

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



## Student Teaching Guidebook

Information for

**APPLIED TECHNOLOGY EDUCATION**

Teacher Candidates,  
Cooperating Teachers, College Supervisors,  
and Administrators

Field Placement Office  
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## **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**

Student teachers are to provide instruction in or participate in some form of service learning during the student teaching semester – one or both placements.

#### **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.

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#### **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 a unit plan of instruction and a teacher work sample. Other program specific assignments may be required.

### Expectations of Host School, Calendar, and Length of School day

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 and 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.

### Family Responsibilities

Child care or family responsibilities should not affect the teacher candidate's arrival or departure time or their responsibilities during the day.

### 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 instruction and classroom management 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 the following ways:

#### **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. There are edTPA permission forms for parents/guardians that you must distribute and collect in addition to permission for taking photographs for other purposes; namely portfolio development.

## 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 self-evaluation for the exit conference.

### 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.
- Contact CSR Supervisor with possible times for an introductory meeting with the 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 instructional 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.
- Consider writing a letter of introduction to the parents of the students in your classroom; share with cooperating teacher.

#### **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.

#### **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
- 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 student teaching projects (Instructional Plan, Service Learning, edTPA).
- Begin co-teaching with the Cooperating Teacher.

### Cooperating Teacher

- Co-teach a lesson with Teacher Candidate.
- Increase Teacher Candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, instructional plan development, types and use of assessments, 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/or edTPA.
- Collect two-week evaluation from Cooperating Teacher.
- Inform Coordinator if there are any issues noted on the two-week evaluation form.

### 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 instructional 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.
- 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 about effective instructional strategies, classroom management approaches, analysis of assessment results, etc.
- 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. Teacher Candidate has solo week plan forms. However, if you require something more, be certain to inform Teacher Candidate.
- 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. in accordance with guidelines provided through the student teaching seminar.
- Contact Cooperating teacher for your next placement.
- 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 instruction & other classroom responsibilities 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 completed final evaluation forms from all participants to the CSR Coordinator via the Field Placement and Advisement Office.

# **Appendix A**

## **Evaluative Forms**

**THE COLLEGE OF SAINT ROSE**  
**Preliminary Report on Student Teaching**  
**(To be completed during WEEK TWO of student teaching)**

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: \_\_\_\_\_

\_\_\_\_\_

**The College of St. Rose**  
**Lesson Evaluation**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Session I or II  
 Evaluator: \_\_\_\_\_ Cooperating Teacher/Supervisor #1 #2 #3 #4

**E Exceeds Expectations:** Performance could serve as a model for teacher candidates  
**M Meets Expectations:** Teacher candidate plans and implements lesson well  
**L Learning:** Working toward independence; requires some assistance or support  
**NL Needs to Learn:** Teacher candidate requires a great deal of assistance & support  
**NO Not observed** during this lesson  
 Please check appropriate column. Not all lessons will cover all areas listed.

**Lesson Objective(s):** \_\_\_\_\_

<b>Knowledge of Content</b>	<b>E</b>	<b>M</b>	<b>L</b>	<b>NL</b>	<b>NO</b>
Demonstrates evidence of depth and breadth of content knowledge					
Demonstrates ability to integrate content curriculum					
Demonstrates ability to connect content to pupils' life experiences					
Sequences and organizes information appropriately for understanding					
<b>Instructional Planning</b>					
Develops detailed and developmentally appropriate lesson plans; includes Common Core Standards					
Selects and/or creates appropriate materials to enhance instruction					
Attends to diversity of student abilities at the planning stage					
Adapts curriculum or materials to address diverse needs of all students					
Shows evidence of short term and long term planning					
<b>Instructional Practice</b>					
Introduces lesson effectively (Gains attention, reviews previous learning, provides motivation, makes clear purpose of lesson)					
Uses clear language and provides appropriate examples					
Uses effective questioning, encourages critical thinking, problem solving, and active inquiry					
Uses materials, resources, and technology to expand pupil understanding					
Promotes pupils' abilities to generalize, integrate and extend content, concepts and skills					
Monitors pupil understanding and adjusts instruction as needed					
Provides for repetition of key concepts throughout lesson					
Uses effective closure					

<b>Assessment for Student Learning</b>	<b>E</b>	<b>M</b>	<b>L</b>	<b>NL</b>	<b>NO</b>
Provides corrective feedback to pupils during instruction					
Utilizes a variety of effective assessment techniques to measure student mastery of lesson objectives					
Uses lesson assessments to plan future instruction					
<b>Learning Environment</b>					
Creates a safe, positive and supportive learning environment					
Monitors student behavior and sets appropriate limits					
Establishes and monitors a variety of activities					
Uses a variety of positive management strategies					
<b>Professional Responsibilities and Collaboration</b>					
Interacts positively with other faculty, students and staff					
Demonstrates professionalism in spoken and written communication					
Responds to feedback from others; welcomes suggestions and implement suggestions readily					
Engages in reflective practice to improve performance as a learner and teacher					
Exhibits energy and enthusiasm for learning and teaching					

Teacher Candidate: \_\_\_\_\_ (2<sup>nd</sup> page)

**Comments:**

Goal(s) for next observation:

Teacher Candidate \_\_\_\_\_ Evaluator \_\_\_\_\_

\*Signature of teacher candidate indicates only that she/he has read this evaluation

## Rating Scale Guidelines for Formal Observation

Lesson observation/assessment is a means of rating key teaching competencies and the performance indicators associated with that competency, e.g., content, instructional planning, etc. Further clarification may be found in the comment section, the goals for subsequent observations, or in the discussion between student teacher and cooperating teacher/college supervisor following the lesson observation. The key teaching competencies have been aligned with the New York State Teaching Standards (2012).

<b>Exceeds Expectations (E)</b> , suggests that the observer feels that the performance indicator has been met, during this lesson observation, to a level that exceeds what can typically be expected of a beginning teacher; level of performance could serve as a “model” for all student teachers.
<b>Meets Expectations (M)</b> , indicates that the observer feels the indicator has been executed well; a level expected of a student teacher at this point in his/her preparation and classroom experience.
<b>Learning (L)</b> , suggests that the observer feels the student teacher is working toward successful attainment of the performance indicator; the student teacher accepts assistance and continued support.
<b>Needs to Learn (NL)</b> , indicates the observer feels the student teacher must address this indicator with continued effort in order to meet the intent of the indicator; student teacher requires a great deal of assistance and support.
<b>Not Observed (NO)</b> : The performance indicator listed under the teaching competency has not been observed during this lesson.

Certainly these performance indicator ratings can change and be compared from one observation to the next. Where the observer indicates that the student teacher is *learning or needs to learn*, observation ratings can chronicle growth and development.

When commenting on instructional effectiveness and professional competence, consider 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

## 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.*

# The Final Student Teaching Evaluation is Under Revision. The amended version should be available by the end of Session I.

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

### Placement Information

Year						Setting				
2013	2014	2015	2016	2017	2018	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				Program Type			
Undergraduate		Graduate		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 Biology	Earth Science English/Language Arts	General Science Mathematics	Social Studies Spanish
Major (Middle Childhood and Adolescence ONLY)			
Technology Education Spanish	Business/Marketing Biology	English Chemistry	Mathematics Earth Science Social Studies
<p>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.</p> <p><i>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</i></p>			

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> CSR Standard 2	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
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:

*Council on Technology Teacher Education (CTTE)*

# Applied Technology

The College Of Saint Rose  
School Of Education  
Student Teaching Rubric

<b>Name</b>									
<b>Year</b>				<b>Level of Study</b>				<b>Semester</b>	
2013	2014	2015	2016	Undergraduate	Graduate	Fall	Spring		

Reviewers should be familiar with the various standards and use the below checklist when reviewing student portfolios. Portfolios should reflect visible evidence that the standard has been achieved or ability/disposition mastered. Standards reflected in the portfolios should be crossed off with an “X” directly in the appropriate standard box. Portfolios which achieve the following benchmarks will be designated: Distinguished (95-100%); Proficient (85-94%); Novice (75-84%); Unsatisfactory (<74%); Not Observed.

<b>I. Understanding Nature of Technology</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
1.2 Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.	↓	↓	↓	↓	↓

<b>II. Understanding Technology and Society</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
2.0 Possess the necessary depth and breadth in mathematics, science, and related disciplines to be able to successfully teach technology education.	↓	↓	↓	↓	↓

<b>III. Understanding Design</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
3.0 Master teaching and technical skills appropriate to successfully teach the study of technology.	↓	↓	↓	↓	↓
3.1 Possess knowledge about the development of technology, its effects on people, the environment and culture; and industry, its organization, personnel systems, techniques resources and products; and their impact on society and culture.	↓	↓	↓	↓	↓
3.2.1 Communication: efficient use of resources to transfer information to extend human potential.	↓	↓	↓	↓	↓

3.2.2 Construction: efficient use of resources to build structures or construct on site structures.	↓	↓	↓	↓	↓
3.2.3 Manufacturing: efficient use of resources to extract and convert raw/recycled materials into industrial and consumer goods.	↓	↓	↓	↓	↓
3.2.4 Transportation: efficiently using resources to obtain time and to attain and maintain direct physical contact and exchange among individuals and societal units through the movement of material/goods and people.	↓	↓	↓	↓	↓
3.3 Identify & incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study.	↓	↓	↓	↓	↓
3.4 Incorporate insight, knowledge, & applications of technological concepts, processes and systems into a teaching program.	↓	↓	↓	↓	↓
3.5 Use skills, creative abilities, positive self-concepts, and individual potentials in teaching technology.	↓	↓	↓	↓	↓
3.6 Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems.	↓	↓	↓	↓	↓
3.7 Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences.	↓	↓	↓	↓	↓
3.8 Apply technology to the design and production of activities for student use.	↓	↓	↓	↓	↓
3.9 Develop technology education programs that advance student attitudes, knowledge, and skills regarding how technological systems function.	↓	↓	↓	↓	↓
3.10 Develop the ability of the students to apply technological knowledge and skills, and to assess new or different past-present-future technology systems.	↓	↓	↓	↓	↓

<b>IV. Abilities of a Techno-logical World</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
4.0 Perform the following tasks in developing, managing, and evaluating a technology program in schools.	↓	↓	↓	↓	↓
4.1 Display a philosophy and understanding of technology education.	↓	↓	↓	↓	↓

4.3 Select content based on the goals and objectives appropriate to the content organizers (construction, manufacturing, communication, bio-related, transportation, or other organizers) of technology.	↓	↓	↓	↓	↓
4.4 Structure an educational environment in the classroom and laboratory to advance the instructional process.	↓	↓	↓	↓	↓
4.5 Select appropriate instructional technologies to effectively teach all student populations.	↓	↓	↓	↓	↓
4.6 Provide for laboratory management (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).	↓	↓	↓	↓	↓
4.7 Develop lesson plans, organize material, and select appropriate instructional strategies to effectively teach in the psychomotor, affective, and cognitive domains of learning.	↓	↓	↓	↓	↓
4.8 Establish clear expectations for student conduct and develop and implement a behavior management policy program.	↓	↓	↓	↓	↓
4.9 Be able to establish a technology student association within the technology education program, in a public school or in a university, to include organization, establishing a chapter, assisting in its management and evaluation.	↓	↓	↓	↓	↓
4.10 Promote and articulate technology education to internal and external public audiences.	↓	↓	↓	↓	↓
4.11 Be able to develop and coordinate an external advisory committee for a Technology Education program.	↓	↓	↓	↓	↓
4.12 Design a professional development plan for continued personal and professional growth.	↓	↓	↓	↓	↓
4.13 Use standards to evaluate and revise a technology education program. Identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.	↓	↓	↓	↓	↓

<b>V. Understanding the Designed World</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
5.0 Develop attitudes, knowledge, and skills needed for success as a teacher in technology education.	↓	↓	↓	↓	↓
5.1 Possess knowledge to organize classroom and laboratory experiences for the study of technology.	↓	↓	↓	↓	↓

5.2 Manage technological activities in both an individual and group setting.	↓	↓	↓	↓	↓
5.3 Apply multicultural and global perspectives as they relate to the study of technology.	↓	↓	↓	↓	↓
5.4 Apply values and ethics as they relate to content issues in the study of technology.	↓	↓	↓	↓	↓

<b>VI. Curriculum:</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
Design, implement, evaluate based upon SIL	↓	↓	↓	↓	↓

<b>VII. Instructional Strategies:</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
Variety of effective	↓	↓	↓	↓	↓

<b>VIII. Learning Environment:</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
Design, create, manage	↓	↓	↓	↓	↓

<b>IX: Students:</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
Candidates understand differences among students & how they learn.	↓	↓	↓	↓	↓

<b>X: Professional:</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
Growth	↓	↓	↓	↓	↓

<b>Professional Development Plan</b>	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
1. Characteristics and scope of technology	↓	↓	↓	↓	↓
2. Characteristics and scope of technology	↓	↓	↓	↓	↓
3. Relationships among technologies and connections between other fields of study	↓	↓	↓	↓	↓
4. Cultural, social, economic, & political effects of technology	↓	↓	↓	↓	↓

5. Effects of technology on the environment	↓	↓	↓	↓	↓
6. Role of society in development and use of technology	↓	↓	↓	↓	↓
7. Influence of technology on history	↓	↓	↓	↓	↓
8. Attributes of design	↓	↓	↓	↓	↓
9. Engineering design	↓	↓	↓	↓	↓
10. Role of troubleshooting, R&D, invention, innovation and experimentation in problem solving	↓	↓	↓	↓	↓
11. Apply the design process	↓	↓	↓	↓	↓
12. Use and maintain technological products and systems	↓	↓	↓	↓	↓
13. Assess the impact of products and systems	↓	↓	↓	↓	↓
14. Medical technologies	↓	↓	↓	↓	↓
15. Agricultural and related biotechnologies	↓	↓	↓	↓	↓
16. Energy and power technologies	↓	↓	↓	↓	↓
17. Information and communication technologies	↓	↓	↓	↓	↓
18. Transportation technologies	↓	↓	↓	↓	↓
19. Manufacturing technologies	↓	↓	↓	↓	↓
20. Construction technologies	↓	↓	↓	↓	↓

## **APPENDIX B**

## **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 less than half an hour of video tape. 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).

### Who must be fingerprinted?

All candidates for New York State teaching certification.

### Fingerprinting Appointments?

Effective August 3, 2015, teacher candidates must schedule a fingerprinting appointment through **MorphoTrust** by going through their website at [www.identogo.com](http://www.identogo.com) or by calling (877) 472-6915

### What is the cost?

- DCJS Fee \$75.00
- FBI Fee 14.75
- MorphoTrust Fee 9.95
- **Total** \$99.70

### **What kind of ID Information is needed?**

You must have two forms of identification; one must contain a photo

### **Acceptable Photo Identification Documents**

- U.S. Passport (unexpired or expired)
- Driver's License or Photo ID Card (issued by U.S. State or Territory)
- U.S. Student ID Card with photo
- Photo ID Card issued by Federal, State or Local Government

### **Other**

- Voter Registration card
- U.S. Military card
- Canadian Driver's License
- U.S. Social Security Card
- Original or Certified Birth certificate
- 

### **How does NYSED find out that I have been fingerprinted?**

Information provided to MorphoTrust during the fingerprint application process is electronically transmitted to the TEACH system maintained by NYSED.

### **How can I find out information about my fingerprints?**

Applicants that have an account in TEACH can view information about the status of their fingerprint application in TEACH.

## **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