Provide a summary of each site.

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# Alternate Route Provisional Teacher Program
## Phase II
2005-2006

<table>
<thead>
<tr>
<th>Lesson #/N</th>
<th>Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>learning</td>
<td>Research projects</td>
<td>Assessment of Activities</td>
</tr>
<tr>
<td></td>
<td>The Internet</td>
<td>Procedures for using the Internet for research</td>
<td>Collaborative Peer Review, Journals, Checklist: Collaborative Discussions, Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td></td>
<td>Student Use of the Internet</td>
<td>WebQuests— inquiry-oriented activity</td>
<td>Standard 10: Professional</td>
</tr>
<tr>
<td></td>
<td>Procedures for using the Internet for research</td>
<td>Plagiarism</td>
<td>Development Indicators</td>
</tr>
<tr>
<td></td>
<td>WebQuests— inquiry-oriented activity</td>
<td>Teacher Use of the Internet</td>
<td>Students will reflect on their learning through participation in various interactive and investigative activities. Journals writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
<tr>
<td></td>
<td>Plagiarism</td>
<td>Educational search engines as teacher resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Use of the Internet</td>
<td>Webbiographies</td>
<td></td>
</tr>
</tbody>
</table>

### Class #11 - Four Hours

<table>
<thead>
<tr>
<th>Standard One: Subject matter Knowledge</th>
<th>Project Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>Present a lesson in your subject area utilizing one or more of the following topics covered:</td>
</tr>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>- Brain Based Learning</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>- Multiple Intelligences</td>
</tr>
<tr>
<td>Standard Five: Assessment Environment</td>
<td>- Bloom's Taxonomy</td>
</tr>
<tr>
<td>Standard Six: Learning Needs</td>
<td>- Cooperative Learning</td>
</tr>
<tr>
<td>Standard Seven: Special Education</td>
<td>- Differentiated Instruction</td>
</tr>
<tr>
<td>Standard Eight: Communication</td>
<td>- Assessment Techniques</td>
</tr>
<tr>
<td>Standard Nine: Collaboration and Partnerships</td>
<td>- Educational Technology</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>- Diverse Learners</td>
</tr>
</tbody>
</table>

### Differentiation of Instruction
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness:
- Prepare/ Present 10-15 minute lesson on a pre-approved topic that was covered during Phase II
- Lesson will be viated with attention to the following areas:
  A. Instructional Objective (LWBAT)
  B. Statement of Learning, Behavior, Conditions, Performance and Level of cognitive complex
  C. Planning Skills
  D. Instructional Skills
  E. Consideration of Individual Differences
  F. Human relations Skills
  G. Classroom Management

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## Lesson #/NJ Standard(s) / Topic(s) / Activities/Materials/Assessments

<table>
<thead>
<tr>
<th>Standards</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students with Special Needs</td>
<td>Assessment of Activities: Collaborative Peer Review, Journals; Checklist, Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
</tr>
<tr>
<td></td>
<td>Standard 10: Professional Development-Indicators: Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
</tbody>
</table>

### Class #12

**Standard One:** Subject matter Knowledge

**Standard Two:** Human Growth and Development

**Standard Three:** Diverse Learners

**Standard Four:** Instructional Planning and Strategies

**Standard Five:** Assessment Environment

**Standard Six:** Learning Environment

**Standard Seven:** Special Needs

**Standard Eight:** Communication

**Standard Nine:** collaboration and Partnerships

**Standard Ten:** Professional Development

### Review of Phase II Topics

**Continuation of individual projects/presentations**

### Differentiation of Instruction

Individual/group activities will be differentiated by subject area/grade level to ensure relevance and appropriateness.

- Feedback from classmates
- Self assessment
- Compendium of lesson presentation
- Relate to CCCS

### Assessment of Activities

Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations

**Standard 10: Professional Development-Indicators:** Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.
<table>
<thead>
<tr>
<th>Lesson/Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing an Interdisciplinary Unit Plan</td>
<td>Differentiation of Instruction Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
<td></td>
</tr>
<tr>
<td>Standard One: Subject matter Knowledge</td>
<td>• Relationships among various subject areas</td>
<td>• Guest Speaker/Video pertaining to interdisciplinary instruction</td>
</tr>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>• Getting beyond traditional subject divisions</td>
<td>Interdisciplinary Group Activity:</td>
</tr>
<tr>
<td>Standard Three: Diverse Learners</td>
<td>• Targeting the audience (levels/skills)</td>
<td>• Develop a lesson plan that demonstrates an interdisciplinary approach to a specific topic</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>• Writing a unit goal</td>
<td>Education Website Group Activity:</td>
</tr>
<tr>
<td>Standard Five: Assessment Environment</td>
<td>• Breaking unit goals into component topics/tasks</td>
<td>• Access education websites related to interdisciplinary planning. Share findings with class.</td>
</tr>
<tr>
<td>Standard Six: Learning Needs</td>
<td>• Writing specific objectives for each topic/task</td>
<td>Assessment of Activities Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Projects, and Presentations</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>• Relevant content for Elementary, Middle, High School</td>
<td>Standard 10: Professional Development-Indicators Students will reflect on their learning through participation in various interactive and reflective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
</tr>
<tr>
<td>Standard Eight: Communication</td>
<td>• Long range planning</td>
<td></td>
</tr>
<tr>
<td>Standard Nine: Collaboration and Partnerships</td>
<td>• Short term planning</td>
<td></td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>• Collaboration among teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organizing topics into appropriate sequence</td>
<td></td>
</tr>
</tbody>
</table>

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### Class #2 – Eight Hours

<table>
<thead>
<tr>
<th>Standard Two: Human Growth and Development</th>
<th>School Law, Policies and Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Six: Learning Environment</td>
<td>• Overview of New Jersey Administrative Code (Titles 6&amp;6A) and New Jersey Statutes (Title 18A)</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>• Physical, sexual and substance abuse policies</td>
</tr>
<tr>
<td>Standard Eight: Communication</td>
<td>• Division of Youth and Family Services (DYFS)</td>
</tr>
<tr>
<td>Standard Nine: collaboration and Partnerships</td>
<td>• Legal requirements of teachers regarding school district policies</td>
</tr>
<tr>
<td>Standard Ten: Professional Development</td>
<td>• School and Community Resources</td>
</tr>
<tr>
<td></td>
<td>• Confidentiality of student records</td>
</tr>
<tr>
<td></td>
<td>• Teacher rights</td>
</tr>
<tr>
<td></td>
<td>• Legal rights of parents and students</td>
</tr>
</tbody>
</table>

### Differentiation of Instruction

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

- Lecture
- Handouts

 Individual Activity: Explore your district’s policies for information regarding legal responsibilities of teachers, issues of confidentiality and parental and student rights.

 Small Group Activity: Discuss some legal dilemmas teachers may experience and possible resources.

 Videos/guest speakers re: legal issues for public school teachers

### Class #3 – Four Hours

<table>
<thead>
<tr>
<th>Multicultural Education</th>
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### Differentiation of Instruction

Assessment of Activities: Collaborative Peer Review, Journals, Checklists, Collaborative Discussions, Small Group Activities, Projects, and Presentations.

Standard Ten: Professional Development Indicator:

Students will reflect on their learning through participation in various interactive and retrospective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.
| Standard One: Subject matter Knowledge | Diversity in the classroom:  
- Ethnic diversity  
- Cultural diversity  
- Urban education—District Factor Groups (DFG)  
Educational Reform:  
- No Child Left Behind Act (NCLB)  
- Achievement gap  
- Assessments  
- Political implications  
- Social factors  
Learning characteristics of students in a multicultural environment:  
- Evaluating curriculum materials to determine if a bias exists  
- Various approaches to multicultural education in specific classroom and subject areas  
- School and community resources  
Media Portrayal of various cultures and ethnic groups  
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.  
Handouts  
Lecture  
Guest Speakers on needs and priorities of urban schools  
Group Activity: Use the Internet to investigate Educational Reform in the state of New Jersey with particular attention to Abbott vs. Burke and District Factor Group  
Group presentations:  
- How to evaluate a curriculum or textbook for cultural bias  
- How to make learning meaningful for the students you teach  
- Issues germane to specific DFG in New Jersey  
- Role play to demonstrate cultural sensitivity  
Assessment of Activities:  
Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations  
Standard 10: Professional Development-Indicators  
Students will reflect on their learning through participation in various activities.

| Standard Two: Human Growth and Development |
| Standard Three: Diverse Learners |
| Standard Four: Instructional Planning and Strategies |
| Standard Five: Assessment Environment |
| Standard Seven: Special Needs |
| Standard Eight: Communication |
| Standard Nine: Collaboration and Partnerships |
| Standard Ten: Professional Development |

DRAFT
<table>
<thead>
<tr>
<th>Class #4 – Eight Hours</th>
<th>Conflict Resolution</th>
<th>Differentiation of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Two</strong>: Human Growth and Development</td>
<td><strong>Conflict Resolution</strong></td>
<td><strong>Differentiation of Instruction</strong></td>
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<tr>
<td><strong>Standard Three</strong>: Diverse Learners</td>
<td><strong>Teachers</strong></td>
<td><strong>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</strong></td>
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<td><strong>Standard Six</strong>: Learning Environment</td>
<td><strong>School Culture</strong></td>
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<td><strong>Standard Eight</strong>: Communication</td>
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<td><strong>Standard Nine</strong>: Collaboration and Partnerships</td>
<td><strong>School Climate</strong></td>
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<td><strong>Standard Ten</strong>: Professional Development</td>
<td><strong>Social atmosphere of the learning environment</strong></td>
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<td><strong>Creating a more harmonious and inviting school climate</strong></td>
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<td><strong>School climate affects teachers, students, and parents</strong></td>
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<td><strong>Teachers, students, and parents contribute to school climate</strong></td>
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<td>Students</td>
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<td>Lesson #/NJ Standard(s)</td>
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<td>Using multimedia as part of</td>
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<td>The use of computers to access</td>
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<td>and enhance learning for students</td>
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<td>software program to the class.</td>
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<td>Take notes. Discuss pros and</td>
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<td>Classroom management</td>
<td>cons.</td>
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<td>Classroom management</td>
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<td>Checklist; Collaborative</td>
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<td>Discussions</td>
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<tr>
<th>Lesson #/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
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<tr>
<td></td>
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<td>research and Email powerful classroom and Curriculum Tools</td>
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<td>• Utilizing the Internet as a curriculum resource and publishing tool in the classroom</td>
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<td>Affective Education</td>
<td>Small Group Activities, Product, and Presentations</td>
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<td>Standard 10: Professional Development-Indicators</td>
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<td></td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities.</td>
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<td>Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers will introduce students to the practice of collaboration.</td>
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<td>Class # 6 - 4 hours</td>
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<td>Standard One: Subject matter Knowledge</td>
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<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
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<td>Standard Two: Human Growth and Development</td>
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<td>Handouts</td>
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<tr>
<td>Standard Three: Diverse Learners</td>
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<td>Consultant/guest speaker</td>
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<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td></td>
<td>Reflective Journal Activity: Provide an example of a situation in which students engaged in conflict. List some intervention strategies.</td>
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<tr>
<td>Standard Five: Assessment</td>
<td></td>
<td>Internet access</td>
</tr>
<tr>
<td>Standard Six: Learning Environment</td>
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<td>• Websites for Bullying Prevention</td>
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<td>Standard Seven: Special Needs</td>
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<td>Video: Stop Bullying</td>
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<tr>
<td>Standard Eight: Communication</td>
<td></td>
<td>Small Group Activity: Provide an example of a lesson that reflects the application of Bloom’s Affective Domain</td>
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<td>Standard Nine: Collaboration and Partnerships</td>
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<td>Standard Ten: Professional Development</td>
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<td>Bullying Prevention</td>
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<td>• National Youth Violence Prevention Resource Center safeyouth.org</td>
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<td>Lesson #/NJ Standard(s)</td>
<td>Topic(s)</td>
<td>Activities/Materials/Assessments</td>
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</table>
|                        | - Fostering appropriate communication strategies for students  
 |                        | - Discipline plans/student contracts  
 |                        | - Classroom management plan  
 |                        | - Class/school rules  
 |                        | - Parents and school as partners in prevention of bullying  

**Assessment of Activities**  
Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations  
**Standard 10: Professional Development-Indicators**  
Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.

**Class #7 – 4 Hours**  
**Standard Two: Human Growth and Development**  
**Standard Three: Diverse Learners**  
**Standard Four: Instructional Planning and Strategies**  
**Standard Five: Assessment**  
**Standard Six: Learning Environment**  
**Standard Seven: Special Needs**  
**Standard Eight: Communication**  
**Standard Nine: Collaboration and Partnerships**  
**Standard Ten: Professional Development**

**School Culture and District Bureaucracy**  
- School “ecology”  
- General and specific concerns of individual schools  
- Community involvement  
- Student assistance programs  
- Availability of resources to access, enhance, enrich and support specific aspects of learning  
- Special services for teachers  
- School/district organization

**Differentiation of Instruction**  
Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.  
- Identifying and using Community resources  
- Bring in profile of your school and community: Groups to discuss and then share out regarding similarities and differences  
- Utilization of community and school district resources, discuss sample survey to link family, community and school resources  
- Discuss and share resources available for teachers to support them during their beginning

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<th>Activities/Materials/Assessments</th>
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<td>• Small group discussion</td>
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<td>Assessment of Activities</td>
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<td>Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations</td>
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<td>Standard 10: Professional Development-Indicators</td>
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<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
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</tbody>
</table>

Class #8 - Four Hours

**Standard One: Subject matter Knowledge**

**Standard Eight: Communication**

**Standard Nine: Collaboration and Partnerships**

**Standard Ten: Professional Development**

**Developing a Professional Portfolio**

Creating a professional Portfolio - Possible Contents:

- Table of contents
- Resume
- Certification documents
- References/letters of recommendation
- Transcripts
- Educational philosophy and/or goals
- Classroom management plan
- Evidence of professional development
- Sample of original

**Differentiation of Instruction**

(Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.)

- Handouts
- Sample of professional portfolios
- Individual Activity: Commence process of creating your own professional portfolio
- Group Activity: Information sharing re: the most effective ways to present yourself during interviews
- Reviewing/updating resumes

**Assessment of Activities**

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<table>
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<tr>
<th>Lesson #9/NJ Standard(s)</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>work, worksheets, tests, games, rubrics</td>
<td>Collaborative Peer Review; Journals; Checklists; Collaborative Discussions; Small Group Activities, Projects, and Presentations</td>
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<tr>
<td>Example of graded work</td>
<td>Standard 10: Professional Development-Indicators</td>
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<td>Pupil evaluations</td>
<td>Students will reflect on their learning through participation in various interactive and retrospective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
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<tr>
<td>Letters from parents and students</td>
<td>Accomplishments/activities/projects</td>
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<tr>
<td>Evidence of extra-curricular activities</td>
<td>Evidence of extra-curricular activities.</td>
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**Class #9 – Eight Hours**

**Standard Two: Human Growth and Development**

**Standard Three: Diverse Learners**

**Standard Four: Instructional Planning and Strategies**

**Standard Six: Learning Environment**

**Standard Seven: Special Needs**

**Standard Eight: Communication**

**Standard Nine: Collaboration and Partnerships**

**Standard Ten: Professional Development**

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**History of America Education and Future of American Education**

**History of American Education**

- Five Educational Philosophies (Essentialism, Progressivism, Perennialism, Existentialism and Behaviorism)
- Major theorists
- Implications for teaching
- Implications for learning

**The Future of American Education**

- Preparing students for the workplace of the future

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**Differentiation of Instruction**

Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

Consultants

Handouts

Journal Reflection: "What do I see at the most important change I will need to implement as a 21st century educator." Share your reflection with the class

- Group research and presentations pertaining to the five major educational philosophies and the major theorists associated with each
- Information pertaining to specific theorists will be broken down into three...
<table>
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<tr>
<th>Lesson #/NJ Standard(s)</th>
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<tr>
<td>21st Century</td>
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<td>• Global economy</td>
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<td>• Key components of theory</td>
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<td>• Work readiness</td>
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<td>• Implications for learning</td>
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<td>• perception gaps</td>
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<td>• Implications for teaching</td>
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<td>• What national data</td>
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<td>Assessment of Activities</td>
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<td>• tells us</td>
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<td>Collaborative Peer Review; Journals;</td>
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<td>• Importance of</td>
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<td>Checklist; Collaborative</td>
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<td>• continuous</td>
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<td>Discussions; Small Group</td>
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<td>• development and</td>
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<td>Presentations</td>
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<td>• commitment to</td>
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<td>Standard 10: Professional</td>
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<td>• lifelong learning</td>
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<td>Development Indicators</td>
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<td>• Reinventing what and</td>
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<td>Students will reflect on their</td>
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Class #10 – Four Hours

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<thead>
<tr>
<th>Standard One: Subject matter Knowledge</th>
<th>Professional Development</th>
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<tbody>
<tr>
<td>Standard Two: Human Growth and Development</td>
<td>• Professional Organizations</td>
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<tr>
<td>Standard Three: Diverse Learners</td>
<td>• Accessing your mentor</td>
</tr>
<tr>
<td>Standard Four: Instructional Planning and Strategies</td>
<td>• School resources</td>
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<tr>
<td>Standard Five: Assessment</td>
<td>• Community resources</td>
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<tr>
<td>Standard Six: Learning Environment</td>
<td>• College/university resources</td>
</tr>
<tr>
<td>Standard Seven: Special Needs</td>
<td>• Accessing information pertaining to subject area/grade level topics</td>
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<tr>
<td>Standard Eight: Communication</td>
<td>• Professional Journals</td>
</tr>
<tr>
<td>Standard Nine: collaboration and Partnerships</td>
<td>• Accessing information on specific topics on educational websites</td>
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<td>• New Jersey Department of Education (NJDOE) requirements for</td>
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<thead>
<tr>
<th>Differentiation of Instruction</th>
<th>Individual Activity: What will you do to become a lifelong learner?</th>
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<tbody>
<tr>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.</td>
<td>Small Group Activity: You are an administrator who plans professional development. What topics will you include in next year’s professional development?</td>
</tr>
<tr>
<td>Handouts</td>
<td>Internet search for professional</td>
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<tr>
<td>Wong &amp; Wong Textbook</td>
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Lesson #/NJ Standard(s) | Topic(s) | Activities/Materials/Assessments
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Standard Ten: Professional Development | requirements for professional development • Becoming a Mentor • Online education courses • No Child Left Behind Act (NCLB) • The “Highly Qualified Teacher” | teaching organizations Access NJDOE website and read requirements for professional development for certified teachers. Assessment of Activities Collaborative Peer Review; Journals; Checklist; Collaborative Discussions; Small Group Activities, Products, and Presentations Standard 10: Professional Development-Indicators Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.

Class #11 - Four hours
Standard One: Subject matter Knowledge
Standard Two: Human Growth and Development
Standard Three: Diverse Learners
Standard Four: Instructional Planning and Strategies
Standard Five: Assessment Environment
Standard Six: Learning Needs
Standard Seven: Special Needs
Standard Eight: Communication
Standard Nine: Collaboration

Crisis Management
District Procedures for crisis/emergency situations
Importance of following district procedures for the following emergencies • Bomb threats • Intruders • Hostage situation • Custody Issue • Breech of Interne • Loss of power, heat, or water • Sudden death of a student, staff, or parent

Differentiation of Instruction Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and appropriateness.

Handouts
Reflective Journal Activity: Have you experienced an emergency situation (even second hand) in your school? Can you share the situation, follow-up procedures, and resolution?

Group Activity: Share some of your district’s procedures

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<th>Standard Ten: Professional Development</th>
<th>Topic(s)</th>
<th>Activities/Materials/Assessments</th>
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<tbody>
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<td>and Partnerships</td>
<td>Suicide</td>
<td>regarding how to handle</td>
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<td>Bus accidents</td>
<td>emergency/crisis situations</td>
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<td>Crisis Response Teams</td>
<td>Psychologists</td>
<td>Assessment of Activities</td>
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<td>School Social Workers</td>
<td>Collaborative Peer Review, Journals; Checklist, Collaborative Discussions, Small Group Activities, Products, and Presentations</td>
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<td>School Counselors</td>
<td>Standard 10: Professional</td>
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<td>Recognizing and Reporting</td>
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<td>Child abuse and neglect</td>
<td>Students will reflect on their learning through participation in various interactive and introspective activities. Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration.</td>
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<th>Class #12 – Four Hours</th>
<th>Review of Phase III Topics</th>
<th>Differentiation of Instruction</th>
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<td>Standard One: Subject matter Knowledge</td>
<td>Developing and interdisciplinary unit plan</td>
<td>Individual/group activities will be differentiated by subject area/grade levels to ensure relevance and engagement.</td>
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| Standard Two: Human Growth and Development | School law, policies, and regulations | Appropriateness. |
| Standard Three: Diverse Learners | Multicultural education | Journal reflections |
| Standard Four: Instructional Planning and Strategies | Conflict resolution | Individual student participation |
| Standard Five: Assessment | Informational and educational technology | Small group review activities and presentations |
| Standard Six: Learning Environment | Affective education | Assessment of Activities |
| Standard Seven: Special Needs | School culture and district bureaucracy | Collaborative Peer Review, Journals, Checklist, Collaborative Discussions; Small Group Activities, Products, and Presentations |
| Standard Eight: Communication | Developing a professional portfolio | Standard 10: Professional Development-Indicators |
| Standard Nine: Collaboration and Partnerships | History of American education | Students will reflect on their learning through participation in various interactive and introspective activities. |
| Standard Ten: Professional Development | Future of American education | Journal writing and sharing will serve as an introduction to reflective practice. Sharing and communicating with peers, will introduce students to the practice of collaboration. |
Appendix G
Sample Outline
1. Introduction (Hand held devices)
   • Overview of Course
   • Course Outlines
   • Schedule of Classes and Observations
   • Textbook—Harry Wong
   • Videos
     • Harry Wong Videos #2 & #3
     • Howard Gardner Video—Multiple Intelligences
     • Master Teacher Video—Mentoring Teachers to Mastery
     • Various Behavior Management videos
   • Group Activities
     • Equipment — laptops, hand held devices, DVD recorders and disks, interactive whiteboard, DVD/VCR TVs
       • Brief Training on the use of the hand held device, which will be used during the clinical experience
     • Handout: Directions on how to use the hand held device.

2. Clinical Experience
   • 15 hours—3 school days
   • Classroom observation of Model Teacher
   • Observation/Summary Sheets
   • ARTP Class activities will relate to classroom observations

3. Getting to know each other (laptops)
   • Write brief personal bio - exchange of background information
     • E-mail bio to model teacher
     • E-mail bio to classmates

4. Standards in teaching
   • Code of Ethics in districts
   • NJ State Department of Education Professional Teaching Standards
   • Group Activity — discussion of standards

5. School Organization—Who’s Who?
   • School Level
   • Central Office
6. The First Days of School—First day of school is the most important day in the school year/Harry Wong Video #2

7. Video #3—Harry Wong—Discipline and Procedures
   • Discuss Video—What will you use from this video?

Brief Break

8. Review of videos
   • The First Days of School
   • Preparation of classroom
   • Great student
   • Assign seats
   • Have an assignment on board
   • Engage in an activity to get to know students
   • Discuss class procedures
   • Develop class rules
   • Have clear expectations for all students
   • Classroom Organization
     • The number one problem in the classroom is not discipline; it is the lack of procedure and routines
     • Managing behaviors through the teaching process

9. Individual Activity (Interactive Whiteboard)
   • Develop 5 class procedures and 3-5 class rules; discuss your rationale for these with the class.

10. Learning Processes—Learning How to Learn
    • Note Taking/outlining
    • Reading for information
    • Working in a group
    • Writing a research paper

11. Record Keeping Classroom Tools
    • Plan Book
    • Grade Book
    • Attendance Records

12. Home/School Connection
    • Making Initial Parent Contacts—Introduce yourself during the first week of school
    • Preparing for Back to School Night
    • Parent/Teacher Conferences
1. Debriefing—Classroom Observations (Hand holds, interactive whiteboards)
   - Discuss classroom observation in group
   - Share observation/summary sheets
   - Individual presentations
   - What will you "steal" from your model teacher to use in your classroom?

2. Bloom's Taxonomy of Cognitive Skills
   - Knowledge—remembering specific information
   - Comprehension—understanding the meaning of information learned
   - Application—using previously learned information in new and concrete situations to solve problems that have single or best answers
   - Analysis—breaking down of information into component parts, examining the information to develop divergent conclusions
   - Synthesis—creating or divergently applying prior knowledge and skills to produce a new or original whole
   - Evaluation—judging the value of materials, ideas, or phenomena, based on criteria and supported with reason
     - Critical and creative thinking—higher-order thinking skills
     - Critical thinking—logical thinking—more left-brain
     - Creative thinking—creating something new—more right-brain
     - To develop higher-order thinking skills, teachers must concentrate on Analysis, Synthesis, and Evaluation.
   - Group Activity: Use "The Wizard of Oz" to explore the various levels of Bloom's Taxonomy (During class discussion, Venn diagrams will be utilized.)

3. Phone Conference with Model Teacher on the Topic of Classroom Management/Discipline
   - Questions related to classroom management/discipline include:
     - What do you do to establish classroom management procedures at the beginning of the school year?
     - How many rules do you set? Please share them with us.
     - How do you develop the rules? What are the consequences if students do not follow the class rules?
     - How do you involve the parents in the classroom management process to increase their involvement and cooperation?

4. Instructional Objectives (Laptops, interactive whiteboard)
   - Learning objectives that specify what behavior a student must demonstrate or perform in order for a teacher to infer that learning occurred.

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A well constructed instructional objective contains four parts:
  * "ABCD"
  * Audience
  * Behavior
  * Condition
  * Degree

Practice Activity (Laptops, interactive whiteboard)
  * Write an instructional objective using all of the components listed above. First, write goal (general) then, objective follows (specific).

5. Lesson Design—Madeline Hunter—"Teaching is the process of professional decision-making and the translation of those decisions into actions, which make learning more efficient, more probable and more predictable."
   * Objectives
   * Standards
   * Anticipatory set
   * Teaching
     * Input
     * Modeling
     * Check for understanding
   * Guided practice/monitoring
   * Closure
   * Independent practice

6. Assessment of learning outcomes
   * Assessment/pre-test
     * Before starting, assess what each student already knows—start instruction there (differentiated instruction).
     * Pretest—spelling words, math concept
   * Assessment/during lesson
     * Checking for understanding—guided practice, monitoring progress
   * Assessment/post-test
     * Written test
     * Individual project
     * Group activity/project
     * Authentic assessment

7. Textbooks, guides, other resources
   * Textbooks are a teaching tool
   * Curriculum mapping/pacing calendar—look at what you're going to teach and when you will be teaching it
   * Curriculum guides—district objectives, incorporate state standards and test specifications
   * Resources

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1. Panel Discussion on Preparing for the first days of school/getting organized (Hand holds, laptops, interactive whiteboard)

2. Debriefing—Classroom Observations (Hand holds, interactive whiteboards)
   - Discuss classroom observation in group
   - Share observation/summary sheets
   - Individual presentations
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     - Individual project
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     - Authentic assessment

7. Textbooks, guides, other resources
   - Textbooks are a teaching tool
   - Curriculum mapping/pacing calendar—look at what you’re going to teach and when you will be teaching it
   - Curriculum guides—district objectives, incorporate state standards and test specifications
   - Resources

8. Accessing educational sites on Internet
   - NJ Department of Education—http://www.nj.gov/njdey/
   - Teaching Resource Websites
     - http://www.masterteacher.com/
     - http://www.discrimushelp.com/
     - http://www.educationworld.com/
     - http://teacher.scholastic.com/
   - Lesson Plans http://www.adprima.com
   - Other internet resources are included in handouts

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1. Debriefing—Classroom Observations
   • Discuss classroom observation in group
   • Share observations/summary sheets
   • Individual presentations
   • What will you “steal” from your model teacher to use in your classroom?

2. Multiple Intelligences
   • Theory proposed by Howard Gardner, in which he suggests that people have different forms of intelligence
     • Visual/spatial intelligence
     • Verbal/linguistic intelligence
     • Logical/mathematical intelligence
     • Bodily/kinaesthetic intelligence
     • Musical/rhythmic intelligence
     • Interpersonal intelligence
     • Intrapersonal intelligence
     • Naturalist intelligence
   • Group activity – take Multiple Intelligence Survey
   • Class discussion: Sample activities for each intelligence.
   • Video—Howard Gardner/Multiple Intelligences

3. Learning Styles—students have diverse learning styles
   • Visual
   • Auditory
   • Kinesthetic

4. Video: Master Teacher—Teaching for Results
   • The what, why, and how of instruction
   • Offering supportive information and examples
   • Modeling, reviewing, and checking for comprehension

5. Core Curriculum Content Standards (CCCS) (laptops)
   • Internet activity—http://www.nj.gov/njded/cccs—Find the CCCS on the NJ DOE Internet site. Define the following terms:
     • 9 content areas
     • Grade levels
     • Strands
     • Cumulative progress indicators
     • Frameworks
- **Activity**: Write an instructional objective and reference it to one of the CCCS. Start with a goal, which is general—What is the general concept you would like to teach?

8. **Video**: *Master Teacher*—Ensuring Students Learn: Practice, Feedback, and Assessment
   - Enhancing learning with student practice
   - Getting the most out of feedback
   - Assessing skills and progress
   - Providing closure to instruction
1. Panel Discussion on Preparing for the first days of school/getting organized (Handhelds, laptops, interactive whiteboard)

2. The ABC's of Behavior Management
   • The ABC’s of behavior
   • What is a behavior problem?
   • Why is the behavior occurring?
   • Learning theory
   • Common situations that lead to behavior problems
   • Steps in changing a behavior
     • Proactive strategies
     • Preventative strategies
     • Reactive strategies
   • Motivating and encouraging students

3. Group Activity: Develop Instructional Videos (DVD recorders, DVD/VCR TVs, DVDs, Laptops)
   • Work in groups of two students
   • Discuss an instructional strategy
     • Madeline Hunter’s Lesson Design components—objectives, standards of performance, anticipatory set, questioning strategies, guided practice, closure, and homework assignment.
     • Bloom’s taxonomy—develop questions that probe for higher levels of understanding. Demonstrate a structure of questioning that is hierarchical and cumulative: knowledge, comprehension, application, analysis, synthesis, and evaluation.
     • Multiple Intelligences—develop several activities/assignments that take into consideration different learning styles/multiple intelligences
   • Practice the use of one of these strategies with your partner
   • Provide your partner with feedback related to the use of the strategy

4. Present and Record Lesson Videos
   • Record each group member utilizing this strategy
     • Madeline Hunter’s Lesson Design components—objectives, standards of performance, anticipatory set, questioning strategies, guided practice, closure, and homework assignment.
     • Bloom’s taxonomy—develop questions that probe for higher levels of understanding. Demonstrate a structure of questioning that is hierarchical and cumulative.

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cumulative: knowledge, comprehension, application, analysis, synthesis, and evaluation.

- Multiple Intelligences—develop several activities/assignments that take into consideration different learning styles/multiple intelligences
- Share your video and feedback with the class.
- During your conference with your model teacher share your strategy with him/her. Demonstrate the strategy (DVD/laptop).
- Bring model teacher feedback to the next class.
1. Debriefing—Classroom Observations
   - Discuss classroom observation in group
   - Share observation/show summary sheets
   - Individual presentations
   - What will you "steal" from your model teacher to use in your classroom?

2. Discipline Approaches—Two Examples of Discipline Approaches used in schools
   - Assertive Discipline—Lee and Marlene Canter
     - Three types of teachers
       - Hostile
       - Nonassertive
       - Assertive
     - Classroom requires clear consistent rules and enforcement
     - Positive recognition
     - Consequences
     - Teacher must get to know students individually
     - Requires mutual respect between teachers and students
     - Focuses on dealing with difficult students
   - Identifying students’ three primary needs
     - Extra Attention
     - Extra Motivation
     - Firmer Limits
   - Cooperative Discipline—Linda Albert
     - Promotes collaborations, building a strong partnership with students and parents.
     - Develop a Classroom Code of Conduct
     - Class Meetings
     - Encouragement techniques to build self-esteem and strengthen student’s motivation
     - Strategies for encouraging students fall into three categories
       - Students need to feel capable
       - Students need to connect with classmates and teacher
       - Students need to contribute to the welfare of the class, that they make a difference
     - Students misbehave to achieve one of four goals
       - Attention
       - Power
       - Revenge
       - Avoidance of failure

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3. Classroom Management Videos (DVD/VCR TVs, VCR Tapes, Laptops, Interactive Whiteboards, Printers)
   - Small Group Activity
     - Each group will watch a video related to classroom management (Great Classroom Management Series).
     - Group members will take notes as they watch the video.
     - Group members discuss the concepts communicated on the video and write an outline and synopsis of the cogent details of the video.
     - Group members will present the highlights of the video to the class and distribute the outlines and summaries.
     - Students may borrow videos to view at home.

5. Reflective Activity: Take a few minutes to reflect on why you want to be a teacher. What do you hope to accomplish as a teacher? Share this information with your classmates and AFTP instructor.

6. Video: Kids Speak – 10 Things I Hate About School
Appendix H

Transcript of Interviews
Interview 1

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: I assisted in Assistant in the Kindergarten and 2nd grade and substituted.

Q1.2: How much prior teaching experience do you have?
A: Three years

Q1.3: What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: Marketing

Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: Suburban

Q1.5: How many students are enrolled in your district?
A: 3000

Q2.1: List five skills that an alternate route teacher should have for a successful first month of school.
A: Classroom management is key. Practicing and practicing what you want them to do. Modeling and modeling – show them. Don’t assume they will know how to do the simplest things because they really don’t.

Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: Hands on, lesson plans and sharing.
Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussion with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: Sharing of the model teacher.

Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: Very similar.

Q3.2: What one thing do you wish someone taught you before you began your provisional teaching year?
A: Not sure about that.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: My own family and life skills.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: Early on elementary experiences I can recall when I enjoyed the learning it was presented in a fun way. It wasn't just talking to me; it wasn't just standing up and lecturing at me. There was more interaction between the teacher. I can still remember playing games at school—learning types of games.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: I'd tell them classroom management is key. Practicing and practicing what you want them to do. Modeling and modeling—show them. Don't assume they will
know how to do the simplest things because they really don't. Then once you...and spend the time up front.

Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?
A: Sharing of the model teachers that others had seen was a fabulous experience I found.

Interview 2

Q1.1 What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: Before I started teaching in a regular public school I started to teach at an adult computer school. I did that on and off for about 5 years, part-time. I started do it when my son went into kindergarten and I just went and taught one class. I put him in school, taught the class, and then came back. But then I added more classes. It was always part-time though. And I taught Excel and Word and Peachtree and Quick Look.

Q1.2 How much prior teaching experience do you have?
A: Five years.

Q1.3 What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: No, that would be it.

Q1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: It's not an Abbott district. I wouldn't call it urban. I would call it diverse. I would say I don't know what the percentage is. I would say it's about 40% white and then maybe 60% of a lot of different ethnic backgrounds. Black, Hispanic, Indian, Egyptian. Very mixed. When we were in the area it was really almost all Irish and Polish. And the dynamics have changed. I could be wrong. Maybe it's more like 50% white but it's a real mixed bag. All different types of students.

Q1.5 How many students are enrolled in your district?
A: 1800 and that's just in the high school.

Q2.1 List five skills that an alternate route teacher should have for a successful first month of school?
A: Even if they didn't have experience in it they should know classroom management. That's #1. Getting your class under control. They talk about but it's so important because you set the stage in that first month. Lesson planning. Because I think if you have good lesson plans everything else seems to fall into place. I think you should have just good basic organizational.

Q2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: I had a model teacher that was different from what I'm teaching. She taught at a very high level and I'm teaching basic skills. So there was a little bit of a difference there but what I saw with her was she had excellent classroom management.

Q2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with our peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A. I thought it was invaluable because we...it was very organized and I thought that they really covered all of the things and topics that you probably would need information on to start. And then having the model teaching where everybody went out and then they would bring their ideas back was also helpful.

Q3.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?

A: Of course the [redacted] district, they’re one of the premier districts. They have a very high college bound rate to great colleges and their students are serious about learning. The whole school atmosphere there was really amazing and they had basically an open campus. The kids would sit and visit and they’d be quiet and they’d be walking the hallways and there were no issues with having a corridor pass or “where are you supposed to be and are you cutting class?” It just was not even an issue there for any of this stuff. They have a very tight attendance policy. They take attendance every class period and they type it right into the laptop. They are very technology based. If somebody is missing they know it right away. The teachers write it in. The teachers have wireless laptops that carry from class to class. Each one of them. As soon as they go to homeroom they type it in. And then as soon as they go to first period they open up their laptops, they take attendance right on the laptop so instantly they can see if a student was in homeroom but now all of a sudden she’s not in period one. Some students came in at 7 and some at 7:30 and then some left at 1:30 and some left at 2:30 so there were kids coming and going at all times. They were able to keep track and knew where everybody was and it was really remarkable. In my district, it’s a lot different. The kids are not as motivated. They have about 85% at the passing rate where I think [redacted] had 99.9%. They’re not like an urban district where they have probably like 65%. They’re right in the middle. And they’re predominately working class area. With them, they are really behind. They don’t have a lot of technology at all. As a matter of fact, there technology is in the “stone age.” They do everything by hand. We have hand greetings. Report cards are automated but progress reports are 3 parts that we hand
write. Parents get a copy; we keep a copy; guidance gets a copy. They don't have any way of keeping track of who is where at what time. They take attendance in the morning and that's automated but the teachers don't have access to it and we just take attendance in our grade books so at any given time there could be students cutting and by the time we figure it out and look at the attendance list and write up a referral on it, days, weeks, months could go by before anybody knows that someone cut class.

Q3.2 What one thing do you wish someone taught you before you began your provisional teaching year?
A: I don't know.

Q4.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: I had to learn a lot on the Internet. There is a lot of good stuff on the Internet. I've read a few books. Just little peace meal here and there. Have gone to the library.

Q4.2 As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: I can't really say a lot about my younger years. I really hated school. All through high school I hated it. But I loved college. I would say that the best experiences that I had in college were with the professors that were very approachable and that I definitely liked better. The students come see me and they visit me and even the quietest students will come and ask me questions. I really try and not be that scary teacher that nobody wants to talk to.

Q5.1 If you were advising a new teacher about what he/she must know in your present job what would you tell them?
A: I guess the same things that I said in the beginning. Organized, don’t be afraid to ask questions: trust your gut instincts.

Q5.2 What is the most valuable experience you had in the ARTP program? How did it prepare you for “real life” in the classroom?

A: Definitely the model teaching. You could sit in a class and sit in a class, and sit in a class just like when you learn how to drive. You take the driver’s test and do the driver simulation but until you get out ... but going to a school and feeling the dynamics of seeing the students, seeing their reactions, yes, the model teaching part was the best.

Interview 3

Q1.1 What type of teaching experience have you had prior to entering the Provisional Teaching Program?

A: I had no formal teaching experience. I had taught personal safety, life skills and self-defense. So I had experience teaching or instructing but not Board of Ed. or teaching academic courses.

Q1.2 How much prior teaching experience do you have?

A: About 16 years.

Q1.3 What types of work experience other than education did you have prior to your Provisional Teaching Program?

A: I’m an attorney. I’ve worked as an attorney for several years. I stopped after the birth of my second child and then I worked part-time in my hobby which is, I have a martial arts background and a friend of mine from law school found the organization I taught for both prepare which teaches life skills, personal safety, assertiveness training but my education is my highest degree in the JD from different law schools.
Q1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: Suburban.

Q1.5 How many students are enrolled in your district?
A: I can give you my best estimate but that it is really, really large while it is no... I'm in the middle school and let me just do a little quick math here. It's got 160 a grade. 1500; 2,000.

Q2.1 List five skills that an alternate route teacher should have for a successful first month of school?
A: Group management and computer skills specific to education. Lesson plans. How to successfully do lesson plans. Grade book. No one taught me about grade books and I made one and then ripped it up and made another one. That's a skill.

Q2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: I should tell you that when I observed, I observed on an elementary school teacher and I'm now teaching in middle school. I had students coming and going and she had one class all day. I think it's a very different energy of having children come and go from different periods and having a group of elementary school where they stay with you the whole day then there's sort of a different energy in the room. I think in middle school the teacher needs sort of a plan in each class, in elementary school you need to keep that sort of constant level of energy.

Q2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: I would have to say it didn't prepare all that much. Now, it is information I can process like Bloom's Taxonomy and Higher Learning. Those were not my concerns while watching my model teacher and certainly thinking about taking a classroom over.

Q3.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: They are very similar. They are both middle/upper class suburbs so I would say the districts are quite similar.

Q4.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: Most of it I guess I feel I learned by doing. Trial and error and self-correction. I do like my mentor who I'm working with in my school. She's pretty helpful with some of the practical stuff. She was the one who showed me how to set up the grade book and little helpful hints. I have children of my own and I called one of my daughter's English teacher because she writes a lot and I said I'd love her to give me some ideas and she was very receptive to that. He sent me, via e-mail, a couple of letters that he sent parents; an introduction letter and that I could model my own from.

Q4.2 As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: I had some teachers who really just taught a class plan, and I had other teachers that taught a class and sometimes the whole class was lost. They threw their class plan away and gauging how the students were receiving the material and really teaching both the class and not the class plan and that's what I try to do. If I see 20 sets of eyes looking up at me with question marks and my class plan says move on to
the next thing, I'm not going to do that. So really gauging student reaction and student comprehension rather than having a preconceived notion of this is what I will cover today and in law school too, really the same kind of thing. There were times when I was lost and a really good teacher would notice that she's not alone. A bunch of them look quizzical and nervous and would go back. If something's going great you know the flip side spend a little more time on it and cut something you know really gauge in what is the student reaction.

Q5.1 If you were advising a new teacher about what he/she must know in your present job what would you tell them?
A: That the rapport and relationship with the students is in many ways more important than any given class plan because as I said you can always go back and teach something if you don't like the way you taught it but you need to find that line between having a rapport with the students but not trying to be their friend and confidant and you know that's hard. You want to kid around. You want to keep things light. You also want teacher/student relationship where there's some step... So work towards establishing that early on and don't worry so much about the nitty gritty of any one specific lesson 'cause you get second chances at that but it's very hard to change the rapport you develop early on with the students. Amazed I can be this articulate after a day's work.

Q5.2 What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?
A: The model teacher was probably the most valuable part. I don't in any way want to be condescending or patronizing about the classroom component but probably because I taught even though it was assertiveness training and physical self-defense. I did have some group management skills. I did understand some basics of teaching but seeing classroom life and being a part of it I watched was probably the most valuable. Watching the teacher keep her composure even when things went off and modeling myself after that. You can sit and watch Harry Wong from here to eternity
and have people lecture on room taxonomy and the well planned lesson, but you know seeing someone managing running up with a question and this one’s stealing that one’s pencil, you just multi-task and think, “Okay, I can do that”.

Interview 4

Q1.1 What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A. The only prior teaching I had done, and it was 30 years ago, when I taught college. College professor.

Q1.2 How much prior teaching experience do you have?
A: 10 years

Q1.3 What types of work experience other than education did you have prior to your Provisional Teaching Program?
A:

Q1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: It’s suburban.

Q1.5 How many students are enrolled in your district?
A: I think it’s around 1400.

Q2.1 Lost five skills that an alternate route teacher should have for a successful first month of school?
A: You would definitely have to be organized. Be attentive to the students and I think your surrounding faculty. I think inquisitive; ask questions definitely for
guidance and then from there you have to be receptive. I would say flexible too. I think a lot of things are thrown at you that you’re definitely not prepared for. I think if your coming in and you’re just working there 7:30 to 3:00 or whatever your hours are, be a little bit more flexible with your time and things might take a little longer and things might run over or you might take a little longer with a student and things like that.

Q2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?

A: Definitely how the routine of the day. The whole procedure of the day. From start to finish. How we run the classes, to what prep time, to what their duties were so I would definitely say the whole function of a teacher’s day was phenomenal experience just to observe it. You heard about it but not really see it so I appreciated that. I was linking my class at the time to what I was actually observing. I was able to say, “Wow. They really are practicing Bloom’s Taxonomy and they’re teaching too. And now assist in evaluation versus this recall."

Q2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?

A: I guess I’m just confused as to what’s after, but normally what we did was when we attended the class, of which things weren’t taught to us, let’s just use that example Bloom’s Taxonomy, and then when you went for the observation with the model teacher and we had also filled out a little sheet to remind us of things we were looking for and you know then we had a discussion with our model teacher even. I know you know I saw this and this was really neat and you implemented that and we were learning about that. So then really when we went back to class, other than kind of discussing things amongst our peers I would say they would begin to intertwine that
with our next topic. The growing, the curriculum then OK we covered that because remember it was only 20 hours.

Q3.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: I actually received my job from the grant program. It is where they placed me there for my observation. It turned out at the time I was placed there, I'm a CPA, I was going for an high school accounting teachers commission. I was placed observed in their business department and soon upon my arrival they asked if I had a resume.

Q3.2 What one thing do you wish someone taught you before you began your provisional teaching year?
A: General policies and procedures of what a teacher may go through in those initial stages. For example, we touched on some lesson plan format. I think it would be helpful and in many even just general policies and procedures, like be aware. Not always are you responsible for your lesson plans but obviously a grade book, an attendance book, policies of procedures but for the drills, for medical. A lot of the....and then maybe if someone did what you know you see the full picture of what a teacher is responsible for as opposed to so much focusing. If there was a lot of focus totally of course on the education so then the lesson plan of things but I think they also need to prepare you as a teacher and as person coming into that teaching role, not just the role of educating a student.

Q4.1 In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: I guess because I'm older and I'm a mom, I learned about it just through volunteering at my local school district. That was me and obviously having children also helped to because I think as a parent you take on that teacher role. So definitely
by volunteering, if you were substituting for a school district, all that would help. I am, fortunately, sub certification and then got approved by the State and got a job that I actually never .... But I know if I did I would have seemed additional experience other than what is initially provided; help you.

Q4.2 As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way your teach?

A: I definitely think that the teacher means having that balance as far as having that firm environment or that environment for learning but also having the flexibility in compassion to portray to the children as well. I think that you have to have flexibility because every child is different; every circumstance; every learning experience is different so I think that actually makes me a more balanced teacher. That I come in accepting the child to be different and I might not have the same circumstance with one child that's sitting next to the other child. So I try in him or each situation individually but still maintain control within my classroom.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?

A: So much to tell them. Definitely one of the things that was most what we really all talk about as a new teacher in my high school and things we all go back what's already touched on that will as a teacher in length all the responsibilities that you have besides the education of the children and the lesson plans. All those responsibilities of a teacher. Because I don't think you really realize when you first walk through that door. It's continual learning. How you're constantly learning. The preparation that you have; the responsibilities for meetings and conferences and touching base with parents as well as your lesson plans and maintaining that stable environment within your classroom and also knowing but not being afraid to ask questions like, if you don't know or if you're guessing, don't. But go find your
mentor or go find your supervisor or befriend a colleague that you can rely on to
guide you so that you don’t feel like you’re just out there guessing.

Q5.2: What is the most valuable experience you had in the ARTP program? How
did it prepare you for “real life” in the classroom?
A: Definitely preparing a lesson plan. We did touch on not only Bloom’s Taxonomy but learning styles of children and the development or the beginning development of a good lesson plan. So I think the combination of those three things were very valuable at least to begin that step into the classroom. Strong foundations that at least you’re armed with to go into that classroom with. And then of course I was in second to that of course would be classroom management because you can’t teach without management. So I mean, those 20 hours even though it was like an overview, overviewed really keys those 4 key areas which were so important. The learning style, Bloom’s Taxonomy, your lesson plans, and constant management. So, really, all those things that they initially gave us were so important for us to begin in the classroom. At least for me.

Interview 5

Q1.1: What type of teaching experience have you had prior to entering the
Provisional Teaching Program?
A: Actually I did teach a year before I entered the program. And then I ended up
getting pregnant and stayed home for a year and then when I decided to go back to
work I saw this program came up so I took advantage of that and then I went out and
I sought another teaching position.

Q1.2: How much prior teaching experience do you have?
A: Actually I did teach a year before I entered the program. I had worked many
years for Starna. I was a buyer. In that position I always had assistant buyers under
me so I was, that was one of my responsibilities was to train them to eventually move on to become buyers.

Q1.3: What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: I briefly went to Toys R Us for 2 years in retail.

Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: Urban, Abbott

Q1.5: How many students are enrolled in your district?
A: Not sure

Q2.1: List five skills that an alternate route teacher should have for a successful first month of school?
A: I would say organizational skills. Definitely a little bit of time management skills. I don’t know if you can call selectability a skill. Adapt your plans. You might have going with thinking my day is going to go this way but actually be able to adapt very quickly. Your flexibility, that type of thing. Multi-tasking. I would say a lot of interpersonal skills because you’re coming across a lot of different people that first month and you going to need to know who are the persons to go to for any kind of given situation in your school.

Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: I loved watching my model teacher. She was very passionate and enthusiastic about the teaching profession and I think that was the biggest take away that I got from her. Watching her made me even more. I had already made the decision to
become a teacher but watching her kind of more affirmed what I wanted to do. But what I saw from her was...she was very calm which even though I saw a lot of things going on in the classroom she remained very kind. She had her fingers in everything. She had a sense of everything that was going on. She transitioned very smoothly from one subject to the next. She was very good at conflict resolution between children. She was very business-like about it and I try and model myself after her when it comes to that. Very business-like. I got a lot of clues from her as to classroom management.

Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: I would never have been exposed to any of that unless I had been through the grant program. I would have never heard of Bloom's Taxonomy unless I'd been in a formal teacher training program or been able to be exposed to it through the grant. I wish I had that grant training experience prior to my first teaching position because I didn't know anything about Bloom’s Taxonomy or lesson planning.

Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: My model teacher was in middle class, upper middle class. Mostly white Caucasian suburban area. Now in Newark all my children are either Hispanic or African American. A big difference is the resources that the school has. My school does not have as many resources as the other schools and my model teacher told me she gets $300 a year to buy school supplies. And they also have a lot of special teachers that come in. The gifted and talented. They have an art teacher; they have a music teacher; they have the guidance counselor come in while I was there to give them a lesson on peer pressure.
Q3.2: What one thing do you wish someone taught you before you began your provisional teaching year?
A: More resources that I wish I could have studied up on as far as a reading program for my children.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: I learn a lot from my teachers additions, from my text books. Learn a lot from that. They give a lot of suggestions. I get a lot of information off the Internet. There's a lot of teaching websites. I get a lot of material for my children off the Internet.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: I would have to say that through all my schooling there are two teachers that really influenced me. One was my second grade teacher and I don't remember a lot. I just remember specifically. She was very kind and she was almost - her manner about her was almost like a mother. She was very kind; very gentle and I remember she had an older daughter and she used to let her older daughter come in and play guitar for us and we would sing. That is so vivid in my memory when I had that teacher we went to Queens, NY, moved away to Queens to NJ and I wrote her a letter and she wrote back to me. I remember that and it; I don't know if she had any impact on my education. It was second grade but I just remember what a nice teacher was and that's something that I try to inspire to too. And then the other teacher that I remember vivid, this was one of my college professors. History professor and he was such a great lecturer. Everything he did, every lecture he did was so, it was almost like when he lectured on Benjamin Franklin or Thomas Jefferson it was almost like you were reliving history with him. He was just so animated and so passionate. And
I always think about him and I hope I'm like that to my students. I hope they get excited about something that I teach to them.

Q5.1: If you were advising a new teacher about what he/she must know in your present job what would you tell them?
A: That would have to have a lot of patience.

Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?
A: I think the most valuable was probably the lesson on lesson planning.

Interview 6

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: Not at all.

Q1.2: How much prior teaching experience do you have?
A: No.

Q1.3: What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: I worked in the chemical industry. Flavored fragrant industry for about 18 years.

Q1.4 What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: Suburban.

Q1.5 How many students are enrolled in your district?
1900 to 2,000
Q2.1 List five skills that an alternate route teacher should have for a successful first month of school?
A: Patience. Even temperament. Organization. The ability to plan

Q2.2 Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: That each child can be handled differently. Depending upon the student. Fair is fair in grading and dealing with children but you have to deal with the student on an individual basis as well. That interaction is very important and learning how to deal with misbehavior. The person that I was with was constantly always making sure things made sense and would back up if they didn’t and just always questioning along the way to make sure everybody’s together.

Q2.3 At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peer and AKTP instructor. How did this prepare you for your initial teaching experience?
A: We scratched the surface of a lot of topics and nothing was really in depth. But you had a recognition of the major things that are going to be there day one that you really have to be aware of and address so that was good in preparing you for what was going to come and now obviously the training that we’re going through now is just building upon everything in the summer and breaking it down a lot more.

Q3.1 What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: The district that my model teacher was in was very big. I’m in an affluent area now. Kind of like kids in shorts and sandals and laidback social. Not that something is wrong with that but I have more of a range of students now. Plus many more of them.
Q3.2: What one thing do you wish someone taught you before you began your provisional teaching year?
A: I can honestly say I think that I was very prepared to go that first day.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: I would just say my work experience in having to deal with training people at work and understanding what that entails and recognizing different people. All the elements of learning how to be a teacher and how to go about that in the business world you have parallels there too and I've done a lot of training and a lot of seminars and a lot of leader effectiveness training so I would draw the line at that.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: I had teachers that I couldn't stand because they were rigid, mean, and not fair. So that's easy to say because you want to be when you had. I also had the teachers were inspiring and where I really learned and they showed me that they cared and that's sort of the trend that I've followed. I mean, the teaching style that I show.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: You have to make education interesting and break things up for the students.

Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?
A: The most valuable experience in the pre service I would have to say that the combination of going for the 15 hours and coming back and having feedback. Give a taste of what...making sense a little bit of what we saw in the classroom and what we learned here even though it was only just skimming the surface. It was valuable.

Interview 7

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: It was basically substitute teaching.

Q1.2: How much prior teaching experience do you have?
A: About a year and a half.

Q1.3: What type of work experience do you have?
A: Engineering and mechanic.

Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: I think it can be considered more of a rural.

Q1.5: How many students are enrolled in your district?
A: About 650.

Q2.1: List five skills that an alternate route teacher should have for a successful first month of school?
A: Most important thing is classroom management. Planning of lessons is important. You need to have your skilts for the material that you are teaching.
Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: There are things that I borrowed from him and I can see the smoothness of this transition. Trying to make your transition smooth and you go from one thing to another.

Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: We did a lot of work with Harry Wong.

Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: I think that there's a big difference in terms of economics. Where I'm working now, I don't think the students see the future very greatly.

Q3.2: What one thing did you wish someone taught you before you began your provisional teaching year?
A: Is how to deal with and how to cope with emotional impact of how the students treat you.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: Primarily as a substitute teacher.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach.
A: Experiences that I've had is the matter of the issue of breaking up the periods.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: Keep them busy. If you don't keep them busy you lose control and you really have a hard time bringing them back. You must not dwell on something so long that, unless you're doing a lab experiment or doing hands on things is a very good thing because they tend not to get bored. Just break up the period.

Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for “real life” in the classroom?
A: One of the things had in there was Harry Wong. I thought that the model teacher was very valuable.

Interview 8

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: 1 year as a teacher's aide; a 2nd grade teacher aide. 2 years as an instructional aid in kindergarten.

Q1.2: How much prior teaching experience do you have?
A: It was almost 5 1/2 years.

Q1.3: What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: I was a certified public accountant.
Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: It suburban and it’s private.

Q1.5: How many students are enrolled in your district?
A: About 250 students.

Q2.1: List five skills that an alternate route teacher should have for a successful first month of school?
A: I think you need to be flexible, organized. I mean patience and calm. I guess leadership also with it.

Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: I have to say probably the most valuable part of the IA was my work with the model teachers.

Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: I think it helped with this lesson plan.

Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: I think it’s similar. High academic expectations.

Q3.2: What one thing do you wish someone taught you before you began your provisional teaching year?
A: Have to think back on that.
Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: I think as a parent you gain a lot of knowledge and learning skills or gain insights because you can see how your child is taught and if you've taught your child how to read or try to do homework with them that is beneficial.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A: Well I guess you're the doing part. You know, you have to do a lot doing especially with the younger grades. I mean, you obviously have to be taught but it's always fun to do projects and to do things and I even think.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: You need to follow the curriculum; You need to plan.

Q5.2: What is the most valuable experience you had in the AKTP program? How did it prepare you for "real life" in the classroom?
A: My observations and my work with my model teacher.

Interview 9

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: Teaching assistant
Q1.2: How much prior teaching experience do you have?
A: I did that only for about 7 years or so.

Q1.3: What types of work experience other than education did you have prior to your Provisional Teaching Program?
A: An attorney.

Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?
A: Suburban.

Q1.5: How many students are enrolled in your district?
A: 

Q2.1: List five skills that an alternate route teacher should have for a successful first month of school?
A: Organization, discipline, preparation, knowledge of the subject matter, and open mind.

Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A: That’s a good question. Kind of a tough one to answer.

Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: If the lesson was part of question management is in the science field then I went in and saw my model teacher assigned seats and that helped her streamline attendance taking and homework checking and getting to know her students.
Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: Believe it or not, the students at model teacher's school were much better behaved.

Q3.2: What one thing do you wish someone taught you before you began your provisional teaching year?
A: It's hard to say. I'll have to think about it.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A: For me, I learned it by being a student for so long. I could see as a student what worked and what didn't.

Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach.
A: I think the really good teachers know how to get you from point A to point B so that your mind thinks along a certain route.

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: I would probably tell them that they had to be very sure of themselves and confident of what they were saying. If you're not really prepared with a very logical answer to support what you're saying, you can't let that happen so then you've lost all credibility.
Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for “real life” in the classroom?
A: It made me a little bit more conscious of all the little tiny pieces that go into a lesson, that go into a brief that gets reviewed and that go into a full year that the student has to succeed at before they can be promoted to the next grade. It’s not that I didn’t know that they existed but it made me a little bit more conscious of it and then the teaching...this is why I’m teaching it.

Interview 10

Q1.1: What type of teaching experience have you had prior to entering the Provisional Teaching Program?
A: I was a safety inspector at Community College.

Q1.2: How much prior teaching experience do you have?
A: a few years.

Q1.3: What types of work experience other than education did you have prior to your Provisional Training Program?
A: I was not in teaching job for a time. I was in different jobs.

Q1.4: What adjective would best describe your district, urban, suburban, or rural? Is the district classified as an Abbott district?

Q1.5: How many students are enrolled in your district?
A: There are 5 (9) schools. I teach in the middle school. They have about 600 students.
Q2.1: List five skills that an alternate route teacher should have for a successful first month of school?
A: The most important one is the ability to motivate students. Then to be able to relate to people in that age group. Then of course knowing what you teach. I guess you go day by day and learn new things and new techniques.

Q2.2: Tell me about the insights you developed during observations of and conferences with your model teacher that were essential for the first month of your provisional teaching year?
A:

Q2.3: At the regional training site, instruction on specific topics was alternated with observation of your model teacher, followed by discussions with your peers and ARTP instructor. How did this prepare you for your initial teaching experience?
A: It was important and we used to talk about things or experiences and share experiences.

Q3.1: What are the similarities and differences between the district in which the model teacher worked and the district in which you are employed?
A: Really different.

Q3.2: What on thing do you wish someone taught you before you began your provisional teaching year?
A: Prepared me for this kind of experience.

Q4.1: In what other ways did you acquire knowledge, learn skills, or gain insights related to teaching that were not included in class instruction or through your conferences and observations with a model teacher?
A:
Q4.2: As you reflect on good teaching practices, what are some examples of teaching that you experienced personally during your time in school that influence the way you teach?
A:

Q5.1: If you were advising a new teacher about what he/she must know in your present job, what would you tell them?
A: I would tell them to be prepared for surprises.

Q5.2: What is the most valuable experience you had in the ARTP program? How did it prepare you for "real life" in the classroom?
A: Talking about (classroom issues) share as classroom but we still didn't learn this kind of experience.
Appendix I

Findings
### Research Question #1

**What type of Pre-service teacher preparation is essential to a good start as an alternative route teacher in New Jersey?**

### Findings

1. Programs that focus on collaboration and partnerships, diverse learners, instructional planning and strategies and professional development.

2. Strong supports that bridge gaps between Preservice learning and practice.

3. Induction programs and/or supportive mentors were noted as essential to a good start.

### Research Question #2

**What knowledge, skills and insights are essential for an alternate route teacher to acquire for a successful first month of school?**

### Findings

1. Technical skills (management, organization, computer, lesson plans, grade books, school and district specific information, instructional strategies)

2. Attributes: flexibility, calmness, even temperament, work ethic, ability to get along with others, leadership and having knowledge and being able to bring it to the student’s level.

3. Classroom management was mentioned most frequently as essential for a successful first month of school.
<table>
<thead>
<tr>
<th>Research Question #3</th>
<th>Findings</th>
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</thead>
<tbody>
<tr>
<td>What specific insights were gained as a result of observation and conferences with model teachers?</td>
<td>1. Sharing of ideas and skills, especially as it relates to pedagogy.</td>
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<tr>
<td></td>
<td>2. Observing good classroom management, instructional management/strategies</td>
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<td></td>
<td>3. Relating theory to practice by “bringing what one has learned to the “real classroom/school building”,</td>
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<table>
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<tr>
<th>Research Question #4</th>
<th>Findings</th>
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<tbody>
<tr>
<td>How did the sequence of first presenting specific instruction topics followed by observation and conferencing with the model teacher, and finally discussions with your classroom peers and ARTP instructors prepare you for your provisional teaching year?</td>
<td>1. The cohort model; suggestion of homogeneous groupings by building level/grade/subject area.</td>
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<tr>
<td></td>
<td>2. Link to school that has good mentors and a solid induction program.</td>
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### Research Question #5
What are the similarities and differences between what was observed with the model teacher and first job experiences?

<table>
<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>1. Only ARTP-G research study participants who were placed with model teachers in situations similar to the participant's first job considered the model teacher experience beneficial as it related to the commencement of the first job experience.</td>
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<tr>
<td>2. 50% reported similar experiences and 50% reported different experiences</td>
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### Research Question #6
What are the essentials an alternate route teacher must know and be able to do for a successful start in the jobs they are hired for?

<table>
<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>1. Importance of a good mentor</td>
</tr>
<tr>
<td>2. If a beginning teacher has a good mentor, all the technical difficulties go away.</td>
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<tr>
<td>3. Anxiety about the specific requirements of the first job. Also, pointing to the necessity of a good induction program.</td>
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<tr>
<td>4. Importance of a link from the Preservice experience to the real classroom and school.</td>
</tr>
</tbody>
</table>
Research Question #7

In addition to the pre-service regional training site instruction, observations and conferences with model teacher and finally the experience of dialogue and professional exchange with ARTP instructors and peers, what are other ways that ARTP candidates learn about teaching?

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<tr>
<th>Findings</th>
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</thead>
<tbody>
<tr>
<td>1. Through children's experience</td>
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<tr>
<td>2. Technology</td>
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<td>3. Other professionals</td>
</tr>
<tr>
<td>4. Leadership characteristics</td>
</tr>
<tr>
<td>5. Instructional experiences</td>
</tr>
<tr>
<td>6. Reflective practice</td>
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<tr>
<td>7. Personality traits</td>
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<tr>
<td>8. Other people's stories</td>
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