

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



## Student Teaching Guidebook

Information for

**Adolescence Education: Mathematics 7-12**

Teacher Candidates,  
Cooperating Teachers, College Supervisors,  
and Administrators

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## Table of Contents

Contact Information.....	4
Introduction.....	5
Statement of Philosophy and Purpose.....	5
Teacher Candidate Learning Outcomes.....	5
Service Learning.....	7
Ethics and Professionalism.....	8
Liability Protection for Teacher Candidates.....	9
Overview of the Policies and Procedures for Student Teaching.....	10-12
Overview of Participant Responsibilities.....	13-14
Weekly Guidelines for Participants.....	15-18
<b>Appendix A: Planning and Assessment.....</b>	<b>19</b>
Teacher Performance Assessment (edTPA).....	20
Lesson Planning and Preparation.....	21
Lesson Plan Format .....	22
Instructional Plan Development.....	23-24
<b>Appendix B: .....</b>	<b>25</b>
Expectations for Appearance.....	26
<b>Appendix C: .....</b>	<b>27</b>
Certification Procedures, Certification Exams and Fingerprinting.....	28-29
Career Services.....	30
<b>Appendix D: Evaluative Forms.....</b>	<b>31</b>
Preliminary --Two Week Evaluation of Teacher Candidate.....	32
Interim--Four Week Evaluation of Teacher Candidate.....	33
Formal Observation of Teacher Candidate.....	34-35
Rating Scale for Formal Observation.....	36-37
Rating Scale for Final Evaluation of Teacher Candidate.....	38
Final Student Teaching Evaluation.....	39-48
Professional Qualities Assessment Report.....	49-54
Content Addendum .....	55-end

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

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

#### **Some Key Resources**

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

[http://www.freespirit.com/files/OTHER/Five\\_Stages\\_of\\_Service\\_Learning.pdf](http://www.freespirit.com/files/OTHER/Five_Stages_of_Service_Learning.pdf)

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

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

## **Ethics and Professionalism**

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

### **Communication Skills**

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

### **Professional Responsibility/Accountability**

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

### **Ethics**

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

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

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

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

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

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

## OVERVIEW OF POLICIES AND PROCEDURES FOR STUDENT TEACHING

### PURPOSES OF STUDENT TEACHING

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

### Seminars and Other Requirements

Teacher candidates must attend weekly seminars during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, teacher candidate, and the college supervisor during the initial meeting. The major requirement is the development of 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/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**

## **Planning & Assessment**

## Teacher Performance Assessment: edTPA

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

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

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

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

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

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

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

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

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

Each student teacher will construct their edTPA based on a learning segment (3-5 lessons). During the teaching of that learning segment, the student teacher will video tape lessons to submit as evidence of teaching competence and student learning. You will submit 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

	Distinguished	Proficient	Novice	Unsatisfactory	Omitted
Context Statement	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	
Central Focus	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.	
Language (Level/discipline specific)	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.	
	Distinguished	Proficient	Novice	Unsatisfactory	Omitted

<p><b>Sequence of Learning Experiences</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Differentiation</b></p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Assessments</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Resources</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Few resources have been listed and appropriate style of citation has not been used.</p>	

**APPENDIX B**  
**Expectations for Apperaence**

## 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 C

## 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:

- 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 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           |
| • <b>Total</b>    | <b>\$99.70</b> |

#### 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

**APPENDIX D**  
**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

#### Rating Scale Guidelines for Final Evaluation Form Electronic Submission

There are five areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form. The following descriptors serve as a guide to the rating scale used on the final evaluation form. Keep in mind that you are rating the student teacher at a pre-service level of performance. The *Indicator Labels* for each criteria:

- **Highly Effective** - *teacher-candidate has consistently demonstrated exemplary ability to understand and apply this indicator.*
- **Proficient** - *teacher-candidate clearly understands the concepts underlying the indicator and implements it rather consistently and effectively.*
- **Developing** - *teacher-candidate appears to understand the concepts underlying the indicator and attempts to implement it; implementation may be intermittent and/or not entirely successful. The candidate requires continued support.*
- **Unsatisfactory** - *teacher-candidate does not appear to understand the concepts underlying the indicator and/or does not apply the indicator at an acceptable level.*

#### Highly Effective

- Operated the classroom at a qualitatively different level than most student teachers
- 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 student teachers and/or beginning teachers

#### Proficient

- Performance was very strong and consistent throughout the placement
- Actual implementation is not flawless, but the student teacher 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
- Student teacher demonstrates both a desire and an ability to continue growing and subsequent growth is expected with experience

#### Developing

- Student teacher 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
- Student teacher demonstrates a desire for continued growth and the disposition to benefit from assistance

#### Unsatisfactory

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

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

**Domain One: Planning**

<b>Performance Indicator</b>	<b>Highly Effective (at pre-service level) 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Unsatisfactory 1</b>	<b>Not Observed</b>
<b>PL-1 Demonstrates content knowledge with accuracy</b>	Candidate demonstrates a rich understanding of the content and the relationships between concepts and skills within the content. Candidate's planned presentation of the content is accurate, detailed and well organized. Appropriate examples and non-examples are used to clarify concepts.	Candidate demonstrates <u>adequate</u> content knowledge and a solid understanding of the relationships between concepts and skills within the content. Candidate's planned presentation of the content is accurate and well organized.	Candidate demonstrates <u>basic</u> content knowledge and a limited understanding of the relationships between concepts within the content. Candidate's lesson plan includes occasional content errors.	Candidate demonstrates <u>inadequate</u> content knowledge and a lack understanding of the relationships between concepts and/or skills within the content. Candidate's lesson plan includes several content errors.	
<b>PL-2 Plans instruction based upon relevant theories of human development, developmentally appropriate expectations, and identified pupil needs.</b>	Candidate plans instruction that is developmentally appropriate for all pupils, addressing cognitive, physical, social and emotional factors. Appropriate differentiation of the instructional plan to address individual learning	Candidate plans instruction that is developmentally appropriate for all pupils, addressing cognitive, physical, social and emotional factors. Appropriate differentiation of the instructional plan to address individual learning	Candidate plans instruction that is developmentally appropriate for most pupils, addressing cognitive, physical, social and emotional factors. Differentiation of the instructional plan to address individual learning	Candidate plans instruction that is not developmentally appropriate for the pupils in the instructional group. Lesson plans do not address the needs of individual pupils. (Those learning English as a new language, those with disabilities, those living in poverty,	

	needs is consistently evident. Appropriately high expectations are maintained for all pupils.	needs is evident.	needs is limited.	etc. )	
<b>PL-3 Aligns lesson objectives and assessments to learning standards for the discipline.</b>	Candidate clearly and consistently aligns lesson objectives and lesson assessments to the learning standards for multiple disciplines to promote integrated instruction.	Candidate clearly and regularly aligns lesson objectives and lesson assessments to the learning standards for the discipline.	Candidate is becoming more consistent in the alignment of lesson objectives and/or lesson assessments to the learning standards for the discipline.	Candidate does not align objectives and/or lesson assessments to learning standards.	
<b>PL-4 Develops lesson plan with introduction, procedures and closure. (NEW!)</b>	Candidate's lesson plan is well structured. Lesson introduction and procedures are creative and transitions from one part of the lesson to the next are clearly connected.	Candidate's plan is well organized, with lesson introduction, procedures, and closure .	Candidate's plans use a recognizable lesson structure, though it is not uniformly maintained throughout.	Candidate does not plan effective lesson introduction, procedures, and closure	
<b>PL-5 Meaningfully connects content to pupils' life experiences and prior learning.</b>	Candidate consistently and meaningfully connects content to pupils' life experiences and prompts students to consider and make connections to different perspectives.	Candidate consistently and meaningfully connects content to pupils' life experiences and prior learning.	Candidate is beginning to make meaningful content connections to pupils' life experiences and prior learning.	Candidate does not meaningfully connect content to pupils' life experiences	
<b>PL-6 Selects and creates materials and resources (including</b>	Candidate strategically selects or creates instructional	Candidate strategically selects or creates instructional	Candidate is becoming more strategic in selecting or	Candidate does not select or create materials and resources to enhance	

<p><b>assistive technologies where appropriate) to enhance learning for all pupils.</b></p>	<p>materials to enhance learning for all pupils, and takes the initiative to identify and promote the pupils' use of assistive technologies where appropriate.</p>	<p>materials and resources that enhance learning for all pupils, and supports pupils in their use of assistive technologies where appropriate.</p>	<p>creating materials and resources that will enhance learning for pupils, and/or is beginning to support pupil use of assistive technologies where appropriate.</p>	<p>learning for all pupils <b>OR</b> does not support student use of assistive technologies where appropriate.</p>	
<p><b>PL-7 Anticipates possible learning challenges for individual students and includes instructional supports within the lesson plan.</b></p>	<p>Candidate consistently anticipates possible learning challenges for students. Lesson plans include supports and modifications which proactively address these potential challenges.</p>	<p>Candidate frequently anticipates possible learning challenges for students. Lesson plans include supports to proactively address these potential challenges.</p>	<p>Candidate occasionally anticipates possible learning challenges for students. Lesson plans sometimes include supports to proactively address these potential challenges.</p>	<p>Candidate's lesson plans do not show evidence that the candidate considers possible learning challenges for individual students.</p>	

**Domain Two: The Learning Environment**

<b>Performance Indicator</b>	<b>Highly Effective (at preservice level) 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Unsatisfactory 1</b>	<b>Not Observed</b>
<b>E-1 Maintains a pupil-centered learning environment that is safe, positive and respectful.</b>	Candidate creates and maintains a positive learning environment in which all pupils are actively engaged, treated with respect, and feel emotionally safe. Pupils are encouraged to be active participants in creating a positive classroom community.	Candidate creates and maintains a positive learning environment in which all pupils are actively engaged, treated with respect, and feel emotionally safe.	Candidate is developing the ability to create a positive learning environment in which all pupils are actively engaged, treated with respect, and feel emotionally safe.	Candidate does not maintain a pupil-centered learning environment that is safe, positive and respectful <b>OR</b> fails to show respect and/or caring for students	
<b>E-2 Clearly teaches and reinforces the behavioral expectations for the classroom.</b>	Candidate consistently teaches, models and reinforces the behavioral expectations for the classroom and provides opportunities for pupils to assist in the development of classroom rules.	Candidate consistently teaches, models and reinforces the behavioral expectations for the classroom.	Candidate is becoming more consistent in teaching, modeling and reinforcing the behavioral expectations for the classroom.	Candidate does not address the behavioral expectations for the classroom while teaching.	
<b>E-3 Uses a variety of effective positive management strategies to establish and maintain appropriate</b>	Candidate strategically uses a variety of effective positive management strategies to establish and maintain appropriate behavior.	Candidate regularly uses a variety of effective positive management strategies to establish and maintain appropriate behavior.	Candidate is beginning to use effective and positive management strategies to maintain desired behavior.	Candidate does not use effective positive management strategies to address behavior.	

<b>behavior.</b>	Strategies are selected to address the function of the behavior.				
<b>E-4 Monitors pupils' behaviors.</b>	Candidate uses formal and informal methods to systematically and consistently monitor pupils' behavior and provide constructive feedback. Pupils are encouraged to monitor their own and peer's behavior, correcting one another respectfully.	Candidate uses formal and informal methods to systematically and consistently monitor pupils' behavior and provide constructive feedback.	Candidate is developing formal and informal methods to systematically monitor pupils' behavior and provide constructive feedback.	Candidate does not monitor pupils' behaviors <b>OR</b> does not intervene when students are acting inappropriately/being disrespectful.	

**Domain Three: Instruction**

<b>Performance Indicator</b>	<b>Highly Effective (At preservice level) 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Unsatisfactory 1</b>	<b>Not Observed</b>
<b>I-1 Engages pupils' interest and involvement in lesson</b>	Candidate consistently uses creative and thought provoking techniques to engage all pupils' interest and involvement in the lesson. Students are primed for higher level thinking.	Candidate consistently uses techniques to engage all pupils' interest and involvement in the lesson.	Candidate sometimes uses techniques to engage all pupils' interests and involvement in the lesson but frequently over-relies on passive techniques.	Candidate does not use techniques to engage pupils' interests or involvement in lesson.	
<b>I-2 Provides appropriate scaffolding (strategies or materials) within the lesson procedure</b>	Candidate consistently uses scaffolding strategies within the lesson to support and expand learner understanding of content and skills.	Candidate uses scaffolding strategies within the lesson to support and expand learner understanding of content and skills.	Candidate occasionally provides simple scaffolding within the lesson; There is little modeling of tasks; content is correct but conveyed in a way that may perpetuate misconceptions.	Candidate does not provide appropriate scaffolding (strategies OR instructional materials) within the lesson procedures	
<b>I-3 Paces instructional delivery appropriately</b>	Candidate's pacing of instruction is effective for all pupils. Adjustments are made to pacing within the lesson to address level of pupil understanding.	Candidate's pacing of instruction is effective for all pupils.	Candidate's pacing of instruction is inconsistent.	Candidate does not pace instruction appropriately.	
<b>I-4 Demonstrates flexibility and responsiveness</b>	Candidate seizes the opportunity to enhance learning, building upon events: successfully adjusts instruction to address needs of pupils	Candidate adjusts instruction in response to changing conditions with some success.	Candidate adjusts instruction minimally in response to changing conditions	Candidate does not exhibit flexibility and responsiveness; makes no attempt to adjust instruction	
<b>I-5 Effectively</b>	Candidate	Candidate	Candidate's	Candidate does not	

<b>uses range of developmentally appropriate questioning strategies</b>	consistently uses a range of developmentally appropriate questions that invite a thoughtful response. Questioning includes high-quality questions to generate higher level thinking.	consistently uses a range of developmentally appropriate questions that invite a thoughtful response.	questions are a combination of low and moderate quality; only some invite a thoughtful response.	effectively use a range of developmentally appropriate questioning strategies	
<b>I-6 Effectively uses instructional and assistive technologies to enhance learning for all pupils</b>	Candidate uses instructional or assistive technologies to effectively enhance learning for most students. Technologies are consistently used in a way that facilitates the active engagement of all learners.	Candidate uses instructional or assistive technologies to effectively enhance learning for most students effectively.	Candidate uses instructional and/or assistive technologies but it neither enhances student learning nor engagement	Candidate does not use instructional technologies to enhance the learning of all pupils <b>OR</b> use assistive technologies where appropriate	

**Domain Four: Assessment**

<b>Performance Indicator</b>	<b>Highly Effective (At preservice level) 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Unsatisfactory 1</b>	<b>Not Observed</b>
<b>A-1 Regularly checks for understanding during instruction</b>	Candidate checks for understanding regularly and encourages pupils to self-check	Candidate checks for understanding regularly during instruction	Candidate occasionally checks for understanding during instruction	Candidate does not regularly check for understanding during instruction	
<b>A-2 Provides positive and corrective feedback to pupils during</b>	Candidate's feedback to pupils is positive and corrective; timely and of consistently high quality	Candidate's feedback to pupils is positive and corrective; timely and consistently	Candidate provides feedback to pupils unevenly and timeliness is inconsistent	Candidate does not provide positive feedback during instruction <b>OR</b> does not provide corrective feedback	

<b>instruction</b>				to pupils	
<b>A-3 Collects and uses evidence of pupil's meeting instructional objectives</b>	Candidate systematically collects and uses formative and summative evidence of pupil's attainment of instructional objectives.	Candidate collects and uses evidence of pupil's meeting instructional objectives most of the time.	Candidate collects evidence of pupil's meeting instructional objectives; does not make use of the evidence to plan subsequent instruction	Candidate does not collect or use evidence of pupil's meeting instructional objectives.	
<b>A-4 Uses a variety of appropriate assessments to monitor student learning</b>	Candidate uses a variety of appropriate assessments to monitor pupil learning AND differentiates assessment where necessary.	Candidate uses a variety of appropriate assessments to monitor pupil learning most of the time	Candidate is beginning to use more appropriate OR a wider variety of assessments to monitor pupils' learning	Candidate does not use a variety of appropriate assessments to monitor student learning	
<b>A-5 Uses assessment to monitor the progress of all pupils including those with IEP or 504 Plan goals as appropriate</b>	Candidate routinely uses assessment to monitor the progress of all pupils including pupils with IEP or 504 Plan goals; suggests revisions to goals where appropriate	Candidate regularly uses assessment to monitor the progress of all pupils including those with IERP or 504 Plan goals	Candidate is beginning to use assessment to monitor pupil progress including pupils with IEP or 504 Plan goals.	Candidate does not use assessment to monitor the progress of all pupils including those with IEP or 504 Plan goals	
<b>A-6 Promotes pupil self-evaluation of learning and/or behavior</b>	Candidate includes pupil self-evaluation strategies as part of lesson assessment consistently	Candidate regularly promotes pupil self-evaluation of learning and behavior.	Candidate occasionally promotes pupil self-evaluation of learning and/or behavior	Candidate does not promote pupil self-evaluation of learning OR behavior	
<b>A-7 Attends to the diverse needs of all pupils when assessing pupil learning</b>	Candidate is acutely aware of learner differences and plans assessments that align with pupil strengths and needs	Candidate consistently demonstrates understanding of learner differences when assessing pupil learning	Candidate is beginning to demonstrate understanding for learner differences when assessing all pupils	Candidate does not attend to the diverse needs of all pupils when assessing student learning	

**Domain Five: Professionalism**

<b>Performance Indicator</b>	<b>Highly Effective (At preservice level) 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Unsatisfactory 1</b>	<b>Not Observed</b>
<b>P-1 Demonstrates a professional presence in terms of initiative, confidence, emotional maturity, and attire</b>	Candidate displays a positive attitude, exudes confidence and emotional maturity, and dresses professionally all of the time.	Candidate consistently demonstrates a professional presence in terms of initiative, confidence, emotional maturity, and appropriate attire	Candidate is beginning to develop a professional presence in terms of initiative, confidence, emotional maturity and attire	Candidate does not demonstrate a professional presence	
<b>P-2 Interacts positively and respectfully with pupils and staff.</b>	Candidate has established an outstanding rapport with pupils and staff and exhibits a high level of respect for the occasion	Candidate consistently interacts positively and respectfully with pupils and staff.	Candidate interacts positively and respectfully with pupils and staff most of the time.	Candidate does not interact positively and/or respectfully with pupils and/or staff	
<b>P-3 Collaborates with, and when appropriate, directs other professionals in the planning and delivery of instruction</b>	Candidate is recognized as a contributing member of the teaching team in terms of planning and instructional delivery	Candidate has established meaningful and collaborative relationships with other professionals	Candidate demonstrates some effort to collaborate with other professionals; needs prompting to build partnerships	Candidate does not collaborate with others in the planning and delivery of instruction OR direct the activities of other adults when appropriate	
<b>P-4 Adheres to all legal and ethical standards for educators</b>	Candidate demonstrates professional behavior, academic integrity, ethical values, and holds others accountable to do the same	Candidate upholds all legal standards and exhibits ethical dispositions on a consistent basis	Candidate is becoming more aware of all legal and ethical standards and how they apply to educators	Candidate does not adhere to all legal and/or ethical standards for educators	
<b>P-5 Responds positively to feedback from others</b>	Candidate openly requests feedback from others; takes an active role on the instructional team, receiving and giving	Candidate readily responds positively to feedback from others; eager to improve practice	Candidate accepts feedback from others; may not always act on that feedback	Candidate does not respond positively to feedback from others	

	feedback on practice				
<b>P-6 Engages in activities that enhance professional development (workshops; PD opportunities, etc)</b>	Candidate frequently engages in professional development opportunities and uses new knowledge and skills to meet the needs of all students	Candidate engages in some ongoing learning opportunities to develop knowledge and skills that will improve practice	Candidate engages in professional development with prompting	Candidate does not engage in activities that enhance professional development	
<b>P-7 Engages in reflective practice</b>	Candidate makes thoughtful and accurate assessment of lesson's effectiveness through reflection	Candidate engages in reflective practice in order to improve effectiveness	Candidate needs encouragement to engage in reflective practice	Candidate does not engage in reflective practice	
<b>P-8 Demonstrates professionalism in spoken and written communication</b>	Candidate models professionalism in all communications with a variety of audiences	Candidate consistently demonstrates professionalism in spoken and written communication	Candidate demonstrates professionalism in spoken and written communication most of the time.	Candidate does not demonstrate professionalism in spoken and/or Written communication	

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

## **Professional Qualities Assessment**

*The Thelma P. Lally School of Education*

*The College of Saint Rose*

Students at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Lally School of Education's Conceptual Framework. As students progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

The department faculty will rate students on a 3-point scale in each of the three categories. The scale is as follows:

- 1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.
- 2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.
- 3: Behavior is appropriate for the profession.

Faculty continually review students' professionalism, and students may be identified as not meeting professional expectations at any time in their program. In addition, each

department has established transition points in their programs at which time the faculty will review students and report to the Dean the performance in these areas. A student who is rated either 1 or 2 in any category at a scheduled transition point review or at any time during their program will be notified by a faculty member (designated by the department). If the student scores a 1, at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. The plan will be filed in the School of Education office and in the student's file in the Field Placement and Advisement office, and a copy will be provided to their advisor. Faculty will continue to monitor the student whose professional qualities performance is limited and to provide feedback, make suggestions about career options, and ultimately assess the student's ability to continue in the current program or any program within the School of Education. Thus, once a student has been identified as having performance issues, the professional qualities assessment plan will apply continuously or be adapted to the student's performance requirements within the School of Education, regardless of the program within which the student's performance initially became an issue.

If a student considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the student is enrolled. If the Chair has referred the student for review, then the student may request a review from the Dean.

## Professional Qualities Assessment Report

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

Date \_\_\_\_\_

Faculty Member/s \_\_\_\_\_

Major \_\_\_\_\_

Directions: Circle areas for discussion and intervention planning.

Communication Skills		
<p><b>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</b></p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Communicating professionally using appropriate tone, tact and pragmatics in all situations</li> <li>• Participating in reciprocal and collaborative conversations</li> <li>• Soliciting or receiving feedback</li> <li>• Solving conflicts</li> <li>• Responding to others in an emotionally mature manner</li> <li>• Writing in a clear, accurate, and professional manner.</li> </ul>	<p><b>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.</b></p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Communicating professionally using appropriate tone, tact and pragmatics in all situations</li> <li>• Participating in reciprocal and collaborative conversations</li> <li>• Soliciting or receiving feedback</li> <li>• Solving conflicts</li> <li>• Responding to others in an emotionally mature manner</li> <li>• Writing in a clear, accurate, and professional manner.</li> </ul>	<p><b>3: Behavior is appropriate for the profession.</b></p> <p>Student is respectful and professional in oral and written communication. Student listens and responds appropriately in reciprocal and collaborative conversations. Student willingly solicits and gives feedback and productively solves conflicts.</p>

Comments:

Professional Responsibility/Accountability		
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<p><b>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</b></p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Completing tasks in a timely fashion</li> <li>• Taking responsibility for work</li> <li>• Working collaboratively in academic and field/clinical settings</li> <li>• Reflecting on one's own performance</li> <li>• Utilizing feedback</li> <li>• Committing to professional learning</li> <li>• Complying with the rules and expectations of the class, practicum or field site, including professional appearance.</li> </ul>	<p><b>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.</b></p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Completing tasks in a timely fashion</li> <li>• Taking responsibility for work</li> <li>• Working collaboratively in academic and field/clinical settings</li> <li>• Reflecting on one's own performance</li> <li>• Utilizing feedback</li> <li>• Committing to professional learning</li> <li>• Complying with the rules and expectations of the class, practicum or field site, including professional appearance.</li> </ul>	<p><b>3: Behavior is appropriate for the profession.</b></p> <p>Student completes academic and professional duties in a timely fashion. Student takes responsibility and works collaboratively with others to complete tasks. Student reflects on her/his own performance, utilizes feedback, and demonstrates a commitment to continued professional learning. Student works within the rules and expectations of the class, practicum or field site including displaying a professional appearance.</p>
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**Comments:**

Ethics		
<p><b>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</b></p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Demonstrating ethical behavior for the profession</li> <li>• Showing awareness, sensitivity, and respect for all individuals</li> <li>• Maintaining privacy and confidentiality</li> <li>• Demonstrating honesty and integrity at all times</li> <li>• Modeling intellectual curiosity, open-mindedness, and critical analysis.</li> </ul>	<p><b>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.</b></p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Demonstrating ethical behavior for the profession</li> <li>• Showing awareness, sensitivity, and respect for all individuals</li> <li>• Maintaining privacy and confidentiality</li> <li>• Demonstrating honesty and integrity</li> <li>• Modeling intellectual curiosity, open-mindedness, and critical analysis.</li> </ul>	<p><b>3: Behavior is appropriate for the profession.</b></p> <p>Student demonstrates ethical behavior for the profession. Student shows respect, sensitivity, and an awareness of the needs of others. The student exhibits a commitment to valuing diversity and providing educational services to all populations. Student maintains privacy and confidentiality where appropriate and demonstrates honesty and integrity in class and in the field. Student is actively engaged in learning.</p>

**Comments:**

Areas of Concern: Communication Skills

Professional Responsibility/Accountability

Ethics

Plan for intervention described here or in an attached document:

1.

2.

3.

4.

Follow-up to this meeting:

Student Signature \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date received by Field Placement and Advisement Office \_\_\_\_\_

Date received by the School of Education Office \_\_\_\_\_

Date received by advisor \_\_\_\_\_

## **Content Addendums**

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

*National Council of Teachers of Mathematics (NCTM)*

**The College Of Saint Rose  
Lally School Of Education  
Adolescence Education: Mathematics**

<b>Candidate Name</b>		<b>Supervisor's Name</b>		
<b>The Evaluator is (mark one of the following)</b>				
Cooperating Teacher		College Supervisor		Student Teacher
<b>Year</b>	<b>Level Of Study</b>		<b>Program Type</b>	
	Undergraduate Graduate		Certificate Only	Degree
<b>Broad Demographic</b>			<b>Grade Level</b>	
Urban	Suburban	Rural	Private	Middle School 7-9    High School 10-12
<b>Semester</b>				
Fall Session I	Fall Session II	Spring Session I	Spring Session II	

<b>Standard 1: Knowledge of Mathematical Problem Solving.</b> Candidates know, understand, and apply the process of mathematical problem solving. Indicators...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
1.1 Apply and adapt a variety of appropriate strategies to solve problems.	↑	↑	↑	↑	↑
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.	↑	↑	↑	↑	↑
1.3 Build new mathematical knowledge through problem solving.	↑	↑	↑	↑	↑
1.4 Monitor and reflect on the process of mathematical problem solving.	↑	↑	↑	↑	↑

<b>Standard 2: Knowledge of Reasoning and Proof.</b> Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. Indicators...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
2.1 Recognize reasoning and proof as fundamental aspects of mathematics.	↑	↑	↑	↑	↑
2.2 Make and investigate mathematical conjectures.	↑	↑	↑	↑	↑
2.3 Develop and evaluate mathematical arguments and proofs.	↑	↑	↑	↑	↑
2.4 Select and use various types of reasoning and methods of proof.	↑	↑	↑	↑	↑

<b>Standard 3: Knowledge of Mathematical Communication</b> Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others. Indicators...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.	↑	↑	↑	↑	↑
3.2 Use the language of mathematics to express ideas precisely.	↑	↑	↑	↑	↑
3.3 Organize mathematical thinking through communication.	↑	↑	↑	↑	↑
3.4 Analyze and evaluate the mathematical thinking and strategies of others	↑	↑	↑	↑	↑

<b>Standard 4: Knowledge of Mathematical Connections.</b> Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding. Indicators...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
4.1 Recognize and use connections among mathematical ideas	↑	↑	↑	↑	↑
4.2 Recognize and apply mathematics in contexts outside of mathematics.	↑	↑	↑	↑	↑
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.	↑	↑	↑	↑	↑

<b>Standard 5: Knowledge of Mathematical Representation.</b> Candidates use varied representation of mathematical ideas to support and deepen students' mathematical understanding. Indicators...	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
5.1 Use representation to model and interpret physical, social, and mathematical phenomena.	↑	↑	↑	↑	↑
5.2 Create and use representation to organize, record, and communicate mathematical ideas.	↑	↑	↑	↑	↑
5.3 Select, apply, and translate among mathematical representation to solve problems.	↑	↑	↑	↑	↑

<b>Standard 6: Knowledge of Technology</b> Candidates embrace technology as an essential tool for teaching and learning mathematics. Indicator.....	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.	↑	↑	↑	↑	↑

<b>Standard 7: Dispositions</b> Candidates support a positive disposition toward mathematical processes and mathematical learning. Indicators.....	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
7.1 Attention to equity	↑	↑	↑	↑	↑
7.2 Use of stimulating curricula	↑	↑	↑	↑	↑
7.3 Effective teaching	↑	↑	↑	↑	↑
7.4 Commitment with misunderstanding	↑	↑	↑	↑	↑
7.5 Use of various assessments	↑	↑	↑	↑	↑
7.6 Use of various teaching tools including technology	↑	↑	↑	↑	↑

<b>Standard 9: Knowledge of Number and Operation</b> Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
9.1 Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers.	↑	↑	↑	↑	↑
9.2 Use properties involving number and operations, mental computation, and computational estimation.	↑	↑	↑	↑	↑
9.3 Provide equivalent representations of fractions, decimals, and percents.	↑	↑	↑	↑	↑
9.4 Create, solve, and apply proportions.	↑	↑	↑	↑	↑
9.5 Apply the fundamental ideas of number theory.	↑	↑	↑	↑	↑
9.6 Make sense of large and small numbers and use scientific notation.	↑	↑	↑	↑	↑
9.7 Compare and contrast properties of numbers and number systems.	↑	↑	↑	↑	↑
9.8 Represent, use, and apply complex numbers.	↑	↑	↑	↑	↑
9.9 Recognize matrices and vectors as systems that have some of the properties of the real number system.	↑	↑	↑	↑	↑
9.10 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 10: Knowledge of Different Perspectives on Algebra</b> Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
10.1 Analyze patterns, relations, and functions of one and two variables.	↑	↑	↑	↑	↑

10.2 Apply fundamental ideas of linear algebra.	↑	↑	↑	↑	↑
10.3 Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.	↑	↑	↑	↑	↑
10.4 Use mathematical models to represent and understand quantitative relationships.	↑	↑	↑	↑	↑
10.5 Use technological tools to explore algebraic ideas and representations of information and in solving problems.	↑	↑	↑	↑	↑
10.6 Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 11: Knowledge of Geometries</b> Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
11.1 Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.	↑	↑	↑	↑	↑
11.2 Exhibit knowledge of the role of axiomatic systems and proofs in geometry.	↑	↑	↑	↑	↑
11.3 Analyze characteristics and relationships of geometric shapes and structures.	↑	↑	↑	↑	↑
11.4 Build and manipulate representations of two- and three- dimensional objects and visualize objects from different perspectives.	↑	↑	↑	↑	↑
11.5 Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representational systems.	↑	↑	↑	↑	↑
11.6 Apply transformations and use symmetry, similarity, and congruence to analyze mathematical situations.	↑	↑	↑	↑	↑
11.7 Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.	↑	↑	↑	↑	↑
11.8 Demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 12: Knowledge of Calculus</b> Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
12.1 Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.	↑	↑	↑	↑	↑
12.2 Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.	↑	↑	↑	↑	↑
12.3 Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts.	↑	↑	↑	↑	↑
12.4 Use technological tools to explore and represent fundamental concepts of calculus.	↑	↑	↑	↑	↑
12.5 Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 13: Knowledge of Discrete Mathematics</b> Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
13.1 Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.	↑	↑	↑	↑	↑
13.2 Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.	↑	↑	↑	↑	↑
13.3 Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.	↑	↑	↑	↑	↑
13.4 Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 14: Knowledge of Data Analysis, Statistics, and Probability</b> Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
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14.1 Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.	↑	↑	↑	↑	↑
14.2 Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.	↑	↑	↑	↑	↑
14.3 Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.	↑	↑	↑	↑	↑
14.4 Use statistical inference to draw conclusions from data.	↑	↑	↑	↑	↑
14.5 Identify misuses of statistics and invalid conclusions from probability.	↑	↑	↑	↑	↑
14.6 Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions	↑	↑	↑	↑	↑
14.7 Determine and interpret confidence intervals.	↑	↑	↑	↑	↑
14.8 Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 15: Knowledge of Measurement</b> Candidates apply and use measurement concepts and tools.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
15.1 Recognize the common representations and uses of measurement and choose tools and units for measuring.	↑	↑	↑	↑	↑
15.2 Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.	↑	↑	↑	↑	↑
15.3 Completes error analysis through determining the reliability of the numbers obtained from measures.	↑	↑	↑	↑	↑
15.4 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.	↑	↑	↑	↑	↑

<b>Standard 8: Knowledge of Mathematics Pedagogy</b> Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.	↑	↑	↑	↑	↑
8.2 Selects and uses appropriate concrete materials for learning mathematics.	↑	↑	↑	↑	↑
8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.	↑	↑	↑	↑	↑
8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.	↑	↑	↑	↑	↑
8.5 Participates in professional mathematics organizations and uses their print and on-line resources.	↑	↑	↑	↑	↑
8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.	↑	↑	↑	↑	↑
8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.	↑	↑	↑	↑	↑
8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.	↑	↑	↑	↑	↑