

**The College of Saint Rose  
Thelma P. Lally School of Education  
Departments of Teacher Education and Special Education**



**Student Teaching Guidebook  
Spring 2023**

Field Placement Office  
The College of Saint Rose  
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**Reading note:** In this document “Candidate” is used to mean Saint Rose students in the student teaching semester. “School” is where candidates will be teaching. Saint Rose is noted as “College” or “CSR”.

**The College of Saint Rose**  
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Acting Dean: <b>Dr. Gerald Lorentz</b>	lorentzg@strose.edu	School policies and procedures.
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Teacher Education, seminar and portfolio professor: <b>Dr. Kristi Fragnoli</b>	fragnolk@strose.edu	Facilitates weekly meetings and supports candidates in seminar and portfolio assignments
Special Education, seminar and portfolio professor: <b>Dr. Julie Slichko</b>	slichkoj@strose.edu	Facilitates weekly meetings and supports candidates in seminar and portfolio assignments
Coordinator of Student Teaching: <b>Hope Shuttleworth</b>	shuttleh@strose.edu	Administrator of student teaching programs. First point of contact for cooperating teachers and supervisors. Facilitates and problem solves placements.
Coordinator Academic Advisement: <b>Michael Richter</b>	richterm@strose.edu	Student audits, arranging special education placements, placement confirmation communications
Administrative Assistant, Dean's Office: <b>Micheala Tucker</b>	tuckerm@strose.edu	cooperating teacher stipend forms and payments. Supervisor contracts and payments.
Cooperating Teachers	Varies	In school professional who hosts and mentors candidate
Supervisors	Varies	College of Saint Rose staff member who observes candidates and provides support.
Registrar's office	certification@strose.edu	Approves graduation applications and sends recommendations to NYSED for certification. Click here for the college's <a href="#">NYS Teacher Certification Instructions</a>
NYSED/ TEACH System	NYSED's <a href="#">Office of Teaching Initiatives Website</a>	Students apply to NYSED to be certified. NYSED grants certification.

## **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 teacher candidate 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.

## Candidate Learning Outcomes

Teacher 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 for Educators](#) adopted by the National Education Association is an example 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 idea

### 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 population

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 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 candidates 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 candidate at the time of the accident or injury was acting in the discharge of their student teaching duties. A candidate who is involved in any accident or incident where there is personal injury or property damage while they are student teaching should immediately inform their cooperating teacher and notify the college supervisor and Coordinator of Student Teaching as soon as possible. A candidate 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 Student Teaching and to the school administrator where the student teaching took place.

## Policies and Procedures for Student Teaching

<b>Purposes of Student Teaching</b>	The College and the New York State Education Department require teacher 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.
<b>Clearance to Student Teach</b>	Candidates should check their DegreeWorks, as well as the college catalog for their enrollment year, to ensure they meet their program's GPA requirements to student teach. The college catalogs are legal agreements and are the final word for program requirements. A student can opt into a more recent catalog, which could change their GPA requirement for student teaching. Candidates with more than nine credits outstanding must complete and submit a student teaching appeal form.
<b>Student Teaching Placements</b>	The Lally School of Education supports personal and professional growth with placements across a variety of school settings, which reflect today's diverse learning environments. Teacher candidates are encouraged to student teach outside of their home school district. Any placements requested by the candidate require the potential cooperating teacher to request them via email to the Coordinator of Student Teaching. Graduate teacher candidates who currently hold an instructional position at a school may be able to complete their student teaching at their place of employment. If interested in this possibility, candidates should contact their department chair. Undergraduate teacher candidates may not be paid for student teaching. If a candidate believes an exception could be made, they should contact the appropriate department chair for their program.
<b>Seminars and Other Requirements</b>	Candidates must attend a weekly seminar course on Monday evenings throughout the semester. The purpose of the seminar course is to support the development of the candidate's teaching skills as well as their overall student teaching experience. The candidate will demonstrate the impact of their instruction in a major assignment for the course. The candidate may be required to complete additional program-specific courses and/or assignments, such as portfolio. These course requirements should be discussed during the Week 1 team meeting with the cooperating teacher, candidate, and college supervisor.
<b>Expectations of Host School, Calendar, and School Hours</b>	<p>The cooperating teacher and school principal should expect the candidate to adhere to the policies, regulations, and daily schedule of the school, arriving and leaving at the times required by the teachers in the school. In addition, the candidate is expected to:</p> <ul style="list-style-type: none"><li>• Attend and participate in those conferences, meetings, and school programs that are expected of the cooperating teacher, provided the candidate is permitted and invited.</li></ul>



- Schedule appointments and employment interviews outside of student teaching hours. If this is not possible, the cooperating teacher and college supervisor should be consulted in advance.

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

#### **Attendance And Absences**

Candidates enter student teaching prepared to be present each day of this vital and meaningful capstone experience. On occasion, and usually resulting from extenuating circumstances such as illness, hospitalization, immediate family bereavement, or religious observance, the teacher candidate may be absent from the classroom. Please follow your school's and the College's policies about wellness.

***The candidate must send a group email to the cooperating teacher, college supervisor, and coordinator of student teaching regarding any absence from school.***

When absent, lesson plans for which the teacher candidate is responsible are to be forwarded in a timely manner to the cooperating teacher.

If the cooperating teacher and/or college supervisor feel that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher and college supervisor will discuss and coordinate solutions. Any absence(s) may result in the modification to the beginning or ending dates for the first or second placement. Decisions relative to absences will be made at the discretion of the cooperating teacher and college supervisor.

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

#### **Family Responsibilities**

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

#### **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 candidate will always be under the supervision of a cooperating teacher. Due to these expectations, the candidate may ***not act as a paid or unpaid substitute teacher*** during their student teaching placement.

Contractually, the teacher candidate must be supervised by a person (i.e. the cooperating teacher) who is employed by the school and whose duties include supervision. However, in an emergency, a teacher candidate may provide coverage in their cooperating teacher's classroom, provided the candidate and their college supervisor are informed and in agreement with this emergency arrangement.

<b>Cooperating Teacher Presence in the Classroom</b>	<p>Traditionally, teacher candidates have been left on their own intermittently as an important step in their growth as classroom managers, especially during <b>solo week</b>. 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.</p> <p><b>Education Law, Title 4, Teachers and Pupils, Article 61, Section 3001</b>  <i>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.</i></p> <p>During <b>solo week</b> the 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. The cooperating teacher can become an anonymous observer in the classroom, providing the candidate with valuable feedback regarding instruction and classroom management.</p>
<b>Candidates as Mandated Reporters</b>	<p>Candidates are required to report any information pertaining to suspected child abuse or neglect. Should a candidate become aware of information in this regard, they are expected to consult with their cooperating teacher immediately. The cooperating teacher should provide the candidate with the name of the individual designated by the school to report matters of abuse or neglect, and should assist the candidate in the event a report is filed. Students are also required to create a safe and respectful learning environment. More details can be found in the state's <a href="#">Dignity for All Students Act</a>.</p>
<b>Performance Concerns</b>	<p>The cooperating teacher is in a unique position to evaluate the progress of a candidate's performance. If a cooperating teacher has concerns about a candidate's performance, the cooperating teacher should contact the candidate's 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 their supervisor.</p>
<b>Professionalism</b>	<p>In addition to demonstrating good moral character and ethical behavior, teacher candidates are expected to conduct themselves as professionals in every respect. Candidates are invited guests in a school and classroom of a practicing teacher whose first priority is to their pupils. The candidate must learn to operate within this established framework. The teacher candidate is expected to follow the <a href="#">Code of Ethics</a> and be a professional member of the teaching community.</p>
<b>Attitude</b>	<p>Candidates should go into student teaching with a positive attitude and a determination to do one's best. They should show enthusiasm and make a contribution to the teaching profession.</p>

## Appearance

Candidates should look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance.

## Expectations of Professional Dress During Student Teaching

A candidate should dress in a comfortable manner that allows them to be authentically who they are, while also complying with equitable dress code policies. Check with your cooperating teacher and district policies about their expectations. Generally speaking, employers have a right to establish employee dress and grooming guidelines during work hours if they are reasonable and serve a legitimate purpose. To the extent possible, dress codes should impact all groups evenly regardless of gender, race, ethnicity, religion, etc.

### "Dress appropriately"

- "Dress Professionally. It is important that you are dressed professionally for your clinical experience. Remember, you are your own best walking resume! Professional dress sets you apart from the students – dress for the job you wish to earn.
- "Business casual attire" is a common term used among principals when they speak of appropriate attire for clinical teacher candidates from universities.
- "Business casual attire" means the following:
  - Dress slacks, blouses, button-down shirts, pull-over sweaters, dress shoes, etc.
  - "Business casual attire" does not mean: Blue jeans, shorts, tank tops, flip flops, sweatshirts, or sweatpants, etc."
- Candidates should be permitted to wear clothing that fits their bodies in the way that they deem to be most appropriate for themselves and their bodies. As such, tight or loose clothing can still be professional.
- Candidates should be allowed to wear clothing that best aligns with their gender and/or cultural expression.
  - Wearing cultural regalia or clothing items associated with ethnic identities, including but not limited to: head wraps, sarees, dashikis, turbans (marjar hats), and hijabs:
  - Honors a person's identity and shows respect for students, colleagues, and the education profession.
  - Allows candidates to show up as themselves, which may mean bringing a new perspective about human expression into the school/ classroom.
  - Enables student teachers to have agency in interpreting the dress code in ways that best align with their identities.

### Guidance for Candidates:

- Clothing should be functional and appropriate to the extent that it does not restrict a Candidates' movement and/or students'/ teacher's safety within the clinical space.
- Pierced areas of the face or body should be secure as to not present a choking hazard if lost or other danger to students.
- Personal hygiene: when working closely with students, parents, and colleagues body odors and strong or excessive fragrances should be avoided.
- Hair: clean and neat, facial hair must be trimmed and groomed.
- Personal Appearance: (i.e. clothing/tattoos/body decoration) no messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity.

<b>Confidentiality</b>	The requirements of the Family Educational Rights and Privacy Act ( <a href="#">FERPA</a> , also known as the Buckley Amendment) make it clear that any information that relates to pupils with whom teacher candidates are working is confidential. Candidates may not discuss, under any circumstances, 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.
<b>Discretion</b>	Discretion is paramount. Candidates must be professional at all times: on-site, in discussions with their cooperating teacher, supervisor, during seminar, etc.
<b>Professional Distance</b>	<p>Most schools have a clear policy addressing educationally valuable use of the internet and student access. These policies focus on safety and responsible use. Candidates should make sure to ask their cooperating teacher or principal about their school's policy.</p> <p>Increasingly, schools include in their "employee codes of conduct" the use of social networking sites by teachers. Candidates should always maintain a professional distance with regard to these public sites and text messaging relative to the students they are working with. Candidates should ask their 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.</p> <p>As a general rule, candidates should not be alone with PreK-12 students.</p>
<b>School Photo or Video Policy and Video Consent</b>	Most school boards have a policy in this regard. Candidates should make sure to check with their cooperating teacher and/or school principal beforehand; permission may be required. In addition to permission for taking photographs, there are video consent forms parents/guardians must sign for a student to be captured in recordings of the candidate teaching for the purposes of portfolio development and/or virtual observations.
<b>Cell Phone Use</b>	Candidates should consult with their cooperating teacher or principal about existing faculty policies related to cell phone use. Professionalism dictates that candidates don't use their cell phone for conversation or for texting during the instructional portion of the school day. Unless there are extenuating circumstances, a candidate's cell phone should be silenced or not turned on at all. Candidates should inform their cooperating teacher of a possible emergency requiring access to their cell phone. Candidates should take advantage of any non-instructional time to become increasingly knowledgeable about their students, curriculum, instruction, or special services available students.

## Google Folders

Candidates must create [Google Folders](#) following the example format precisely. All candidates will create a main Google folder: **Last Name, First Name Student Teaching Documents**.

Within their main folder, candidates will have two placement folders representing their two placements. Candidates in the Inclusive Early Childhood (IEC) program will indicate their program in the folder names: **Last Name, First Name IEC 1** for their first placement, and **Last Name, First Name IEC 2 (SPED)** to indicate their second placement as their special education placement.

Candidates in all other programs will have two placement folders as well: **Last Name, First Name Session 1** for their first placement, and **Last Name, First Name Session 2** for their second placement. Candidates in a special education program will indicate their special education placement by including (SPED) in that placement folder's name.

All candidates will have five content folders in both placement folders: **Curriculum Materials**, **Evaluations & Observations**, **Ideas & Notes**, **Lesson Plans**, and **Videos (Emergency Only)**.

- ✓ Candidates must have a written lesson plan for each lesson they teach, not only those lessons that are formally observed.
- ✓ All lesson plans must be uploaded to the candidate's Google Drive Folder at least 24 hours prior to teaching the lesson.
- ✓ Candidates will share their main Google folder with their cooperating teacher, supervisor, and Coordinator of Student Teaching

### Main Google Folder

 Last Name, First Name Student Teaching Documents

#### IEC Program Placement Folders

 Last Name, First Name IEC 1

 Last Name, First Name IEC 2 (SPED)

#### All Other Programs Placement Folders

 Last Name, First Name Session 1 (SPED)

 Last Name, First Name Session 2 (SPED)


#### Content Folders

 Curriculum Materials

 Evaluations & Observations

 Ideas & Notes

 Lesson Plans

 Videos (Emergency ONLY)

## Lesson Planning

### Overview

Lesson plans are not taught in isolation; they are links in a chain working together. When a candidate writes lesson plans for their placement, the candidate needs to have a shared vision with their cooperating teacher for how the candidate's lessons will fit into the cooperating teacher's chain of lessons. Collaboration and cooperation are essential. As such, a candidate's best resource for lesson plan writing is their cooperating teacher. It is advised that all candidates have a plan book to keep track of their cooperating teacher's lessons, to have a longitudinal, linear view of how each lesson links to the next.

Candidates should maintain this linear view as they write lesson plans, whether they are mini, co-taught, day-to-day, or observation lesson plans. Candidates should ensure that their lesson plans are not isolated from, but rather intricately linked to, the scope and sequence their cooperating teacher has created for their class.

Below are detailed descriptions of the nuanced differences between the various lesson plans candidates will write throughout their placement. Co-taught lesson plans and day-to-day lesson plans will primarily be designed between the candidate and the cooperating teacher. The candidate should feel free to reach out to their supervisor for advice if needed. Observation lesson plan formats will depend on the observer and the candidate should be prepared to alter their lesson plan template if their observer (cooperating teacher or supervisor) requests it.

While there is some variability across the lesson plan formats below, all lesson plans do have basic components that all candidates will be expected to include in all their lesson plans:

### Standard

### Objective

### Activities

#### Co-Taught Lesson Plans

Lesson plan templates should be specific to the placement, mirroring the cooperating teacher's written lesson plans as the candidate gains understanding of the lesson planning process and a longitudinal view of lessons and units. Full lesson plans may not be needed as they are not reflective of "real world" teaching. cooperating teachers and candidates should plan and write together co-taught lessons. Candidates should take initiative in these conversations, interacting with the cooperating teacher and offering ideas. In the written plan, candidates should create a T-chart of the teacher and candidate roles, emphasizing the candidate's role in the lesson, scripting if necessary. Components of the co-taught lesson plan should be an outline or bulleted list of the following:

- Rationale
- Standard
- Objective
- Differentiation
- Materials
- Steps/Activities
- Timing
- Transitions
- Closure
- Assessments

## **Day-to-Day Lesson Plans**

With day-to-day lessons, cohesion is key. Candidates should keep a virtual or hardcopy plan book to keep track of all the lessons taught throughout their placement, (cooperating teacher lessons, co-taught lessons, and candidate lessons), to monitor the cohesiveness, sequence, and linear progression of each lesson, to ensure the lessons the candidate writes compliment the scope and sequence of the cooperating teacher's lessons, and that the candidate's day-to-day lessons are cohesive with their formal observation lessons.

In writing day-to-day lessons, candidates should follow their cooperating teacher's recommendations. Some cooperating teachers may prefer to receive candidates' day-to-day lesson plans in a weekly overview format, usually a graphic organizer or computer-generated sheets. This format is common in some districts and utilized by cooperating teachers themselves.

In short, day-to-day lesson plans should not be as detailed as formal observation plan lessons. Rather, day-to-day lessons should be brief, concise, an outline, bulleted list, and/or summary. cooperating teachers do not need, nor do they want, a word-for-word script of the lesson.

That said, cooperating teachers do lean in to how a candidate is performing and consider how effective the candidate is at carrying out their lessons. If a candidate is confident and skilled, outlined day-to-day lessons work well. If a candidate is not meeting expectations, they will need to put more thought and detail into the day-to-day lessons they write. Components of day-to-day lesson plans are as follows:

- Standard
- Rationale or Connection to Prior Learning
- Objective
- Differentiation
- Materials
- Introduction/Preset/Anticipatory Set
- Activities (I do, We do, You do)
- Timing
- Challenges to Expect
- Supplemental Learning for Students who Finish Early
- Conclusion/Closing/Assessment/Exit Ticket
- Plan for Follow Up

## **Observation Lesson Plans**

Observation lesson plans are an opportunity for candidates to reflect on the learners in the class, to contemplate how the curriculum relates to the standards, to consider the purpose of their lessons within a sequence of lessons, to provide an explanation for why these lessons are applicable to these students at this time in this method. Observation lesson plans are spaces for candidates to think through what they are doing and why they are doing it. With experience, this metacognition will come naturally, but at the candidate level, writing out these contemplations helps candidates understand why they are teaching.

cooperating teachers and supervisors can sometimes differ on what they expect to see in Observation Lesson Plans. As such, a candidate should write their observation lesson plans in the format that the observer requests. This may require the candidate to write their observation lesson plans in completely different formats depending on who is observing them for that lesson.

In general, observation lesson plans are the same as day-to-day lessons but more detailed, more formal, step-by-step descriptions of the lessons that will be observed. There are a few templates to choose from for Observation Lesson Plans, with some cooperating teachers recommending candidates follow the EdTPA lesson plan format, backwards design, the district's tenure process lesson plan format, the Danielson template, or the Madeline Hunter's format. Supervisors recommend candidates follow the St. Rose formal lesson plan templates that they utilized throughout their coursework. There are many formal lesson plan templates to choose from so it is best to talk with your cooperating teacher and supervisor early and often about the template they would like you to use for when they observe your teaching.

In terms of what is included in a formal lesson plan, it may not be necessary for candidates to include full sentences or even a full script as this is not the reality of an everyday classroom teacher, but again, it depends on the observer. That said, scripts can be a sense of security for candidates who verbally stumble while teaching, or go off on tangents, or generally struggle in sticking to a written lesson plan. Candidates should always feel free to write out a script for their own reference and practice if it helps, but the script need not be included in the observation lesson plan unless the observer requests it. Once an observer is satisfied with a candidate's performance, it is possible and likely the observer will require less formal observation lesson plans going forward.

In their observation lesson plans, candidates should include components that an administrator would be looking for in observation of a first-year teacher:

- |   |  |
|---|--|
| • Candidate Name  | • Introduction/Opening/Anticipatory Set  |
| • Lesson Title  | • Well Thought Out, Engaging, Interactive Clear Lesson Procedures & Activities |
| • Lesson Date   | • Guided Practice: I do, We do, You do   |
| • Class Grade Level & Subject,                            | • Timing   |
| • Class Demographics                                      | • Guided Questions for Students  |
| • Prerequisite Learning & Connections to What Came Before | • Expected Student Outcomes  |
| • Clear Purpose and Rationale                             | • Anticipated Misconceptions   |
| • Standards   | • Enrichment for Early Finishers   |
| • Objectives  | • Extra Help for Students Still Working  |
| • Bloom's Language  | • Closure/Exit Ticket  |
| • Key Vocabulary & Academic Language                      | • Formative and Summative Assessments  |
| • Differentiation   | • Assignments  |
| • Classroom Management Plans                              | • Follow Up Activities   |
| • Materials/Handouts/Videos/Sites/Links                   | • Reflection Section   |



## Participant Responsibilities

The student teaching experience requires a high level of collaboration between the school 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 Student Teaching, and the building principal.

### Candidate

- Enrolls in student teaching courses only. Student teaching requires a full-time commitment on the part of the candidate. With the exception of seminar/portfolio, no other courses are taken during this period of time.
- Does not hold a position of employment. Due to the excessive demands on the teacher candidate's time during the student teaching semester, students are requested to arrange their schedules so that they **do not work** during student teaching.
- Gives full attention to student teaching.
- Exhibits the qualities and dispositions of a professional including initiative, dependability, punctuality, effective communication, and ethical behavior.
- Exchanges contact information and shares their main Google Drive folder with their cooperating teacher, college supervisor, and Coordinator of Student Teaching.
- Creates a plan for regular communication with the cooperating teacher and college supervisor.
- Participates in regular debriefing meetings with the college supervisor and cooperating teacher.
- 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.
- 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 the candidate is permitted and invited.
- Attends weekly seminar meetings.
- Completes required lesson plans and seminar assignments.
- Completes required final self-evaluation for the concluding team meeting at the end of the session.

### 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.
- Exchanges contact information with the college supervisor and teacher candidate.
- Creates a plan for regular communication with the teacher candidate and their college supervisor.
- Demonstrates exemplary teaching methods and provides a rationale for such practices.
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.

- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in meetings with the teacher candidate and college supervisor.
- Informs college supervisor of teacher candidate's progress.
- Completes and submits all evaluations and observations through Google forms.
- Maintains final authority on all matters related to the classroom.

### **College Supervisor**

- Acts as a liaison between the school, cooperating teacher, teacher candidate, and The College.
- Reviews guidelines, requirements, and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Familiarizes themselves with the school and community through materials and resources such as schedules, requirements, and responsibilities of teachers, students, and staff.
- Exchanges contact information with the teacher candidate and cooperating teacher.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Meets with the teacher candidate and cooperating teacher at least twice for team meetings, during the first and last week of the candidate's placement.
- Provides support and assistance to teacher candidates as they work with cooperating teachers.
- Provides support and assistance to cooperating teachers as they work with teacher candidates.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Encourages the growth of the teacher candidate through specific, regular, and timely verbal and written feedback.
- Informs Coordinator of Student Teaching of teacher candidate's progress and discusses pass/fail grade for student teaching.
- Completes and submits all observations through Google forms.

### **Coordinator of Student Teaching**

- Provides orientation to the student teaching experience for the teacher candidate, cooperating teacher, and college supervisor and supports College policies throughout the experience.
- Participates in the negotiation of solutions to any 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.

### **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 Candidates, Cooperating Teachers, and College Supervisors

The schedule and activities below are suggested; the actual schedule will depend on the teacher candidate, cooperating teacher, and college supervisor. Teacher candidates can also receive guidance from their seminar instructor. Students in the Inclusive Early Childhood Program will have a different schedule due to their 10-week placement following field experience, as noted below. The variations will be discussed with the supervisor, but generally IEC candidates should follow the guidelines for the first 7 weeks and then expect for additional teaching in weeks 8-10.

### Prior to Week 1

#### General Education & SPED Programs

#### IEC Program

##### Candidate

- Contact your cooperating teacher and supervisor to introduce yourself, discuss methods of communication, and schedule the Week 1 meeting.
- Share this handbook with your cooperating teacher.
- Create a [Google Drive Folder](#) and share with your cooperating teacher, supervisor, and Coordinator of Student Teaching.
- Create GoReact account, upload GoReact practice video, and other seminar tasks.
- Attend seminar and portfolio meetings.

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- Share this handbook with your cooperating teacher.
- Create a [Google Drive Folder](#) and share with your cooperating teacher, supervisor, and Coordinator of Student Teaching.
- Create GoReact account, upload GoReact practice video, and other seminar tasks.
- Attend seminar and portfolio meetings.

### Week 1

#### General Education & SPED Programs

#### IEC Program

##### Candidate

- Review teaching responsibilities and assignments.
- Observe cooperating teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Assist cooperating teacher with students and classroom routines.
- Offer to work with individuals and small groups.
- Write letter of introduction to parents; share with cooperating teacher.
- Distribute [Video Consent Forms](#) to parents.
- Begin gathering info for learning context statement.
- Learn technologies expected for teaching.

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- Observe cooperating teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Assist cooperating teacher with students and classroom routines.
- Offer to work with individuals and small groups.
- Write letter of introduction to parents; share with cooperating teacher.
- Distribute [Video Consent Forms](#) to parents.
- Begin gathering info for learning context statement.
- Learn technologies expected for teaching.

##### Cooperating Teacher

- Review CSR Handbook from candidate.
- Review school policies, procedures, and non-instructional duties.
- Introduce candidate to school personnel.
- Share resources with candidate.
- Establish expectations, daily schedule, etc.
- Meet with supervisor and candidate to review expectations and go over schedule
- Model teaching/classroom management strategies.
- Assign responsibilities appropriate for candidate at this stage of development.
- Begin joint lesson planning.

- Review CSR Handbook from candidate.
- Review school policies, procedures, and non-instructional duties.
- Introduce candidate to school personnel.
- Share resources with candidate.
- Establish expectations, daily schedule, etc.
- Meet with supervisor and candidate to review expectations and go over schedule
- Model teaching/classroom management strategies.
- Assign responsibilities appropriate for candidate at this stage of development.
- Begin joint lesson planning.

**College Supervisor**

- Exchange contact information with candidate and cooperating teacher.
- Meet with cooperating teacher and candidate to review expectations and go over schedule.
- Establish plan for weekly communication with candidate.
- Set up appointment for first observation.

- Exchange contact information with candidate and cooperating teacher.
- Meet with cooperating teacher and candidate to review expectations and go over schedule.
- Establish plan for weekly communication with candidate.
- Set up appointment for first observation.

**Week 2****General Education & SPED Programs****IEC Program****Candidate**

- Upload lesson plan notes/materials to Google folder.
- Prepare for first observations.
- Begin work on student teaching projects (IP/TWS).
- Begin co-teaching with the cooperating teacher.
- Upload Week 2 Evaluation to Google folder.

- Upload lesson plan notes/materials to Google folder.
- Prepare for first observations.
- Begin work on student teaching projects (IP/TWS).
- Begin co-teaching with the cooperating teacher.
- Upload Week 2 Evaluation to Google folder.

**Cooperating Teacher**

- Co-teach lessons with candidate.
- Increase candidate's planning/teaching responsibilities.
- Discuss schedule, lesson planning, types and use of assessments, school involvement, use of technology.
- Complete **Week 2 Evaluation**.
- Debrief with candidate after completing evaluation.

- Co-teach lessons with candidate.
- Increase candidate's planning/teaching responsibilities.
- Discuss schedule, lesson planning, types and use of assessments, school involvement, use of technology.
- Complete **Week 2 Evaluation**.
- Debrief with candidate after completing evaluation.

**College Supervisor**

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Review cooperating teacher's Week 2 Evaluation and debrief with candidate.
- Inform Coordinator of Student Teaching if there are issues noted in the Week 2 Evaluation.

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Review cooperating teacher's Week 2 Evaluation and debrief with candidate.
- Inform Coordinator of Student Teaching if there are issues noted in the Week 2 Evaluation.

**Week 3****General Education & SPED Programs****IEC Program****Candidate**

- Upload lesson plans/materials to Google folder.
- Continue to develop IP/TWS.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Reflect on progress. Consider how you are making a contribution to the school community.
- Upload both Observation #1 forms to Google folder.

- Upload lesson plans/materials to Google folder.
- Continue to develop IP/TWS.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Reflect on progress. Consider how you are making a contribution to the school community.
- Upload Observation #1 to Google folder.

**Cooperating Teacher**

- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Complete **Observation #1**.
- Debrief with candidate after observation.

- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Complete **Observation #1**.
- Debrief with candidate after observation.

**College Supervisor**

- Review lesson plans and assist Candidate with refining lesson planning, delivery, and assessment.
- Complete **Observation #1**.
- Review cooperating teacher's Observation #1 and debrief with Candidate about both observations.
- Inform Coordinator of Student Teaching if there are issues noted in either observation.

- Review lesson plans and assist Candidate with refining lesson planning, delivery, and assessment.
- Review cooperating teacher's Observation #1 and debrief with Candidate.
- Inform Coordinator of Student Teaching if there are issues noted in Observation #1.

## Week 4

### General Education & SPED Programs

### IEC Program

#### Candidate

- Upload lesson plans/materials to Google folder.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Continue to develop IP/TWS.
- Continue to develop class management skills.
- Reflect on progress.
- Establish dates and begin planning for solo week.
- Upload Week 4 Evaluation, and both Observation #2 forms to Google folder.

- Upload lesson plans/materials to Google folder.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Continue to develop IP/TWS.
- Continue to develop class management skills.
- Reflect on progress.
- Upload Week 4 Evaluation and Observation #1 to Google folder.

#### Cooperating Teacher

- Increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Provide feedback with discussion about effective instructional strategies, classroom management approaches, analysis of assessment results, etc.
- Make decisions regarding solo week scheduling.
- Complete **Week 4 Evaluation** and **Observation #2**.
- Debrief with candidate to discuss strengths and weaknesses.

- Increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Provide feedback with discussion about effective instructional strategies, classroom management approaches, analysis of assessment results, etc.
- Complete **Week 4 Evaluation**.
- Debrief with candidate to discuss strengths and weaknesses.

#### College Supervisor

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Complete **Observation #2**.
- Review cooperating teacher's Week 4 Evaluation and Observation #2
- Debrief with candidate about the Week 4 Evaluation and both observations.
- Inform Coordinator of Student Teaching if there are issues noted in the Evaluation or either observation.

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Complete **Observation #1**.
- Review cooperating teacher's Week 4 Evaluation.
- Debrief with candidate about the Week 4 Evaluation and Observation #1.
- Inform Coordinator of Student Teaching if there are issues noted in the Evaluation or Observation #1.

## Week 5

### General Education & SPED Programs

### IEC Program

#### Candidate

- Upload lesson plans/materials to Google folder.
- Continue working on solo week lesson plans.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Continue to develop IP/TWS.
- Reflect on progress. Is your teaching making a difference? Document learning that is taking place.
- Upload both Observation #3 forms to Google folder.

- Upload lesson plans/materials to Google folder.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Continue to develop IP/TWS.
- Reflect on progress. Is your teaching making a difference? Document learning that is taking place.
- Upload Observation #2 to Google folder.

#### Cooperating Teacher

- Continue to increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Provide assistance with solo week planning.
- Complete **Observation #3**.
- Debrief with candidate to discuss strengths and weaknesses.

- Continue to increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Complete **Observation #2**.
- Debrief with candidate to discuss strengths and weaknesses.

## College Supervisor

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
  - Provide assistance with solo week planning.
  - Complete **Observation #3**.
  - Review cooperating teacher's Observation #3 and debrief with Candidate about both observations.
  - Inform Coordinator of Student Teaching if there are issues noted in either observation.
- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
  - Review cooperating teacher's Observation #2 and debrief with Candidate.
  - Inform Coordinator of Student Teaching if there are issues noted in Observation #2.

## Week 6

### General Education & SPED Programs

### IEC Program

#### Candidate

- Upload lesson plans/materials to Google folder.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Refine solo week lesson plans throughout the week.
- Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.
- What specific goals do you have for your professional development as you continue?
- Continue to develop IP/TWS.
- Schedule Final Evaluation Meeting with cooperating teacher and supervisor.
- Upload both Observation #4 forms to Google folder.

- Upload lesson plans/materials to Google folder.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Establish dates and begin planning for solo week.
- Continue to develop IP/TWS.
- Reflect on progress. Is your teaching making a difference? Document learning that is taking place.
- Upload Observation #2 to Google folder.

#### Cooperating Teacher

- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Review and approve solo week plans.
- Assist candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Complete **Observation #4**.
- Debrief with candidate to discuss strengths and weaknesses.
- Schedule Final Evaluation Meeting with candidate and supervisor.

- Continue to increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Assist candidate with refining lesson planning, delivery, and assessment.
- Make decisions regarding solo week scheduling.

## College Supervisor

- Review solo week plans and assist candidate with refining lesson planning, delivery, and assessment.
  - Encourage use of rubrics and a variety of assessment strategies and formats.
  - Complete **Observation #4**.
  - Review cooperating teacher's Observation #4 and debrief with candidate about both observations.
  - Inform Coordinator of Student Teaching if there are issues noted in either observation.
  - Schedule Final Evaluation Meeting with candidate and cooperating teacher.
- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
  - Complete **Observation #2**.
  - Debrief with Candidate about Observation #2.
  - Inform Coordinator of Student Teaching if there are issues noted in Observation #2.

## Week 7

### **General Education & SPED Programs**

### **IEC Program**

#### **Candidate**

- Complete **Final Self Evaluation**.
- Meet with cooperating teacher and college supervisor for Final Evaluation Meeting.
- Prepare a way to show your appreciation to cooperating teacher, students, and supervisor.
- Transition instruction & other classroom responsibilities to cooperating teacher.
- Contact Session 2 cooperating teacher and supervisor.

- Upload lesson plans/materials to Google folder.
- Continue working on solo week lesson plans.
- Solicit constructive feedback from cooperating teacher and College Supervisor.
- Continue to develop IP/TWS.
- Reflect on progress. Is your teaching making a difference? Document learning that is taking place.
- Upload Observation #3 to Google folder.

#### **Cooperating Teacher**

- Complete **Final Evaluation**.
- Meet with candidate and college supervisor for Final Evaluation Meeting.
- Transition class back from candidate.

- Continue to increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Provide assistance with solo week planning.
- Complete **Observation #3**.
- Debrief with candidate to discuss strengths and weaknesses.

#### **College Supervisor**

- Complete **Final Evaluation**.
- Meet with candidate and cooperating teacher for Final Evaluation Meeting.
- Review Google folder with candidate to ensure they have uploaded all evaluations and observations.

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Provide assistance with solo week planning.
- Review cooperating teacher's Observation #3 and debrief with candidate.
- Inform Coordinator of Student Teaching if there are issues noted in Observation #3.

## Week 8 – IEC Program

#### **Candidate**

- Upload lesson plans/materials to Google folder.
- Continue working on solo week lesson plans.
- Solicit constructive feedback from cooperating teacher and college supervisor.
- Continue to develop IP/TWS.
- Reflect on progress. Is your teaching making a difference? Document learning that is taking place.
- Upload Observation #3 to Google folder.

#### **Cooperating Teacher**

- Continue to increase candidate's planning/teaching responsibilities.
- Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.
- Provide assistance with solo week planning.

#### **College Supervisor**

- Review lesson plans and assist candidate with refining lesson planning, delivery, and assessment.
- Provide assistance with solo week planning.
- Complete **Observation #3**.
- Debrief with candidate about Observation #3.
- Inform Coordinator of Student Teaching if there are issues noted in Observation #3.

### Week 9 – IEC Program

- |                            |   |
|----------------------------|---|
| <b>Candidate</b>           | <ul style="list-style-type: none"><li>• Upload lesson plans/materials to Google folder.</li><li>• Solicit constructive feedback from cooperating teacher and college supervisor.</li><li>• Refine solo week lesson plans throughout the week.</li><li>• Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.</li><li>• What specific goals do you have for your professional development as you continue?</li><li>• Continue to develop IP/TWS.</li><li>• Schedule Final Evaluation Meeting with cooperating teacher and supervisor.</li><li>• Upload both Observation #4 forms to Google folder.</li></ul> |
| <b>Cooperating Teacher</b> | <ul style="list-style-type: none"><li>• Ensure lesson plans are uploaded at least 24 hours in advance, or the lesson should not be taught.</li><li>• Review and approve solo week plans.</li><li>• Assist candidate with refining lesson planning, delivery, and assessment.</li><li>• Encourage use of rubrics and a variety of assessment strategies and formats.</li><li>• Complete <b>Observation #4</b>.</li><li>• Debrief with candidate to discuss strengths and weaknesses.</li><li>• Schedule Final Evaluation Meeting with candidate and supervisor.</li></ul>  |
| <b>College Supervisor</b>  | <ul style="list-style-type: none"><li>• Review solo week plans and assist candidate with refining lesson planning, delivery, and assessment.</li><li>• Encourage use of rubrics and a variety of assessment strategies and formats.</li><li>• Complete <b>Observation #4</b>.</li><li>• Review cooperating teacher's Observation #4 and debrief with candidate about both observations.</li><li>• Inform Coordinator of Student Teaching if there are issues noted in either observation.</li><li>• Schedule Final Evaluation Meeting with candidate and cooperating teacher.</li></ul>   |

### Week 10 – IEC Program

- |                            |   |
|----------------------------|---|
| <b>Candidate</b>           | <ul style="list-style-type: none"><li>• Complete <b>Final Self Evaluation</b>.</li><li>• Meet with cooperating teacher and college supervisor for Final Evaluation Meeting.</li><li>• Prepare a way to show your appreciation to cooperating teacher, students, and supervisor.</li><li>• Transition instruction &amp; other classroom responsibilities to cooperating teacher.</li></ul> |
| <b>Cooperating Teacher</b> | <ul style="list-style-type: none"><li>• Complete <b>Final Evaluation</b>.</li><li>• Meet with candidate and college supervisor for Final Evaluation Meeting.</li><li>• Transition class back from candidate.</li></ul>  |
| <b>College Supervisor</b>  | <ul style="list-style-type: none"><li>• Complete <b>Final Evaluation</b>.</li><li>• Meet with candidate and cooperating teacher for Final Evaluation Meeting.</li><li>• Review Google folder with candidate to ensure they have uploaded all evaluations and observations.</li></ul>  |



# Spring 2023 Session **1**

## Student Teaching Schedule

Week	Candidate	Cooperating teacher	Supervisor
<b>Pre-Placement</b>	<input type="checkbox"/> Email your cooperating teacher and supervisor <input type="checkbox"/> Share your Google folder with your cooperating teacher, supervisor, and Hope Shuttleworth <input type="checkbox"/> Review all handbooks and forms	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder
<b>Week 1</b> January 17	<input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Write letter of introduction for students' parents <input type="checkbox"/> Send home consent forms for videotaping <input type="checkbox"/> Observe, assist, and participate in placement	<input type="checkbox"/> <b>Meet with candidate and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Share routines and policies with candidate <input type="checkbox"/> Introduce candidate to colleagues <input type="checkbox"/> Begin joint lesson planning with candidate	<input type="checkbox"/> <b>Meet with candidate and cooperating teacher for Initial Team Meeting</b> <input type="checkbox"/> Establish communication routine with candidate <input type="checkbox"/> Set observation schedule with candidate
<b>Week 2</b> January 23	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with cooperating teacher <input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Begin co-teaching with cooperating teacher <input type="checkbox"/> Review Week #2 Evaluation with teacher and supervisor	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with candidate <input type="checkbox"/> Begin co-teaching with candidate <input type="checkbox"/> <b>Complete <u>Week #2 Evaluation</u></b> <input type="checkbox"/> Debrief with candidate about evaluation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Assist Candidate with refining lessons <input type="checkbox"/> Review Week #2 Evaluation with candidate
<b>Week 3</b> January 30	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #1 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete <u>Observation #1</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #1</u></b> <input type="checkbox"/> Review Observation #1 with candidate
<b>Week 4</b> February 6	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Establish solo week dates and begin planning <input type="checkbox"/> Review Week #4 Evaluation and Observation #2 with cooperating teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Increase candidate responsibilities <input type="checkbox"/> Discuss solo week dates with candidate <input type="checkbox"/> <b>Complete <u>Week #4 Evaluation</u></b> <input type="checkbox"/> <b>Complete <u>Observation #2</u></b> <input type="checkbox"/> Debrief with candidate about evaluation & observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #2</u></b> <input type="checkbox"/> Review Week #4 Evaluation and Observation #2 with candidate
<b>Week 5</b> February 13	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #3 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Increase candidate responsibilities <input type="checkbox"/> <b>Complete <u>Observation #3</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #3</u></b> <input type="checkbox"/> Review Observation #3 with candidate
<b>Week 6</b> <b>*SOLO*</b> February 27	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #4 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete <u>Observation #4</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #4</u></b> <input type="checkbox"/> Review Observation #4 with candidate
<b>Week 7</b> March 6	<input type="checkbox"/> Transition instruction to cooperating teacher <input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Final Team Meeting</b> <input type="checkbox"/> Prepare a gesture of appreciation for your students, cooperating teacher, and supervisor <input type="checkbox"/> Politely ask for letters of recommendation <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>	<input type="checkbox"/> Transition instruction from candidate <input type="checkbox"/> <b>Meet with candidate and supervisor for Final Team Meeting</b> <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>	<input type="checkbox"/> <b>Meet with candidate and cooperating teacher for Final Team Meeting</b> <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>

## Spring 2023 Session **2** Student Teaching Schedule

Week	Candidate	Cooperating teacher	Supervisor
<b>Pre-Placement</b>	<input type="checkbox"/> Email your cooperating teacher and supervisor <input type="checkbox"/> Share your Google folder with your cooperating teacher, supervisor, and Hope Shuttleworth <input type="checkbox"/> Review all handbooks and forms	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder
<b>Week 1</b> March 13	<input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Write letter of introduction for students' parents <input type="checkbox"/> Send home consent forms for videotaping <input type="checkbox"/> Observe, assist, and participate in placement	<input type="checkbox"/> <b>Meet with candidate and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Share routines and policies with candidate <input type="checkbox"/> Introduce candidate to colleagues <input type="checkbox"/> Begin joint lesson planning with candidate	<input type="checkbox"/> <b>Meet with candidate and cooperating teacher for Initial Team Meeting</b> <input type="checkbox"/> Establish communication routine with candidate <input type="checkbox"/> Set observation schedule with candidate
<b>Week 2</b> March 20	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with cooperating teacher <input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Begin co-teaching with cooperating teacher <input type="checkbox"/> Review Week #2 Evaluation with teacher and supervisor	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with candidate <input type="checkbox"/> Begin co-teaching with candidate <input type="checkbox"/> <b>Complete <u>Week #2 Evaluation</u></b> <input type="checkbox"/> Debrief with candidate about evaluation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Assist Candidate with refining lessons <input type="checkbox"/> Review Week #2 Evaluation with candidate
<b>Week 3</b> March 27	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #1 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete <u>Observation #1</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #1</u></b> <input type="checkbox"/> Review Observation #1 with candidate
<b>Week 4</b> April 3	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Establish solo week dates and begin planning <input type="checkbox"/> Review Week #4 Evaluation and Observation #2 with cooperating teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Increase candidate responsibilities <input type="checkbox"/> Discuss solo week dates with candidate <input type="checkbox"/> <b>Complete <u>Week #4 Evaluation</u></b> <input type="checkbox"/> <b>Complete <u>Observation #2</u></b> <input type="checkbox"/> Debrief with candidate about evaluation & observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #2</u></b> <input type="checkbox"/> Review Week #4 Evaluation and Observation #2 with candidate
<b>Week 5</b> April 17	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #3 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Increase candidate responsibilities <input type="checkbox"/> <b>Complete <u>Observation #3</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #3</u></b> <input type="checkbox"/> Review Observation #3 with candidate
<b>Week 6</b> <b>*SOLO*</b> April 24	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #4 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete <u>Observation #4</u></b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete <u>Observation #4</u></b> <input type="checkbox"/> Review Observation #4 with candidate
<b>Week 7</b> May 1	<input type="checkbox"/> Transition instruction to cooperating teacher <input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Final Team Meeting</b> <input type="checkbox"/> Prepare a gesture of appreciation for your students, cooperating teacher, and supervisor <input type="checkbox"/> Politely ask for letters of recommendation <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>	<input type="checkbox"/> Transition instruction from candidate <input type="checkbox"/> <b>Meet with candidate and supervisor for Final Team Meeting</b> <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>	<input type="checkbox"/> <b>Meet with candidate and cooperating teacher for Final Team Meeting</b> <input type="checkbox"/> <b>Complete <u>Final Evaluation</u></b>

**\*Updated Links\* Spring 2023 Session** **IEC**  
**Student Teaching Schedule**

Week	Candidate	Cooperating teacher	Supervisor
<b>Pre-Placement</b>	<input type="checkbox"/> Email your cooperating teacher and supervisor <input type="checkbox"/> Share your Google folder with your cooperating teacher, supervisor, and Hope Shuttleworth <input type="checkbox"/> Review all handbooks and forms	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder	<input type="checkbox"/> Notify Hope Shuttleworth if you haven't heard from your candidate <input type="checkbox"/> Review all handbooks and forms <input type="checkbox"/> Access candidate's Google folder
<b>Week 1</b> February 27	<input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Write letter of introduction for students' parents <input type="checkbox"/> Send home consent forms for videotaping <input type="checkbox"/> Observe, assist, and participate in placement	<input type="checkbox"/> <b>Meet with candidate and supervisor for Initial Team Meeting</b> <input type="checkbox"/> Share routines and policies with candidate <input type="checkbox"/> Introduce candidate to colleagues <input type="checkbox"/> Begin joint lesson planning with candidate	<input type="checkbox"/> <b>Meet with Student and cooperating teacher for Initial Team Meeting</b> <input type="checkbox"/> Establish communication routine with candidate <input type="checkbox"/> Set observation schedule with candidate
<b>Week 2</b> March 6	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with cooperating teacher <input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Begin co-teaching with cooperating teacher <input type="checkbox"/> Review Week #2 Evaluation with teacher and supervisor	<input type="checkbox"/> Discuss lesson plan development, schedule, and assessments with candidate <input type="checkbox"/> Begin co-teaching with candidate <input type="checkbox"/> <b>Complete Week #2 Evaluation</b> <input type="checkbox"/> Debrief with candidate about evaluation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Assist Candidate with refining lessons <input type="checkbox"/> Review Week #2 Evaluation with candidate
<b>Week 3</b> March 13	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #1 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete Observation #1</b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Review Observation #1 with candidate
<b>Week 4</b> March 20	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Week #4 Evaluation and Observation #1 with cooperating teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Increase candidate responsibilities <input type="checkbox"/> <b>Complete Week #4 Evaluation</b> <input type="checkbox"/> Debrief with candidate about evaluation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete Observation #1</b> <input type="checkbox"/> Review Week #4 Evaluation and Observation #1 with candidate
<b>Week 5</b> March 27	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #2 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete Observation #2</b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Review Observation #2 with candidate
<b>Week 6</b> April 3	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Establish solo week dates and begin planning <input type="checkbox"/> Review Observation #2 with supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Discuss solo week dates with candidate	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete Observation #2</b> <input type="checkbox"/> Review Observation #2 with candidate
<b>Week 7</b> April 17	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #3 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete Observation #3</b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> Review Observation #3 with candidate
<b>Week 8</b> April 24	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #3 with supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> Ensure candidate is ready for solo week	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete Observation #3</b> <input type="checkbox"/> Review Observation #3 with candidate
<b>Week 9</b> <b>*SOLO*</b> May 1	<input type="checkbox"/> Upload teaching materials to your Google folder <input type="checkbox"/> Solicit lesson plan feedback from teacher and supervisor <input type="checkbox"/> Review Observation #4 with teacher and supervisor	<input type="checkbox"/> Ensure candidate uploads lesson plans <input type="checkbox"/> <b>Complete Observation #4</b> <input type="checkbox"/> Debrief with candidate about observation	<input type="checkbox"/> Review Google folder and offer advice <input type="checkbox"/> <b>Complete Observation #4</b> <input type="checkbox"/> Review Observation #4 with candidate
<b>Week 10</b> May 8	<input type="checkbox"/> Transition instruction to cooperating teacher <input type="checkbox"/> <b>Meet with cooperating teacher and supervisor for Final Team Meeting</b> <input type="checkbox"/> Prepare a gesture of appreciation for your students, cooperating teacher, and supervisor <input type="checkbox"/> Politely ask for letters of recommendation <input type="checkbox"/> <b>Complete Final Evaluation</b>	<input type="checkbox"/> Transition instruction from candidate <input type="checkbox"/> <b>Meet with candidate and supervisor for Final Team Meeting</b> <input type="checkbox"/> <b>Complete Final Evaluation</b>	<input type="checkbox"/> <b>Meet with candidate and cooperating teacher for Final Team Meeting</b> <input type="checkbox"/> <b>Complete Final Evaluation</b>

## Lesson Plan Format

Lesson Title:

Standard(s):

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

Language (and/or Language Development)

Supports for Diverse Student Needs

Procedures:

Introduction/Opening/ Anticipatory Set

Body	
Teacher	Student(s)

Closure

Resources and Materials:
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## 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 Management System. [http://portal.nysed.gov/pls/cn\\_port/mel3\\_pkg.elig\\_enroll\\_query](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
Objectives should be written with condition, behavior and criterion for mastery.  (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.	<b>Formative Assessment</b> (Example: the student's understanding of the concept of symmetry will be determined based upon observation during the guided practice portion of the lesson.)  <b>Summative Assessment</b> (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)

RECEPTIVE AND/OR EXPRESSIVE COMMUNICATION DEMANDS
<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>Language Function – Identify the active verbs within the learning outcomes.(to draw lines of symmetry)</li> <li>Explain how you plan to support the student's use of the communication skill</li> </ul>

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"> <li>Teacher Directed Instruction (I DO)</li> <li>Guided Practice (WE DO)</li> </ul> <p>Independent Practice (YOU DO)</p>	

Final Closure	
Revisit the lesson objective or primary learning target one last time. Plan for Maintenance and Generalization	



**INCLUSION LESSONS**  
**Dr. Ward's Interpretation of the Lesson Plan Format 568/549/529/347/245**

**Lesson Title:**

**CCSS or NYS Standard(s):**

**For ELA and Math Standards:** <https://www.engageny.org/common-core-curriculum>

**For Social Sciences:** <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

**Next Generation Science Standards-** [http://www.nap.edu/openbook.php?record\\_id=18290&page=3](http://www.nap.edu/openbook.php?record_id=18290&page=3)

**Context Statement:** Why are you teaching what you are teaching the way you are teaching it?

<b>Objective(s)</b> (What will they learn?) <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;rlz=1C1PRFA_enUS501US502&amp;ion=1&amp;espv=2&amp;es_th=1&amp;ie=UTF-8#">https://www.google.com/webhp?sourceid=chrome-instant&amp;rlz=1C1PRFA_enUS501US502&amp;ion=1&amp;espv=2&amp;es_th=1&amp;ie=UTF-8#</a>	<b>Assessment(s) – Formative &amp; Summative</b> (How will I know they learned it? Individualize as necessary) <a href="http://www.edudemic.com/summative-and-formative-assessments/">http://www.edudemic.com/summative-and-formative-assessments/</a>
<b>For Most:</b>	
Given.....	
Given.....	
<b>For Some:</b>	
Given.....	
<b>For Few or One:</b> <b>Embedded or Targeted for Focus Student(s)</b> <b>From the IEP or individualized:</b> <a href="http://www.cde.state.co.us/cdesped/accommodationsmanual_infusedskillsgrid">http://www.cde.state.co.us/cdesped/accommodationsmanual_infusedskillsgrid</a>	
Given.....	

<b>Language Demands</b> <a href="http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf">http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf</a>
<b>Academic Language:</b>  <b>Academic Concepts:</b>  <b>Language concerns specific to ELL and SWD:</b>

Specific Supports from the IEP for the Focus Student and/or supports for learners who challenge the system

**Procedures:**

**To meet expectations of Universal Design For Learning be sure to:**

<http://www.udlcenter.org/aboutudl/udlguidelines/principle1>

<http://www.udlcenter.org/aboutudl/udlguidelines/principle2>

<http://www.udlcenter.org/aboutudl/udlguidelines/principle3>

<p align="center"><b>Introduction/Opening/Anticipatory Set</b>  <a href="http://k6educators.about.com/od/lessonplanheadquarters/g/anticipatoryset.htm">http://k6educators.about.com/od/lessonplanheadquarters/g/anticipatoryset.htm</a></p>	
<p><b>How do I gain the learners attention in a way that sparks interest and motivation?</b></p>	
<b>Teacher (says and does)</b>	<b>Students (day and do)</b>
<p align="center"><b>Teacher Directed Instruction</b> (I do and say)  <a href="http://edglossary.org/direct-instruction/">http://edglossary.org/direct-instruction/</a></p>	
<b>Teacher :</b>	<b>Student(s):</b>
<p align="center"><b>Guided Practice</b> (We do-make sure they know what to do)  <a href="http://exclusive.multibriefs.com/content/the-importance-of-guided-practice-in-the-classroom">http://exclusive.multibriefs.com/content/the-importance-of-guided-practice-in-the-classroom</a></p>	
<b>Teacher :</b>	<b>Student(s):</b>



**Independent Practice** (They Do and I ask questions, prompt for discovery, or assist with practice, or homework)  
[http://teachingasleadership.org/sites/default/files/How\\_To/PP/P-3/p3\\_independentpractice.pdf](http://teachingasleadership.org/sites/default/files/How_To/PP/P-3/p3_independentpractice.pdf)

**Teacher :**

**Student(s):**

**Final Closure** (How do I know they learned)

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

**Wrap up for this lesson** (link to the objectives for each learner):

[https://edc448uri.wikispaces.com/file/view/40\\_ways\\_to\\_leave\\_a\\_lesson.pdf](https://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)

**Teacher :**

**Student(s):**

**Maintenance and Generalization** (link to the objectives for each learner):

<http://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in>

**Teacher :**

**Student(s):**

**Extensions** (optional-websites, worksheets, activities)

**Resources & Materials:**

## **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.**

## Evaluation - Week 2

### Candidate Information

**Candidate Name:**

**Candidate ID#**

**Program:**

**Education Level:**

### Placement Information

**District:**

**School:**

**Teacher:**

**Grade Level:**

**Gen Ed/SPED:**

**Supervisor:**

### Evaluation

**Date:**

Rating Scale:      S = Satisfactory      U = Unsatisfactory      N= No opportunity to observe

Week 2 Evaluation	Ratings	Comments
The candidate has become familiar with cooperating teacher and school expectations & policies.		
The candidate demonstrates:		
professional dress		
positive/professional attitude		
enthusiasm toward teaching		
organizational skills		
timeliness with regard to expected arrival /departure times		
The candidate demonstrates initiative & responsibility.		
Candidate's written plans meet cooperating teacher expectations.		
The candidate demonstrates an understanding & appreciation of appropriate interpersonal relationships with students & school personnel.		
The candidate provided the cooperating teacher with student teaching materials and reviewed expectations and assessments.		
Do you have any concerns about the teacher-candidate's ability to progress successfully in this placement?		

### Overall Comments & Suggestions

## Evaluation - Week 4

### Candidate Information

Candidate Name:

Candidate ID#

Program:

Education Level:

### Placement Information

District:

School:

Teacher:

Grade Level:

Gen Ed/SPED:

Supervisor:

### Evaluation

Date:

Rating Scale:      S = Satisfactory      U = Unsatisfactory      I = Improving      N= No basis for evaluation

PROFESSIONAL KNOWLEDGE AND SKILLS	
Establishing professional relationships	
Exhibits professional poise and confidence	

CONTENT AND SUBJECT MATTER KNOWLEDGE	
Demonstrates clear knowledge of subject matter	
Models proper written communication skills	
Models correct standard English	

THE NATURE OF LEARNING	
Exhibits genuine rapport with students	
Works effectively with student differences	
Displays skill in engaging students	
Understands students' developmental levels	

THE NATURE OF TEACHING	
Develops quality daily lesson plans	
Submits lesson plans in a timely manner	
Demonstrates skill with appropriate teaching strategies	
Organizes classroom effectively for instruction	
Manages student behavior appropriately and effectively	

PROFESSIONAL VALUES AND ATTITUDES	
Responds well to suggestions	
Exhibits both the disposition and ability to self-evaluate	
Exhibits enthusiasm for children and teaching	
Models respect for the occasion	

Do you have any concerns about the teacher-candidate's Professional Qualities at this time?	
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Commendations and/or recommendations:

## Observation

### Candidate Information

Candidate Name:

Candidate ID#

Program:

Education Level:

### Placement Information

District:

School:

Teacher:

Grade Level:

Gen Ed/SPED:

Supervisor:

### Observation Information

Date:

Lesson Objective  
and Context

#### **Knowledge of Content**

Demonstrates evidence of depth and breadth of content knowledge

Demonstrates ability to integrate content curriculum

Demonstrates ability to connect content to pupils' life experiences

Sequences and organizes information appropriately for pupil understanding

Comments:

#### **Instructional Planning**

Develops detailed developmentally appropriate lesson plans; includes appropriate standards

Selects and/or creates appropriate materials to enhance learning

Attends to diversity of student abilities at the planning stage

Adapts instruction, curriculum, instructional materials, or assessment to address diverse needs of all students

Comments:

#### **Instructional Practice**

Introduces lesson effectively (Gains attention, reviews previous learning, provides motivation, makes clear purpose of lesson, builds on previous lessons or understanding of pupils)

Uses clear language and provides examples; attends to language functions and demands

Uses effective questioning, encourages critical thinking, problem solving, and active inquiry

Uses materials, resources, and technology to expand pupil understanding

Promotes pupils' abilities to generalize, integrate and extend content, concepts and skills

Monitors pupil understanding and adjusts instruction as needed

Provides for repetition of key concepts throughout lesson

Uses effective lesson closure (and extension if appropriate)

Comments:

#### **Assessment for Student Learning**

Provides evaluative/corrective feedback to pupils during instruction

Utilizes a variety of effective formative assessment techniques to measure student mastery and monitor progress	
Uses lesson assessments to inform instruction	
Comments:	

Learning Environment	
Creates a safe, positive and supportive learning environment	
Monitors student behavior and sets appropriate limits	
Uses a variety of positive management strategies	
Comments:	

Professional Responsibilities and Collaboration	
Interacts positively with other faculty, students and staff	
Demonstrates professionalism in spoken and written communication	
Responds to feedback from others; welcomes suggestions and implements suggestions readily	
Engages in reflective practice to improve performance as a learner and teacher	
Exhibits energy and enthusiasm for learning and teaching	
Comments:	

Overall Comments & Suggestions
Comments:

## Final Evaluation

### Candidate Information

Candidate Name:

Candidate ID#

Program:

Education Level:

### Placement Information

District:

School:

Teacher:

Grade Level:

Gen Ed/SPED:

Supervisor:

### Evaluation

Date:

#### **Domain One: Planning Instruction**

PL-1 Demonstrates content knowledge with accuracy.	
PL-2 Plans instruction based upon relevant theories of human development, developmentally appropriate expectations, and identified pupil needs.	
PL-3 Aligns lesson objectives and assessments to learning standards for the discipline.	
PL-4 Develops lesson plan with introduction, procedures and closure.	
PL-5 Meaningfully connects content to pupils' life experiences and prior learning.	
PL-6 Selects and creates materials and resources (including assistive technologies where appropriate) to enhance learning for all pupils.	
PL-7 Anticipates possible learning challenges for individual students and includes instructional supports within the lesson plan.	

#### **Domain Two: The Learning Environment**

E-1 Maintains a pupil- centered learning environment that is safe, positive and respectful.	
E-2 Clearly teaches and reinforces the behavioral expectations for the classroom.	
E-3 Uses a variety of effective positive management strategies to establish and maintain appropriate behavior.	
E-4 Monitors pupils' behaviors.	

#### **Domain Three: Instruction**

I-1 Engages pupils' interest and involvement in lesson.	
I-2 Provides appropriate scaffolding (strategies or materials) within the lesson procedure.	
I-3 Paces instructional delivery appropriately.	
I-4 Demonstrates flexibility and responsiveness.	
I-5 Effectively uses range of developmentally appropriate questioning strategies.	
I-6 Effectively uses instructional and assistive technologies to enhance learning for all pupils.	

#### **Domain Four: Assessment**

A-1 Regularly checks for understanding during instruction.	
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<b>A-2 Provides positive and corrective feedback to pupils during instruction.</b>	
<b>A-3 Collects and uses evidence of pupil's meeting instructional objectives.</b>	
<b>A-4 Uses a variety of appropriate assessments to monitor student learning.</b>	
<b>A-5 Uses assessment to monitor the progress of all pupils including those with IEP or 504 Plan goals as appropriate.</b>	
<b>A-6 Promotes pupil self- evaluation of learning and/or behavior.</b>	
<b>A-7 Attends to the diverse needs of all pupils when assessing pupil learning.</b>	

<b>Domain Five: Professionalism</b>	
<b>P-1 Demonstrates a professional presence in terms of initiative, confidence, emotional maturity, and attire.</b>	
<b>P-2 Interacts positively and respectfully with pupils and staff.</b>	
<b>P-3 Collaborates with, and when appropriate, directs other professionals in the planning and delivery of instruction.</b>	
<b>P-4 Adheres to all legal and ethical standards for educators.</b>	
<b>P-5 Responds positively to feedback from others.</b>	
<b>P-6 Engages in activities that enhance professional development (workshops; PD opportunities, etc.).</b>	
<b>P-7 Engages in reflective practice.</b>	
<b>P-8 Demonstrates professionalism in spoken and written communication.</b>	



## Professional Qualities Assessment

*The Thelma P. Lally School of Education  
The College of Saint Rose*

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

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

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

Faculty continually review students' professionalism, and students may be identified as not meeting professional expectations at any time in their program. In addition, each department has established transition points in their programs at which time the faculty will review students and report to the Dean the performance in these areas. A student who is rated either 1 or 2 in any category at a scheduled transition point review or at any time during their program will be notified by a faculty member (designated by the department). If the student scores a 1, at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. The plan will be filed in the School of Education office and in the student's file in the Field Placement and Advisement office, and a copy will be provided to their advisor. Faculty will continue to monitor the student whose professional qualities performance is limited and to provide feedback, make suggestions about career options, and ultimately assess the student's ability to continue in the current program or any program within the School of Education. Thus, once a student has been identified as having performance issues, the professional qualities assessment plan will apply continuously or be adapted to the student's performance requirements within the School of Education, regardless of the program within which the student's performance initially became an issue.

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

## Professional Qualities Assessment Report

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

Date \_\_\_\_\_

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

Major \_\_\_\_\_

Directions: Circle areas for discussion and intervention planning.

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

**Comments:**

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

**Comments:**

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

**Comments:**

**Areas of Concern: Communication Skills** ☐

**Professional Responsibility/Accountability** ☐

**Ethics** ☐

**Plan for intervention described here or in an attached document:**

- 1.
- 2.
- 3.
- 4.

**Follow-up to this meeting:**

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

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

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

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

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

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