THE COLLEGE OF SAINT ROSE

MUSIC DEPARTMENT

Student Teaching Handbook

Evaluations are available as a hard copies or e-versions for both cooperating teachers and student teachers. These will be provided to you.

Please note that some evaluations may be done through a link to Chalk & Wire.

All forms are due within two weeks following the completion of the placement.

Please submit all completed forms to Dr. Eppink or Mr. Smith.

The College of Saint Rose
Music Department
432 Western Ave.
Albany, NY 12203

Revised 2015

Table of Contents

Contact Information 3

To Our Cooperating Teachers 4

Guidelines and Responsibilities of …
- Coordinator of Music Education 5
- Cooperating Teacher 5
- College Supervisor 5
- Student Teacher 6
- Student Teaching Seminar 6
- Administrative Assistant 6

Phases of Student Teaching 7

Professionalism 8

Code of Ethics Statement 8

Photographs, Pictures, Audiotapes & Videotapes 8

Code of Ethics of the Education Profession 9

Weekly Guidelines (Cooperating Music Teachers: 7-8 Week Placement) 10

Weekly Guidelines (Student Teachers: 7-8 Week Placement) 11

Weekly Guidelines (Cooperating Music Teachers: 15-16 Week Placement) 12

Questions 13

Video Permission Release for edTPA 14

THE COLLEGE OF SAINT ROSE
MUSIC DEPARTMENT

Contact Personnel and Telephone Numbers:

Dr. Joseph Eppink (Choral/General) Coordinator of Music Education eppinkj@strose.edu	518.301.3345 (Cell/Texting)
Dr. Robert Hansbrough (Instrumental) hansbror@strose.edu	518.454.2022 (Office)
Dr. Michael Levi (Choral) levim@strose.edu	518.339.0804 (Cell/Texting)
Dr. Michael Lister (Choral) listerm@strose.edu	518.454.5230 (Office)
Ms. Barbara Poole Singwme634@nycap.rr.com	518.542.0561 (Cell/Texting)
Mr. George Smith (Instrumental) gsmith@strose.edu	518.861.1195 (No texting)
Ms. Patricia Zullo (Choral/General) zullop@strose.edu	518.774.7859 (Cell/Texting)
Sue Walsh, Administrative Assistant	
Music Department Phone	518.454.5178
Music Department Fax	518.454.2146

To Our Cooperating Teachers…

Dear Colleagues,

Thank you so much for your willingness to work with our music education students from The College of Saint Rose! Faculty members of the music department are greatly appreciative of your role during the transition from student to music educator for our students.

The music education faculty is committed to making our student teaching process the best that it can be for both our students and cooperating teachers. Our goal is to match music educators and their programs not only to areas of need for the student but the strengths and qualities as well.

Full-time music education faculty are assigned as supervisors once student teachers are paired with cooperating teachers. We believe strongly that our student teachers need to be supervised by music education faculty. Moreover, it ensures that we continue to experience current classroom practices and situations. We welcome this opportunity!

This handbook is designed to answer many of your questions. Please read it carefully and notify me with further questions. As this handbook is a continual work in progress, your input is invaluable. I appreciate your suggestions of improvement for this handbook and the student teaching process as a whole.

Thank you for you for the work that you will do with this student teacher. The benefits they will receive in this placement are indeed many.

Sincerely,

Dr. Joseph A. Eppink
Coordinator of Music Education
Associate Professor of Music

Guidelines and Responsibilities of…

Coordinator of Music Education

- Requests and finalizes student teacher placements
- Seeks placement permission from appropriate personnel
- Emails letters of agreement
- Provides summative evaluations and student teacher handbook to all cooperating teachers
- Assigns college supervisors to student teachers
- Resource for questions from all involved
- Revises handbook and student teaching procedures via appropriate committees
- Meets with music educators and staff as needed or requested

Cooperating Teachers

- Three years of teaching experience with at least one year in current position
- Approval of appropriate personnel
- Maintains an established music education program
- Commitment to working and help shape future music educators
- Ability to…
    - appropriately provide encouragement and/or constructive criticism
    - view a progression in teaching ability by the student teacher
- Willingness to…
    - allow the student teacher to teach and work with students
    - keep continued contact with college supervisor
    - share information about the school and community with student teacher
    - discuss and share teaching ideas and experiences with student teacher
    - provide an overview of the student teaching session with the student teacher and supervisor (i.e. plan for student to be teaching)
    - complete cooperating teacher checklist
    - submits summative evaluation
- Has read the student teacher handbook
- Provides student teacher with dates of staff meetings, concerts, programs, scheduled non-school days, etc. as they have them to help student teacher plan their time
- Provides student teacher with textbooks, etc. needed during the period

College Supervisor

- Liaison between cooperating schools, teachers, student teacher, and the college
- Assists cooperating teachers in guidance and evaluation of student teacher
- Regular contact with cooperating teachers and student teacher
- Resource for questions from cooperating teachers and student teacher
- Observation of student teachers and conference following the teaching experience
- Completes observation forms for cooperating teachers and student teacher
- Completes final evaluation documents
- Assigns Pass/Fail grade for student teacher

Student Teacher

- Has completed **all** core/professional courses, passed the piano proficiency and received permission from Coordinator of Music Education to student teach
- Accepts the student teaching experience as a **full-time teaching experience** for which all other commitments are secondary
- Reads and understands the student teaching handbook
- **Immediately** provides the college supervisor **and** Coordinator of Music Education with name, phone number, and email of the cooperating teacher.
- **Immediately** provide the college supervisor **and** Coordinator of Music Education with your schedule.
- Maintains…
    - the highest of professional standards and confidentiality
    - the highest degree of musicianship and knowledge
    - regular and consistent contact with supervisor
    - weekly journal and emails to seminar instructor **and** supervisor
    - student teaching portfolio throughout the semester
- Notifies cooperating teacher **and** college supervisor of absences. **ONLY 3 ABSENCES ARE ALLOWED PER SEMESTER**. Absences beyond the 3 may jeopardize the student teaching semester.
- Weekly attendance at student teaching seminar
- Completes student teaching checklist
- Maintains continued discussions and benchmarks with cooperating teacher
- Actively seeks advice regarding discipline, classroom management issues, knowledge of various materials, etc. from cooperating teacher
- Strengthens ability to self-assess teaching strategies
- Willingness to accept constructive criticism from cooperating teacher and supervisor
- Uses effective interpersonal skills with students, staff, faculty, administrators, other professionals, parents and members of the community
- Plans and practices for all teaching assignments
- Understands that student teaching **IS** a full-time job. When the cooperating teacher is working, the student teacher is expected to be there as well unless previous permission has been granted. This **includes**: rehearsals after school, programs, NYSSMA Conference, performances, etc.
- Submits weekly journal on time (Monday 8:00am)

Student Teaching Seminar

- 2 Credit Course
- Meets weekly or as scheduled
- Preparation and discussion of edTPA & seminar portfolio
- Discussion of student teaching experiences
- Discussion of various educational topics
- **Students are required to attend seminar. Early dismissal from school may be necessary.**

Administrative Assistant

- Mails and receives compensation information
- Liaison between cooperating teacher and payroll

Phases of Student Teaching

***Immediately plan the dates/times when the edTPA will be completed and which placement!**

Orientation and observation

- First week of student teaching. Become familiar with the surroundings.
- Meet the cooperating teacher, principal, students and staff of the school.
- Familiarize yourself with the physical environment of the classroom and school.
- Establish a working relationship with the cooperating teacher and other school personnel
- Begin to know students and instructional materials used by the cooperating teacher.
- Familiarize yourself with the school policies and regulations such as school calendar, teacher schedules, faculty meetings, and appropriate dress.
- Abide by all school policies and regulations that apply to student teachers.
- Develop a professional image.
- Plan regular benchmarks with your cooperating teacher.
- Discuss the student teaching portfolio with your cooperating teacher. You may want to plan what to include or set dates for which items will be accomplished.
- **Immediately** provide the college supervisor **and** Coordinator of Music Education with name, phone number, and email of the cooperating teacher.
- **Immediately** provide the college supervisor **and** Coordinator of Music Education with your schedule.

Participation

- **Participation begins as soon as the student teacher arrives**. At the beginning, this could be participation in the activities of the students or even individual/small group facilitating. Make certain you are prepared for all teaching experiences. These experiences will gradually increase as well as participation in other professional activities.
- Develop interpersonal skills necessary for working effectively with students.
- Develop techniques of classroom management based on those used.
- Work with individual students or small groups/ensembles.
- Perform tasks that are normally the responsibility of a classroom teacher (i.e. creating bulletin boards, keeping records, etc.)
- Begin to self-reflect and evaluate your progress. These should be included in your weekly summary.

Actual Teaching

- Teaching experiences increase early in the student teaching experience with individuals or small groups (ensembles).
- The student teaching experience thus culminates with full or primary responsibility for the classroom without the aid of the cooperating teacher. Responsibilities will be determined by the classroom teachers and the college supervisor but may include the following:
  - **Writing daily lesson plans**.
  - Developing and teaching one complete unit (or major portion thereof).
  - Using a variety of teaching techniques and approaches.
  - Planning for the needs of individual students.
  - Following the discipline/classroom management procedures used.
  - Observation of other music teachers in the area.
  - A full week of solo teaching.
- Make certain that your seminar portfolio is continually being updated and ready for presentation at the end of the semester.

Professionalism

Student teachers are guests in a school that is willing to welcome and host a future teacher. The student teacher has been invited into the classroom of a practicing teacher – the cooperating teacher. The first priority of the cooperating teacher is to their students and student teachers must work within this framework. Student teachers are expected to follow a Code of Ethics and be a professional member of the teaching community.

Cell Phone Use: Cell phones/texting are *not* to be used during the school activities. However, if an observation has been scheduled please monitor your phone in case a situation with the college supervisor arises.

Teaching professionalism is evidenced in the following ways:

- **Attitude**
  - Enter student teaching with a positive attitude and a determination to do your best.
  - Show enthusiasm and prove you have a contribution to make to the teaching profession.
  - Student teaching is a full-time task. Recognize the time commitment. It is recommended that you not hold other jobs during this experience.

- **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.

- **Attendance and Punctuality**
  - Teaching requires time beyond that specified by school policy. Your hours should be the same as your cooperating teacher. Understand the importance of the personal impression you make on faculty, students, staff, administration and parents.
  - **Attendance in the school is mandatory each day for all student teachers. In case of illness or emergency, you must notify the school, the cooperating teacher and the college supervisor BEFORE the school day begins.**
  - Student teachers may be withdrawn or receive a failing grade for consistent lateness, absence or lack of preparation.
  - Student teaching **IS** your full-time job. When the cooperating teacher is working, you are expected to be there as well unless previous permission has been granted. This **includes**: rehearsals after school, programs, NYSSMA Conference, performances, etc.

- **Confidentiality**
  - The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to students with whom student teachers are working is confidential. Student teachers must under no circumstances, discuss the educational programs or records of their students 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.

Code of Ethics

While it is not the intent of the Music Department 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. Thus, a copy of the "Code of Ethics of the Education Profession" adopted by the National Education Association in 1975 is included as an example of professional standards that are recognized and accepted at the national level.

Photographs, Pictures, Audiotapes & Videotapes

Most school boards have a policy in this regard. Generally, they prohibit any photographing or videotaping without permission of parents. Check with the cooperating teacher and/or school principal beforehand. If using a digital camera to record for your edTPA or seminar portfolio, it is possible to record the lesson and then edit the students from being in the recording.

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis or race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
    a. Exclude any student from participation in any program
    b. Deny benefits to any student
    c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract person worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

©National Education Association
Adopted at the 1975 Representative Assembly
http://www.nea.org/aboutnea/code.html

WEEKLY GUIDELINES – COOPERATING TEACHER *(7-8 Week Placement)*

WEEK 1 (Observation & Orientation)

- ☐ Welcome student teacher to your classroom as they will come with an array of emotions
- ☐ Arrange for a desk or work area
- ☐ Introduce them to school faculty and staff
- ☐ Show them around the building
- ☐ Give small teaching and/or routine experiences
- ☐ Explain school policies and procedures (i.e. fire drills, lunch schedules, etc.)
- ☐ Plan for benchmark meetings
- ☐ Explain your observation procedure and/or guidelines
- ☐ Discuss the requirements of the portfolio and if you would like to be involved in that process
- ☐ Know when they meet for seminar as it may not be every week
- ☐ Contact supervisor or Coordinator of Music Education with questions
- ☐ Discuss the edTPA procedures and dates if done during your session with the student teacher

WEEK 2 (Initial Teaching Experiences)

- ☐ Increase planning and teaching responsibilities for the student teacher
- ☐ Involve the student teacher with individual work or small ensembles/sectional rehearsals
- ☐ Discuss the assessment component of the music program
- ☐ Begin to help the student teacher test their skill at diagnosing musical problems
- ☐ Observe the teaching and provide constructive criticism

WEEK 3 & 4 (Increased Teaching Experiences)

- ☐ Allow the student teacher to handle regular classroom routine (i.e. attendance, etc.)
- ☐ Assign additional planning and teaching responsibilities
- ☐ Continue to benchmark
- ☐ Ask to see portfolio
- ☐ Continue to discuss classroom management issues and ideas, discipline, assessment, available materials and educational issues

WEEK 5, 6, & 7 (Increased & Independent Teaching Experiences)

- ☐ Prepare student for solo week
- ☐ Solo week ideally is five days. However, it may be appropriate to extend or shorten this period.

FINAL WEEK (Transition)

- ☐ Begin to resume teaching responsibilities yet keep the student teacher actively involved
- ☐ Complete summative evaluation and submit to college supervisor
- ☐ Look at the portfolio and make suggestions where appropriate
- ☐ Complete compensation form and mail back to administrative assistant

THROUGHOUT THE SEMESTER…

- ☐ Model effective teaching strategies and discuss with the student teacher
- ☐ Review lesson plans and make suggestions as needed
- ☐ Encourage other professional participation in activities and meetings
- ☐ Continue to monitor, assess, and discuss progress
- ☐ Keep a record of all absences and tardiness

Thank you for sharing your classroom and your expertise with one of our students.
We appreciate your efforts and look forward to working with you again!

WEEKLY GUIDELINES – STUDENT TEACHER *(7-8 Week Placement)*

WEEK 1

- ☐ Discuss dress requirements
- ☐ Understand school policies and procedures (i.e. fire drills, lunch schedules, etc.)
- ☐ Set up dates for regular benchmarks with cooperating teacher
- ☐ Observe cooperating teacher and note style, procedures, etc.
- ☐ Learn student names
- ☐ Introduce yourself to the faculty and staff
- ☐ Find out about non-instructional duties (i.e. bus duty, etc.)
- ☐ Become involved with classroom routines as soon as you can
- ☐ Plan your portfolio and discuss with cooperating teacher
- ☐ Provide supervisor **and** Coordinator of Music Education with email, phone/extension/fax number, and schedule of cooperating teacher
- ☐ Send weekly journal to seminar instructor **and** supervisor
- ☐ Attend seminar
- ☐ Discuss the edTPA procedures and dates if done during your session with the cooperating teacher

WEEK 2

- ☐ Begin teaching at least one class or portion of
- ☐ Discuss lesson plans and strategies with cooperating teacher
- ☐ Begin assessing student work and progress with cooperating teacher
- ☐ Work with individual students or small ensembles
- ☐ Continually evaluate your teaching and presence in the classroom/school
- ☐ Send weekly journal to seminar instructor **and** supervisor
- ☐ Attend seminar

WEEK 3 & 4

- ☐ Add additional planning and teaching responsibilities
- ☐ Continue planning and adding to portfolio
- ☐ Send weekly journal to seminar instructor **and** supervisor
- ☐ Attend seminar

WEEK 5, 6, &7

- ☐ Add additional planning and teaching responsibilities
- ☐ Plan your solo teaching week
- ☐ Begin finalizing your portfolio for this session of student teaching
- ☐ Send weekly journal to seminar instructor **and** supervisor
- ☐ Attend seminar

FINAL WEEK

- ☐ Gradually return teaching responsibilities to cooperating teacher
- ☐ Provide a smooth transition for students as you finish up your session
- ☐ Plan to observe other music and/or general classrooms if possible
- ☐ Complete your final evaluation for this session
- ☐ Discuss your summative evaluation from your cooperating teacher
- ☐ Return all materials
- ☐ Complete contents of portfolio for this session
- ☐ Attend seminar

WEEKLY GUIDELINES – COOPERATING TEACHER *(15-16 Week Placement)*

WEEK 1 & 2 (Observation & Orientation)

- ☐ Welcome student teacher to your classroom as they will come with an array of emotions
- ☐ Arrange for a desk or work area
- ☐ Introduce them to school faculty and staff
- ☐ Show them around the building
- ☐ Give small teaching and/or routine experiences
- ☐ Explain school policies and procedures (i.e. fire drills, lunch schedules, etc.)
- ☐ Plan for benchmark meetings
- ☐ Explain your observation procedure and/or guidelines
- ☐ Discuss the requirements of the portfolio and if you would like to be involved in that process
- ☐ Know when they meet for seminar as it may not be every week
- ☐ Contact supervisor or Coordinator of Music Education with questions
- ☐ Discuss the edTPA procedures and dates if done during your session with the student teacher

WEEK 3 & 4 (Initial Teaching Experiences)

- ☐ Increase planning and teaching responsibilities for the student teacher
- ☐ Involve the student teacher with individual work or small ensembles/sectional rehearsals
- ☐ Discuss the assessment component of the music program
- ☐ Begin to help the student teacher test their skill at diagnosing musical problems
- ☐ Observe the teaching and provide constructive criticism

WEEKS 5-8 (Increased Teaching Experiences)

- ☐ Allow the student teacher to handle regular classroom routine (i.e. attendance, etc.)
- ☐ Assign additional planning and teaching responsibilities
- ☐ Continue to benchmark
- ☐ Ask to see portfolio
- ☐ Continue to discuss classroom management issues and ideas, discipline, assessment, available materials and educational issues

WEEKS REMAINING (Increased & Independent Teaching Experiences)

- ☐ Prepare student for solo week
- ☐ Solo week ideally is five days. However, it may be appropriate to extend or shorten this period.

FINAL WEEK (Transition)

- ☐ Begin to resume teaching responsibilities yet keep the student teacher actively involved
- ☐ Complete summative evaluation and submit to college supervisor
- ☐ Look at the portfolio and make suggestions where appropriate
- ☐ Complete compensation form and mail back to administrative assistant

THROUGHOUT THE SEMESTER…

- ☐ Model effective teaching strategies and discuss with the student teacher
- ☐ Review lesson plans and make suggestions as needed
- ☐ Encourage other professional participation in activities and meetings
- ☐ Continue to monitor, assess, and discuss progress
- ☐ Keep a record of all absences and tardiness

Thank you for sharing your classroom and your expertise with one of our students.
We appreciate your efforts and look forward to working with you again!

Questions

Can cooperating teachers leave the classroom?

Traditionally student teachers have been left on their own intermittently as an important step in their growth as classroom managers, especially during "solo week." New York State law is as follows:

NYSED State Law 8:38
Teacher candidates enrolled in teacher education programs may teach a class without the presence of a certified teacher in the classroom provided the classroom teacher is available at all times and retains supervision of the student teacher. However, the number of certified teachers employed in the district must not be reduced because of the presence of student teachers.

During "solo week," the student teacher 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 student teacher with valuable feedback regarding performance. The Music Department does not require the cooperating teacher to be out of the room during "solo" week. The decisions made with regard to "solo week" should be collaboration between the cooperating teacher, the college supervisor, and most importantly, the student teacher. The student teacher must feel prepared and comfortable when assuming this responsibility, and the cooperating teacher and the supervisor must assess the student teacher's state of readiness.

Can student teachers work as substitute teachers?

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

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

However, in an emergency, a student teacher may provide coverage in their own classroom, provided the college supervisor and the student teacher are informed and in agreement with this emergency arrangement.

Compensation?

During the semester you are working with a student teacher you will receive a compensation form from the Administrative Assistant. Choices include payment via check or tuition reimbursement. Fill the form out accordingly and mail back to Sue Walsh who will also be able to answer all questions about remunieration.

Can a student teacher be terminated or removed?

Yes, a student teacher may be terminated or removed if this is an appropriate consequence of the situation. The cooperating teacher, college supervisor, department chair, and coordinator of music education must be informed and agree to this decision. The student deserves the right to a hearing regarding the situation.

Lesson Plans?

Our student teachers are required to create lesson plans for each teaching experience. The edTPA lesson plan is very formal and they are not required to do this for each lesson. However, they must have a lesson strategy and plan when teaching.

Portfolios?

Each student teacher is required to create an interview binder portfolio as well as the state certification edTPA portfolio during their student teaching experience. These will show their professional growth and readiness to be a music educator. As a cooperating teacher, you may be actively involved with their portfolio as your suggestions are invaluable to the student teacher. The guidelines will be provided to them during seminar.

The College of Saint Rose

432 Western Avenue, Albany, NY 12203-1490 1.800.637.8556 www.strose.edu

Dear Parent/Guardian/Student:

I am a student teacher intern from The College of Saint Rose and I am in the process of applying for my license to be a certified teacher. Once of the requirements for this certification is a "performance assessment," which requires video recordings of me teaching. The video recordings will include both the students and me, but the primary focus is on my instruction, not the students in the class. In the course of recording my teaching, your child (or you) may appear in the video.

Another requirement for my certification is "evidence of student learning," which requires submitting student work samples completed during times I am teaching. Those samples may contain some of your child's (or your) work.

No student's name will appear on anything I submit, and all materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Everything I turn in will be viewed by faculty in my program at The College of Saint Rose and the certification reviewers. My application materials, including the video and student work, may also be used by Stanford University or Pearson (the institutions that created the teacher certification application) under secure conditions to train people to score other applications.

The attached permission slip is your opportunity to say that you do or do not give me permission to use your child's (or your) work and/or image in my application process. The "performance assessment" exam is required for all new applicants for teaching licensure in most states, including New York, and your support is much appreciated. Thank you in advance for considering helping me in this very important step of my career.

If you have questions about the video or student work and how it will be used, please contact Dr. Joseph Eppink, the Coordinator of Music Education at The College of Saint Rose, at 518.454.5286 or eppinkj@strose.edu

Sincerely,

CONSENT FORM

To be completed either by the parents/legal guardians of minor students (please complete Part 1)
or by students who are 18 or more years of age (please complete Part 2)

Student Name: _____

PART 1

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

Please check the appropriate box below

☐ I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used **only** for the purpose of completing your application for teacher certification. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

☐ I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance to be used **only** for the purpose of completing your application for teacher certification.

Signature of Parent or Guardian: _____ Date:_____

PART 2

I am the student named above and am more than18 years of age. I have read and understand the purpose of this permission slip, given in the letter provided with this form, and agree to the following:

I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used **only** for the purpose of completing your application for teacher certification. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance to be used **only** for the purpose of completing your application for teacher certification.

Signature of Student: _____ Date: _____

Date of Birth: _____/_____/____
mm dd yyyy