

**The College of Saint Rose
Thelma P. Lally School of Education
Department of Literacy and Special Education**



Student Teaching Guidebook

for

**Special Education Teacher Candidates,
Cooperating Teachers, and College Supervisors**

(revised August 2018)

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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.

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>), the "Code of Ethics for Educators" articulated by the New York State Department of Education (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>) and the "Ethical Principles for Special Education Professionals" adopted by the Council for Exceptional Children in 2010 (<http://www.cec.sped.org/content/navigationmenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.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

OVERVIEW OF POLICIES AND PROCEDURES FOR STUDENT TEACHING

PURPOSES OF STUDENT TEACHING

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

Seminars and Other Requirements

Teacher candidates must attend weekly seminars during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, teacher candidate, and the college supervisor during the initial meeting. The major requirement is the development of an instructional plan of 3-5 sequential lessons and a teacher work sample. As a requirement for initial NYS certification, candidates in dual major programs will also be required to complete an edTPA (teacher performance assessment) during their special education student teaching session. Dual major candidates are also required to develop and present a capstone portfolio at the end of the student teaching semester. Other program specific assignments may be required.

Attendance Policies and Notification of Absence

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 that are required by the teachers in the school. 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 he/she will follow the same schedule and guidelines that the cooperating teacher is expected to follow.

In the event that circumstances necessitate that a student teacher is absent from the placement, the student teacher must contact the school, the cooperating teacher and the college supervisor before the beginning of the schoolday. Substitute plans should be provided by the student teacher for any lessons that the student teacher was scheduled to teach that day.

On occasion, and usually resulting from extenuating circumstances, the teacher candidate may be absent from the classroom. If the cooperating teacher feels that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher should contact the college supervisor to discuss and coordinate solutions. Absences in excess of two days per student teaching session may result in an extension of the student teaching placement.

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 cooperating teacher is required to be out of the classroom. In fact the cooperating teacher can become an anonymous observer in the classroom, providing the teacher candidate with valuable feedback regarding performance.

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 that framework. The teacher candidate is expected to follow the Code of Ethics and demonstrate professionalism as a member of the teaching community. Teacher candidates should:

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.
- Demonstrate understanding that student teaching is a full-time task and requires a full-time commitment. Engaging in additional coursework and outside employment are not recommended.

Appearance

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

Confidentiality

- Maintain confidentiality of all sensitive information regarding their students. 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. Teacher candidates must demonstrate professionalism 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. Teacher candidates should be sure to ask their cooperating teachers or school administrators about their school's policy.
- Increasingly, schools are rewriting their "employee codes of conduct" to include the use of **social networking sites** by teachers. Teacher candidates are encouraged to always maintain a professional distance with regard to these public sites and the use of text messaging relative to the students with whom they are working. Again, teacher candidates are to ask the cooperating teacher or principal if such a policy exists in the host school. Even if a policy does not exist, candidates should avoid the appearance of impropriety by not communicating with students through text messaging or social networking sites.

Cell Phone Use

- Teacher candidates should also consult with the cooperating teacher or principal about existing faculty policy related to cell phone use. Professionalism dictates that one should not use a cell phone for conversation or for 'texting' during the instructional portion of the school day. Unless there are extenuating circumstances, cell phones should be in vibrate mode or not turned on at all. Candidates should inform the cooperating teacher if extenuating circumstances require that the cell phone remain activated because of a possible emergency. *Non-instructional time should be used to become increasingly knowledgeable about the students in the classroom, curriculum, instruction, or special services available to children in the building.*

School Photo or Video Policy

- Most school boards have a policy in this regard. Teacher candidates should make sure to check with the cooperating teacher and/or school principal before taking photographs or videos of children in the classroom; permission may be required. The video permission form required before videotaping for the edTPA will be provided to candidates in seminar.

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

- 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, appropriate dress, 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.
- Follows college guidelines regarding the writing and submission of lesson plans.
- 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 provided that they are permitted/invited.
- Attends weekly scheduled sessions of Student Teaching Seminar.
- Completes required lesson and instructional plans.
- Completes required final evaluation of his/her progress.

Cooperating Teacher

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Provides the teacher candidate with information about the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Demonstrates exemplary teaching methods and provides 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 instructional plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Completes a minimum of four documented observations and debriefing conferences with the teacher candidate during the seven-week placement.
- 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 all instructional plans prepared by the teacher candidate and provides feedback.
- Participates in meetings with teacher candidate and cooperating teacher.
- Informs Coordinator of Field Supervision of teacher candidate's progress.
- Completes and submits all evaluation forms to the Coordinator of Field Supervision via the Field Placement and Advisement Office and grade recommendation to the Coordinator of Field Supervision.

Coordinator of Field Supervision

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

The School Principal

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

Weekly Guidelines for Teacher Candidates, Cooperating Teachers and College Supervisors

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

Week 1:

Teacher Candidate

- Provide CSR packet of materials to cooperating teacher.
- Review student teaching responsibilities and assignments.
- Observe cooperating teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Organize 3-ring binder for lesson plans, journal entries, etc.
- Assist Cooperating Teacher with students and classroom routines.
- Offer to work with individuals and small groups. Decide on instructional plan (IP) plan topic or theme.
- Review IEPs for all identified students
- Complete the first journal entry. This is to be submitted to the college supervisor by the Sunday following the first week of student teaching.

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 teacher candidate and 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 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-ringbinder.
- Prepare for first supervisory visit.
- Begin planning for completion of the edTPA or IP/TWS assignment.
- Begin co-teaching.
- Complete and submit second journal entry

Cooperating Teacher

- Co-teach a lesson with teacher candidate.
- Increase teacher candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, unit plan development, school involvement, use of technology/resources.
- Complete the "Preliminary Report on Student Teaching" and give to college supervisor

College Supervisor

- Assist teacher candidate with refining lesson planning, delivery and assessment.
- Review all lesson plans written and implemented to date.
- Read journal entries and return with written comments
- Provide feedback progress with edTPA or IP/TWS

Week 3:

Teacher Candidate

- Maintain 3-ring binder of plans, evaluations, reflections.
- Identify instructional group, central focus and target student(s) for edTPA or IP/TWS assignment.
- Keep **Teacher Work Sample** assignment in mind in the development of the instructional plan.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Submit lesson plans to cooperating teacher prior to teaching.
- Complete and submit third journal entry

Cooperating Teacher

- Establish a time when lesson plans are to be submitted for approval before they are taught.
(NOTE: 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 of the instruction.
- Provide college supervisor with the yellow copy of observation evaluation.

College Supervisor

- Assist teacher candidate with refining lesson planning, delivery and assessment.
- Review all lesson plans written and implemented to date.
- Provide final feedback on EdTPA or IP/TWS. Review goals, unit overview and pre-assessment.
- Complete observation and written evaluation #1.
- Debrief with teacher candidate to discuss strengths and weaknesses of the instruction.

Week 4

Teacher Candidate

- Keep everything up to date for cooperating teacher and supervisor.
- Implement EdTPA or IP/TWS lessons during week four or five.
- Focus on continued development of class management skills.
- Establish solo week dates** in collaboration with cooperating teacher and college supervisor.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Submit lesson plans as required.
- Complete and submit fourth journal entry

Cooperating Teacher

- Increase teacher candidate's teaching and other classroom responsibilities.
- Provide verbal/written feedback with discussion.
- Make decisions regarding **solo week** scheduling.
- Complete formal observation and written evaluation #2.
- Debrief with teacher candidate to discuss strengths and weaknesses of instruction..
- Provide college supervisor with the yellow copy of observation evaluation #2.

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 of instruction.
- Collect observation evaluation #2 from cooperating teacher

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.
- Complete fifth journal entry

Cooperating Teacher

- Continue to increase teacher candidate responsibilities.
- Complete formal observation and written evaluation #3.
- Debrief with teacher candidate to discuss strengths and weaknesses.
- Review and approve solo week plans.
- Provide college supervisor with copy of observation evaluation.#3

College Supervisor

- Assist teacher candidate with refining lesson planning, delivery and assessment.
- Review and approve solo week plans
- Complete formal observation and written evaluation #3.
- Debrief with teacher candidate to discuss strengths and weaknesses.
- Collect observation evaluation #3 from cooperating teacher.

Week 6:

Teacher Candidate

- Contact the 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.
- Consider specific goals for professional development during the second placement?
- Complete and submit sixth journal entry

Cooperating Teacher

- Assist teacher candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- 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.
- Complete observation and written evaluation #4.
- Debrief with teacher candidate to discuss strengths and weaknesses.

Week 7, Final Week:

Teacher Candidate

- Complete **Final Student Teaching Evaluation** form.
- 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 instructional responsibilities back to cooperating teacher.
- Complete final journal entry

Cooperating Teacher

- Complete **Final Student Teaching Evaluation** form using on-line Chalk and Wire platform.
- Prepare for final evaluation conference with teacher candidate and college supervisor.
- Begin to resume teaching responsibilities from teacher candidate.
- Arrange for the student teacher to do an observation of another class or two in the building.(optional)
- Enter final evaluation ratings on Chalk & Wire

College Supervisor

- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with teacher candidate and cooperating teacher.
- Collect completed final evaluation forms from all participants at the final conference.
- Submit the following to the CSR Coordinator for Field Supervision for the Department of Literacy and Special Education within one week of the end of the placement. (Place in mailbox#44)
 1. 4 yellow copies of the cooperating teacher's lesson evaluations
 2. 4 yellow copies of the supervisor's lesson evaluations
 3. Enter final evaluation ratings on Chalk & Wire

Evaluation Forms

The College of Saint Rose
Department of Literacy and Special Education
 Student Teacher Observation Feedback Form

Student Teacher: _____ Evaluator: _____

School: _____ or 2 _____ Date: _____ Session: 1
 Observation #: 1 2 3 4 Subject Area: _____

Using the following scale, provide an overall score for each area on the line:

1= area in need of development | **2 = meets expectations** | **3- exemplary performance**

CHECKLIST In each area, check all items observed.	COMMENTS Highlight strengths and provide suggestions.
<p>INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> Y Lesson plan was detailed, developmentally appropriate and written according to the prescribed format. Y Lesson plan was aligned with clear, measureable objective(s). Y Lesson plan was aligned with the Common Core or appropriate content standards. Y Lesson procedure was well structured. Y Lesson plan defined clear differentiation of instruction to address varied abilities. Y Lesson plan identified the communication demands for the lesson. and addressed how they would be taught. Y Instructional strategies were pedagogically sound, innovative and creative. Y Lesson materials were selected or created to enhance the learning process. <p>OVERALL SCORE _____</p>	
<p>INSTRUCTIONAL DELIVERY</p> <ul style="list-style-type: none"> Y Instruction began with clear preset which captured learners' interest. Y Instruction established a clear connection to learners' prior learning & experience. Y Instruction demonstrated accurate and in-depth understanding of content. Y Instruction was well-organized & paced. Y Instruction engaged learners actively. Y Varied levels of questions were used to develop learner understanding. Y Instructional technologies were used effectively to enhance learning. Y Adaptation of instruction and/or materials effectively addressed individual needs. Y Instruction ended with clear closure. <p>OVERALL SCORE _____</p>	

<p>ASSESSMENT</p> <ul style="list-style-type: none"> Y Learners' progress toward goal attainment was well monitored using a variety of effective assessment approaches. Y Learners were given corrective feedback. Y Adjustment to instruction based on assessment results effectively addressed the needs of the learners. Y Instruction encouraged learner self-evaluation. <p>OVERALL SCORE _____</p>	
<p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> Y Positive and proactive management strategies were used to establish and maintain a positive classroom environment. Y Expectations for behavior were clear. Y Student behavior was well monitored. Y Strategies utilized to change behavior were effective and respectful. <p>OVERALL SCORE _____</p>	
<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> Y To date, candidate has been prompt and prepared. Y To date, candidate's spoken and written communication has been professional. Y To date, candidate's performance has met legal and ethical standards for educators. <p>OVERALL SCORE _____</p>	

FOCUS GOAL (s): for the next week

Teacher candidate will set this goal in consultation with the cooperating teacher and/or supervisor.

Date of Next Observation: _____

Student Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

White Copy: Teacher Candidate **Yellow Copy:** Supervisor **Pink Copy:** Cooperating Teacher

Guidelines for Formal Observation /Evaluation of Teacher Candidate

Lesson observation/evaluation is a means of evaluating overall growth and is a continuing process shared by the teacher candidate, the cooperating teacher and the college supervisor. Each student teacher is to be formally observed by both the Cooperating Teacher and by the College Supervisor a minimum of four time in each placement. The following guidelines may be helpful in shaping the growth process.

The evaluation form is divided into five sections, each emphasizing a particular area of instructional practice. Within each of the five sections is a list of quality indicators. While completing an observation, the evaluator is to look for these elements. The left side of the page is to be used as a checklist, where the evaluator can check off elements that have been observed in the lesson. Comments, both positive and constructive, are to be written on the right side of the page.

At the bottom of each section, an overall score is to be listed using the following scale:

1	Most of the elements were not observed, indicating that this is an area that needs considerable development.
2	Most elements were observed, although a few may need further refinement.
3	All elements were observed, most were completed in an exemplary manner.

After the observation, the evaluator is to meet with the student teacher to discuss the lesson observed. This conversation should promote reflection on the part of the student teacher about the strengths of the instruction as well as to identify areas in need of refinement. At the bottom of the observation evaluation form, the student teacher should identify a particular area of instruction that student teacher will target for improvement over the next week. The evaluator will then commit to giving specific feedback on that area in the next formal observation.

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

Student Learning Focus

- Demonstrates clarity in regard to intended learning outcome
- 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

- Plans lessons based upon current instructional level of students and individual learning needs
- Develops clear, thorough and comprehensive daily lesson plans
- Prepares materials to support students in reaching the learning target.
- Aligns lesson objectives to Common Core and Subject Specific Standards
- Attends to the differentiation of instruction during the planning stage

Content and Pedagogy

- Demonstrates mastery of subject matter
- Organizes content around key ideas
- Assesses students' prior knowledge
- Implements objectives as described in lesson plan

- Embeds instruction within the lesson to guide students in reaching IEP goals.
- 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
- Addresses special learning needs of individual students in both planning and implementation.
- Uses spontaneous learning situations (teachable moments)
- Provides for active student involvement with key ideas of content
- Provides students with useful feedback and opportunities to apply the feedback
- Uses formative and summative assessment strategies
- Demonstrates enthusiasm while teaching
- Uses technology to assist in teaching tasks
- Involves students in using technology

Management

- Creates a safe and humane classroom environment that promotes learning and creativity
- Defines and teaches expected student behavior
- Manages student behavior in small and large group activities
- Manages transitions effectively
- Maximizes use of class time
- 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 STUDENT TEACHING EVALUATION

Domain One: Planning

Performance Indicator	Highly Effective (at pre-service level) 4	Proficient 3	Developing 2	Unsatisfactory 1	Not Observed
PL-1 Demonstrates content knowledge with accuracy	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.	Candidate demonstrates adequate 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 basic content knowledge and a limited understanding of the relationships between concepts within the content. Candidate's lesson plan includes occasional content errors.	Candidate demonstrates inadequate 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.	
PL-2 Plans instruction based upon relevant theories of human development, developmentally appropriate expectations, and identified pupil needs.	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 needs is consistently evident. Appropriately high expectations are maintained for all pupils.	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 needs is evident.	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 needs is limited.	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, etc.)	
PL-3 Aligns lesson objectives and assessments to learning standards for the discipline.	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.	

<p>PL-4 Develops lesson plan with introduction, procedures and closure. (NEW!)</p>	<p>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.</p>	<p>Candidate's plan is well organized, with lesson introduction, procedures, and closure .</p>	<p>Candidate's plans use a recognizable lesson structure, though it is not uniformly maintained throughout.</p>	<p>Candidate does not plan effective lesson introduction, procedures, and closure</p>	
<p>PL-5 Meaningfully connects content to pupils' life experiences and prior learning.</p>	<p>Candidate consistently and meaningfully connects content to pupils' life experiences and prompts students to consider and make connections to different perspectives.</p>	<p>Candidate consistently and meaningfully connects content to pupils' life experiences and prior learning.</p>	<p>Candidate is beginning to make meaningful content connections to pupils' life experiences and prior learning.</p>	<p>Candidate does not meaningfully connect content to pupils' life experiences and/or prior learning.</p>	
<p>PL-6 Selects and creates materials and resources (including assistive technologies where appropriate) to enhance learning for all pupils.</p>	<p>Candidate strategically selects or creates instructional 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>Candidate strategically selects or creates instructional materials and resources that enhance learning for all pupils, and supports pupils in their use of assistive technologies where appropriate.</p>	<p>Candidate is becoming more strategic in selecting or 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>Candidate does not select or create materials and resources to enhance learning for all pupils OR does not support student use of assistive technologies where appropriate.</p>	
<p>PL-7 Anticipates possible learning challenges for individual students and includes instructional supports within the lesson plan.</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

Performance Indicator	Highly Effective (at pre-service level) 4	Proficient 3	Developing 2	Unsatisfactory 1	Not Observed
E-1 Maintains a pupil-centered learning environment that is safe, positive and respectful.	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 OR fails to show respect and/or caring for students	
E-2 Clearly teaches and reinforces the behavioral expectations for the classroom.	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.	
E-3 Uses a variety of effective positive management strategies to establish and maintain appropriate behavior.	Candidate consistently uses a variety of effective positive management strategies to establish and maintain appropriate behavior. Strategies are selected to address the function of the 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.	

<p>E-4 Monitors pupils' behaviors.</p>	<p>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.</p>	<p>Candidate uses formal and informal methods to systematically and consistently monitor pupils' behavior and provide constructive feedback.</p>	<p>Candidate is developing formal and informal methods to systematically monitor pupils' behavior and provide constructive feedback.</p>	<p>Candidate does not monitor pupils' behaviors OR does not intervene when students are acting inappropriately/being disrespectful.</p>	
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Domain Three: Instruction

Performance Indicator	Highly Effective (At pre-service level) 4	Proficient 3	Developing 2	Unsatisfactory 1	Not Observed
I-1 Engages pupils' interest and involvement in lesson	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.	
I-2 Provides appropriate scaffolding (strategies or materials) within the lesson procedure	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	
I-3 Paces instructional delivery appropriately	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.	
I-4 Demonstrates flexibility and responsiveness	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	

<p>I-5 Effectively uses range of developmentally appropriate questioning strategies</p>	<p>Candidate consistently uses a range of developmentally appropriate questions that invite a thoughtful response. Questioning includes high-quality questions to generate higher level thinking.</p>	<p>Candidate consistently uses a range of developmentally appropriate questions that invite a thoughtful response.</p>	<p>Candidate's questions are a combination of low and moderate quality; only some invite a thoughtful response.</p>	<p>Candidate does not effectively use a range of developmentally appropriate questioning strategies</p>	
<p>I-6 Effectively uses instructional and assistive technologies to enhance learning for all pupils</p>	<p>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.</p>	<p>Candidate uses instructional or assistive technologies to effectively enhance learning for most students effectively.</p>	<p>Candidate uses instructional and/or assistive technologies but it neither enhances student learning nor engagement</p>	<p>Candidate does not use instructional technologies to enhance the learning of all pupils OR use assistive technologies where appropriate</p>	

Domain Four: Assessment

Performance Indicator	Highly Effective (At pre-service level) 4	Proficient 3	Developing 2	Unsatisfactory 1	Not Observed
A-1 Regularly checks for understanding during instruction	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	
A-2 Provides positive and corrective feedback to pupils during instruction	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 OR does not provide corrective feedback to pupils	
A-3 Collects and uses evidence of pupil's meeting instructional objectives	Candidate systematically collects and uses formative and summative evidence of pupils' attainment of instructional objectives.	Candidate collects and uses evidence of pupils' meeting instructional objectives most of the time.	Candidate collects evidence of pupils' meeting instructional objectives; does not make use of the evidence to plan subsequent instruction	Candidate does not collect or use evidence of pupils' meeting instructional objectives.	
A-4 Uses a variety of appropriate assessments to monitor student learning	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 broader variety of assessments to monitor pupils' learning	Candidate does not use a variety of appropriate assessments to monitor student learning	
A-5 Uses assessment to monitor the progress of all pupils including those with IEP or 504 Plan goals as appropriate	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	
A-6 Promotes pupil self-evaluation of learning and/or behavior	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	

A-7 Attends to the diverse needs of all pupils when assessing pupil learning	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	
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Domain Five: Professionalism

Performance Indicator	Highly Effective (At pre-service level) 4	Proficient 3	Developing 2	Unsatisfactory 1	Not Observed
P-1 Demonstrates a professional presence in terms of initiative, confidence, emotional maturity, and attire	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	
P-2 Interacts positively and respectfully with pupils and staff.	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	
P-3 Collaborates with, and when appropriate, directs other professionals in the planning and delivery of instruction	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	
P-4 Adheres to all legal and ethical standards for educators	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	
P-5 Responds positively to feedback from others	Candidate openly requests feedback from others; takes an active role on the instructional team, receiving and giving feedback on practice	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	
P-6 Engages in activities that enhance professional development (workshops; PD opportunities, etc)	Candidate frequently engages in professional development opportunities and uses new knowledge and skills to meet the needs of all pupils	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	

P-7 Engages in reflective practice	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	
P-8 Demonstrates professionalism in spoken and written communication	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	

THE COLLEGE OF SAINT ROSE
Preliminary Two-Week Evaluation of Teacher Candidate
Preliminary Report on Student Teaching
(To be completed during week two of student teaching)

Adolescence Childhood Early Childhood

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: _____

Indicate evaluator

Cooperating Teacher's Name: _____

Supervisor'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

1. The candidate provided the cooperating teacher with the CSR student teaching packet & reviewed expectations & assignments. (S)(U)(N)

2. The candidate has become familiar with the classroom/school expectations & policies. (S)(U)(N)

3. The candidate is beginning to demonstrate:

a). professional dress (S)(U)(N)

b). positive/professional attitude (S)(U)(N)

c). enthusiasm toward teaching (S)(U)(N)

d). organizational skills (S)(U)(N)

e). timeliness with regard to expected arrival (S)(U)(N)

/departure times

4. The candidate is beginning to demonstrate initiative & responsibility. (S)(U)(N)

5. The candidate is beginning to demonstrate an understanding & appreciation of appropriate interpersonal relationships with students & school personnel (S)(U)(N)

THE COLLEGE OF SAINT ROSE
Interim Four-Week Evaluation of Teacher Candidate
Interim Report on Student Teaching
(To be completed during week four of student teaching)

Adolescence Childhood Early Childhood

Teacher-Candidate's Name: _____
Indicate evaluator

Cooperating Teacher's Name: _____

Supervisor's Name: _____
School: _____ Date: _____

Rating Scale:

S=Satisfactory U=Unsatisfactory N=No basis for evaluation

I. PROFESSIONAL KNOWLEDGE AND SKILLS

- Establishing professional relationships (S) (U) (N)
- Exhibits professional poise and confidence (S) (U) (N)

II. CONTENT AND SUBJECT MATTER KNOWLEDGE

- Demonstrates clear knowledge of subject matter (S) (U) (N)
- Models proper written communication skills (S) (U) (N)
- Models correct standard English (S) (U) (N)

III. THE NATURE OF LEARNING

- Exhibits genuine rapport with students (S) (U) (N)
- Works effectively with student differences (S) (U) (N)
- Displays skill in engaging students (S) (U) (N)
- Understands students' developmental levels (S) (U) (N)

IV. THE NATURE OF TEACHING

- Develops quality daily lesson plans (S) (U) (N)
- Submits lesson plans in a timely manner (S) (U) (N)
- Demonstrates skill with appropriate teaching strategies (S) (U) (N)
- Organizes classroom effectively for instruction (S) (U) (N)
- Manages student behavior appropriately and effectively (S) (U) (N)

V. PROFESSIONAL VALUES AND ATTITUDES

- Responds well to suggestions (S) (U) (N)
- Exhibits both the disposition and ability to self-evaluate (S) (U) (N)
- Exhibits enthusiasm for children and teaching (S) (U) (N)
- Models respect for the occasion (S) (U) (N)

Comments and recommendations:

(If there are concerns, please contact the college supervisor)

Final Evaluation of Teacher Candidate: See Appendix A

Rating Scale Guidelines for Final Evaluation Form

There are eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form. Each area is further defined by multiple indicators. The following descriptors serve as a guide to the rating scale used for the **Overall Quality Rating** on the final evaluation form. (bottom page 4)

Distinguished

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

Proficient

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

Novice

- Ratings on the Final Evaluation Form were mostly *Novice* with some *Proficient*.
- Progress during student teaching may be inconsistent or slow, but clearly evident
- Generally relied on suggestions from supervisors and sometimes had difficulty implementing those suggestions
- Teacher candidate demonstrates a desire for continued growth and the disposition to benefit from assistance
- Seldom initiated implementation of personal ideas

Unsatisfactory

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

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>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Communicating professionally using appropriate tone, tact and pragmatics in all situations • Participating in reciprocal and collaborative conversations • Soliciting or receiving feedback • Solving conflicts • Responding to others in an emotionally mature manner • Writing in a clear, accurate, and professional manner. 	<p>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.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Communicating professionally using appropriate tone, tact and pragmatics in all situations • Participating in reciprocal and collaborative conversations • Soliciting or receiving feedback • Solving conflicts • Responding to others in an emotionally mature manner • Writing in a clear, accurate, and professional manner. 	<p>3: Behavior is appropriate for the profession.</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		
<p>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Completing tasks in a timely fashion • Taking responsibility for work • Working collaboratively in academic and field/clinical settings • Reflecting on one's own performance • Utilizing feedback • Committing to professional learning • Complying with the rules and expectations of the class, practicum or field site, including professional appearance. 	<p>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.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Completing tasks in a timely fashion • Taking responsibility for work • Working collaboratively in academic and field/clinical settings • Reflecting on one's own performance • Utilizing feedback • Committing to professional learning • Complying with the rules and expectations of the class, practicum or field site, including professional appearance. 	<p>3: Behavior is appropriate for the profession.</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>

Comments:

Ethics		
<p>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Demonstrating ethical behavior for the profession • Showing awareness, sensitivity, and respect for all individuals • Maintaining privacy and confidentiality • Demonstrating honesty and integrity at all times • Modeling intellectual curiosity, open-mindedness, and critical analysis. 	<p>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.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Demonstrating ethical behavior for the profession • Showing awareness, sensitivity, and respect for all individuals • Maintaining privacy and confidentiality • Demonstrating honesty and integrity • Modeling intellectual curiosity, open-mindedness, and critical analysis. 	<p>3: Behavior is appropriate for the profession.</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 _____

LESSON PLANNING PROTOCOL

Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Teacher-candidates are expected to plan for *every* lesson and activity they are responsible for teaching during the student teaching semester. Lesson plans are to be shown to the cooperating teacher on the day before the lesson is to be taught. Typically, the cooperating teacher will review the plan, and make suggestions for revision.

The amount of detail in the plan will decrease as the experience moves from the initial stages to the final stages. As the teacher candidate assumes more and more responsibility, the cooperating teacher will correspondingly alter the planning requirements.

The *first two lessons* that the teacher-candidate teaches in any core subject area are to be developed according to the *St. Rose Lesson plan* format outlined on the following pages.

This format is also to be used each time the supervisor completes a lesson observation.

A copy of the lesson plan should be given to the supervisor prior to the observation.

The supervisor, in consultation with the cooperating teacher, will determine if after two lessons in a given subject area, the teacher candidate is ready to move to the *abbreviated format* in that subject area for the remainder of the student teaching experience.

Plans for solo week need to be developed and submitted to both the cooperating teacher and college supervisor *in advance* of the solo week. The format and detail of the plans will be determined jointly by the cooperating teacher and college supervisor and communicated to the teacher-candidate.

Lesson Plan Format

Department of Literacy and Special Education

TITLE of LESSON: The title is a forecast for the specific focus of this particular lesson.

DATE of LESSON: _____ **and TIME of LESSON** _____ **SUBJECT AREA** _____

- **CONTEXT STATEMENT:** Describe the target pupil population and context. Begin with general information about the district and the school where you are teaching. This would include the type of district (urban, suburban, rural) the number of students in the district, the number of schools in the district, the percentage of students who are receiving free or reduced lunch, and any other distinguishing features of the district. You can get this information from the district’s webpage, the district reportcard
 - <http://data.nysed.gov/> and the Child Nutrition ManagementSystem.
http://portal.nysed.gov/pls/cn_port/mel3_pkg.elig_enroll_query
 - Describe the school. Once again, include grade range, the number of students, any particular philosophy or overarching principles that would be emphasized within the school.
 - Describe the classroom population. Include the number of students in the classroom and the grade level span, the gender breakdown, the ethnic/racial characteristics, the number of students with IEPs and the categories of their disability classifications according to their IEPs, the number of students who are ELLs or who have 504 plans.
 - Describe the type of classroom where you will be teaching the lesson. (general education, resource room, special class, etc) and your role in the instruction (Primary teacher, co-teacher, small group teacher, etc)
 - Indicate the number of adults who will be in the room and identify the roles of each. (paraprofessional, speech therapist, behavior specialist, etc) Identify the child-to-staff ratio.

COMMON CORE and CONTENT SPECIFIC STANDARDS: Include both standard number and standard text. (Example - 4 G.A. 3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.)

OBJECTIVE(s)	ASSESSMENT(s) – Formative & Summative
<p>Objectives should be written with condition, behavior and criterion for mastery.</p> <p>(Example - Given a clear definition of symmetry supported by examples of symmetrical figures projected on the SMART Board and guided practice using a paper-folding technique to determine the number of lines of symmetry, the student will use a ruler to draw the lines of symmetry on 5 shapes with 100% accuracy.</p>	<p>Formative Assessment (Example: the student’s understanding of the concept of symmetry will be determined based upon observation during the guided practice portion of the lesson.)</p> <p>Summative Assessment (Example: the student will independently draw lines of symmetry on the five shapes printed on the worksheet used as an exit ticket at the end of the lesson)</p>

RECEPTIVE AND/OR EXPRESSIVE COMMUNICATION DEMANDS

- **Communication Skills** – Describe the communication skill(s) needed by the learners to understand what to do to participate in learning tasks (receptive) and/or to demonstrate their learning or perform appropriately in the context (expressive).
- **Academic Language** -Identify the language of the discipline that students will need to learn and use to participate and engage in the content area in meaningful ways.
- **Language Function** – Identify the active verbs within the learning outcomes . (to draw lines of symmetry)
- **Explain** how you plan to support the student’s use of the communication skill

DIFFERENTIATION of INSTRUCTION

Describe the manner in which content is selected, instruction provided and assessment conducted in flexible ways that address the learning strengths and needs of all learners in the instructional group.

SUPPORTS to ADDRESS DIVERSE STUDENT NEEDS

Initials of Child	Anticipated Challenges	Special Instructional Considerations
J.K.	Has difficulty following multi-step directions.	The teacher will give directions one step at a time and monitor J closely to ensure that he completes one step correctly before proceeding to the next.
E.L.	Cannot draw due to significant motor impairment.	The student will identify and count lines of symmetry on 5 shapes by using the Symmetry Lab Basic iPad app
S.A.	Works very slowly due to perfectionist tendencies. Becomes upset if he doesn’t finish on time.	The teacher will give S an exit ticket with 3 shapes rather than 5.

~ Note: Anticipated challenges should be academic as well as behavior challenges.

PROCEDURES

INTRODUCTION/ OPENING/ ANTICIPATORY SET

Open the lesson in a way that will generate interest and curiosity.
 Activate prior knowledge on the topic.

TEACHER	STUDENT(s)
<p>This is often broken down into the following steps:</p> <ul style="list-style-type: none"> • Teacher Directed Instruction (I DO) • Guided Practice (WE DO) • Independent Practice (YOU DO) 	

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FINAL CLOSURE

Revisit the lesson objective or primary learning target one last time.

Plan for Maintenance and Generalization

ABBREVIATED LESSON PLAN FORMAT

LESSON TITLE

DATE OF LESSON

COMMON CORE OR SUBJECT SPECIFIC LEARNING STANDARDS

BEHAVIORAL OBJECTIVE(s)

-

INDIVIDUAL OBJECTIVE(s), INSTRUCTIONAL MODIFICATION(s) or INSTRUCTIONAL CONSIDERATIONS CHART

- for specific students as indicated. (Follow guidelines on CSR lesson plan format)

PROCEDURES

- Introduction/anticipatory set
- Developmental activities or steps (may include formative assessment)
 - I Do
 - We Do
 - You, Do
 - Closure

ASSESSMENT of STUDENT LEARNING

MATERIALS/RESOURCES

* see full CSR plan format for additional information relative to the mandatory components of the shorter format.

** the abbreviated form must show how instruction is differentiated to address the needs of diverse student populations and individual learning challenges.

REQUIRED ASSIGNMENTS

For Students in SEE 481/485/505/582

- 1. Instructional Plan / TWS**
- 2. Transitional Portfolio – the week prior to student teaching**
- 3. Capstone Portfolio – the week following student teaching**

For Students in SED 505

- 1. Child Profile / TWS**

The College of Saint Rose
Department of Literacy and Special Education
Instructional Plan and Teacher Work Sample Assignment

Introduction: While in the general education placement, each student teacher is required to complete an Instructional Plan and Teacher Work Sample which will include the following components:

- Lesson plans for a set of 3-5 connected lessons.
- Formative and summative assessments for that sequence of lessons.
- A chart of progress monitoring data gathered from the administration of those assessments.
- Detailed analysis and reflection on the data as evidence of student progress toward goal attainment.

Purpose: The purpose of this assignment is to evaluate the degree of impact that the student teacher has had on pupil learning by examining the following:

- The teacher candidate's understanding of curriculum planning, based upon measurement of the prior knowledge and developmental readiness of the *general pupil population*.
- The teacher candidate's ability to develop and implement a sequence of lessons that are appropriately aligned with Common Core and other specific subject area learning standards and district curricular guides.
- The teacher candidate's understanding of the academic, social/emotional, and physical development and specific learning needs of an *individual pupil* within the class.
- The teacher candidate's ability to develop and utilize instructional strategies and methodologies that differentiate instruction to address a specific student's individual learning needs.
- The teacher candidate's ability to develop an assessment plan that is closely aligned with curricular goals, varied to address individual learning styles and special needs, and comprehensive in scope.
- The teacher candidate's ability to use assessment to monitor student progress, and reflect on assessment results for the purpose of adjusting and refining the instructional approach.

Requirements: The Teacher Work Sample assignment will focus on progress monitoring for one student and it will be tied to instruction that is delivered to that student within a general education environment. The components of the project are as follows:

PART A - Instructional Plan

- **Context** -Provide a detailed description of the context within which the instruction will be delivered. This statement will include a detailed description of the community in which the school resides, the school district, the school or program, and the classroom or setting where the instruction will take place. The staffing within the classroom should also be explained. The pupil population should be described in terms of the range of ages, grade levels, the number of students of each gender and the range of special needs represented within the group related to culture, English language proficiency and/or disability.
- **The Focus Learner** - Without using the student's actual name, provide a detailed description of the student who has been selected to be the focus learner for this project. Include relevant information regarding the student's age, grade level, gender, ethnicity, primary language, general family characteristics and educational placement.
- **Central Focus of Instruction** - Identify the ultimate learning outcome for the series of 3-5 lessons that you will teach to this student (either within a group or individually) as your focus for this project. Describe how it relates to the Common Core or other subject specific learning standards as well as district curriculum.
- **Goal for the Learning Segment** - Using the example below as a model, set up a chart that you will use to record all data related to regular progress monitoring of the target student's progress toward goal attainment. Chart must include the goal and the strategy(s) that will be taught to assist the student in progressing toward goal attainment.
- **Sequence of Learning Experiences** - Write a sequence of 3-5 interconnected lesson plans, which are clearly aligned with the stated central focus, have been developed using the St. Rose lesson plan format .(available in the Student Teaching Guidebook and on Blackboard) Each lesson should build upon the one prior to it to deepen student understanding or reinforce skill development.
- **Justification for Instructional Methodology** - Write a rationale for the methodology which you have chosen to use in your instruction. Your rationale should describe why the selected methodology is an appropriate choice for the subject matter, the developmental level of the student population and the focus learner's specific needs. The rationale must include support from the professional literature with appropriate in-text citation using APA form. A list of works cited must be included at the end of the paper.
- **Plan for Differentiation of Instruction** - If the lessons are delivered within a group situation, include a clear explanation of the ways in which instruction will be differentiated to address the learning needs of each learner. Evidence of differentiated instruction might include individualized objectives, accommodations, modifications and application of the principles of universal design for learning, evidence of tiered instruction.

PART B – Teacher Work Sample

- **Progress Monitoring Tool** - Design an assessment that you will use for repeated assessment (see example in chart above) of your focus learner’s progress toward attainment of the intended learning outcome. Include a copy of the assessment and its answer key in your paper. The same assessment tool should be used repeatedly to provide clear evidence of progress.
- **Regular Progress Monitoring Record** - After each lesson is taught, add a capsule summary of the lesson on the chart. Each time the assessment is given, record the scores for the focus learner on the chart, as illustrated on the example.

Continuous Progress Monitoring Chart

Instructional Goal: Given step-by- step scaffolded instruction, including the modeling of a strategy using graph paper to line up digits in multiplication problems, tsw compute 2 digit by 2 digit multiplication problems with 90% accuracy?

Dates of Instruction	Instruction Provided	Assessment Date	Assessment	Performance
9/ 11 to 9/15	<ul style="list-style-type: none"> • Introduction of ½ inch graph paper • Teacher modeling <ol style="list-style-type: none"> 1. How to set up problem on graph paper 2. Step-by-step procedure of computation • Student completion guided by step-by-step teacher prompting 	9/15	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping	40% correct in 6 minutes
9/18 to 9/22	<ul style="list-style-type: none"> • Student completion guided by step-by- step with teacher prompting. • Continued practice with fading of teacher prompting. • Teacher provides corrective feedback 	9/22	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping	60% correct in 6 minutes
9/ 25 to 9/29	<ul style="list-style-type: none"> • Student completes problems without prompting • Teacher provides corrective feedback 	9/29	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping.	90% correct in 6 minutes

- **Analysis of Pupil Progress** - After the instructional delivery is complete, summarize the assessment results as recorded on the progress monitoring chart. Using lesson plans and pupil work samples, analyze results as they relate to the progress of the focus learner toward attainment of the intended learning outcome.
- **Reflection on the Impact of Instruction** - Critique lesson design and delivery, instructional methodology and materials, in light of assessment results. What methods seemed to be particularly effective? Why? What methods did not prove effective? Why? If possible, support this discussion with video-taped evidence of your teaching.

- **Implications for Future Instructional Design and Delivery** – Describe what changes you would make in your instruction in light of these results. Include an objective that you believe would be the next logical step for this student to help the focus learner to move forward to attainment of the instructional goal

Revision 1/14/14	Standards Alignment				Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support	Omitted
Part A: Instructional Plan	New 7	Old 10	ACEI	CSR					
Context Statement	<u>CEC #1.1</u> <u>ISCI 1 K1</u> <u>ISCI 1 K8</u>	<u>CEC #2</u> <u>ICC2K1</u> <u>ICC2K5</u>	3.1	2,5,6	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	0 points
___ / 4 points					4 points	3 points	2 points	1 point	
Focus Learner	<u>CEC #1.2</u> <u>ISCI 1 K5</u> <u>ISCI 1 K10</u> <u>ISCI 1 K11</u> <u>ISCI 1 K12</u>	<u>CEC #3</u> <u>ICC3K1</u> <u>ICC3K2</u> <u>ICC3K4</u> <u>ICC3K5</u>	3.2	6	The focus learner for this assignment has been described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been –provided. A clear and detailed description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.	The focus learner for this assignment has been described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been provided. An adequate description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.	The focus learner for this assignment is described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been –provided. A very general discussion of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.	The description of the focus learner for this assignment is quite superficial and is missing several pieces of relevant information regarding age, gender, ethnicity, primary language and grade level. A description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has not been included.	0 points
___ / 4points					4 points	3 points	2 points	1 point	

	CEC New 7	CEC Old 10	ACEI	CSR	Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support	Omitted
Central Focus of Instruction	<u>CEC #3.1</u>	<u>CEC #7</u>	1	1	Statement clearly identifies the key understandings, <u>core concepts, skills or procedures</u> 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.	
____ / 4 points					4 points	3 points	2 points	1 point	0 points
Sequence of Learning Experiences (Lessons)	<u>CEC #3.1</u>	<u>CEC #7</u>	3.3	1,2,3, 6,7,8	A sequence of <u>3 interconnected plans</u> has been developed according to the St. Rose format. Learning experiences in the sequence are integrated around a central focus, connected to students' prior knowledge and build on each other to develop and deepen student understanding related to the central focus. Higher level thinking is promoted.	A sequence of 3 interconnected plans has been developed according to the St. Rose format. Learning experiences in the sequence are integrated around a central focus, connected to students' prior knowledge and build upon one another to develop student understanding related to the central focus.	A sequence of 3 plans has been developed. Each plan includes most of the components of the St. Rose format. Learning experiences are connected by topic or theme but do not build upon one another to deepen student understanding or competency related to specific concepts or skills.	A sequence of 3 plans has been developed. Several elements of the St. Rose format are missing. Learning experiences are not interconnected.	
____ / 5 points					5 points	4 points	3 points	2 point	0 points
Rationale for Instructional Methodology	<u>CEC # 5.1</u>	<u>CEC #7</u>		3	<u>A rationale, well supported by professional literature</u> , has been included. The rationale provides clear and thorough justification for the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation using the APA form has been utilized.	A rationale, with limited support from the professional literature, has been included. The rationale provides some justification for the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation has been utilized, with some inconsistency with APA form.	A rationale, lacking support from the professional literature, has been included. The rationale provides an explanation of the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation has not been utilized.	The rationale does not provide justification for how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group.	
	<u>ISCI 3K1</u> <u>ISCI 3K2</u> <u>ISCI 3K3</u> <u>ISCI 3K4</u>	<u>ICC7K1</u> <u>ICC7K2</u> <u>ICC7K3</u> <u>ICC7S6</u>							
	<u>ISCI 3K1</u> <u>ISCI 3K2</u> <u>ISCI 3K3</u> <u>ISCI 3K4</u>	<u>ICC7K2</u> <u>ICC7S6</u> <u>ICC7S10</u>							
	<u>ISCI 5 K2</u>	<u>ICC7K1</u>							

____ / 5points	CEC New 7	CEC Old 10	ACEI	CSR	Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support	Omitted
Plan for the Differentiation of Instruction	<u>CEC New 7</u> <u>CEC #5.1</u> <u>ISCI 5 S6</u> <u>ISCI 5 S7</u> <u>ISCI 5S11</u>	<u>CEC Old 10</u> <u>CEC #7</u> <u>ICC7S1</u> <u>ICC7S7</u> <u>ICC7S8</u> <u>ICC7S9</u> <u>ICC7S13</u>	3.2	2,3,5, 6,7	All plans include clear <u>explanation of the supports</u> 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 5 points	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. 4 points	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. 3 points	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. 2 point	0 points
____ / 5points									

**Part B:
Teacher Work Sample**

Progress Monitoring Tool	<u>CEC #4.1</u> <u>ISCI 4K1</u> <u>ISCI 4 S2</u> <u>ISCI 4S4</u>	<u>CEC #8</u> <u>ICC8K1</u> <u>ICC8S2</u> <u>ICC8S4</u>	4	4	An informal, <u>curriculum-based assessment</u> has been designed and used on a regular basis as a tool to measure pupil progress toward goal attainment. Assessment was well constructed to align with instructional objectives. 4 points	An informal, curriculum-based assessment has been designed and used on a regular basis as a tool to measure pupil progress toward goal attainment. Assessment needs minor revisions to be effective in assessing instructional objectives. 3 points	An informal, curriculum-based assessment has been designed and used sporadically as a tool to measure pupil progress toward goal attainment. Assessment needs major revisions to be effective 2 points	An assessment was used only once as a tool to measure pupil progress. 1 points	0 points
____ / 4points									
Regular Progress Monitoring Record	<u>CEC #4.2</u> <u>ISCI 4 S9</u>	<u>CEC #8</u> <u>ICC8S9</u>	4		Using the prescribed chart, <u>record keeping</u> of instructional intervention and assessment results has been consistent and regular. 4 points	Using the prescribed chart, record keeping of the instructional intervention and assessment results has been mostly consistent and regular. 3 points	While the chart was created consistent with the example provided, record keeping has not been consistent nor regular. 2 points	The chart was not created in a manner consistent with the example given and record keeping has not been consistent nor regular. 1 points	0 points
____ / 4 points									

	<u>CEC New 7</u>	<u>CEC Old 10</u>	ACEI		Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support	Omitted
Analysis of Pupil Progress ____ / 5 points	<u>CEC # 4.2</u> <u>ISCI 4 S5</u> <u>ISCI 4 S8</u>	<u>CEC #8</u> <u>ICC8S5</u> <u>ICC8S8</u>	4		Utilizing the data from the progress monitoring chart, student work samples and a 10 minute video clip (opt.) as evidence, a narrative has been included which provides a clear and detailed <u>analysis of assessment results</u> for the focus learner. Conclusions are logically drawn from the data. 5 points	Utilizing the data from the progress monitoring chart, student work samples and a 10 minute video clip (opt.) as evidence, a narrative has been included which provides an adequate analysis of assessment results for the focus learner. Conclusions are logically drawn from the data. 4 points	Utilizing the data from the progress monitoring chart and student work samples, a narrative has been included which provides a simple summary of the assessment data for the focus learner. 3 points	The narrative provided does not include an adequate analysis of the progress monitoring data for the focus learner nor does it draw logical conclusions from the assessment results 2 point	0 points
Reflection on the Impact of Instruction ____ / 5 points	<u>CEC #6.1</u> <u>ISCI 6 S9</u> <u>ISCI 6 S11</u> <u>ISCI 6 S13</u>	<u>CEC #9</u> <u>ICC9S9</u> <u>ICC9S11</u> <u>ICC9S13</u>	5.1		An evidence based reflection has been provided in which the <u>design and delivery of instruction</u> has been thoroughly analyzed in light of the focus learner's assessment results as evidence of the focus learner's response to the instruction provided. 5 points	An evidence based reflection has been provided in which the design and delivery of instruction has been adequately analyzed in light of the focus learner's assessment results, as evidence of the focus learner's response to the instruction provided. 4 points	A reflection has been provided in which the design and delivery of instruction has been discussed in light of the focus learner's assessment results. 3 points	The reflection that has been provided summarizes but does not analyze the instruction in light of the focus learner's assessment results. 2 points	0 points
Implications for Future Instructional Design and Delivery ____ / 5 points	<u>CEC #6.1</u> <u>ISCI 6 S11</u>	<u>CEC # 9</u> <u>ICC9S11</u>	5.1		A clear explanation of the <u>implications of assessment results</u> for future instructional design and delivery has been provided which includes a well written and appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. 5 points	An adequate explanation of the implications of assessment results for future instructional design and delivery has been provided which includes an appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. 4 points	In light of assessment results, a brief explanation of future instruction has been provided which includes an <u>objective(s)</u> for the next step of instruction for the focus learner. Some revision of the objective is needed. 3 points	Inconsistent with assessment results, a brief explanation of future instruction has been provided. It does not include an appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. Considerable revision is needed. 2 points	0 points

The PROFESSIONAL PORTFOLIO Introduction and Overview

The Professional Portfolio is an electronic document, using a Chalk and Wire platform, that reflects the growth of a teacher candidate as he or she progresses through a program of study leading to initial teacher certification. Within the Department of Literacy and Special Education at the College of Saint Rose, candidates are guided during each phase of the process beginning with early curriculum courses and culminating in the final capstone experience.

The Professional Portfolio is evaluated at three stages within both undergraduate and graduate teacher preparation programs for dual majors in the following programs

Undergraduate

Early Childhood/Early Childhood Special Education (B-2)
Childhood Education/ Special Education (1-6)

Graduate Level

Childhood Education/ Special Education (1-6)
Adolescence Education/Special Education Adolescence (7-12)

5-Year Program

ASPIRE (7-12)

The diagram on the following page illustrates the assessment points of each phase of portfolio development.

	Strand One Curriculum Design Instruction Curriculum-based Assessment	Strand Two Assessment, Strategic Intervention, Regular Progress Monitoring for Students with Disabilities	Strand Three Creating Effective Learning Environments Through Positive Behavior Supports	Strand Four Professional Qualities & Collaboration
Initial Phase Introduction of concepts, terms and procedures.	Instructional plans from ECE 253, SEE 245, ELE 580, SEC 515 and additional courses	n/a	n/a	Evidence of collaboration with peers in the college classroom.
Initial Portfolio Assessment*	1. Successful completion of Initial Portfolio on Chalk & Wire platform 2. Professional Qualities Assessment			
Transitional Phase Guided application and integration of concepts.	Instructional plans from SED 340, SED 347, SED 566, SED 568 literacy courses. Sequence of interconnected lessons (IP) from methods.	Assessment projects from SED 340, 347, 566, 568, 529, literacy courses and methods courses	Projects from SED 260, 249, 512, 567 and methods courses.	Evidence of co-planning and co-teaching with another in the P-12 environment.
Transitional Portfolio Assessment*	1. Successful completion of Transitional Portfolio on Chalk & Wire platform 2. Successful completion of Academic Literacy Skills Test, Educating All Students Test, Students with Disabilities & Multi-subject Content Specialty Tests 3. Professional Qualities Assessment			
Capstone Phase Independent application and deeper integration of components.	Student choice of evidence of instructional planning from the student teaching semester.	Student choice of evidence of the design and use of assessment to inform the instructional process.	Student choice of evidence of the use of strategies to create positive learning environments through the use of positive behavior supports.	Student choice of evidence in working with the classroom team in the student teaching environment
Capstone Portfolio Assessment*	1. Successful completion of Capstone Portfolio on Chalk and Wire platform 2. Successful completion of the edTPA using Chalk & Wire platform			

Department of Special Education Professional Development Portfolio Transitional Evaluation

STRAND ONE: Curriculum Design, Instruction and Curriculum Based Assessment.						
		CSR	ACEI	CEC	NAEYC	NCATE
Standard		1-Content Knowledge	2a-I - Central Concepts	5 Instructional Planning & Strategies	5-Using Content Knowledge to Build Meaningful Curriculum	1-Candidate Knowledge, Skills & Disposition
Element		Level of Performance				
		Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support	
E1	<p>Knowledge of Developmental Characteristics of Students</p> <p>New CEC #1 ISCI 1 K1, K2 & K3</p>	<p>Teacher candidate has demonstrated <u>strong understanding</u> of the progression of typical child development and how special learning needs might impact that development. Instructional activities have addressed the specific needs of all learners while also challenging them. Reflections show that the candidate is able to <u>analyze</u> learning differences to inform instructional decision-making.</p>	<p>Teacher candidate has demonstrated <u>adequate understanding</u> of the progression of typical child development and how special learning needs might impact that development. Instructional activities have been developmentally appropriate with some differentiation to address the specific needs of individual learners. Reflections show that the candidate is able to <u>identify most of the learning differences</u> that influenced instructional decision-making.</p>	<p>Teacher candidate has demonstrated <u>limited understanding</u> of the progression of typical child development and how special learning needs might impact that development. <u>Most</u> instructional activities have been developmentally appropriate but there is <u>no evidence of differentiation</u> to address the needs of individual learners. Reflections show that the candidate is able to <u>identify a few of the learning differences</u> that influenced instructional decision-making.</p>	<p>Teacher candidate's instruction has generally not been developmentally appropriate for the target student population. Reflections do not discuss how learning differences are addressed instructional planning.</p>	
E2	<p>Curriculum Design: Long-term Plans</p> <p>New CEC #5 ISCI 5 S5</p>	<p>Teacher candidate's instructional plans have included both detailed long-term plans and daily lesson plans which are clearly integrated by a central focus. Lesson plans consistently built upon one another to deepen student learning. Reflections show that the</p>	<p>Teacher candidate's instructional plans include both long-term plans and daily lesson plans which are clearly integrated by a central focus. Most are appropriately sequenced to deepen student understanding. Reflections show that the candidate's process of curriculum design flows from a</p>	<p>Teacher candidate's instructional plans include a simple long-term plan and brief daily lesson plans which are designed around a single topic but are not sequenced in such a way as to deepen student learning around a central focus. Reflections show that the candidate process of curriculum design flows from a basic understanding of Common Core standards</p>	<p>Teacher candidate's instructional plans do not include both long-term and daily lesson plans. Lesson plans are not integrated by a central learning focus. Reflections show that the candidate process of curriculum design does not flow from understanding of Common Core standards alignment, central concepts and structures of the discipline, or attention to how to present content in an organized manner.</p>	

		candidate's process of curriculum design flows from an well integrated understanding of Common Core standards alignment, the central concepts and structures of the discipline, as well as how to present content in an logically organized manner.	competent understanding of Common Core standards alignment, the central concepts and structures of the discipline, and as well as how to present content in a logically organized manner.	alignment, central concepts and structures of the discipline, as well as how to present the content in an organized manner.	
E3	Curriculum Design: Individual Lesson Plans New CEC # 5 ISCI 5 S8 ISCI 5 S15	Teacher candidate's lesson plans followed the prescribed format including specific measureable objective(s), alignment with CC and other subject specific standards, a clear explanation of how instruction will be differentiated and listing the adaptations that will be employed to address pupil's exceptional learning needs, a detailed outline of the steps of instructional presentation and an explanation of how pupil progress toward attaining the instructional objective will be assessed. Each lesson connected to and built upon pupil's prior learning. Reflections show that the candidate process of instructional planning flows from an integrated understanding of Common Core standards	Teacher candidate's lesson plans followed the prescribed format including specific measureable objective(s), alignment with CC and other subject specific standards, a basic explanation of how instruction will be differentiated, an outline of the steps of instructional presentation and an explanation of how pupil progress toward attaining the instructional objective will be assessed. Most lessons connected to and built upon pupil's prior learning. Revisions in a few areas are needed. Reflections show that the candidate's process of instructional planning flows from a competent understanding of Common Core standards alignment, central concepts and structures of the discipline as well as	Teacher candidate's lesson plans included most of the prescribed elements including: specific measureable objective(s), alignment with CC and other subject specific standards, a brief explanation of how instruction will address the exceptional learning needs of students with IEPs, an outline of the steps of instructional presentation and an explanation of how pupil progress toward attaining the instructional objective will be assessed. Lesson plans are appropriately sequenced. Significant revisions needed in some areas. Reflections show that the candidate process of instructional planning flows from a basic understanding of Common Core standards alignment, central concepts and structures of the discipline as well as how to structure lesson procedure.	Teacher candidate's lesson plans did not follow the prescribed format and were missing many of the required elements.

		alignment, central concepts and structures of the discipline as well as how to structure lesson procedure.	how to structure lesson procedure.		
E4	Instructional Implementation: Strategies New CEC #5 ISCI 5 S15	Teacher candidate's instruction included the strategic use of multiple, appropriately selected evidence-based strategies, which included explicit instruction with modeling, problem based learning, discovery learning, etc. The strategies selected enhanced the opportunity for the engagement of all learners. Reflections show the candidate's keen awareness of how to select and utilize appropriate research based strategies to obtain specific outcomes, as well as how to evaluate their effectiveness	Teacher candidate's instruction included the use of appropriately selected evidence-based strategies, which may include explicit instruction with modeling, problem based learning, discovery learning, etc. The strategies selected enhance the opportunity for the engagement of all learners. Reflections show the candidate's growing awareness of how to select appropriate research based strategies to obtain specific outcomes, as well as how to evaluate their effectiveness	Teacher candidate's instruction relied primarily on one instructional approach. Strategies are included to actively engage learners. Reflections show the candidate's awareness of how to utilize a few common instructional strategies to engage learners.	Teacher candidate's instruction relied primarily on one instructional approach. Strategies have not utilized to actively engage learners or address specific instructional needs. Reflections show little evidence of strategic approach to instructional planning or delivery.
E5	Instructional Implementation: Resources CEC Standard 5 ISCI 5 S15	Teacher candidate's work demonstrated strong initiative in utilizing new and appropriate educational and assistive technologies, supplemental materials and community resources to benefit the needs of all learners. The principles of <i>Universal Design for Learning</i> were employed.	Teacher candidate's work demonstrated some initiative in utilizing appropriate educational and assistive technologies, supplemental materials and community resources to benefit the needs of all learners. The principles of <i>Universal Design for Learning</i> were evident. Reflections provide some evidence of the	Teacher candidate's work demonstrated little initiative in utilizing new and appropriate educational and assistive technologies, supplemental materials and community resources to benefit the needs of all learners. Reflections provided little evidence of the candidate's use of resources to support students with exceptional learning needs.	Teacher candidate's work demonstrated lack of initiative in utilizing supplementary resources to benefit the needs of all learners. Reflections did not provide evidence of a practice of selecting instructional resources to support students with exceptional learning needs.

		Reflections provide evidence of the candidate's thoughtful selection of resources to support students with exceptional learning needs.	candidate's selection of resources to support students with exceptional learning needs.		
E6	Communication New CEC 5 ISCI 5 S20 IGC 5 S13 IGC 5 S1	Teacher candidate regularly utilized instructional strategies that enhanced the language development and use of academic language for all learners. Teacher candidate demonstrated a working knowledge of a broad range of augmentative & alternative communication systems. Reflections provide evidence of the candidate's careful attention to the support of language development for students with a range of communication needs.	Teacher candidate utilized instructional strategies that enhanced the language development and use of academic language for all learners. Teacher candidate demonstrated an awareness of a variety of augmentative & alternative communication systems. Reflections provide evidence of the candidate's growing understanding of practices that support the language development for students with a range of communication needs.	Teacher candidate utilized a few instructional strategies that enhanced the language development and use of academic language for all learners. Teacher candidate demonstrated a limited knowledge of augmentative & alternative communication systems. Reflections provide evidence of a beginning understanding of instructional practices that support the language development for students with a varied communication needs.	Teacher candidate did not utilize instructional strategies to enhance the language development of learners in the classroom. Candidate did not demonstrate awareness of the use of augmentative & alternative communication systems. Reflections provide little evidence of the candidate's understanding of how to support the language development of students with varied communication needs.
E7	Curriculum Based Assessment New CEC 5 ISCI 5 S5	Teacher candidate designed and used formal and informal assessments to monitor student progress toward instructional and IEP goal attainment. Progress monitoring was regular and consistent and used to inform the next steps in instruction for individuals, small groups and the whole class. Reflections provide evidence of a thorough understanding of data driven decision-making.	Teacher candidate designed and used formal and informal assessments to monitor student progress toward instructional and IEP goal attainment. Progress monitoring was mostly regular and consistent and used to inform the next steps in instruction for individuals, small groups and the whole class. Reflections provide evidence of a growing understanding of data driven decision-making.	Teacher candidate designed and used limited formal and informal assessments to monitor student progress toward instructional and IEP goal attainment. Progress monitoring was mostly regular and consistent. It was used primarily to determine progress toward goal attainment. Reflections provide evidence of a very basic understanding of data driven decision-making.	Teacher candidate did not design and use of formal and informal assessments effectively to monitor student progress toward instructional and IEP goal attainment. Reflections provide no evidence of a understanding of data driven decision-making.

STRAND TWO: Diagnostic Assessment, IEP Development, Strategic Intervention and Regular Progress Monitoring for Students with Disabilities

	CSR	ACEI	CEC	NAEYC	NCATE
Standard	1-Content Knowledge	2a-I - Central Concepts	4 Assessment	3-Observing, Documenting and Assessing to Support Young Children and Families	1-Candidate Knowledge, Skills & Disposition

	Element	Level of Performance			
		Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support
	Diagnostic Assessment New CEC #4 ISCI 4 S1, S2 S4, S5	Teacher candidate uses formal and informal assessments to identify learner's existing knowledge, skills, aptitudes, and special needs. Candidate integrates assessment information with other data sources to develop rich recommendations for intervention and instruction.	Teacher candidate uses formal and informal assessments to identify learner's existing knowledge, skills, aptitudes, and special needs. Candidate integrates assessment information to develop a few recommendations for intervention and instruction.	Teacher candidate uses simple informal assessments to identify learner's existing knowledge and skills. Candidate needs support to integrate assessment information with other data sources to develop a few basic recommendations for intervention and instruction.	Teacher candidate struggles to draw meaningful conclusions from formal and informal assessments and is unable even with support to make appropriate recommendations for instruction based upon assessment results.
	IEP Development New CEC #4 ISCI 4 S6, S7	Teacher candidate uses multiple forms of assessment results to develop an IEP which adheres to the form and meets all NYSED requirements for an IEP. Document richly addresses the learner's strengths and needs in a well-integrated manner. There is strong alignment between the PLEP statements, annual goals and required supports and services.	Teacher candidate uses multiple forms of assessment results to develop an IEP which adheres to the form and meets all NYSED requirements for an IEP. There is adequate alignment between the PLEP statements, annual goals and required supports and services.	Teacher candidate uses several forms of assessment results to develop an IEP which adheres to the form and meets all NYSED requirements for an IEP. Some support is needed to ensure that PLEP statements, annual goals, required supports and services are aligned.	Teacher candidate is unable with support to use assessment results to develop an IEP which adheres to the form and meets all NYSED requirements for an IEP.

	<p>Strategic Intervention New CEC #4 ISCI 4 S8</p>	<p>Teacher candidate uses assessment results to inform instructional intervention. Candidate selects appropriate evidence-based practices to address instructional needs. Candidate's instructional decision-making is well informed and in alignment with current educational research.</p>	<p>Teacher candidate uses assessment results to inform instructional intervention. Candidate selects appropriate practices to address instructional needs.</p>	<p>Teacher candidate requires some support to use assessment results to inform instructional intervention ant to select appropriate evidence-based practices to address instructional needs.</p>	<p>Teacher candidate is unable with support to use assessment results inform instructional intervention.</p>
	<p>Regular Progress Monitoring New CEC #4 ISCI 4 S8, S9</p>	<p>Teacher candidate gathers data on student progress in a systematic and comprehensive manner. The learner is involved in meaningful self-assessment to foster awareness of personal strengths and needs and to set goals for learning.</p>	<p>Teacher candidate gathers data on student progress in a systematic manner. Strategies are used to foster the learner's awareness of personal strengths and needs and to set goals for learning.</p>	<p>Teacher candidate needs some guidance in gathering data on student progress in a systematic manner.</p>	<p>Teacher candidate demonstrates little understanding of the practice of regular progress monitoring is unable with support to maintain a systematic collection of assessment data to measure the learner's progress toward goal attainment.</p>

STRAND THREE: Creating Effective Learning Environments through Positive Behavior Supports

	CSR	ACEI	CEC	NAEYC	NCATE
Standard	1-Content Knowledge	2a-I - Central Concepts	2 Learning Environments	1- Promoting Child Development and Learning	1-Candidate Knowledge, Skills & Disposition

	Element	Level of Performance			
		Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support
	Positive Behavior Supports	The teacher candidate has demonstrated the ability to analyze the elements of an effective School-wide Positive Behavior Support System within the school environment and classroom and critiques a setting for the following elements: students are instructed regarding appropriate behaviors, data on behavior is maintained, appropriate behavior among students is acknowledged and consequences for inappropriate behavior are given. The teacher candidate can articulate the relationship between PBS and the use of continuous progress monitoring for behavior change processes. Reflections show the candidate is able to analyze the interrelationships of these elements and how they impact the	The teacher candidate has demonstrated the ability to analyze the elements of an effective School-wide Positive Behavior Support System within the school environment and classroom and critiques a setting for the following elements: students are instructed regarding appropriate behaviors, data on behavior is maintained, appropriate behavior among students is acknowledged and consequences for inappropriate behavior are given. The teacher candidate can articulate the relationship between PBS and the use of continuous progress monitoring for behavior change processes. Reflections show the candidate is able to analyze the interrelationships of these elements and how they impact the	The teacher candidate has demonstrated the ability to analyze elements of an effective School-wide Positive Behavior Support System within the school environment and classroom and critiques a setting for <i>most</i> of the following elements: students are instructed regarding appropriate behaviors, data on behavior is maintained, appropriate behavior among students is acknowledged and consequences for inappropriate behavior are given. The teacher candidate can articulate the relationship between PBS and the use of continuous progress monitoring for behavior change processes. Reflections show the candidate is able to critique each of these elements and how they impact the pupils if guided questions are used to engage the candidate in this	The teacher candidate has demonstrated a <i>limited</i> ability to analyze elements of an effective School-wide Positive Behavior Support System within the school environment and classroom and critiques a setting for <i>some</i> of the following elements: students are instructed regarding appropriate behaviors, data on behavior is maintained, appropriate behavior among students is acknowledged and consequences for inappropriate behavior are given. The teacher candidate struggles to articulate the relationship between PBS and the use of continuous progress monitoring for behavior change processes. The candidate is <i>unable</i> to critique each of these elements or discuss how they impact the pupils even when guided questions are provided.
	New CEC #2 ISCI 2 S1, S2, S3, S4				

		pupils.	processes. Reflections show the candidate is able to critique each of these elements and how they impact the pupils.	reflective process.	
Comprehensive Functional Behavior Assessment Behavior Intervention Instruction of Social Skills New CEC 4 IGC 4 S1	The teacher candidate designs a comprehensive functional behavior plan (FBA) and a behavior intervention plan (BIP), that incorporates all the relevant data sources for indirect data collection as well as direct data observations and analysis to develop functional hypotheses. Replacement behaviors are defined along with preventative strategies, consequences, and teaching of new replacement behaviors. The teacher candidate designs a means for monitoring student progress and staff implementation. Lessons are <i>designed and implemented</i> to teach the appropriate replacement behavior. The teacher candidate is able to reflect on the process by analyzing strengths and weaknesses of	The teacher candidate designs a comprehensive functional behavior plan (FBA) and a behavior intervention plan (BIP), that incorporates most of the relevant data sources for indirect data collection as well as direct data observations and analysis to develop functional hypotheses. Replacement behaviors are defined along with preventative strategies, consequences, and teaching of new replacement behaviors. The teacher candidate designs a means for monitoring student progress and staff implementation. Lessons are <i>designed and implemented</i> to teach the	The teacher candidate designs a comprehensive functional behavior plan (FBA) and a behavior intervention plan (BIP), that incorporates some relevant data sources for indirect data collection as well as direct data observations and analysis to develop functional hypotheses. Replacement behaviors are defined along with preventative strategies, consequences, and teaching of new replacement behaviors. The teacher candidate designs a means for monitoring student progress and staff implementation. Lessons are <i>designed</i> to teach the appropriate replacement behavior. The teacher candidate is able to reflect on the process by analyzing strengths and weaknesses of their presented work with suggestions for improvement. They require guided questions to engage in this reflective process.	The teacher candidate designs a comprehensive functional behavior plan (FBA) and a behavior intervention plan (BIP), and lessons that are <i>designed</i> to teach the appropriate replacement behavior. The teacher candidate is unable to reflect on the process by analyzing strengths and weaknesses of their presented work with suggestions for improvement. Even when provided with guided questions they have difficulty engaging in this reflective process.	

		<p>their presented work and discuss how they would approach future implementation and practice in the field.</p>	<p>appropriate replacement behavior. The teacher candidate is able to reflect on the process by analyzing strengths and weaknesses of their presented work with suggestions for improvement.</p>		
	<p>Preventative Interventions and Crisis Intervention</p> <p>New CEC #2 ISCI 2 S3, S5, S10, S11, S12, S15, IGC 5 S5</p>	<p>The teacher candidate is able to identify a variety of preventative methods for addressing behavior challenges and a variety of methods for defusing and de-escalating challenging behaviors when they occur. The teacher candidate is able to identify and demonstrate through role play or case study work appropriate interventions for crisis situations such as life-space interviewing and can follow the NYSED guidelines for use of time out rooms and emergency interventions. The teacher candidate can reflect on the future implementation of methods for pupils with challenging behaviors based on observations and/or past experiences and</p>	<p>The teacher candidate is able to identify a variety of preventative methods for addressing behavior challenges and a variety of methods for defusing and de-escalating challenging behaviors when they occur. The teacher candidate is able to identify and demonstrate through role play or case study work appropriate interventions for crisis situations such as life-space interviewing and can follow the NYSED guidelines for use of time out rooms and emergency interventions. The teacher candidate can reflect on the future implementation of</p>	<p>The teacher candidate is able to identify a variety of preventative methods for addressing behavior challenges and a variety of methods for defusing and de-escalating challenging behaviors when they occur. The teacher candidate is able to identify and demonstrate through role play or case study work appropriate interventions for crisis situations such as life-space interviewing and can follow the NYSED guidelines for use of time out rooms and emergency interventions. The teacher candidate can reflect on the future implementation of methods for pupils with challenging pupils based on observations and/or past experiences but needs <i>guided questions</i> to discuss some elements of PBS, FBA, BIP and crisis intervention.</p>	<p>The teacher candidate is able to identify a variety of preventative methods for addressing behavior challenges and a variety of methods for defusing and de-escalating challenging behaviors when they occur. The teacher candidate is able to identify and demonstrate through role play or case study work appropriate interventions for crisis situations such as life-space interviewing and can follow the NYSED guidelines for use of time out rooms and emergency interventions. The teacher candidate struggles to reflect on the future implementation of methods for pupils with challenging pupils based on observations and/or past experiences. Even when provided with <i>guided questions</i> the candidate is unable to discuss the elements of PBS, FBA, BIP and crisis intervention.</p>

		demonstrates a comprehensive understanding of how these methods fit within the context of PBS, FBA, BIP and crisis intervention.	methods for pupils with challenging pupils based on observations and/or past experiences as well as some elements of PBS, FBA, BIP and crisis intervention.		
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STRAND FOUR: Professional Qualities and Effective Collaboration

Standard		CSR 1-Content Knowledge	ACEI 2a-I - Central Concepts	CEC 6-Professional Learning and Ethical Practice 7 Collaboration	NAEYC 6-Becoming a Professional	NCATE 1-Candidate Knowledge, Skills & Disposition
Element	Level of Performance					
	Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support		
E1	Professional Qualities New CEC #6 ISCI 6 S1, S2, S4	Teacher candidate's reflections provide strong evidence of the candidate's understanding of and commitment to ethical practices and adherence to a professional code of ethics.	Teacher candidate's reflections provide evidence of the candidate's understanding of and commitment to ethical practices and adherence to a professional code of ethics.	Teacher candidate's reflections provide some evidence of the candidate's understanding of and commitment to ethical practices and adherence to a professional code of ethics.	Teacher candidate's reflections do not provide evidence of the candidate's understanding of and commitment to ethical practices and adherence to a professional code of ethics.	
E2	Reflections New CEC #6 ISCI 6 S9, S11	Teacher candidate demonstrated strong commitment to ongoing reflection on teaching practice. Candidate was able to critically analyze a lesson, weighing its strengths and weaknesses and offered thoughtful ideas for changes that could improve pupil performance.	Teacher candidate demonstrated commitment to ongoing reflection on teaching practice. Candidate was able to accurately determine if a lesson has been effective and offered simple ideas for changes that could improve pupil performance.	Teacher candidate provided little reflection on teaching practice. Discussion was somewhat superficial, focused on student engagement rather than on indications of student learning. Candidate did not offer ideas for lesson adaptation to improve student performance.	Teacher candidate does not provide evidence of reflections on lessons.	
E3	Effective Collaboration New CEC #7 ISCI 7 S2, S3	Teacher candidate's reflections have demonstrated strong commitment to collaboration with pupil's parents and families and with teachers and other school personnel. Reflections also demonstrate understanding of how this collaboration	Teacher candidate's reflections have demonstrated commitment to collaboration with pupil's parents and families and with a few teachers and other school personnel. Reflections also demonstrate understanding of how this collaboration	Teacher candidate's reflections have demonstrated growing understanding of how collaboration with parents, families other teachers and staff positively impact student learning. Candidate has is growing in the ability to develop and strengthen partnerships.	Teacher candidate's reflections have demonstrated a lack of understanding of how collaboration with parents, families other teachers and staff positively impact student learning.	

		positively impacts student learning. Candidate has taken the initiative to develop and strengthen partnerships.	positively impacts student learning.		
E4	Professional Development New CEC #6 ISCI 6 S10, S12, S13 IGC6 S1	Teacher candidate demonstrates ongoing commitment to personal professional development by taking an <u>active role</u> and providing some leadership at educational conferences, workshops and other presentations at the College or in the schools or community.	Teacher candidate demonstrates ongoing commitment to personal professional development by attending educational conferences, workshops and other presentations at the College or in the schools or community.	Teacher candidate participates in professional activities that are provided at the College or in the student teaching placement.	Teacher candidate does not participate in professional development opportunities that are provided at the College or in the student teaching placement.

Department of Special Education Professional Development Portfolio Capstone Evaluation

STRAND ONE: Curriculum Design, Instruction and Curriculum Based Assessment.

Standard	CSR	ACEI	CEC	SEED OUTCOME	NCATE
	1-Content Knowledge 2 - Human development and Learning. 3 - Planning & Implementation 4 - Communication 5 - Technology		1 - Learner Development & Individual Learning Differences 3- Curricular Content Knowledge 5- Instructional Planning 6- Professional Learning & Practice	1- Tools of Inquiry 5- Content Knowledge	1-Candidate Knowledge, Skills & Disposition

	Artifacts	Level of Performance			
		Exemplary Performance	Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations
<u>ARTIFACT SELECTION</u>	Tier 3: Student Choice of 3 - 5 artifacts representing the candidate's best work in curriculum design, instructional planning and curriculum based assessment.	Artifacts submitted for Strand One provide evidence of <u>strong integration of all of the following:</u> Y the knowledge of the developmental characteristics and special learning needs of students, Y the ability to design well sequenced instruction and daily lesson plans that are aligned with appropriate standards, Y the use of	Artifacts submitted for Strand One provide <u>evidence of the integration of some of the following:</u> Y the knowledge of the developmental characteristics and special learning needs of students, - the ability to design well sequenced instruction and daily lesson plans that are aligned with appropriate standards, Y the use of evidence based	Y Artifacts submitted for Strand One provide <u>little evidence of the integration of the following:</u> - the knowledge of the developmental characteristics and special learning needs of students, the ability to design well sequenced instruction and daily lesson plans that are aligned with appropriate standards and daily	Y Artifacts submitted for Strand One do <u>not provide evidence of the integration of any of the following:</u> the knowledge of the developmental characteristics and special learning needs of students, -the ability to design well sequenced instruction and daily lesson plans that are aligned with appropriate standards, Y the use of

		<p>evidence based instructional strategies and appropriate lesson materials, while</p> <p>Y attending to the students' needs in the areas of communication.</p> <p>Y The design of lesson assessments which effectively measure student attainment of lesson objectives and inform subsequent instruction.</p>	<p>instructional strategies and appropriate lesson materials, while</p> <p>Y attending to the students' needs in the areas of communication.</p> <p>Y The design of lesson assessments which measure student attainment of lesson objectives and inform subsequent instruction</p> <p>Y Minor revision is needed.</p>	<p>lesson plans that are aligned with appropriate standards, while</p> <p>Y the use of evidence based instructional strategies and appropriate lesson materials, while</p> <p>Y attending to the students' needs in the areas of communication</p> <p>Y The design of lesson assessments which measure student attainment of lesson objectives and inform subsequent instruction</p>	<p>evidence based instructional strategies and appropriate lesson materials, while</p> <p>Y attending to the students' needs in the areas of communication.</p> <p>Y Lesson assessments are not useful in measuring student attainment of lesson objectives and inform subsequent instruction.</p>
	<p><u>REFLECTION</u></p> <p>CEC</p> <p>Preparation Standard 6</p> <p>Professional Learning and Practice.</p> <p>ISCI 6 S11</p>	<p>The reflection demonstrates the candidate's ability to analyze the interrelationships of these elements: (Knowledge of developmental</p>	<p>Reflections show the candidate is able to analyze the interrelationships of each of these elements: (Knowledge of developmental characteristics of</p>	<p>Reflections show the candidate is able to provide a simple discussion of each of these elements: (Knowledge of developmental characteristics of</p>	<p>The candidate has not provided a discussion of each of these elements: (Knowledge of developmental characteristics of students, lesson planning, use of</p>

			<p>characteristics of students, lesson planning, use of instructional and strategies and material, and the use of communication strategies) <u>and explain how they impact student learning.</u></p>	<p>students, lesson planning, use of instructional and strategies and material, and the use of communication strategies) <u>and explain how they impact student learning.</u></p>	<p>students, lesson planning, use of instructional and strategies and material, and the use of communication strategies) <u>and explain how they impact student learning.</u></p>	<p>instructional and strategies and material, and the use of communication strategies) <u>and how they impact student learning.</u></p>
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CAPSTONE PORTFOLIO

STRAND TWO: Diagnostic Assessment, IEP Development, Strategic Intervention and Regular Progress Monitoring for Students with Disabilities

Standard	CSR	ACEI	CEC	SEED OUTCOME	NCATE
	1-Content Knowledge 4 - Assessment 7 - Communication	2a-I - Central Concepts	4- Assessment	1- Tools of Inquiry 5- Content Knowledge	1-Candidate Knowledge, Skills & Disposition

Element	Artifact	Level of Performance			
		Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support
<u>ARTIFACT SELECTION</u>	Tier 3: Student Choice of 3 - 5 artifacts representing the candidate's best work in diagnostic assessment, IEP development or implementation, strategic intervention, and regular progress monitoring.	Artifacts submitted for Strand Two provide evidence of <u>strong integration of all of the following:</u> -the selection and use of technically sound formal and informal assessments to inform instructional decision-making, -strategic intervention -regular progress monitoring -and IEP development for students with disabilities.	Artifacts submitted for Strand Two provide evidence of the <u>integration of some of the following:</u> -the selection and use of technically sound formal and informal assessments to inform instructional decision-making, -- strategic intervention -regular progress monitoring -and IEP development for students with disabilities.	Artifacts submitted for Strand Two provide <u>little evidence of integration of the following:</u> - -the selection and use of technically sound formal and informal assessments to inform instructional decision-making, --strategic intervention -regular progress monitoring -and IEP development for students with disabilities.	Artifacts submitted for Strand Two <u>do not provide evidence of the integration of any of the following</u> -the selection and use of technically sound formal and informal assessments to inform instructional decision-making, -strategic intervention -regular progress monitoring -and IEP development for students with disabilities.
<u>REFLECTION</u> CEC Preparation Standard 6 Professional Learning and Practice ISCI 6 S11		Reflections show the candidate is able to analyze the interrelationships of these elements and <u>how they impact the student learning.</u>	Reflections show the candidate is able to critique each of these elements and <u>how they impact student learning.</u>	Reflections show the candidate is able to provide a simple discussion of each of these elements and how they impact student learning.	The candidate is <i>unable</i> to critique each of these elements or discuss how they impact student learning.

CAPSTONE PORTFOLIO
STRAND THREE: Creating Effective Learning Environments through Positive Behavior Support

Standard	CSR	ACEI	CEC	SEED OUTCOME	NCATE
	1-Content Knowledge 6 - Learning Environments 7 - Communication	2a-I - Central Concepts	2-Learning Environments	1- Tools of Inquiry 5- Content Knowledge	1-Candidate Knowledge, Skills & Disposition

Element	Level of Performance				
	Artifacts	Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support
<u>ARTIFACT SELECTION</u>	Tier 3: Student Choice of 3 - 5 artifacts representing the candidate's best work in utilizing key principles of Positive Behavior Interventions and Supports.	Artifacts submitted for Strand Three provide evidence of <u>strong integration of all of the following:</u> <ul style="list-style-type: none"> - The ability to analyze the elements of an effective school-wide Positive Behavior Support System, demonstrating strong understanding of essential components of tier one instruction, tier two intervention and tier three intensive intervention including the 	Artifacts submitted for Strand Three provide evidence of <u>adequate integration of all of the following:</u> <ul style="list-style-type: none"> - The ability to analyze the elements of an effective school-wide Positive Behavior Support System demonstrating adequate understanding of essential components of tier one instruction, tier two intervention and tier three intensive intervention including the collection of assessment data, 	Artifacts submitted for Strand Three provide evidence of <u>some evidence of the following:</u> <ul style="list-style-type: none"> - The ability to analyze the elements of an effective school-wide Positive Behavior Support System demonstrating basic understanding of essential components of tier one instruction, tier two intervention and tier three intensive intervention including the 	Artifacts submitted for Strand Three <u>do not provide evidence</u> of the components of a School-wide Positive Behavior Support System and its levels of instruction and intervention.

			collection of assessment data, development or implementation of an FBA and BIP.	development or implementation of an FBA and BIP.	<u>collection of assessment data, development or implementation of an FBA and BIP.</u>	
	<u>REFLECTION</u>		Reflections show the candidate is able to analyze the interrelationships of these elements and <u>how they impact the student learning.</u>	Reflections show the candidate is able to critique each of these elements and <u>how they impact student learning.</u>	Reflections show the candidate is able to provide a simple discussion of each of these elements and how they impact student learning.	The candidate is <i>unable</i> to critique each of these elements or discuss how they impact student learning.

CAPSTONE PORTFOLIO

STRAND FOUR: Professional Qualities & Effective Collaboration

Standard	CSR	ACEI	CEC	SEED OUTCOME	NCATE
	1-Content Knowledge 5 - Professionalism 7 - Communication	2a-I - Central Concepts	7- Communication	1- Tools of Inquiry 5- Content Knowledge	1-Candidate Knowledge, Skills & Disposition

	Element	Artifacts	Level of Performance			
			Exceeds Expectations	Meets Expectations Independently	Meets Expectations with Support	Does Not Meet Expectations with Support
	<u>ARTIFACT SELECTION</u>	Tier 3: Student Choice of 3 - 5 artifacts representing the candidate's demonstration of professional qualities including collaboration and effective communication.	Artifacts submitted for Strand Four provide evidence of a deep commitment to the following indicators of professionalism: <ul style="list-style-type: none"> - Collaboration with colleagues to obtain best outcomes for students. - Participation in professional development activities to improve practice. - Demonstration to professional behaviors and communication skills. 	Artifacts submitted for Strand Four provide evidence of a teaching practice that includes all of the following: <ul style="list-style-type: none"> - Collaboration with colleagues to obtain best outcomes for students. - Participation in professional development activities to improve practice. - Demonstration to professional behaviors and communication skills 	Artifacts submitted for Strand Four provide some evidence of the following: <ul style="list-style-type: none"> - Collaboration with colleagues to obtain best outcomes for students. - Participation in professional development activities to improve practice. - Demonstration to professional behaviors and communication skills 	Artifacts submitted for Strand Four does not provide evidence of commitment to the following: <ul style="list-style-type: none"> - Collaboration with colleagues to obtain best outcomes for students. - Participation in professional development activities to improve practice. - Demonstration to professional behaviors and communication skills

	<u>REFLECTION</u>		Reflections show the candidate is able to analyze the interrelationships of these elements and how they impact pupil performance.	Reflections show the candidate is able to critique each of these elements and how they impact pupil performance.	Reflections show the candidate is able to provide a brief discussion of each of these elements and how they impact pupil performance.	The candidate is <i>unable</i> to meaningfully discuss each of these elements and how they impact pupil performance
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The College of Saint Rose
Department of Literacy and Special Education
Instructional Plan and Continuous Progress Monitoring Assignment
SED 505/ SED 595

examining the following:

- The teacher candidate's understanding of curriculum planning, based upon measurement of the prior knowledge and developmental readiness of the **general pupil population**.
- The teacher candidate's ability to develop and implement a sequence of lessons that are appropriately aligned with New York State and other specific subject area learning standards and district curricular guides.
- The teacher candidate's understanding of the academic, social/emotional, and physical development and specific learning needs of an **individual pupil** within the class.
- The teacher candidate's ability to develop and utilize instructional strategies and methodologies that differentiate instruction to address a specific student's individual learning needs.
- The teacher candidate's ability to develop an assessment plan that is closely aligned with curricular goals, varied to address individual learning styles and special needs, and comprehensive in scope.
- The teacher candidate's ability to use assessment to monitor student progress, and reflect on assessment results for the purpose of adjusting and refining the instructional approach.

Requirements: Continuous progress monitoring assignment will focus on progress monitoring for one student, who has an IEP.. Progress monitoring will be tied to instruction that is delivered to that student within the whole group, within a small group or provided on an individualized basis. The components of the project are as follows:

- **Context** -Provide a detailed description of the context within which the instruction will be delivered. This statement will include a detailed description of the community in which the school resides, the school district, the school or program, and the classroom or setting where the instruction will take place. The staffing within the classroom should also be explained. The pupil population should be described in terms of the range of ages, grade levels, the number of students of each gender and the range of special needs represented within the group related to culture, English language proficiency and/or disability.
- **The Focus Learner** - Without using the student's actual name, provide a detailed description of the student who has been selected to be the focus learner for this project. Include relevant information regarding the student's age, grade level, gender, ethnicity, primary language, general family characteristics and prior educational placement. Describe how the pupil's disability impacts learning of the general education curriculum, the types of supports, supplementary aids and services and related services that the student has needed in the past.

- **Central Focus of Instruction** - Identify the ultimate learning outcome for the series of 3-5 lessons that you will teach to this student (either within a group or individually) as your focus for this project. Describe how it relates to the Common Core or other subject specific learning standards and how it connects to one of the student's current IEP goals.
- **IEP Goal and Focus Question for the Learning Segment** - Using the example below as a model, set up a chart that you will use to record all data related to regular progress monitoring of the target student's progress toward goal attainment. Chart must include the IEP goal that is being addressed in the instruction, as well as a focus question which includes the strategy(s) that will be taught to assist the student in progressing toward goal attainment.

Example

IEP GOAL: Thomas will multiply a two digit number by a by a two digit with regrouping with 90% accuracy on 4/5 trials as evidenced by work samples and evaluated weekly.				
Focus Question: If Thomas is given step-by- step scaffolded instruction including the use of a strategy using graph paper to line up his multiplication examples, will he be able to compute with 90% accuracy?				
Dates of Instruction	Instruction Provided	Assessment Date	Assessment	Performance
9/ 11 to 9/15	<ul style="list-style-type: none"> • Introduction of ½ inch graph paper • Teacher modeling <ol style="list-style-type: none"> 1. How to set up problem on graph paper 2. Step-by-step procedure of computation • Student completion guided by step-by-step teacher prompting 	9/15	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping	40% correct in 6 minutes
9/18 to 9/22	<ul style="list-style-type: none"> • Student completion guided by step-by- step with teacher prompting. • Continued practice with fading of teacher prompting. • Teacher provides corrective feedback 	9/22	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping	60% correct in 6 minutes
9/ 25 to 9/29	<ul style="list-style-type: none"> • Student completes problems without prompting • Teacher provides corrective feedback 	9/29	Teacher made assessment 10 multiplication problems 2 digit by 2 digit with regrouping.	90% correct in 6 minutes

- **Sequence of Learning Experiences** - Write a sequence of 3-5 interconnected lesson plans, which are clearly aligned with the stated central focus, have been developed using the St. Rose lesson plan format .(see attached) Each lesson should build upon the one prior to deepen student understanding or reinforce skill development.
- **Rationale for Instructional Methodology** - Write a rationale for the methodology which you have chosen to use in your instruction. Your rationale should describe why the selected methodology is an appropriate choice for the subject matter, the developmental level of the student population and the focus learner's specific needs. The rationale must

include support from the professional literature with appropriate in-text citation using APA form. A list of works cited must be included at the end of the paper.

- **Plan for Differentiation of Instruction** - If the lessons are delivered within a group situation, include a clear explanation of the ways in which instruction will be differentiated to address the learning needs of each learner. Evidence of differentiated instruction might include individualized objectives, accommodations, modifications and application of the principles of universal design for learning. If the lessons for this project are delivered on an individual basis, describe the manner in which instructional design and delivery clearly addresses the special needs of the student.
- **Progress Monitoring Tool** - Design an assessment that you will use for repeated assessment (see example in chart above) of your focus learner's progress toward attainment of the intended learning outcome. Include a copy of the assessment and its answer key in your paper. The same assessment tool should be used repeatedly to provide clear evidence of progress.
- **Regular Progress Monitoring Record** - After each lesson is taught add a capsule summary of the lesson on the chart. Each time the assessment is given, record the scores for the focus learner on the chart, as illustrated on the example.
- **Analysis of Pupil Progress** - After the instructional delivery is complete, summarize the assessment results as recorded on the progress monitoring chart. Using lesson plans and pupil work samples, analyze results as they relate to the progress of the focus learner toward attainment of the intended learning outcome.
- **Reflection on the Impact of Instruction** - Critique lesson design and delivery, instructional methodology and materials, in light of assessment results. What methods seemed to be particularly effective? Why? What methods did not prove effective? Why? If possible, support this discussion with video-taped evidence of your teaching.
- **Implications for Future Instructional Design and Delivery** - Describe what changes you would make in your instruction in light of these results. Include an objective that you believe would be the next logical step for this student to help the focus learner to move forward to attainment of the IEP goal.

The College of Saint Rose

SED 505 – Student Teaching Seminar

Instructional Plan and Continuous Progress Monitoring Assignment

	CEC Standards		Distinguished	Proficient	Novice	Unsatisfactory	Omitted
	New 7	Old 10					
<p>Context Statement</p> <p>CSR 2</p> <p>____ / 4 points</p>	<p>CEC #1.1</p> <p><u>ISCI 1 K1</u> <u>ISCI 1 K8</u></p>	<p>CEC #2</p> <p><u>ICC2K1</u> <u>ICC2K5</u></p>	<p>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</p> <p>4 points</p>	<p>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</p> <p>3 points</p>	<p>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</p> <p>2 points</p>	<p>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</p> <p>1 point</p>	<p>0 points</p>
<p>Focus Learner</p> <p>CSR 2</p> <p>____ / 4 points</p>	<p>CEC #1.2</p> <p><u>ISCI 1 K5</u> <u>ISCI 1 K10</u> <u>ISCI 1 K11</u> <u>ISCI 1 K12</u></p>	<p>CEC #3</p> <p><u>ICC3K1</u> <u>ICC3K2</u> <u>ICC3K4</u> <u>ICC3K5</u></p>	<p>The focus learner for this assignment has been described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been –provided. A clear and detailed description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.</p> <p>4 points</p>	<p>The focus learner for this assignment has been described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been provided. An adequate description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.</p> <p>3 points</p>	<p>The focus learner for this assignment is described in objective language. Relevant information regarding age, gender, ethnicity, primary language and grade level has been – provided. A very general discussion of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has been included.</p> <p>2 points</p>	<p>The description of the focus learner for this assignment is quite superficial and is missing several pieces of relevant information regarding age, gender, ethnicity, primary language and grade level. A description of how the pupil’s learning challenges might impact progress toward goal attainment in the lessons of this IP has not been included.</p> <p>1 point</p>	<p>0 points</p>

	CEC 7	CEC 10	Distinguished	Proficient	Novice	Unsatisfactory	Omitted
<p>Central Focus of Instruction</p> <p>CSR 1</p> <p>____ / 4 points</p>	<p>CEC #3.1</p> <p>ISCI 3 K1 ISCI 3 K2 ISCI 3 K3 ISCI 3 K4</p>	<p>CEC #7</p> <p>ICC7K1 ICC7K2 ICC7K3 ICC7S6</p>	<p>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.</p> <p>4 points</p>	<p>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.</p> <p>3 points</p>	<p>Statement identifies basic understandings and skills for the learning segment. Some alignment with learning standards and lesson objectives is evident.</p> <p>2 points</p>	<p>Clear communication of a central focus is missing.</p> <p>1 point</p>	<p>0 points</p>
<p>IEP Goal and Focus Question for the Learning Segment.</p> <p>CSR 3</p> <p>____ / 4 points</p>	<p>CEC #4.2</p> <p>ISCI 4 K1 ISCI 4 S2 ISCI 4 S5 ISCI 4 S8 ISCI 4 S9</p>	<p>CEC #8</p> <p>ICC8K1 ICC8S2 ICC8S5 ICC8S8 ICC8S9</p>	<p>A progress monitoring chart has been included. The IEP goal of the focus learner that will be addressed in this Instructional Plan and a focus question that is drawn from the IEP goal to provide direction for progress monitoring have been included.</p> <p>4 points</p>	<p>A progress monitoring chart has been included. The IEP goal of the focus learner that will be addressed in this Instructional Plan and a focus question that is drawn from the IEP goal to provide direction for progress monitoring have been included.</p> <p>3 points</p>	<p>A progress monitoring chart has been included. The IEP goal of the focus learner that will be addressed in this Instructional Plan and a focus question that is drawn from the IEP goal to provide direction for progress monitoring have been included.</p> <p>2 points</p>	<p>A progress monitoring chart has been included. The IEP goal of the focus learner that will be addressed in this Instructional Plan and a focus question that is drawn from the IEP goal to provide direction for progress monitoring have not been included.</p> <p>1 point</p>	<p>0 points</p>
<p>Sequence of Learning Experiences</p> <p>CSR 3</p> <p>____ / 4 points</p>	<p>CEC #5.1</p> <p>ISCI 5 S5 ISCI 5 S8</p>	<p>CEC #7</p> <p>ICC7K2 ICC7S6 ICC7S10</p>	<p>A sequence of 3 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>4 points</p>	<p>A sequence of 3 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>3 points</p>	<p>A sequence of 3 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>2 points</p>	<p>A sequence of 3 plans has been developed. Several elements of the St. Rose format are missing. Learning experiences are not interconnected.</p> <p>1 point</p>	<p>0 points</p>

	CEC 7	CEC 10	Distinguished	Proficient	Novice	Unsatisfactory	Omitted
Rationale for Instructional Methodology CSR 2 ____ / 4 points	<u>CEC # 5.1</u> ISCI 5 K2	<u>CEC #7</u> ICC7K1	<p>A rationale, well supported by professional literature, has been included. The rationale provides clear and thorough justification for the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation using the APA form has been utilized.</p> <p>4 points</p>	<p>A rationale, with limited support from the professional literature, has been included. The rationale provides some justification for the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation has been utilized, with some inconsistency with APA form.</p> <p>3 points</p>	<p>A rationale, lacking support from the professional literature, has been included. The rationale provides an explanation of the instructional approach by describing how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group. Appropriate in-text citation has not been utilized.</p> <p>2 points</p>	<p>The rationale does not provide justification for how the selected methodology addresses curricular, developmental and the special needs of the learners in the instructional group.</p> <p>1 point</p>	<p>0 points</p>
Plan for the Differentiation of Instruction CSR 2 ____ / 4 points	<u>CEC #5.1</u> <u>ISCI 5 S6</u> <u>ISCI 5 S7</u> <u>ISCI 5 S11</u>	<u>CEC #7</u> <u>ICC7S1</u> <u>ICC7S7</u> <u>ICC7S8</u> <u>ICC7S9</u> <u>ICC7S13</u>	<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>4 points</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>3 points</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>2 points</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>1 point</p>	<p>0 points</p>
Progress Monitoring Tool CSR 4 ____ / 4 points	<u>CEC #4.1</u> ISCI 4 K1 ISCI 4 S2 ISCI 4 S4	<u>CEC #8</u> ICC8K1 ICC8S2 ICC8S4	<p>An informal, curriculum-based assessment has been designed and used on a regular basis as a tool to measure pupil progress toward goal attainment. Assessment was well constructed to align with instructional objectives.</p> <p>4 points</p>	<p>An informal, curriculum-based assessment has been designed and used on a regular basis as a tool to measure pupil progress toward goal attainment. Assessment needs minor revisions to be effective in assessing instructional objectives.</p> <p>3 points</p>	<p>An informal, curriculum-based assessment has been designed and used sporadically as a tool to measure pupil progress toward goal attainment. Assessment needs major revisions to be effective in assessing instructional objectives.</p> <p>2 points</p>	<p>An assessment was used only once as a tool to measure pupil progress.</p> <p>1 points</p>	<p>0 points</p>

			Distinguished	Proficient	Novice	Unsatisfactory	Omitted
Regular Progress Monitoring Record CSR 4 ____ / 4 points	<u>CEC #4.1</u> <u>ISCI 4 S9</u>	<u>CEC #8</u> <u>ICC8S9</u>	Using the prescribed chart, <u>record keeping</u> of instructional intervention and assessment results has been consistent and regular. 4 points	Using the prescribed chart, record keeping of the instructional intervention and assessment results has been mostly consistent and regular. 3 points	While the chart was created consistent with the example provided, record keeping has not been consistent nor regular. 2 points	The chart was not created in a manner consistent with the example given and record keeping has not been consistent nor regular. 1 points	0 points
Analysis of Pupil Progress CSR 4 ____ / 4 points	<u>CEC # 4.2</u> <u>ISCI 4 S5</u> <u>ISCI 4 S8</u>	<u>CEC #8</u> <u>ICC8S5</u> <u>ICC8S8</u>	Utilizing the data from the progress monitoring chart as evidence, a narrative has been included which provides a clear and detailed <u>analysis of assessment results</u> for the focus learner. Conclusions are logically drawn from the data. 4 points	Utilizing the data from the progress monitoring chart as evidence, a narrative has been included which provides an adequate analysis of assessment results for the focus learner. Conclusions are logically drawn from the data. 3 points	Utilizing the data from the progress monitoring chart as evidence, a narrative has been included which provides a simple summary of the assessment data for the focus learner. 2 points	The narrative provided does not include an adequate analysis of the progress monitoring data for the focus learner nor does it draw logical conclusions from the assessment results 1 point	0 points
Reflection on the Impact of Instruction CSR 4 ____ / 5 points	<u>CEC #6.1</u> <u>ISCI 6 S9</u> <u>ISCI 6 S11</u> <u>ISCI 6 S13</u>	<u>CEC #9</u> <u>ICC9S9</u> <u>ICC9S11</u> <u>ICC9S13</u>	An evidence based reflection has been provided in which the <u>design and delivery of instruction</u> has been thoroughly analyzed in light of the focus learner's assessment results as evidence of the focus learner's response to the instruction provided. 5 points	An evidence based reflection has been provided in which the design and delivery of instruction has been adequately analyzed in light of the focus learner's assessment results, as evidence of the focus learner's response to the instruction provided. 4 points	A reflection has been provided in which the design and delivery of instruction has been discussed in light of the focus learner's assessment results. 3 points	The reflection that has been provided summarizes but does not analyze the instruction in light of the focus learner's assessment results. 2 points	0 points
Implications for Future Instructional Design and Delivery CSR 4 ____ / 5 points	<u>CEC #6.1</u> <u>ISCI 6 S11</u>	<u>CEC # 9</u> <u>ICC9S11</u>	A clear explanation of the <u>implications of assessment results for future</u> instructional design and delivery has been provided which includes a well written and appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. 5 points	An adequate explanation of the implications of assessment results for future instructional design and delivery has been provided which includes an appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. 4 points	In light of assessment results, a brief explanation of future instruction has been provided which includes an <u>objective(s)</u> for the next step of instruction for the focus learner. Some revision of the objective is needed. 3 points	Inconsistent with assessment results, a brief explanation of future instruction has been provided. It does not include an appropriate <u>objective(s)</u> for the next step of instruction for the focus learner. Considerable revision is needed. 2 points	0 points

Certification Procedures for Teacher Candidates

The New York State Education Department has a new online processing system for NYS Teacher Certification called **TEACH**. The College of Saint Rose started utilizing this new system for students who graduated December, 2006. The State has moved to this on-line system and there is no longer a paper application. You do not need to send transcripts to the State. Everything, including payment, will be done online through the TEACH system.

For more information go to the Registrars web page at: <http://www.strose.edu/officesandresources/registrar/teachercertification>

Teacher Certification Examinations

Although it is not a graduation requirement, in order to obtain initial New York State Certification teacher candidates must take and pass several New York State teacher certification examinations. For graduate and undergraduate candidates seeking dual certification in both general education and special education, the following exams are required.

- The Educating All Students Test (EAS)
- Content Specialty Tests
 - Multi-Subject CST for those pursuing Childhood or Early Childhood Education or certification.
 - Subject specific CST (i.e.; English, Social Studies, etc.) for those pursuing Adolescence Education certification.
 - Students with Disabilities CST for those at either level pursuing special education or Students with Disabilities certification.
- The EdTPA

Registration bulletins are available on-line: www.nystce.nesinc.com

These bulletins have the dates and details for application as well as a chart that tells what exams to take.

Please note, as stated in the Graduate and Undergraduate Catalogs, all students must apply for student teaching and they must file a degree application form

Finger Printing Requirements/Procedures for Teacher Candidates

On July 14, 2017, the ORI TEACH will no longer be in use. ***You must use the Service Code or URL below to schedule your fingerprinting appointment.***

Please do **one** of the following to schedule a fingerprinting appointment:

1. Click on www.IdentoGo.com and enter the appropriate service code from this table:

APPLICANT FOR	SERVICE CODE
Certification	14ZGQT

2. Click on the appropriate URL from this table below:

APPLICANT FOR	URL
Certification	https://uenroll.identogo.com/workflows/14ZGQT

3. You may call MorphoTrust at: 877-472-6915 to schedule an appointment.

The fingerprint application fee is:

Total Fee \$99.00

Providing Fingerprint Documentation to the Field Placement Office

Fingerprinting is required during your first semester of field experience hours and you may turn that in to the Field Placement Office at any time. If you have not already done so prior to applying for student teaching you will be required to provide proof of fingerprinting clearance during the application process for student teaching. This will be added to your Field Placement file and become part of your student teaching record.

To provide proof that you have completed fingerprinting through the New York State Department of Education TEACH System you will need to log on to the TEACH system and print the fingerprinting information page.

> Log on to TEACH (<http://www.highered.nysed.gov/tcert/teach/>)

>> Inquiry Links > Account Information

>>> Select Fingerprinting from the box and click "GO" (Please remove your Social Security number and add your Student ID Number)

- We will be looking for the following statement "Your DCJS and FBI results have been received" on that page. An example can be found on the next page.
- The Office of Field Placement is located on the first floor of the Lally School of Education in the School of Education Offices. You may Screen shot & email it or print it and drop it off.
- Make sure your name is visible on the document and you include your student ID number in the email or is written on the document if you print and hand it in.

CAREER CENTER SERVICES

St. Joseph Hall – 3rd Floor Phone: (518) 454-5141
www.strose.edu/careercenter

- Provides 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

- 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