

The College of Saint Rose  
Lally School of Education  
Department of Teacher Education



**Student Teaching Guidebook**  
Information for

**ADOLESCENCE EDUCATION: BIOLOGY 7-12**  
**ADOLESCENCE EDUCATION: CHEMISTRY 7-12**  
**ADOLESCENCE EDUCATION: EARTH SCIENCE 7-12**

**Teacher Candidates,  
Cooperating Teachers, College Supervisors,  
and Administrators**

Field Placement Office  
The College of Saint Rose  
432 Western Avenue  
Albany, N.Y. 12203



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The College of Saint Rose  
 Thelma P. Lally School of Education  
 Teacher Education Department  
 432 Western Avenue  
 Albany, New York 12203  
 Phone: (518) 454-5208  
 Fax: (518) 454-2083

Person	Title/Department	Location	Contact Information
Margaret McLane	Interim Dean, School of Education (2011-2014)	Lally School of Education	(518) 454-2147 <a href="mailto:mclaneM@strose.edu">mclaneM@strose.edu</a>
Michael Richter	Coordinator for Field Placement and Advisement Office	Lally School of Education	(518) 458-5333 <a href="mailto:RichterM@strose.edu">RichterM@strose.edu</a>
Julie Niedhamer Tenan	Coordinator Field Placement and Advisement Office	Lally School of Education	(518) 458-5460 <a href="mailto:TenanJ@strose.edu">TenanJ@strose.edu</a>
Joseph Schaefer	Coordinator of Childhood and Early Childhood Student Teaching Supervisors	Lally School of Education	(518) 454-2024 <a href="mailto:SchaeferJ@strose.edu">SchaeferJ@strose.edu</a>
<b>William Brown</b>	<b>Coordinator of Secondary Education Student Teaching Supervisors</b>	<b>Lally School of Education</b>	<b><a href="mailto:Brownw@strose.edu">Brownw@strose.edu</a></b>
Christine Preisinger	Coordinator of Special Education Student Teaching Supervisors	Lally School of Education	(518) 458-5348 <a href="mailto:Preisinc@strose.edu">Preisinc@strose.edu</a>
Travis Plowman	Coordinator of Applied Technology and Educational Technology Specialist Student Teaching Supervisors	Lally School of Education	(518) 454-5279 <a href="mailto:Plowmant@strose.edu">Plowmant@strose.edu</a>
Alicia Audino	Assistant Director of Career Center	St. Joseph Hall	(518) 454-5141 <a href="mailto:career@strose.edu">career@strose.edu</a>

## **Introduction**

Student teaching is the culminating experience of the formal teacher preparation program. During the professional semester, teacher candidates are provided the opportunity to fully integrate the knowledge, skills and dispositions they have acquired and practiced during their years of preparation.

Student teaching, however, is much more than a culmination; it is also an initiation. This comprehensive experience provides the student with an induction into the teaching role and marks the beginning of the ongoing development of a professional educator. In a sense, the teacher candidate enters the professional semester as a student and exits as a teacher.

## **Statement of Philosophy and Purpose**

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity, and character. Critical analysis and the development of theoretical frameworks, leading to effective practices, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning, while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to their needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

## **Teacher Candidate Learning Outcomes**

Candidates in professional education programs at The College of Saint Rose will:

- 1) Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
  - a) structure pupils' learning of that content at levels appropriate to their development;
  - b) apply the content and skill knowledge; and
  - c) continue acquisition of related and new content.
- 2) Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
- 3) Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
- 4) Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.
- 5) Develop and demonstrate personal and professional values that foster:
  - a) the highest ethical standards of the profession;
  - b) intellectual curiosity and open-mindedness;
  - c) understanding and responsiveness to multiple social and global perspectives; and
  - d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

- 6) Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
  - a) those for whom English is not the primary language;
  - b) gifted and educationally disadvantaged students;
  - c) students with disabilities;
  - d) students with developmental and learning differences; and
  - e) those with different interests, ambitions, and sexual orientations.
- 7) Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
- 8) Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

## **SERVICE LEARNING AND TEACHER EDUCATION**

### **Project SLATE**

The College of Saint Rose is engaged in a grant to include service learning in meaningful ways throughout the various education programs. Service learning activities have become part of all education coursework and student teaching. We value service learning as an essential component of our students' preparation to be actively engaged members of their current and future school communities.

#### **Service Learning- a working definition**

Service learning is a method by which people participate in service experiences that address classroom, school or community needs while also learning academic skills or content connected to the service, and engaging in structured reflection on the service experience.

#### **Service Learning Standards**

- **Meaningful service:** service learning actively engages participants in meaningful and personally relevant service activities.
- **Link to curriculum:** service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection:** service learning reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

#### **Activity Types**

- **Direct service:** Students have face-to-face contact with the service recipients. For example: tutoring.
- **Indirect service:** Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives.
- **Advocacy:** Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or others in authority or creating and displaying posters, etc.

#### **Goal for Service Learning:**

The goal is for student teachers to embed service learning activities during student teaching through collaboration with the cooperating teacher, college supervisor, and seminar instructor.

The focus of service learning can be the classroom, the school, or the community.

#### **Some Key Resources**

"The Five Stages of Service Learning" is available online at

[http://www.freespirit.com/files/OTHER/Five Stages of Service Learning.pdf](http://www.freespirit.com/files/OTHER/Five_Stages_of_Service_Learning.pdf)

[www.servicelearning.org](http://www.servicelearning.org)

[www.msde.maryland.gov/MSDE/programs/servicelearning](http://www.msde.maryland.gov/MSDE/programs/servicelearning)

## **Ethics and Professionalism**

While it is not the intent of the School of Education at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. The “Code of Ethics of the Education Profession” adopted by the National Education Association in 1975 (<http://www.nea.org/aboutnea/code.html>) and the “Code of Ethics for Educators” articulated by the New York State Department of Education (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>) are examples of widely recognized and accepted professional standards. These standards, along with the philosophy and purpose of The College of Saint Rose School of Education, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

### **Communication Skills**

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

### **Professional Responsibility/Accountability**

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

### **Ethics**

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations



Teacher candidates, their supervisors, and cooperating teachers should discuss the professional qualities required of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, a **Professional Qualities Assessment (PQA) Report will be completed in order to document, discuss, and remedy concerns about professionalism.**

### **Liability Protection for Teacher Candidates**

#### **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3023**

*“...it shall be the duty of each board of education...to save harmless and protect all teachers, practice or cadet teachers...from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury... or damage to the property...provided such teacher, practice or cadet teacher,...was acting in the discharge of his duties...”*

New York State Education Law requires school districts to insure student teachers against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the student teacher at the time of the accident or injury was acting in the discharge of his/her student teaching duties. A student teacher who is involved in any accident or incident where there is personal injury or property damage while they are student teaching **should immediately inform his/her cooperating teacher** and notify the College Supervisor and Coordinator of Field Supervision as soon as possible. A student teacher who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement **must immediately forward a copy of such papers to the Coordinator of Field Supervision and to the school administrator** where the student teaching took place.

## OVERVIEW OF POLICIES AND PROCEDURES FOR STUDENT TEACHING

### PURPOSES OF STUDENT TEACHING

The College of Saint Rose and the New York State Education Department require teacher education candidates to complete a student teaching experience in a public or private school to obtain both their college degree and New York State teacher certification. This experience is designed to utilize the teacher candidate's knowledge, information, skills and abilities, based upon the content knowledge and pedagogical foundations developed during the degree program. It is an opportunity to apply this knowledge in a practical setting, providing teacher candidates with an experience that will fully prepare them for the responsibilities of becoming an effective educator.

### Seminars and Other Requirements

Teacher candidates must attend weekly seminars during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, teacher candidate, and the college supervisor during the initial meeting. The major requirement is the development of an instructional plan and support for the Teacher Performance Assessment (edTPA). Other program specific assignments may be required.

### Expectations of Host School and Attendance

The cooperating teacher and school principal should expect the teacher candidate to adhere to the policies, regulations, and daily schedule of the school, arriving and leaving at the times required by the teachers in the school. In addition, the teacher candidate is expected to:

- Attend and participate in those conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted/invited.
- Schedule appointments and employment interviews outside of student teaching hours. If this is not possible, the cooperating teacher and college supervisor should be consulted in advance.

The teacher candidate is also expected to follow the school calendar, not the college calendar, with regard to vacation and holiday dates. In other words, the teacher candidate understands that s/he will follow the same schedule and guidelines that the cooperating teacher is expected to follow.

### Attendance

Teacher-candidates enter student teaching prepared to be present each day of this vital and meaningful capstone experience. However, on occasion, and usually resulting from extenuating circumstances (illness, hospitalization, immediate family bereavement, or religious observance) the teacher candidate may be absent from the classroom. ***The teacher-candidate must contact the cooperating teacher and college supervisor directly regarding any absence from school.*** If the cooperating teacher and/or college supervisor feel that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher and college supervisor will discuss and coordinate solutions. Any absence(s) may result in the modification to the beginning or ending dates for the first or second placement. Decisions relative to absences will be made at the discretion of the cooperating teacher and college supervisor.

Any exceptions to this policy must be approved by the program Coordinator of Supervision in consultation with the college supervisor and the cooperating teacher.

Lesson plans for which the teacher candidate is responsible are to be forwarded in a timely manner to the cooperating teacher.

### Teacher Candidates Acting as Substitute Teachers

The model of teacher preparation in which all parties are involved acknowledges that this is an apprenticeship and that a teacher candidate will always be under the supervision of a cooperating teacher. Due to these expectations, the teacher candidate may not act as a paid or unpaid substitute teacher during his/her student teaching placement.

Contractually, the teacher candidate must be supervised by a person (i.e. the cooperating teacher) who is employed by the district and whose duties include supervision. A teacher candidate is not a paid contractual employee, and therefore not eligible to be hired while on a student teaching assignment. However, in an

emergency, a teacher candidate may provide coverage in his/her own classroom, provided the college supervisor and the teacher candidate are informed and in agreement with this emergency arrangement.

### **Cooperating Teacher Presence in the Classroom**

Traditionally, teacher candidates have been left on their own intermittently as an important step in their growth as classroom managers, especially during **solo week**. Although this has been common practice throughout schools in the past, we assume that this student teaching practice is carefully reviewed by school administrators and cooperating teachers on a regular basis.

- **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3001**

*The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.*

During **solo week** the teacher candidate should assume the majority of teaching responsibilities in the classroom. However, this does not necessarily mean that the teacher is required to be out of the classroom. In fact the cooperating teacher can become an anonymous observer in the classroom, providing the teacher candidate with valuable feedback regarding performance.

### **Teacher Candidate as Mandated Reporter**

Teacher candidates are required to report any information pertaining to suspected child abuse or neglect. Should a teacher candidate become aware of information in this regard, s(he) is expected to consult with his/her cooperating teacher immediately. The cooperating teacher should provide the teacher candidate with the name of the individual designated by the school to report matters of abuse or neglect, and should assist the teacher candidate in the event a report is filed.

### **Performance Concerns**

The cooperating teacher is in a unique position to evaluate the progress of a teacher candidate's performance. The college supervisor will provide evaluation forms for the cooperating teacher. However, if a cooperating teacher has concerns about a teacher candidate's performance or progress, the cooperating teacher should contact the college supervisor immediately. It is important to address these concerns as soon as possible to allow an opportunity for the teacher candidate to discuss possible solutions with the cooperating teacher and the supervisor.

### **Professionalism**

Teacher candidates are invited guests in a school and classroom of a practicing teacher whose first priority is to his/her pupils. The teacher candidate must learn to operate within this framework. The teacher candidate is expected to follow the Code of Ethics and be a professional member of the teaching community. If there are issues related to *professional communication, responsibility/accountability, or ethics*, the cooperating teacher should discuss the completion of the Professional Qualities Assessment (PQA) report with the college supervisor. A copy of the PQA is included in Appendix A. Teacher professionalism is evidenced in many ways, including the following:

#### **Attitude**

- Go into student teaching with a positive attitude and a determination to do one's best.
- Show enthusiasm and make a contribution to the teaching profession.

#### **Appearance**

- Look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance. See Appendix C.

## Confidentiality

- The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to pupils with whom teacher candidates are working is confidential. Teacher candidates must under no circumstances discuss the educational programs or records of their pupils with individuals other than those who are directly or indirectly involved in the educational programming of those students. The cooperating teacher must be consulted in all matters relating to the sharing of student information.

## Discretion

- Discretion is paramount. Be professional at all times – on-site, in discussions with cooperating teacher, supervisor, during seminar, etc.

## Professional Distance

- Most schools have a clear policy addressing educationally valuable use of the **Internet** and student access. These policies focus on safety and responsible use. Make sure to ask the cooperating teacher or principal about their school's policy.
- Increasingly, schools are rewriting their “employee codes of conduct” to include the use of **social networking sites** by teachers. You are encouraged to always *maintain a professional distance* with regard to these public sites and text messaging relative to the students you are working with. Again, ask the cooperating teacher or principal if such a policy exists in the host school. Even if a policy does not exist, *avoid the appearance of impropriety* by not communicating with students through text messaging or social networking sites.

## School Photo or Video Policy

- Most school boards have a policy in this regard. Make sure to check with the cooperating teacher and/or school principal beforehand; permission may be required.

## Cell Phone Use

- Consult with the cooperating teacher or principal about existing faculty policy related to cell phone use. Professionalism dictates that you don't use your cell phone for conversation or for ‘texting’ during the instructional portion of the school day. Unless there are extenuating circumstances, your cell phone should be in vibrate mode or not turned on at all. Please inform your cooperating teacher if you absolutely have to have the cell phone activated because of a possible emergency. *Take advantage of any non-instructional time to become increasingly knowledgeable about your students, curriculum, instruction, or special services available to children in the building.*

## Overview of Participant Responsibilities

The student teaching experience requires a high level of collaboration between the P-12 community and The College of Saint Rose. The quality of the relationships that exists among the participants will greatly influence success in student teaching. An understanding of the various roles is essential. The following statements briefly summarize the *primary* responsibilities of the teacher candidate, cooperating teacher, college supervisor, Coordinator of Field Supervision and the building principal.

### Teacher Candidate

Student teaching requires a full-time commitment on the part of the student teacher. With the exception of seminar, no other courses are taken during this period of time. Due to the excessive demands on the teacher candidate's time during the student teaching semester, students are requested to arrange their schedules so that ***they need not work*** during student teaching.

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Gives full attention to student teaching.
- Exhibits the qualities and dispositions of a professional including initiative, dependability, punctuality, effective communication, and ethical behavior.
- Creates a plan for regular communication with the cooperating teacher and college supervisor.
- Exchanges contact information with the cooperating teacher and college supervisor.
- Seeks advice and feedback from college supervisor and cooperating teacher on all aspects of student teaching especially planning, implementing and assessing lesson and unit plans.
- Participates in regular debriefing meetings with the college supervisor and cooperating teacher.
- Responds positively to the suggestions and guidance of the cooperating teacher and college supervisor.
- Gradually assumes the full range of responsibilities expected of a teacher.
- Participates in all conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted/invited.
- Attends weekly scheduled professional seminar.
- Completes required lesson and unit plans.
- Completes required final evaluation of his/her progress.

### Cooperating Teacher

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Provides the teacher candidate with information about the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Demonstrates exemplary teaching methods and provide a rationale for such practices.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the college supervisor and teacher candidate.
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in meetings with teacher candidate and college supervisor.
- Informs college supervisor of teacher candidate's progress.
- Completes and submits all evaluation forms.
- Maintains final authority on all matters related to the classroom.

## **College Supervisor**

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Familiarizes him/herself with the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the cooperating teacher and teacher candidate.
- Provides support and assistance to cooperating teachers as they work with teacher candidates.
- Provides support and assistance to teacher candidates as they work with cooperating teachers.
- Acts as a liaison between the cooperating school, cooperating teacher, teacher candidate and The College of Saint Rose.
- Visits the classroom at least six times during the seven-week placement.
  - Completes a minimum of four documented observations and debriefing conferences with the teacher candidate during the seven-week placement.
  - Completes an initial visit to introduce/orient the cooperating teacher and a sixth visit to conduct the final evaluation conference.
- Encourages the growth of the teacher candidate through specific, regular and timely verbal and written feedback.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Participates in meetings with teacher candidate and cooperating teacher.
- Informs Coordinator of Field Supervision of teacher candidate's progress.
- Completes and submits all evaluation forms to the Coordinator of Field Supervision via the Field Placement and Advisement Office and grade recommendation to the Coordinator of Field Supervision.

## **COORDINATOR OF FIELD SUPERVISION**

- Provides orientation to the student teaching experience for the teacher candidate and college supervisor.
- Participates in the negotiation of solutions to any serious problems that may arise in a manner which is, as much as possible, agreeable to all parties.
- Submits final grade to the registrar based on the recommendations of the cooperating teacher and college supervisor.

## **THE SCHOOL PRINCIPAL**

- Encourages a favorable attitude in the school and community toward the student teaching program.
- Recommends teachers who would be suitable cooperating teachers.
- Gives directions and suggestions to the teacher candidate when advisable.
- Is encouraged to observe and confer with the teacher candidate if schedule allows.

## **Weekly Guidelines for Teacher Candidates, Cooperating Teachers and College Supervisors**

The Schedule and activities below are suggested and will depend on the teacher candidate, cooperating teacher, and college supervisor. Teacher candidates can also receive guidance from the supervisor and seminar instructor.

### **Week 1:**

#### **Teacher Candidate**

- Provide CSR packet of materials to Cooperating Teacher.
- Review student teaching responsibilities and assignments.
- Observe Cooperating Teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Organize 3-ring binder for lesson plans, reflection, etc.
- Assist Cooperating Teacher with students and classroom routines.
- Offer to work with individuals and small groups. Decide on unit plan topic or theme.
- If you will be completing the edTPA in this placement, follow school and edTPA guidelines for seeking permission to video-tape a segment of your instruction.

#### **Cooperating Teacher**

- Receive packet of CSR material from Teacher Candidate.
- Meet with CSR supervisor to review responsibilities and expectations.
- Establish expectations, daily schedule, etc.
- Model teaching/classroom management strategies.
- Share resources with Teacher Candidate.
- Introduce Teacher Candidate to school personnel.
- Review school policies, procedures, and non-instructional duties.
- Assign responsibilities appropriate for Teacher Candidate at this stage of development.
- Begin joint lesson planning.
- Provide guidance for the edTPA.

#### **College Supervisor**

- Meet with Cooperating Teacher to review responsibilities and expectations.
- Exchange contact information with Teacher Candidate and Cooperating Teacher.
- Establish plan for weekly communication with Teacher Candidate
- Provide guidance for the edTPA
- Set up appointment for first observation.

### **Week 2:**

#### **Teacher Candidate**

- Review CSR planning requirements.
- Discuss timeline with Cooperating Teacher for **submitting lesson plans** for approval *prior* to teaching.
- Include all lesson plans, observation notes, and Cooperating Teacher evaluations in 3-ring binder.
- Prepare for first supervisory visit.
- Begin work on the instructional plan, service learning, and edTPA.
- Begin co-teaching.

### Cooperating Teacher

- Co-teach a lesson with Teacher Candidate.
- Increase Teacher Candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, unit plan development, school involvement, use of technology/resources.
- Complete week two evaluation form. Submit evaluation form to college supervisor.

### College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide feedback on instructional plan and edTPA.
- Complete 2 week evaluation.
- Collect two week evaluation from Cooperating Teacher.
- Contact CSR Coordinator if it is indicated that teacher candidate is experiencing difficulty.

### Week 3:

#### Teacher Candidate

- Maintain your 3-ring binder of plans, evaluations, reflections.
- Continue to develop instructional plan, service learning, and edTPA.
- Keep your **Teacher work sample** assignment in mind as you develop the unit.
- Solicit constructive feedback from Cooperating Teacher and College supervisor.
- Make sure you submit plans prior to teaching.
- Reflect on progress.

#### Cooperating Teacher

- Require lesson plans to be submitted for your approval by the designated time **you** establish. If the student does not submit plans, he or she should not teach.
- Conduct formal observation/teaching evaluation #1.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Provide college supervisor with copy of observation evaluation.

#### College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide feedback on instructional plan, service learning, and edTPA.
- Complete observation and written evaluation #1.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

### Week 4

#### Teacher Candidate

- Keep everything up to date for Cooperating Teacher and supervisor.
- Begin implementing unit plan.
- Continue to develop your class management skills.
- **Solo week dates** should be established. Begin planning for solo week.
- Solicit constructive feedback from Cooperating Teacher and college supervisor.
- Submit plans as required.



- Reflect on progress
- Continue to develop instructional plan, service learning, or edTPA in accordance with guidelines established during the student teaching seminar.

### **Cooperating Teacher**

- Increase Teacher Candidate teaching assignment and other classroom responsibilities.
- Provide verbal/written feedback with discussion.
- Make decisions regarding **solo week** scheduling.
- Complete formal observation and written evaluation #2.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide college supervisor with copy of observation evaluation.
- Complete four week evaluation form. Submit form to college supervisor.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Complete formal observation and written evaluation #2
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Collect observation evaluation #2 and 4 week evaluation form from Cooperating Teacher.
- Review 4-week evaluation form cooperating teacher and contact CSR Coordinator if Teacher Candidate is experiencing any difficulty in this placement.

## **Week 5**

### **Teacher Candidate**

- Provide supervisor with copies of Cooperating Teacher observations if not already submitted.
- Solicit constructive feedback from Cooperating Teacher and college supervisor.
- Reflect on progress. Is your teaching making a difference? You should be able to document learning that is taking place.
- Continue to develop instructional plan, service learning, and edTPA in accordance with guidelines provided through student teaching seminar.

### **Cooperating Teacher**

- Continue to increase Teacher Candidate responsibilities.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Provide assistance with solo week planning.
- Provide college supervisor with copy of observation evaluation.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Provide assistance with solo week planning.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Collect observation evaluations from cooperating teacher.

## Week 6:

### **Teacher Candidate**

- Reflect on your teaching experience as you continue to develop components of the instructional plan, service learning, edTPA, etc.
- Refine solo week plans with current Cooperating Teacher.
- Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.
- What specific goals do you have for your professional development during the second placement?

### **Cooperating Teacher**

- Assist Teacher Candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review and approve solo week plans.
- Complete formal observation and written evaluation #4.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review solo week plans.
- Complete observation and written evaluation #4.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Remind teacher candidate to complete the student teaching evaluation form for the conference.

## Week 7, Final Week:

### **Teacher Candidate**

- Complete **Final Student Teaching Evaluation** form (self-evaluation).
- Prepare for final evaluation conference with cooperating teacher and college supervisor.
- Think of a way to show your appreciation to Cooperating Teacher, students, and host school?
- Transition to Cooperating Teacher.

### **Cooperating Teacher**

- Complete **Final Student Teaching Evaluation** form; submit through *Chalk & Wire electronically*.
- Prepare for final evaluation conference with teacher candidate and college supervisor.
- Transition from Teacher Candidate.

### **College Supervisor**

- Complete **Final Student Teaching Evaluation** form; submit thorough *Chalk & Wire electronically*.
- Prepare for final evaluation conference with Teacher Candidate and Cooperating Teacher.
- Submit all completed lesson observations, final evaluation forms, 2-and 4-week evaluations from all participants to the Field Placement and Advisement Office.

# **Appendix A**

## **Evaluative Forms**

**Preliminary Report on Student Teaching**  
**The College of Saint Rose**

Please take a few minutes to complete this report and give to the College Supervisor at the *end of the second week* of the current student teaching placement. Thank you!

Teacher Candidate's Name: \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

We realize that you are guiding and observing a *novice* teacher candidate and have had limited time in which to become fully acquainted. At this time we are interested in your *preliminary judgment* of the candidate with regard to the items below. However, if you have concerns about areas not identified specifically, please be sure to share them with the College Supervisor.

**Ratings:**

**S = Satisfactory      U = Unsatisfactory      N = No opportunity to observe**

	Rating	Comment
1. The candidate has become familiar with cooperating teacher and school expectations & policies.	(S) (U) (N)	
2. The candidate demonstrates: a). professional dress b). positive/professional attitude c). enthusiasm toward teaching d). organizational skills e). timeliness with regard to expected arrival /departure times	(S) (U) (N) (S) (U) (N) (S) (U) (N) (S) (U) (N) (S) (U) (N)	
3. The candidate demonstrates initiative & responsibility.	(S) (U) (N)	
4. Candidate's written plans meet College & cooperating teacher expectations.	(S) (U) (N)	
5. The candidate demonstrates an understanding & appreciation of appropriate interpersonal relationships with students & school personnel.	(S) (U) (N)	
6. The candidate provided the cooperating teacher with the student teaching packet and reviewed expectations & assignments.	Yes (Y) No (N)	

Please add any additional comments that will assist the teacher-candidate and college supervisor with the establishment of appropriate goals at this point in the experience:

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**THE COLLEGE OF SAINT ROSE**  
**Interim Report on Student Teaching**  
 (To be completed during week four of student teaching)

Teacher-Candidate's Name: \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Rating Scale:**

**S = Satisfactory    U = Unsatisfactory    I = Improving    N= No basis for evaluation**

<p><b>I. PROFESSIONAL KNOWLEDGE AND SKILLS</b></p> <ul style="list-style-type: none"> <li>• Establishing professional relationships</li> <li>• Exhibits professional poise and confidence</li> </ul>	<p>(S) (U) (I) (N) (S) (U) (I) (N)</p>
<p><b>II. CONTENT AND SUBJECT MATTER KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Demonstrates clear knowledge of subject matter</li> <li>• Models proper written communication skills</li> <li>• Models correct standard English</li> </ul>	<p>(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)</p>
<p><b>III. THE NATURE OF LEARNING</b></p> <ul style="list-style-type: none"> <li>• Exhibits genuine rapport with students</li> <li>• Works effectively with student differences</li> <li>• Displays skill in engaging students</li> <li>• Understands students' developmental levels</li> </ul>	<p>(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)</p>
<p><b>IV. THE NATURE OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Develops quality daily lesson plans</li> <li>• Submits lesson plans in a timely manner</li> <li>• Demonstrates skill with appropriate teaching strategies</li> <li>• Organizes classroom effectively for instruction</li> <li>• Manages student behavior appropriately and effectively</li> </ul>	<p>(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)</p>
<p><b>V. PROFESSIONAL VALUES AND ATTITUDES</b></p> <ul style="list-style-type: none"> <li>• Responds well to suggestions</li> <li>• Exhibits both the disposition and ability to self-evaluate</li> <li>• Exhibits enthusiasm for children and teaching</li> <li>• Models respect for the occasion</li> </ul>	<p>(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)</p>

Do you have any concerns about the teacher-candidate's Professional Qualities at this time? \_\_\_yes  
 \_\_\_no

Commendations and/or recommendations: \_\_\_\_\_

Formal Lesson Observation of Teacher Candidate

THE COLLEGE OF SAINT ROSE TEACHER EDUCATION DEPARTMENT  
Classroom Observation Form

Student Teacher: \_\_\_\_\_ Evaluation prepared by: \_\_\_\_\_

College Supervisor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Observation Number: \_\_\_\_\_ Content focus \_\_\_\_\_

Objectives/Competencies/Learning Standards student seeks to demonstrate as listed on student's lesson plan:

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Strengths:

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General Comments/Suggestions for Improvement: \_\_\_\_\_

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Circle the word that best describes the lesson observed:            EXC    VG    G    A    I

Circle the word that best describes the student's progress to date:    EXC    VG    G    A    I

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Indicates **only** that she/he has read these comments.)

**White:** Student    **Yellow:** Field Placement Office    **Pink:** Supervisor    **Gold:** Coop. Teacher

## **Rating Scale Guidelines for Formal Observation /Evaluation of Teacher Candidate**

Lesson observation/evaluation is a means of evaluating overall growth and is a continuing process shared by the teacher candidate, the cooperating teacher and the college supervisor. The following guidelines may be helpful in shaping the growth process.

<b>Excellent:</b> Behavior is exceptional for a beginning teacher. Writes thorough lesson plans related to clear objectives. Adjusts for time and behavior as needed. Makes adjustments to instruction to meet learners' needs. Assesses lesson objectives with well-developed assessment content and process. Engages learners with unique materials or approaches.
<b>Very Good:</b> Exceeds expectations for a beginning teacher. Plan is thorough and related to objectives. Able to make some adjustments to meet needs of learners. Assesses learning in different ways. Uses a variety of approaches and activities.
<b>Good:</b> Meets expectations for a beginning teacher. Lesson plan is somewhat structured and detailed. Attempts to make adjustments. Assesses some goals with some variety in strategy. Variety of activities or approaches to teaching and learning are expanding.
<b>Adequate:</b> Meeting minimum requirements for a teacher-candidate. Needs continued assistance in the development of one or more of the following categories: planning, classroom management, preparation, assessment strategies, making accommodations for diverse learners, pupil engagement. Addresses constructive suggestions and exhibits positive effort toward making improvements.
<b>Inadequate:</b> Planning is insufficient or missing altogether. Teaching is uninspired. Little or no attempt to assess student performance. No modification in instruction to meet students' needs. Ideas and materials are boring and/or repetitive. Overall effort is weak or insufficient. Ability to perform is a concern.

When commenting on instructional effectiveness and professional competence, utilize the indicators listed below:

### **Student Learning Focus**

- Sets high realistic expectations for all students
- Listens to students thoughtfully and responds appropriately
- Focuses decision-making on student needs
- Adjusts instruction to meet group and individual needs (during instruction)

### **Planning and Preparation**

- Lessons based on current instructional level of students
- Develops clear and comprehensive daily lesson plans
- Preparation of plan and materials is thorough
- NYS Standards are appropriately addressed

### **Content and Pedagogy**

- Demonstrates mastery of subject matter
- Organizes content around key ideas
- Assesses students' prior knowledge
- Implements objectives as described in lesson plan
- Uses a variety of appropriate instructional strategies
- Uses developmentally appropriate materials and strategies
- Gives clear and appropriate directions
- Demonstrates effective questioning skills
- Encourages higher-level thinking

- Uses spontaneous learning situations (teachable moments)
- Provides for active student involvement with key ideas of content
- Provides students with useful feedback
- Uses formative and summative assessment strategies
- Demonstrates enthusiasm while teaching
- Uses technology to assist in teaching tasks
- Involves students in using technology

### **Management**

- Defines and communicates expected student behavior
- Manages student behavior in small and large group activities
- Manages transitions effectively
- Maximizes use of class time
- Creates a safe and humane classroom environment that promotes learning and creativity
- Provides opportunities for students to develop self-management skills

### **Presence**

- Demonstrates poise, self-confidence, and emotional maturity
- Displays professional appearance and demeanor
- Uses spoken and written language clearly and appropriately
- Encourages and models respect for the occasion



## **Final Evaluation of Teacher Candidate**

### **Rating Scale Guidelines for Final Evaluation Form**

There are eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form. Each area is further defined by multiple indicators. The following descriptors serve as a guide to the rating scale used on the final evaluation form.

#### **Distinguished**

- Ratings on the Final Evaluation Form were predominantly *Distinguished*
- Operated the classroom at a qualitatively different level than most teacher candidates
- Displayed very strong motivation for continued growth and development
- Eagerly initiated the implementation of personal ideas
- Displayed exceptional ability to analyze situations and facilitate solutions with minimal assistance
- Performance could serve as a model for other teacher candidates and/or beginning teachers

#### **Proficient**

- Ratings on the Final Evaluation Form were *Proficient* or a combination of *Distinguished and Proficient*
- Performance was very strong and consistent throughout the placement
- Actual implementation is not flawless, but the teacher candidate is generally able to identify the reasons for a problem and is able to implement any corrective measures
- Initiated many personal ideas and able to act on suggestions from supervisors
- Teacher candidate demonstrates both a desire and an ability to continue growing and subsequent growth is expected with experience

#### **Novice**

- Teacher candidate has demonstrated satisfactory performance
- Progress during student teaching may be inconsistent or slow, but clearly evident
- Generally relied on suggestions from supervisors and sometimes had difficulty implementing those suggestions
- Teacher candidate demonstrates a desire for continued growth and the disposition to benefit from assistance
- Seldom initiated implementation of personal ideas

#### **Unsatisfactory**

- Teacher candidate has had difficulty meeting entry-level expectations
- Progress during this placement was both slow and inconsistent
- Relied extensively or completely on suggestions from supervisors and often had difficulty implementing them
- The individual would need continued experience and mentoring in the fundamental aspects of the role in order to achieve satisfactory status
- Lack of progress is due primarily to inability **or** insufficient effort

**The College of Saint Rose  
Teacher Education Program  
Final Student Teaching Evaluation**

*This is a facsimile of the final evaluation form submitted through chalk & wire by the cooperating teacher and college supervisor and completed (paper) by the teacher candidate. Some of the evaluation criteria may have changed slightly, but can be used to illustrate the scope of the competencies being assessed during the student teaching placement.*

Candidate Name	Date
Evaluator's Name	The Evaluator is (mark one of the following) Cooperating Teacher    College Supervisor    Student Teacher

**Placement Information**

Year 2013   2014   2015   2016   2017   2018	Setting Regular Classroom Special Education                  Inclusion							
Semester/Session								
Fall-Session I	Fall-Session II	Spring-Session I	Spring Session II					
Broad Demographic		Grade Level						
Urban	Suburban	Rural	Private	Pre-K-K	1-3	4-6	7-9	10-12

**Candidate Information**

Level of Study Undergraduate                          Graduate	Program Type Certification Only                          Degree Program			
Certification Program				
Adolescence-Grades 7-12	Middle Childhood/Special Education			
Adolescence/Special Education	Special Education Birth-Grade 2			
Childhood-Grades 1-6	Special Education Grades 1-6			
Childhood/Special Education (SEED)	Special Education Adolescence			
Early Childhood – Birth-Grade 2	Technology Education K-12			
Early Childhood/Special Education	Educational Technology Specialist K-12			
Middle Childhood –Grades 5-6, 7-9				
Concentration (Early Childhood and Childhood Candidates ONLY)				
American Studies	Earth Science	General Science	Social Studies	
Biology	English/Language Arts	Mathematics	Spanish	
Major (Middle Childhood and Adolescence ONLY)				
Technology Education	Business/Marketing	English	Mathematics	Social Studies
Spanish	Biology	Chemistry	Earth Science	

Candidate outcomes are organized according to the College of Saint Rose (CSR) Unit Outcomes that are part of the Unit's Conceptual Framework. For alignment of the CSR Outcomes to NCATE Program Standards, see the Undergraduate or Graduate Teacher Certification Program Handbook.

*Assessment of candidate outcomes in all category areas be informed by the relevant Program Standards also found in the Undergraduate or Graduate Teacher Certification Program Handbook*

The following scale is to be used with this Final Student Teaching Evaluation Form. The evaluator should mark the box that corresponds to the observed level of performance of the student teacher in each area of competency listed on the evaluation form

DISTINGUISHED .....	(4) Performance at an independent, professional level.
PROFICIENT.....	(3) Performance at a level expected of teacher candidates preparing to enter the field; needs only occasional supervision.
NOVICE.....	(2) Performance at a level expected of teacher education Candidates preparing to enter the field; needs frequent, directed supervision.
UNSATISFACTORY.....	(1) Performance below expectations for teacher candidates; requires extensive supervision.
NOT OBSERVED.....	No opportunity to observe

<b>Content Knowledge</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
CSR Standard 1					
K-1 Demonstrates evidence of content knowledge; depth, breadth, and accuracy					
K-2 Presents content that is rigorous and challenging, indication high expectations for pupil learning					
K-3 Demonstrates ability to integrate content across content areas.					
K-4 Demonstrates ability to meaningfully connect content to pupil's life experiences.					
K-5 Organizes content in a coherent manner.					
K-6 Identifies and addresses learning standards in written plans (e.g., NYSED and professional organizations)					
K-7 Organizes daily instruction in alignment with long-range curricular goals for pupils					
<b>Development, Learning, and Motivation</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
CSR Standard 2					
L-1 Plans instruction based upon theories of human development and learning and identified pupil needs					

L-2 Maintains a pupil-centered learning environment that is safe, positive, aesthetic and supportive.					
L-3 Organizes materials and resources so that they are available and accessible to pupils.					
L-4 Displays effective time allocation and management.					
L-5 Uses flexible grouping practices.					
L-6 Encourages pupils' self discipline and ownership of the classroom environment.					
L-7 Clearly defines the management system for the classroom.					
L-8 Sets appropriate limits for pupils.					
L-9 Uses a variety of effective positive management strategies.					
L-10 Monitors pupil's behavior.					
L-11 Provides effective classroom direction for transitions.					
L-12 Plans and implements strategies for behavior change.					

<b>Planning and Implementing Instruction</b> CSR Standard 3	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
I-1 Selects, creates, and uses resources and technologies to enhance the learning process for all pupils.					
I-2 Involves pupils with goal setting regarding learning and/or behavior.					
I-3 Engages pupils' interest and involvement in lessons.					
I-4 Paces instruction appropriately.					
I-5 Uses questioning techniques effectively.					
I-6 Employs creative and innovative instructional strategies.					

I-7 Logically links instruction to goals, objectives, stated outcomes, assessments, and pupils' interests and needs					
I-8 Presents content in a manner that promotes pupil learning in accordance with P-12 learning standards.					
I-9 Uses effective introduction, implementation, and closure.					
<b>Assessment</b> CSR Standard 4	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
A-1 Monitors level of pupils' performance.					
A-2 Measures pupil mastery of instructional goals and statements of intent					
A-3 Uses a variety of assessment tools and techniques (checklists, tests, rubrics, authentic assessments, observations in naturalistic setting).					
A-4 Uses assessment to monitor IEP goals and objectives and develop them as appropriate.					
A-5 Demonstrates use of formative evaluation.					
A-6 Demonstrates use of summative evaluation.					
A-7 Utilizes assessment results in subsequent instructional planning.					
A-8 Provides individualized corrective feedback to pupils in understandable terms.					
A-9 Promotes pupils' self-evaluation of learning and/or behavior					
<b>Professionalism</b> CSR Standard 5	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
P-1 Collaborates with other professionals in the planning and delivery of instruction.					
P-2 Exhibits varied roles of the teacher (direct instructor, facilitator, guide, coach, observer, evaluator)					

P-3 Accepts and assumes responsibility					
P-4 Provides direction to paraprofessional staff.					
P-5 Is prompt and prepared					
P-6 Demonstrates respect for the occasion.					
P-7 Interacts positively with pupils and staff					
P-8 Adheres to legal and ethical standards for educators.					
P-9 Uses effective collaborative strategies.					
P-10 Is responsive to feedback from others.					
P-11 Engages in activities that enhance professional development.					
P-12 Engages in reflective practice.					
<b>Diversity</b> CSR Standard 6	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
D-1 Is responsive to pupils' diversity, including but not limited to race, gender, ability, ethnicity, and family lifestyles.					
D-2 Attends to diverse needs of all pupils when considering development, learning, and motivation.					
D-3 Adapts materials to address diverse needs of all pupils when planning and implementing instruction.					
D-4 Attends to diverse needs of all pupils when engaging in assessment practices.					
<b>Communication</b> CSR Standard 7	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
C-1 Models effective communication strategies in conveying ideas and information and in asking questions.					

C-2 Demonstrates professionalism in spoken and written communication.					
<b>Technology</b> CSR Standard 8	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
T-1 As appropriate uses technology to facilitate development, learning and motivation.					
T-2 As appropriate uses technology when planning and implementing instruction.					
T-3 As appropriate uses technology when monitoring pupil progress or assessment.					
T-4 As appropriate uses technology to enhance communication.					

<b>Overall Quality Rating</b> (please mark only one)			
Distinguished	Proficient	Novice	Unsatisfactory

**Strengths-** use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

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**General Comments/ Suggestions for Improvement-** use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

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Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

College Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher Signature \* \_\_\_\_\_ Date \_\_\_\_\_

\*Indicates only that he/she has read this evaluation

Use only if teacher candidate's performance is less than acceptable or marginal.

## Professional Qualities Assessment Report

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Faculty Member \_\_\_\_\_

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior faculty have concerns whether the student is suited for a professional role in education.
2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
3. Student's performance in this category is appropriate to the profession.

### Communication Skills

Rating:      1      2      3

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

### Professional Responsibility/Accountability

Rating:      1      2      3

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

### Ethics

Rating:      1      2      3

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations



## Content Addendums

In addition to the eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form, student teachers are assessed on the knowledge, skills and dispositions specific to their content area. The Content Addendum is used in conjunction with the Final Student Teaching Evaluation and reflects the specific professional standards of the following professional organizations:

*National Science Teachers Association (NSTA)*

**The College Of Saint Rose  
School Of Education  
Adolescence Education: Science**

<b>Candidate Name</b>					<b>Supervisor's Name</b>					
<b>The Evaluator is (mark one of the following)</b> Cooperating Teacher    College Supervisor    Student Teacher							<b>Science Program</b> Biology    Earth Science Chemistry			
<b>Year</b> 2013    2014    2015    2016    2017			<b>Level Of Study</b> Undergraduate    Graduate			<b>Program Type</b> Certificate Only Degree				
<b>Broad Demographic</b> Urban    Suburban    Rural    Private					<b>Grade Level</b> Middle School    High School					
<b>Semester</b>										
Fall Session I			Fall Session II			Spring Session I			Spring Session II	

Standard 1: Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association					
b. understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards.					
c. understand and can successfully convey to students important personal and technological applications of science in their fields of licensure.					
d. understand research and can successfully design, conduct, report, and evaluate investigations in science.					
e. understand and can successfully use mathematics to process and report data and solve problems in their field(s) of licensure.					

<p>Standard 2: Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they...</p>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand the historical and cultural development of science and the evolution of knowledge in their discipline.					
b. understand the philosophical tenets, assumption, goals, and values that distinguish science from technology and from other ways of knowing the world.					
c. engage students successfully in studies of the nature of science, including when possible the critical analysis of false or doubtful assertions made in the name of science.					

<p>Standard 3: Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquires, and collect interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they...</p>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.					
b. engage students successfully in developmentally appropriate inquires that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.					

Standard 4: Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science-and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues.					
b. engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.					

Standard 5: General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. vary their teaching actions, strategies, and methods to promote the development of multiple students skills and levels of understanding.					
b. successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds.					
c. successfully organize and engage students in collaborative learning using different student group learning strategies.					
d. successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science.					

e. understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students.					
f. create and maintain a psychologically and socially safe and supportive learning environment.					

Standard 6: Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the national Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand the curricular recommendations of the National Science Education Standards, and can identify access, and/or create resources and activities for science education that are consistent with the standards.					
b. plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.					

Standard 7: Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.					
b. involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.					

Standard 8: Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self assessment. To show that they are prepared to use assessments effectively, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students.					
b. use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process					
c. use the results of assessment as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.					

Standard 9: Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.					
b. know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.					
c. know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.					

d. treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collections, keeping, and use.					
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Standard 10: Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
a. engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements.					
b. reflects constantly upon their teaching and identify ways and means through which they may grow professionally.					
c. use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth.					
d. interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.					

**The College of Saint Rose  
School of Education  
Science Safety Evaluation**

<b>Candidate Name</b>		<b>Evaluator's Name</b>	
<b>The EVALUATOR is (mark one of the following)</b>		<b>Science Program</b>	
<input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> College Supervisor <input type="checkbox"/> Student Teacher		<input type="checkbox"/> Biology <input type="checkbox"/> Earth Science <input type="checkbox"/> Chemistry	
<b>Year</b>		<b>Level of Study</b>	
<input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012 <input type="checkbox"/> 2013		<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	
<b>Broad Demographic</b>		<b>Grade Level</b>	
<input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural <input type="checkbox"/> Private		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	
<b>Semester</b>			
<input type="checkbox"/> Fall Session I <input type="checkbox"/> Fall Session II <input type="checkbox"/> Spring Session I <input type="checkbox"/> Spring Session II			

**Safety is integral to science instruction. Please rate the candidate's performance as related to the following performance indicators. Criteria for rating the candidate's performance as distinguished, proficient, novice or unsatisfactory is listed for each performance indicator. Consideration of the candidate's ability to anticipate safety issues in the classroom, implement established safety procedures and respond to instructional situations should be considered when completing the evaluation.**

**NSTA Standard 9: Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.**

	Distinguished: Candidate consistently demonstrates s/he understands the legal and ethical responsibilities for the welfare of students, proper treatment of animals, maintenance and/or disposal of materials	Proficient: Candidate generally demonstrates s/he understands the legal and ethical responsibilities for the welfare of students, proper treatment of animals, maintenance and/or disposal of materials	Novice: Candidate needs some reminders to demonstrate s/he understands the legal and ethical responsibilities for the welfare of students, proper treatment of animals, maintenance and/or disposal of materials	Unsatisfactory: Candidate does not demonstrate s/he understands the legal and ethical responsibilities for the welfare of students, proper treatment of animals, maintenance and/or disposal of materials	Not Observed
9.a. understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Distinguished: Candidate consistently demonstrates s/he knows and consistently practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction	Proficient: Candidate generally demonstrates s/he knows and generally practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction	Novice: Candidate needs some reminders to demonstrate s/he knows and/or needs some reminders to practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction	Unsatisfactory: Candidate does not demonstrate s/he knows and/or does not practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction	Not Observed
9.b. know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Distinguished: Candidate consistently demonstrates s/he knows and consistently follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students	Proficient: Candidate generally demonstrates s/he knows and generally follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students	Novice: Candidate needs some reminders to demonstrate s/he knows and/or needs some reminders to follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students	Unsatisfactory: Candidate does not demonstrate s/he knows and/or does not follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students	Not Observed
9.c. know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Distinguished: Candidate consistently treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collections, keeping, and use.	Proficient: Candidate generally treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collections, keeping, and use.	Novice: Candidate needs reminders to treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collections, keeping, and use.	Unsatisfactory: Candidate does not treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collections, keeping, and use.	Not Observed
9.d. treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collections, keeping, and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX B**  
Planning and Assessment

## Teacher Performance Assessment: edTPA

### A New York State Certification Requirement for Initial Certification for Graduates May 2014 and Thereafter

The edTPA is a national, subject specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for teaching. It was developed utilizing best -practices in teacher evaluation and is based on research, theory, and strategies related to teaching and learning. The student teacher will be asked to provide artifacts documenting teaching and learning during a specific learning segment. Artifacts will include commentaries, reflections, video clips and samples of student work. The edTPA will include the following three main components:

- Task 1: Planning for instruction and assessment
- Task 2: Instructing and engaging students in learning
- Task 3: Assessing student learning

The edTPA is subject-specific, so each content area has its own handbook. Support for student teachers will come from seminar instructors, cooperating teachers, and college supervisors.

#### **Allowable Strategies for Assistance**

- Providing and discussing samples of previously completed edTPA assessments that demonstrate competent teaching practice
- Distribution of edTPA support documents
- Explicitly pointing out relationships between learning and assessment tasks during coursework
- Technical and logistical support for videotaping and uploading documents into electronic platforms (Chalk & Wire)
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses

#### **Unacceptable Forms of Support for Constructing the edTPA**

- Making choices of curriculum materials or instructional strategies for the candidate
- Providing one's own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made in the development of the edTPA
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the edTPA rather than at improving their teaching competence
- Editing the edTPA

#### **Lesson Plan and Video Requirements**

Each student teacher will construct their edTPA based on a learning segment (3-5 lessons). During the teaching of that learning segment, the student teacher will video tape lessons to submit as evidence of teaching competence and student learning. You will submit approximately 20 minutes of video tape. - one or two clips. Consult handbook for specific requirements.

#### **Communication to Parents**

- Parental permission will be required before videotaping can take place.
- Handbook contains a suggested format for the permission form and this will have to be approved by the cooperating teacher and/or school principal before it goes home with the students.
- This will be a topic for discussion during seminar.

## LESSON PLANNING & PREPARATION DURING STUDENT TEACHING SEMESTER

**You must have a written lesson plan for each lesson during student teaching.** Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex variables that affect instructional decisions.

**Lesson Plan for First Supervisory Observation** - The attached format contains the "core components" of the lesson plan. Discuss with your supervisor any additional required components specific to this placement or class.

**Subsequent Supervisory Observations** - College Supervisor will specify format to be used.

**Note:** Supervisor may ask you to email the lesson plan **prior** to a supervisory visit.

**Planning Lessons for the Cooperating Teacher** - Use the same format that you use for your supervisor. As you take on more teaching responsibility, the supervisor and/or cooperating teacher may suggest using a different format; 'you won't plan less, you'll just write less'. Ask your cooperating teacher *how far in advance* s/he would like your written plan. Also, ask if the cooperating teacher would like your plans to be submitted in 'hard-copy' or electronically.

**Short-range planning** - Your next lesson or lessons. When would the cooperating teacher like to review the written plan(s)?

**Long-range planning** - A unit or instructional plan is typically considered long-range, but so too is next week or anything after tomorrow's lesson. Don't put it off!

**Solo Week Plans** - Use the forms provided in your student teaching packet; one for each day of the solo experience. **Submit copies to both cooperating teacher and supervisor.**

### **Preparation**

Make sure you have the equipment, supplies, materials and any student copying ready **in advance** of any lesson.

## College of Saint Rose Lesson Plan Format

**Lesson Title:**

**Standard(s):**

Objective(s)	Assessment(s) - Formative & Summative

Language Demands

Supports for Diverse Student Needs

**Procedures:**

Introduction/Opening/Anticipatory Set

Body	
Teacher	Student(s)

Closure

Resources and Materials:

**Instructional Plan Development & Implementation  
Student Teaching Semester**

**The College of Saint Rose  
Instructional Plan for 3-5 Connected Lessons  
Instructional & Evaluative Rubric**

	<b>Distinguished</b>	<b>Proficient</b>	<b>Novice</b>	<b>Unsatisfactory</b>	<b>Omitted</b>
<b>Context Statement</b>	Statement describes the context within which the IP will be taught. This includes a rich description of the following: a description of the community and school setting, number of students in the instructional group, the age/grade level, pupil characteristics of the target population, accommodations for students with unique learning needs, primary language of instruction, length of the instructional period, staffing and setting	Statement describes the context within which the IP will be taught. This includes an adequate description of the following: a description of the community and school setting, number of students in the instructional group, the age/grade level, pupil characteristics of the target population, accommodations for students with unique learning needs, primary language of instruction, length of the instructional period, staffing and setting	Statement describes the context within which the IP will be taught. This includes a thin description of the following: a description of the community and school setting, number of students in the instructional group, the age/grade level, pupil characteristics of the target population, accommodations for students with unique learning needs, primary language of instruction, length of the instructional period, staffing and setting	Statement describes the context within which the IP will be taught. This includes a highly superficial of the following: a description of the community and school setting, number of students in the instructional group, the age/grade level, pupil characteristics of the target population, accommodations for students with unique learning needs, primary language of instruction, length of the instructional period, staffing and setting	
<b>Central Focus</b>	Statement clearly identifies the key understandings, core concepts, skills or procedures for the learning segment. Central focus clearly aligns with learning standards and objectives for the learning segment and is stated in language specific to the content.	Statement identifies the key understandings, core concepts, skills or procedures for the learning segment. Central focus aligns with learning standards and objectives for the learning segment and is generally stated in language consistent with the content.	Statement identifies basic understandings and skills for the learning segment. Some alignment with learning standards and lesson objectives is evident.	Clear communication of a central focus is missing.	
<b>Language (Level/discipline specific)</b>	Instructional supports are designed to meet the needs of students with different levels of language learning.	Plans include targeted support for use of vocabulary as well as additional language demand(s).	Plans include general support for vocabulary development.	Language supports are missing or are not aligned with the language demand(s) for the learning task.	

	<b>Distinguished</b>	<b>Proficient</b>	<b>Novice</b>	<b>Unsatisfactory</b>	<b>Omitted</b>
<b>Sequence of Learning Experiences</b>	A sequence of interconnected plans has been developed according to the St. Rose format. Learning experiences in the sequence are integrated around a central focus, connected to students' prior knowledge and build on each other to develop and deepen student understanding related to the central focus. Higher level thinking is promoted.	A sequence of interconnected plans has been developed according to the St. Rose format. Learning experiences in the sequence are integrated around a central focus, connected to students' prior knowledge and build upon one another to develop student understanding related to the central focus.	A sequence of plans has been developed. Each plan includes most of the components of the St. Rose format. Learning experiences are connected by topic or theme but do not build upon one another to deepen student understanding or competency related to specific concepts or skills.	A sequence of plans has been developed. All of the required elements of the St. Rose format have not been included. Learning experiences are not interconnected.	
<b>Differentiation</b>	All plans include clear explanation of the supports that have been included to address the specific needs of individual learners, including students with disabilities, those who are English language learners, and those determined to be at risk for learning challenges, as well as advanced learners. Depending upon the needs of the learner, these supports may include individualized objectives, instructional modifications and/or accommodations	All plans include identification of the supports that have been included to address the specific needs of individual learners, including students with disabilities, those who are English language learners, and those determined to be at risk for learning challenges, as well as advanced learners.	Some plans include identification of the supports that have been included to address the specific needs of individual learners, including students with disabilities, those who are English language learners, and those determined to be at risk for learning challenges, as well as advanced learners.	Plans do not include identification of supports to address the specific needs of individual learners, including students with disabilities, those who are English language learners, and those determined to be at risk for learning challenges, as well as advanced learners.	
<b>Assessments</b>	All formative and summative assessments with expected responses have been included. Assessments are well constructed and clearly measure pupil progress toward the attainment of instructional objectives.	All formative and summative assessments with expected responses have been included. Assessments are well constructed and clearly measure pupil progress toward the attainment of instructional objectives.	All formative and summative assessments have been included. Assessments are simple but adequately measure pupil progress toward the attainment of instructional objectives. Some refinement needed.	A few formative and summative assessments have been included. Assessments measure pupil progress toward attainment of some but not all instructional objectives. Further development needed.	
<b>Resources</b>	All resources have been listed including references for citations in the unit, teacher resources and pupil resources. Bibliographies and listings of works cited adhere to appropriate style of citation.	All resources have been listed including references for citations in the unit, teacher resources and pupil resources. Bibliographies and listings of works cited adhere to appropriate style of citation. Only minor revisions needed.	Most of the resources for the IP have been listed including references for citations in the unit, teacher resources and pupil resources. Bibliographies and listings of works cited do not adhere to appropriate style of citation. Significant revision needed.	Few resources have been listed and appropriate style of citation has not been used.	

# APPENDIX C



## Expectations for Appearance

### Expectations of Pre-Service Teachers in School Settings *A guide for fieldwork and student teaching*

*“Displays respect for the occasion” is a phrase that you will encounter in several student teaching documents, but begins with field experiences prior to student teaching. Your appearance has three main effects: maintaining respect; establishing credibility; and establishing yourself as a person of authority in the classroom. Students look to teachers because teachers are their role models. A professional appearance is important to your development as an educator/role model.*

#### **Appropriate**

1. For women, dresses, skirts, pants, shirts, and blouses are suitable. All clothing should be modest and are not to be excessively short, tight or revealing. Any shirt, blouse, or dress that covers the back and midriff and does not have a plunging neckline is acceptable. Footwear should be comfortable and complement professional attire.
2. Suitable attire for men includes pants, shirts, shoes/boots, and socks. Shirts are to be tucked, and buttoned when appropriate to the style of shirt worn; shirt and tie may be required depending on the school dress code. All clothing should be modest and not be excessively tight, saggy, baggy or revealing. No baseball caps, jeans, tee shirts!
3. Ask yourself: If I am stretching, bending, sitting on the floor (elementary classrooms, especially primary grades) standing for hours at a time... how might my clothing make those things uncomfortable or immodest; will I remain professional in those situations?
4. Personal hygiene is very important when working closely with students, parents and colleagues. Body odors and strong or excessive fragrances should be avoided.
5. Hair should be clean and neat and facial hair must be trimmed and groomed.

#### **Inappropriate**

1. Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity.
2. Any excessively tight or form-fitting article of clothing.
3. Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter-tops, low-cut garments, and short skirts.
4. Tattered, frayed, ripped or excessively worn and faded clothing.
5. Transparent, translucent or sheer clothing.
6. Clothing that bares any part of the mid-section or lower back.
7. No portion of underwear or under-garments shall be visible at any time.

#### **Other Considerations**

1. Pierced areas of the face or body not covered by clothing shall be left without any ring or stud.
2. Body decorations such as tattoos shall be completely covered to the extent possible.

## **APPENDIX D**

## Certification Procedures for Teacher Candidates

The New York State Education Department has an online processing system for NYS Teacher Certification called **TEACH**.

For more information go to the Registrars web page at:

<http://www.strose.edu/officesandresources/registrar/teachercertification>

### Teacher Certification Examinations For May 2014 Graduates and Thereafter

In order to obtain New York State Certification (but not as a graduation requirement) students must take the New York State teacher examinations:

- Academic Learning Skills test (ALST)
- Educating All Students (EAS)
- Content Specialty Test – subject specific
- Teacher Performance Assessment (edTPA)

*The College offers preparation workshops for these examinations; check with education course instructors or the Field Placement & Advising Office.*

Candidates are urged to complete these tests early in their program. Undergraduates should plan on taking the ALST second semester sophomore year; the EAS after taking the students with disabilities course; the CST before student teaching; and the edTPA during the student teaching semester. If you have additional questions, please speak with your advisor.

**Test frameworks, sample questions, and registration bulletins/information are available on-line at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).**

### Fingerprinting Requirement

Effective July 1, 2001, Chapter 180 of the Laws of 2000 requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as for prospective employees of school districts, charter schools, and Boards of Cooperative Educational Services (BOCES).

To ensure that these mandates are implemented in a timely and efficient manner, the Office of School Personnel Review and Accountability (OSPRA) has been created to manage this initiative and assume the new SED responsibilities associated with the fingerprinting requirement. Fingerprinting may not be required for field placements, but it is highly advised to do so early in the program.

#### Who must be fingerprinted?

Applicants for certification who have not filed their application with the Office of Teaching prior to July 1, 2001 will need to be fingerprinted. Exempt from this requirement are individuals who are applying for a permanent certificate and who hold a valid provisional certificate, applied for prior to July 1, 2001, in the same title for which the permanent certificate is being sought.

#### Where is fingerprinting completed?

School districts, BOCES, charter schools, state and local criminal justice agencies, institutions of higher education, other such entities permitted to perform the fingerprint services for the purpose for these mandates. **The College of Saint Rose has arranged for the Capital Region BOCES to come to campus to administer fingerprints through LIVESCAN.**

What is the cost and procedure?

### LIVESCAN FINGERPRINTING AVAILABLE THROUGH CAPITAL REGION BOCES TEACHING CERTIFICATION CANDIDATES

College of St. Rose in conjunction with Capital Region BOCES will provide LIVESCAN fingerprinting for NYSED teaching certification candidates. LIVESCAN is a real time electronic fingerprint scanner that is nearly 100% accurate and a full criminal history clearance secured in as little as 3 hours.\*

- All candidates must bring **two forms of Identification**: (acceptable forms of ID- Valid Drivers License or Non Driver ID, Passport, College ID, Social Security Card, Birth Certificate, Military ID) **You must know your social security number.**
- Fingerprints candidates choosing to have their fingerprints taken by LIVESCAN must pre-pay the NYSED fingerprinting fee (\$91.50) online @ <http://www.highered.nysed.gov/tcert/teach/index.html>. **Fingerprints can not be transmitted without payment to TEACH online services.**
- BOCES charges each candidate \$28.00 for the service. The fee must be paid by **certified check or money order** made payable to *Capital Region BOCES*. \*sorry we cannot accept cash or personal checks **and payment is due at the time of service.**

**\*Once fingerprints are scanned, digitized and transmitted to NYSED, a criminal history clearance is available on TEACH online services in approximately 24 hours but can be as soon as 3 hours or take up to 72 hours.**

**INK ROLLED PRINTS TAKE APPROXIMATELY 16 WEEKS TO OBTAIN CLEARANCE. NYSED IS ENCOURGING FINGERPRINT CANDIDATES TO USE LIVESCAN TO AVOID LONG DELAYS RECEIVING CRIMINAL HISTORY CLEARANCE.**

**To check for clearance logon to your TEACH account. Candidate flagged for further investigation (criminal history revealed) will be delayed and the candidate will be sent information from NYSED.**

**Make an appointment for Fingerprinting by contacting**

Jean  
[Espositj@strose.edu](mailto:Espositj@strose.edu)  
(518) 454-5208

Patty  
[Youngp@strose.edu](mailto:Youngp@strose.edu)  
(518) 458-5437

## Remember:

- APPOINTMENT TIME IS RESERVED --- EARLY AND LATE ARRIVALS CAN NOT BE ACCOMMODATED
- PAYMENT of **\$94.25 MUST BE MADE PRIOR TO THE LIVESCAN APPOINTMENT THROUGH THE TEACH SYSTEM.** <http://www.highered.nysed.gov/tcert/teach/>. **YOU MUST BRING THE PRINTED PAYMENT PAGE FROM THE TEACH SYSTEM FROM WHEN YOU PAY.**
- YOU MUST BRING 2 FORMS OF IDENTIFICATION
- YOU MUST KNOW YOUR SOCIAL SECURITY NUMBER
- BOCES CHARGES EACH CANDIDATE A **SEPARATE FEE** of **\$28.00** FOR THE LIVESCAN SERVICE.
- THE FEE MUST BE **PAID BY CERTIFIED CHECK OR MONEY ORDER MADE PAYABLE TO CAPITAL REGION BOCES.**
- PLEASE CALL IF YOU WILL NOT BE ABLE TO MAKE THE APPOINTMENT.

**CAREER CENTER**  
**St. Joseph Hall – 3<sup>rd</sup> Floor**  
**Phone: (518) 454-5141**  
[www.strose.edu/careercenter](http://www.strose.edu/careercenter)

## **Career Center Services**

### Credential File Service

- Convenient, organized and confidential way to house information for graduate schools and employers
- May contain letters of reference, The College of Saint Rose transcripts (considered unofficial copies)

### Education Expo

- Spring event that provides students and alumni with an opportunity to connect with educational employers with anticipated vacancies

### Mock (or practice) Interviews

- Appointment times available to practice interviewing skills
- Opportunity to receive feedback to develop skills, confidence and comfort level with interviewing.

### Resume and Cover Letter Development

- Walk-in times are available to review and develop resumes and cover letters.
- Handouts available with content and layout information needed to develop a resume and/or cover letter.

### Web Site – [www.strose.edu/careercenter](http://www.strose.edu/careercenter)

- Information and resources for students, alumni, employers and faculty.
- Links to sites related to careers, graduate schools, jobs and internships, job fairs, professional associations, and public/private schools.

### Much More

- Check web site
- Request copy of Career Center Informational Booklet