

# Cooperating Practitioner Resource

for

EARLY CHILDHOOD EDUCATION B – 2, Initial Certification  
CHILDHOOD EDUCATION 1 – 6, Initial Certification

Department of Elementary Education  
School of Education  
State University of New York at New Paltz

This resource is addressed to P-12 School Faculty who engage in cooperative practice with SUNY New Paltz Elementary Education Department teacher candidates seeking initial certification. Please continue to refer to this edition of *Cooperating Practitioner Resource* in subsequent semesters in which you mentor our student teachers.

# Our Conceptual Framework

The Professional Education Unit (PEU) at SUNY New Paltz, which includes the Department of Elementary Education, has adopted a conceptual framework entitled “Caring, Critical and Reflective Professionals Responsive to the Needs of a Diverse Society”.

The framework is organized into four themes that the unit strives to cultivate as knowledge, skills, and dispositions among its own faculty and staff as well as in the candidates it serves.

Through coursework and field experiences, the PEU aims to prepare “Caring and Critical Professionals for a Diverse Society” who are committed to:

**inquiry and intellectual growth:** reflection on all aspects of student education, participation in educational research; broad knowledge of one’s discipline, the liberal arts and sciences, curriculum planning, pedagogy, the social foundations of education, and technology;

**professionalism:** collegiality with families, communities and fellow professionals; an ethically informed philosophy and effectiveness in institutional change;

**appreciation of human diversity:** understanding of and sensitivity to differences that affect learning and development based on race, gender, class, sexual orientation, disability, language, religion, culture and family life;

**advocacy and democratic citizenship:** concern for and understanding of human development, students’ rights to equal educational opportunity and the existing barriers to these in schooling today; and commitment to education as a right of all people, to education for active participation in public life, and to equitable and collaborative work with others.

Ver: January 2007

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# The Clinical Triad: a Model of Cooperative Practice

The roles of cooperating practitioner, teacher candidate, and clinical supervisor have undergone dramatic change. The clinical triad model engages educators at these professional levels in collaboration to effectively prepare pre-service teachers and to demonstrate current research-based models of P-12 practice to professionally certified colleagues in the field.

In the clinical triad model, cooperating practitioners *facilitate*: they provide the environment in which a candidate can practice teach and develop style. Cooperating practitioners also *mentor* through sharing the wisdom of experience to inform a candidate's developing philosophy. As *consultants*, cooperating practitioners analyze candidate performance and convey results using formal and informal measures.

## School Faculty Responsibilities

It is the responsibility of the cooperating practitioner to provide a safe and secure learning environment for a teacher candidate. Some suggestions for creating a safe and secure learning environment include:

- preparing a specific place in the classroom at which the candidate can work;
- providing your candidate with a plan book and access to faculty handbook, school calendar, and district curriculum guides;
- explaining your classroom rules and modeling your effective discipline strategies;
- briefing your candidate on professional resources available in the classroom and school;
- assisting your candidate in the selection of resources for unit and lesson plans;
- developing candidate pedagogy and practice through modeling, observing, and critique;
- demonstrating a professional demeanor that engenders trust, inspires diligence, and recognizes effort.

Your student teacher truly looks to you for training, feedback, and support. To establish and maintain a positive, professional rapport:

- treat your candidate as a colleague at all times and in every situation to model professionalism and collegiality;
- guide the candidate in daily/weekly routines and schedules with timely notification of change;
- exhibit confidence in your candidate by stepping out of the room for lengths of time that reflect your growing confidence;
- leave your candidate in charge of the classroom with increasing frequency and for greater duration, eventually ceding total responsibility for two weeks of full time teaching;
- include your candidate in parent conferences and staff meetings whenever possible to demonstrate your esteem for his/her developing practice;
- offer generous, consistent professional feedback to accelerate your candidate's professional growth;
- ask questions that encourage your candidate to reflect on professional practice and listen actively to your candidate's responses;
- remember that your candidate possesses a unique educational perspective and to support its expression is the essence of cooperative practice.

School faculty has a right to expect professional behavior from candidates. Please discuss promptly with the candidate (and clinical supervisor, if appropriate) any incidents of:

- lateness or excessive absence;
- difficulty in interpersonal relations;
- failure to observe safety procedures;
- lack of initiative;
- inappropriate dress or conduct; and
- negligence.

# Candidate Responsibilities

Expectations for candidates are outlined in the General Course syllabus. Additional expectations may be outlined as the placement progresses.

**Attendance.** During student teaching placements, candidates follow public school calendars, not the College calendar. There are no authorized absences from student teaching on school days, including on College breaks. Candidates must notify both their school faculty member and their clinical supervisor if they will be absent because of illness. They should expect to make up the days missed.

Candidates must observe the same hours that school faculty do and should be prepared to attend parent conferences, staff meetings, and workshops in the evenings or on conference days. Candidates are responsible for finding out how the school announces snow day closings and delays and should understand that scheduled school breaks may be shortened if excessive snow days are used.

**Campus-based Activities.** The Department will announce dates for workshops and other professional development venues on campus. Candidates are excused from student teaching on those dates as attendance is required.

**Placement Difficulties.** Candidates are expected to complete each student teaching placement experience and to maintain open communication with the clinical supervisor during each experience. Candidates who find that some aspect of student teaching is becoming too difficult are expected to communicate this to the clinical supervisor. If the candidate, clinical supervisor, and school faculty member cannot resolve the issue, the clinical supervisor will discuss it with the Chair and the Coordinator of Student Teaching for possible resolution.

If a candidate decides to leave a placement without discussing the decision with his or her clinical supervisor but wishes to attempt student teaching again, the candidate must make a written request to the Department clearly explaining the circumstances behind the decision to leave the placement. The Department will vote on the candidate's request at a future Department meeting.

# Clinical Supervisor Responsibilities

Clinical supervisors make one introductory visit within the first two weeks of the placement and at least three observations for each student teaching placement. They may arrange observations ahead of time or arrive unannounced. Supervisors will give candidates written comments and suggestions after each observation. There are special formats for these comments and suggestions, and they should include specific suggestions for improvement. Supervisors will wish to meet privately with the candidate after each observation.

**Placement Difficulties.** If a candidate's performance is poor and shows little potential for improvement, she or he should be informed and possibly removed from the placement. If a clinical supervisor has a sense that this situation may be developing, the candidate and clinical supervisor should discuss the situation with the Chair.

If a school asks that a candidate be removed from a placement, the candidate should leave immediately, returning **all** school property and keys. The candidate and clinical supervisor will meet with the Chair, who will decide whether the possibility of another placement should be decided upon at a future Department meeting.

If a clinical supervisor considers a placement unacceptable for any reason, the candidate will leave the placement and the clinical supervisor and candidate will discuss the situation with the Chair.

## Placements

Childhood Education candidates have two student teaching experiences, one in grades 1-3 and one in grades 4-6. Early Childhood Education candidates will have one student teaching experience in Pre-K or Kindergarten and the other in grades 1-2. At least one placement will be in a school district defined as “high needs” by the New York State Education Department. A list of such districts is available at <http://www.nysed.gov>.

The College arranges all student teaching placements. Candidates may make a written request to the Student Teaching Office but may not arrange their own placements. The College will not place candidates in districts where their children attend school or in which a close family member works. Other restrictions may apply in accordance with varying district policies and decisions of the Elementary Education Department.

Candidates must:

- meet any GPA requirements of the district(s) in which they practice;
- pass an interview with the principal and school faculty;
- be prepared to commute up to 45 miles to placements.

## Evaluations and Grades

Teacher candidate performance is formally evaluated by the cooperating practitioner at mid- and end points of a placement. The midpoint evaluation is completed through copying and completing the form entitled *Student Teaching/Internship Mid-point Assessment* on page 4 of this resource. Sharing this assessment with the candidate is helpful and the candidate should receive two copies: one for his/her own use and one to submit to the clinical supervisor. Referring to this assessment to complete the final evaluation is beneficial as well.

Clinical supervisors report candidates’ final grades to the Office of Student Teaching; a candidate earns a grade of S (Satisfactory) or F (Failure) for each placement. The grade of I (Incomplete) may be given in cases of illness or emergency if the candidate’s work has been satisfactory up to the point of the compelling circumstance.

Cooperating practitioners provide final evaluation through electronic submission of the forms entitled, “Student Teaching/Internship Final Assessment” and “Planning Assessment” located on the [my.newpaltz.edu](http://my.newpaltz.edu) website. Especially important is the inclusion of comments and examples, drawn from the candidate’s observed practice, that substantiate the performance levels assigned by the cooperating practitioner for each set of assessment criteria. One or two specific examples and/or comments are sufficient to establish background information on the candidate’s practice and growth throughout the placement. Facsimiles of these assessment forms are featured on pages 6 - 9 of this Resource, and instructions for logging on and completing them on the assessments website are provided by the College. Cooperating practitioners should direct questions regarding final evaluation instruments to the clinical supervisor.

## Elementary Education Student Teaching/Internship Mid-point Assessment

Candidate: \_\_\_\_\_ Cooperating Practitioner \_\_\_\_\_

### Performance Scale:

Not assessed – Not evaluated, not seen, not applicable

Unacceptable – Candidate does not meet minimum program criteria

Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate's competency

Acceptable – Candidate meets program criteria with competency

Target – Candidate meets program criteria with a high level of competency or exceeds expectations

### Commitment: Inquiry and Intellectual Growth

**Knowledge:** *Candidate is academically strong in the subject matter to be taught, the processes of inquiry, and the knowledge bases that shape education.*

- N U F A T Connects theory to practice, e.g., applies learning theory and child development theory to planning and teaching.
- N U F A T Applies a strong, broad-based liberal arts education to teaching.
- N U F A T Is able to effectively communicate in standard written English.

**Skills:** *Candidate possesses inquiry, critical analysis, synthesis, and technology skills.*

- N U F A T Lessons are developed to present content logically, concretely, and sequentially.
- N U F A T Lessons and activities are developmentally appropriate.
- N U F A T Incorporates information technology into instruction.

**Dispositions:** *Candidate is intellectually curious and engaged in own learning.*

- N U F A T Is a continuous learner who is aware of changes in the field of education.
- N U F A T Demonstrates interest in district/university programs and educational opportunities.
- N U F A T Attends professional development events on campus and/or at the clinical site.
- N U F A T Journal reflections correlate with professional practice.

### Commitment: Professionalism

**Knowledge:** *Candidate has a broad knowledge of instructional goals and strategies to support standards/performance indicators.*

- N U F A T Develops and implements standards-based instruction.
- N U F A T Unit plans are subject-integrated and align with district curriculum outlines.
- N U F A T Assesses and documents student progress in alignment with New York State P-12 Standards for Learning.

**Skills:** *Candidate has a broad knowledge of instructional goals and strategies based on pedagogical knowledge and skills.*

- N U F A T Presentation of content indicates appropriate preparation.
- N U F A T Demonstrates control of pacing.
- N U F A T Applies prior experience and/or learning in order to enrich instruction.
- N U F A T Accommodates routine and unexpected interruptions to learning.
- N U F A T Uses instruction to drive student performance and behavior.
- N U F A T Transitions between lessons and between phases within a lesson in a reasonable amount of time.
- N U F A T Is able to capitalize on the "teachable moment".
- N U F A T Completes weekly plans prior to the instructional week.
- N U F A T Includes objectives, materials, procedures, and independent practice activities in lesson plans.
- N U F A T Discussion/professional feedback sessions reveal the development of a personal teaching style.
- N U F A T Observations of practice indicate that candidate is experiencing professional growth.

**Skills:** *Candidate knows how to organize student learning of subject matter.*

- N U F A T States objective or goal of instruction at start of a lesson.
- N U F A T Can rephrase content to accommodate various levels of understanding.
- N U F A T Makes use of convergent/divergent questioning techniques
- N U F A T Provides sufficient response time.
- N U F A T States directions clearly.
- N U F A T Checks for understanding prior to engaging students in an activity.
- N U F A T Closes a lesson by reviewing its main ideas and includes students in this process.

**Skills: Candidate knows how students learn and plans/ implements meaningful and varied learning experiences.**

- N U F A T Uses multiple presentation strategies, learning arrangements, and an activity-based learning approach.
- N U F A T Uses information technology to support learning.
- N U F A T Incorporates literature into content instruction.
- N U F A T Uses manipulatives that are developmentally appropriate and content-related.
- N U F A T Engages the “whole student” through multi-sensory stimulation.
- N U F A T Displays student products and/or creates curriculum-based bulletin boards.

**Dispositions: Candidate exhibits professional, caring, and collegial interactions.**

- N U F A T Demeanor is professional and pleasant.
- N U F A T Appearance is professional.
- N U F A T Exhibits an energetic presence when teaching.
- N U F A T Is prepared for placement, observations, and professional responsibilities.
- N U F A T Is ready to assume greater responsibility at appropriate points during placement.
- N U F A T Professional feedback sessions reveal an awareness of strengths and weaknesses.
- N U F A T Is willing to implement suggestions for improvement.
- N U F A T Demonstrates respect for colleagues, support staff, administrators, students, and supervisor.

**Commitment: Appreciation of Human Diversity**

**Knowledge: Candidate recognizes/responds to diversity in its many forms.**

- N U F A T Journal entries and professional feedback sessions demonstrate knowledge of the classroom culture.
- N U F A T Considers Multiple Intelligence Theory when planning lessons.
- N U F A T Is aware of the many ways in which students learn and communicate.

**Skills: Candidate creates educational environments that are student- and /family- centered, inclusive, and culturally responsive.**

- N U F A T Uses visual aids when explaining concepts to increase students’ understanding.
- N U F A T Uses visual aids to support the development of students’ written expression of content.
- N U F A T Modifies plans for students of varying abilities.
- N U F A T Observes students’ attentiveness during instruction and redirects in appropriate ways.
- N U F A T Uses eye contact, non-verbal cues, and physical proximity to minimize interruptions to learning.
- N U F A T Welcomes the opportunity to make contact with parents.
- N U F A T Uses tact and discretion when discussing placement.

**Dispositions: Candidate reflects on personal biases, welcomes alternative perspectives, and appreciates human diversity.**

- N U F A T Students’ responses and classroom contributions are valued and respected.
- N U F A T Diverse cultural practices and dispositions are recognized and validated.
- N U F A T Journal entries demonstrate acknowledgement of alternative perspectives and practices.

**Commitment: Advocacy and Democratic Citizenship**

**Knowledge: Candidate demonstrates knowledge of the ideals of a democratic society.**

- N U F A T Demonstrates an understanding of the realities of the school as a work place.
- N U F A T Journal entries maintain student/staff/faculty anonymity.

**Skills: Candidate advocates for students and groups and creates democratic learning environments.**

- N U F A T Interacts with students individually and informally in order to develop social and emotional competencies.
- N U F A T Assists/encourages students to accept responsibility for personal actions, choices, and performance.

**Dispositions: Candidate is committed to and practices educational equity and social justice.**

- N U F A T Seeks to assist students in self-exploration, self-acceptance, and personal growth.
- N U F A T Helps students develop skills that will result in advocacy for positive social change.
- N U F A T Observes and participates in the school culture in a positive manner.

Candidate Signature \_\_\_\_\_ Cooperating Practitioner Signature \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_ Semester \_\_\_\_\_ Date \_\_\_\_\_

## Planning Assessment

This form is to be filled out by the cooperating teacher at the end of each student teaching/internship placement and by the college supervisor at the end of the semester. It reflects professional standards articulated by the faculty of SUNY New Paltz's Professional Education Unit. Please use the following performance scale to determine the candidate's ability to meet the criteria. Comments /Examples should be included for clarification. This form will NOT be used as a job reference.

**Performance Scale:**

Not assessed – Not evaluated, not seen, not applicable

Unacceptable – Candidate does not meet minimum program criteria

Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate's competency

Acceptable – Candidate meets program criteria with competency

Target – Candidate meets program criteria with a high level of competency or exceeds expectations

| <b>Inquiry and Intellectual Growth</b>  |              |              |       |            |        |
|---|--------------|--------------|-------|------------|--------|
|   | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 1. Planning is informed by critical analysis of curricular contexts: social, cultural, economic, political, legal, national and state standards |              |              |       |            |        |
| 2. Planning reflects knowledge and understanding of the of content and planning process   |              |              |       |            |        |
| <i>Comments/Examples:</i>   |              |              |       |            |        |
|   |              |              |       |            |        |
| <b>Professionalism</b>  |              |              |       |            |        |
|   | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 3. Develops plans that are thoughtful, clearly expressed, and creative  |              |              |       |            |        |
|   | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 6. Planning is appropriately differentiated for students  |              |              |       |            |        |
| 7. Planning provides for constructive dialogue that promotes appreciation of diversity, tolerance, and community                                |              |              |       |            |        |
| <i>Comments/Examples:</i>   |              |              |       |            |        |
|   |              |              |       |            |        |

| <b>Advocacy for Students and Democratic Citizenship</b>                    |                     |                     |              |                   |               |
|--|---------------------|---------------------|--------------|-------------------|---------------|
|  | <b>Not assessed</b> | <b>Unacceptable</b> | <b>Focus</b> | <b>Acceptable</b> | <b>Target</b> |
| 8. Planning promotes safe, democratic, and equitable learning environments |                     |                     |              |                   |               |
| <i>Comments/Examples:</i>  |                     |                     |              |                   |               |
| <b>Additional Items Specific to the _____ Program</b>                      |                     |                     |              |                   |               |
|  | <b>Not assessed</b> | <b>Unacceptable</b> | <b>Focus</b> | <b>Acceptable</b> | <b>Target</b> |
|  |                     |                     |              |                   |               |
|  |                     |                     |              |                   |               |
|  |                     |                     |              |                   |               |
|  |                     |                     |              |                   |               |
|  |                     |                     |              |                   |               |
| <i>Comments/Examples:</i>  |                     |                     |              |                   |               |

Candidate \_\_\_\_\_ Grade Level \_\_\_\_\_ Semester (*check one*)  F \_\_\_\_\_  Sp \_\_\_\_\_  Su \_\_\_\_\_  
 Assessor's Name \_\_\_\_\_ Position (*check one*)  Candidate  College Faculty  Other  
 Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Student Teaching/Internship Final Assessment

This form is to be filled out by the cooperating teacher and college supervisor at the end of each student teaching/internship placement. It reflects professional standards articulated by the faculty of SUNY New Paltz's Professional Education Unit. Please use the following performance scale to determine the candidate's ability to meet the criteria. Comments /Examples should be included for clarification. This form will NOT be used as a job reference.

### Performance Scale:

Not assessed - Not evaluated, not seen, not applicable

Unacceptable - Candidate does not meet minimum program criteria

Focus for further growth - Effort is observed, but continued practice is necessary to demonstrate candidate's competency

Acceptable - Candidate meets program criteria with competency

Target - Candidate meets program criteria with a high level of competency or exceeds expectations

| <b>Inquiry and Intellectual Growth</b>   | Not Assessed | Unacceptable | Focus | Acceptable | Target |
|--|--------------|--------------|-------|------------|--------|
| 1. Demonstrates knowledge of subject matter  |              |              |       |            |        |
| 2. Demonstrates effective critical thinking and skills in reading, writing, speaking, listening, and viewing |              |              |       |            |        |
| 3. Promotes the development of multiple literacies*  |              |              |       |            |        |
| <i>Comments/Examples :</i>   |              |              |       |            |        |

| <b>Professionalism</b>   |              |              |       |            |        |
|--|--------------|--------------|-------|------------|--------|
|  | Not Assessed | Unacceptable | Focus | Acceptable | Target |
| 4. Develops standards-based instructional plans, reflecting subject matter and pedagogical knowledge           |              |              |       |            |        |
| 5. Aligns instructional strategies and assessment(s) with the stated plans                                     |              |              |       |            |        |
| 6. Constructs challenging **, clear^, and compelling^^ learning experiences                                    |              |              |       |            |        |
| 7. Provides students with constructive and motivational feedback   |              |              |       |            |        |
| 8. Integrates technology to enhance learning   |              |              |       |            |        |
| 9. Uses developmentally and contextual appropriate learning tools  |              |              |       |            |        |
| 10. Builds on or supports students' prior knowledge  |              |              |       |            |        |
| 11. Connects learning to students' experiences and cultures  |              |              |       |            |        |
| 12. Helps students relate ideas to real-world situations   |              |              |       |            |        |
| 1. Communicates the expectations and maintains standards appropriate for a well-functioning learning community |              |              |       |            |        |
| 14. Seeks and applies feedback on his /her practice  |              |              |       |            |        |
| 15. Participates collegially in school and professional communities  |              |              |       |            |        |
| <i>Comments/Examples :</i>   |              |              |       |            |        |

\* Multiple literacy is the first to a view of literacy beyond just reading and writing to include social and aesthetic as well as scientific, technological and mathematical competence.

\*\* Content, process, product and learning environments are differentiated to meet the needs of diverse learners.

^ Clearly defined stay and beards-reference to objects' based on a model of learning (Piagnet, Bloom, Vygotsky).

^^ Engages learners with the content.

**Appreciation of Human Diversity**

|  | Not Assessed | Unacceptable | Focus | Acceptable | Target |
|--|--------------|--------------|-------|------------|--------|
| 16. Incorporates and/or support curricula that integrate diverse cultural perspectives     |              |              |       |            |        |
| 17. Develops classroom and/or school environments that are student and family-centered     |              |              |       |            |        |
| 18. Creates education environments/classrooms that are inclusive and culturally responsive |              |              |       |            |        |
| 19. Respects varied perspectives within an educational community                           |              |              |       |            |        |

Comments/Examples :

**Advocacy for Students and Democratic Citizenship**

|   | Not Assessed | Unacceptable | Focus | Acceptable | Target |
|---|--------------|--------------|-------|------------|--------|
| 20. Exhibits commitment to the practice of educational equity                             |              |              |       |            |        |
| 21. Helps students develop skills that will result in advocacy for positive social change |              |              |       |            |        |
| 22. Create and maintain safe and democratic learning environments                         |              |              |       |            |        |

Comments/Examples :

**Additional Items Specific to the \_\_\_\_\_ Program**

|  | Not Assessed | Unacceptable | Focus | Acceptable | Target |
|--|--------------|--------------|-------|------------|--------|
|  |              |              |       |            |        |
|  |              |              |       |            |        |
|  |              |              |       |            |        |
|  |              |              |       |            |        |
|  |              |              |       |            |        |

Comments/Examples :

Candidate \_\_\_\_\_ Grade Level \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_  
 Assessor's Name \_\_\_\_\_ Position (check one)  Cooperating Teacher  Supervisor \_\_\_\_\_ Semester \_\_\_\_\_  
 Assessor's Signature \_\_\_\_\_ Placement: \_\_\_ 1 \_\_\_ 2 \_\_\_\_\_

# Providing a Recommendation

Candidates depend on their cooperating practitioners to provide a recommendation in order to start their careers. To provide professional legitimacy, it is requested that recommendations be signed in ink and typed on school letterhead or school district stationary. It is also requested that the recommendation be provided to the candidate by the last day of the placement.

Of course, providing a recommendation is the choice of the cooperating practitioner and the candidate's request may be refused should you feel inclined to do so. In the event that you wish to provide a recommendation for a candidate whose effort is excellent yet whose performance is less than outstanding, the "Narrative Evaluation" format of recommendation enables a cooperating practitioner to speak in a frank and professional manner regarding the candidate's observed practice. This format can also be used for candidates who demonstrate readiness to move from pre-service to an in-service level of professional practice. Models of the Narrative Evaluation recommendation format for a candidate's first and second placements follow.

## School Letterhead

Narrative Evaluation for: S.U.N.Y. Candidate "Student Teacher"

Certification Area: Childhood 1-6

School/Grade: Nelson Z. Biggs Elementary School, Grade 1

District: Windgate Enlarged City Schools

Placement Dates: January 27 – March 20, 1905

Evaluator: Madeleine Hunter, Cooperating Practitioner

Student Teacher has demonstrated very good professional growth in this grade one student teaching assignment. She has gained experience in planning and teaching math, reading, and literature-based science and social studies lessons for a heterogeneously grouped grade one homeroom. Areas of growth include lesson planning and pacing, use of materials, and classroom discipline. Observed lessons indicated an awareness of her young students' developmental need to move, speak, and be refocused throughout a lesson and she met these needs through planning lessons that incorporated visual stimulation, proficient questioning strategies, and highly efficient use of classroom space.

Of particular interest was Ms. Teacher's Learning Experience Outline Unit through which she taught the science content area curriculum through literature links. The unit also engaged students in a study of literature analysis; students contrasted and compared two versions of Jack and the Bean Stalk with a degree of competency that was a pleasure to observe. Their success was due in large measure to Ms. Teacher's planning of sequentially developed concept development.

Ms. Student Teacher demonstrates the dispositions necessary to be a successful teacher. She was open to suggestions to improve her practice and quickly put these suggestions to use. With further classroom experience she will be an effective grade one teacher.

Signature of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

# School Letterhead

Narrative Evaluation for: S.U.N.Y. Candidate “Student Teacher”

Certification Area: Childhood 1-6

School/Grade: Dorothy Grain Elementary School / 4

District: East Windy Bluff Central Schools

Placement Dates: March 23 – May 18, 1905

Evaluator: W.E.B. DuBois, Cooperating Practitioner

Student Teacher has demonstrated strong knowledge, skills, and dispositions in this highly differentiated, rural, grade four educational setting. She has demonstrated good aptitude for teaching students in an inclusive setting.

Ms. Teacher has experienced great growth in implementing successful inclusive teaching. Her reflective journal and observed lessons were evidence of her growing skills in accommodating individual needs and differentiating instruction for a full spectrum of learners. Ms. Teacher also worked closely with her cooperating teacher and inclusion team colleagues in order to ensure that her instruction was motivational and well-developed in order prepare students to perform on Level 4 State Benchmarks.

Ms. Student Teacher demonstrated positive dispositions to a high degree. Her desire to excel in her practice, her ability to accept and implement constructive criticism, and her absolute belief that all students can learn were given a home in this inclusion classroom. The energy that she radiated as she taught and the many hours spent preparing lessons and materials reveal her to be a most promising inclusive classroom teacher candidate.

I recommend Ms. Student Teacher for any upper elementary /inclusive setting teaching position. She shows great potential!

Signature of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

## General Semester Calendars

Spring and fall student teaching experiences differ in certain respects, however in each semester the candidate is required to assume gradually increasing responsibility for planning, teaching, and assessing student performance as well as for maintaining all aspects of classroom management. With this in mind, general semester calendars have been developed for each semester to reflect the time of year in which the candidate is practice teaching. It is understood by the Department that each placement is unique and, with this in mind, it is suggested that the calendars be followed by implementing variations that best fit the placement, students, cooperating practitioner, and teacher candidate. Confer with the clinical supervisor if you are unsure of any changes you wish to make regarding your candidate’s assumption of responsibility.

The last week of each placement is designed such that the cooperating practitioner and teacher candidate gradually transition leadership roles. In placement one, candidates are encouraged to make appointments to observe teachers in other classrooms and on different grade levels as well as to formally visit the placement two cooperating practitioner. In placement two, candidates are encouraged to observe in other classrooms as well as to fully close out units of study in which the students are engaged. While clinical supervisors often require candidates to make up absences by teaching full-time during this week, it has been observed that students better adjust to the exit of the teacher candidate when this gradual transition model is utilized.

# GENERAL CALENDAR FOR FALL SEMESTER

## ELEM. ED. STUDENT TEACHING 35403, 35404, 35405

| <i>Week</i> | <i>Suggested Classroom Responsibilities</i>  | <i>Reading/Written Assignments</i>   | <i>Meetings/Observations Project Timeline</i>  |
|-------------|--|--|--|
| 1           | <ul style="list-style-type: none"> <li>Meet cooperating teacher</li> <li>Assist in setting up classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Student Teaching Handbook</li> </ul>  |  |
| 2           | <ul style="list-style-type: none"> <li>Meet students</li> <li>Take attendance</li> <li>Collect/organize student data forms</li> <li>Escort to specials</li> <li>Grade papers</li> </ul>  | <ul style="list-style-type: none"> <li>Journal</li> <li>Write lesson plans for next week's subject in plan book, ABCDE format</li> </ul> | <ul style="list-style-type: none"> <li>Confer with CT on 1<sup>st</sup> subject you will teach next week</li> <li>Confer with CT about unit topic</li> <li>Begin planning integrated unit – use this week wisely!</li> </ul> |
| 3           | <ul style="list-style-type: none"> <li>Continue the above</li> <li>Take responsibility for teaching one subject this week</li> </ul>   | <ul style="list-style-type: none"> <li>Journal</li> <li>Write lesson plans for next week's two subjects in ABCDE format</li> </ul>       | <ul style="list-style-type: none"> <li>Continue developing integrated unit</li> <li>Confer with CT on 2<sup>nd</sup> subject you will pick up next week</li> </ul>   |
| 4           | <ul style="list-style-type: none"> <li>Continue the above</li> <li>Teach a second subject this week</li> <li>Grade assignments and maintain grade book for subjects you teach</li> </ul> | <ul style="list-style-type: none"> <li>Journal</li> <li>Lesson plans for next week's three subjects in plan book (ABCDE)</li> </ul>      | <ul style="list-style-type: none"> <li>Develop integrated unit</li> <li>Confer with CT on 3<sup>rd</sup> subject you will pick up next week</li> </ul>   |
| 5           | <ul style="list-style-type: none"> <li>Continue the above</li> <li>Teach a third subject this week</li> <li>Maintain plans and grades</li> </ul>   | <ul style="list-style-type: none"> <li>Journal</li> <li>Lesson plans in plan book for all three of next week's subjects</li> </ul>       | <ul style="list-style-type: none"> <li>Develop integrated unit</li> <li>Confer with CT on teaching full-time next week</li> </ul>  |
| 6           | <ul style="list-style-type: none"> <li>Full responsibility of classroom</li> <li>Teaching prepared integrated unit</li> </ul>  | <ul style="list-style-type: none"> <li>Journal</li> <li>Gather portfolio materials</li> <li>Maintain plan book (ABCDE)</li> </ul>        | <ul style="list-style-type: none"> <li>Teaching integrated unit</li> </ul>   |
| 7           | <ul style="list-style-type: none"> <li>Full responsibility of classroom</li> <li>Administer unit assessments</li> </ul>  | <ul style="list-style-type: none"> <li>Journal</li> <li>Gather portfolio materials</li> <li>Maintain plan book (ABCDE)</li> </ul>        | <ul style="list-style-type: none"> <li>Assessing students' learning of integrated unit concepts/skills</li> </ul>  |

| <i>Week</i> | <i>Suggested Classroom Responsibilities</i>  | <i>Reading/Written Assignments</i>   | <i>Meetings/Observations Project Timeline</i>   |
|-------------|--|--|---|
| 8           | <ul style="list-style-type: none"> <li>Drop a subject each day</li> <li>Meet cooperating teacher for Pl. 2</li> </ul>  | <ul style="list-style-type: none"> <li>Phase out plan book</li> <li>Gather portfolio Artifacts from placement one</li> </ul> | <ul style="list-style-type: none"> <li>Portfolio Design</li> </ul>  |
| 9           | <ul style="list-style-type: none"> <li>Meet students</li> <li>Take attendance</li> <li>Assist students</li> <li>Grade papers</li> <li>Escort to specials, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>Read Portfolio Outline in Handbook</li> <li>Journal</li> </ul>                        | <ul style="list-style-type: none"> <li>Portfolio Design</li> <li>Confer with CT on 1<sup>st</sup> subject you will pick up next week</li> </ul> |
| 10          | <ul style="list-style-type: none"> <li>Take responsibility for teaching one subject at beginning of week</li> </ul>  | <ul style="list-style-type: none"> <li>Journal</li> <li>Plans for subject you will be teaching next week (ABCDE)</li> </ul>  | <ul style="list-style-type: none"> <li>Portfolio Design</li> <li>Confer with CT on 2<sup>nd</sup> subject you will pick up next week</li> </ul> |
| 11          | <ul style="list-style-type: none"> <li>Teach two subjects this week</li> </ul>   | <ul style="list-style-type: none"> <li>Journal</li> <li>Plans for next week's two subjects (ABCDE)</li> </ul>                | <ul style="list-style-type: none"> <li>Portfolio Design</li> <li>Confer with CT on 3<sup>rd</sup> subject you will pick up next week</li> </ul> |
| 12          | <ul style="list-style-type: none"> <li>Continue the above</li> <li>Add a third subject this week</li> <li>For subjects you teach, maintain plan and grade books</li> </ul> | <ul style="list-style-type: none"> <li>Journal</li> <li>Plans for next week's three subjects (ABCDE)</li> </ul>              | <ul style="list-style-type: none"> <li>Portfolio Design</li> <li>Confer with CT on subject(s) you will pick up next week</li> </ul>             |
| 13          | <ul style="list-style-type: none"> <li>Teach four subjects at beginning of week or assume full class load</li> <li>Maintain plan and grade books</li> </ul>                | <ul style="list-style-type: none"> <li>Journal</li> <li>Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>Work on portfolio</li> </ul>   |
| 14          | <ul style="list-style-type: none"> <li>Full responsibility of classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Journal</li> <li>Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>Work on portfolio</li> </ul>   |
| 15          | <ul style="list-style-type: none"> <li>Full responsibility of classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Journal</li> <li>Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>Portfolio should be complete</li> </ul>  |
| 16          | <ul style="list-style-type: none"> <li>Drop one subject per day</li> </ul>   | <ul style="list-style-type: none"> <li>Phase out plan book</li> </ul>  | <ul style="list-style-type: none"> <li>Portfolio Presentation Day: SUB All Purpose Room</li> </ul>  |

# ELEM. ED. STUDENT TEACHING 35403, 35404, 35405

## GENERAL CALENDAR FOR SPRING SEMESTER

| <i>Week</i> | <i>Suggested Classroom Responsibilities</i>  | <i>Reading/Written Assignments</i>  | <i>Meetings/Observations Project Timeline</i>  |
|-------------|--|---|--|
| 1           | <ul style="list-style-type: none"> <li>• Meet cooperating teacher</li> <li>• Meet students</li> <li>• Take attendance</li> <li>• Escort to specials</li> <li>• Grade papers</li> </ul>         | <ul style="list-style-type: none"> <li>• Student Teaching Handbook</li> <li>• Journal</li> <li>• Write lesson plans for next week's subject in plan book, ABCDE format</li> </ul> | <ul style="list-style-type: none"> <li>• Confer with CT on 1<sup>st</sup> subject you will teach next week</li> <li>• Confer with CT about unit topic</li> <li>• Begin planning integrated unit – use this week wisely!</li> </ul> |
| 2           | <ul style="list-style-type: none"> <li>• Continue the above</li> <li>• Take responsibility for teaching one subject this week</li> </ul>   | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Write lesson plans for next week's two subjects in ABCDE format</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue developing integrated unit</li> <li>• Confer with CT on 2<sup>nd</sup> subject you will pick up next week</li> </ul>   |
| 3           | <ul style="list-style-type: none"> <li>• Continue the above</li> <li>• Teach a second subject this week</li> <li>• Grade assignments and maintain grade book for subjects you teach</li> </ul> | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Lesson plans for next week's three subjects in plan book (ABCDE)</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop integrated unit</li> <li>• Confer with CT on 3<sup>rd</sup> subject you will pick up next week</li> </ul>   |
| 4           | <ul style="list-style-type: none"> <li>• Continue the above</li> <li>• Teach a third subject this week</li> <li>• Maintain plans and grades</li> </ul>   | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Lesson plans in plan book for all three of next week's subjects</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop integrated unit</li> <li>• Confer with CT on teaching 4<sup>th</sup> subject next week</li> </ul>   |
| 5           | <ul style="list-style-type: none"> <li>• Continue the above</li> <li>• Teach a fourth subject this week</li> <li>• Maintain plans and grades</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Lesson plans in plan book for all three of next week's subjects</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop integrated unit</li> <li>• Confer with CT on teaching full-time next week</li> </ul>  |
| 6           | <ul style="list-style-type: none"> <li>• Full responsibility of classroom</li> <li>• Teach integrated unit</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Gather portfolio materials</li> <li>• Maintain plan book (ABCDE)</li> </ul>   | <ul style="list-style-type: none"> <li>• Teach integrated unit</li> </ul>  |
| 7           | <ul style="list-style-type: none"> <li>• Full responsibility of classroom</li> <li>• Administer unit assessments</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Gather portfolio materials</li> <li>• Maintain plan book (ABCDE)</li> </ul>   | <ul style="list-style-type: none"> <li>• Assessing students' learning of integrated unit concepts/skills</li> </ul>  |

| <i>Week</i> | <i>Suggested Classroom Responsibilities</i>   | <i>Reading/Written Assignments</i>   | <i>Meetings/Observations Project Timeline</i>   |
|-------------|---|--|---|
| 8           | <ul style="list-style-type: none"> <li>• Drop a subject each day</li> <li>• Meet cooperating teacher for Pl. 2</li> </ul>   | <ul style="list-style-type: none"> <li>• Phase out plan book</li> <li>• Gather portfolio Artifacts from placement one</li> </ul> | <ul style="list-style-type: none"> <li>• Portfolio Design</li> </ul>  |
| 9           | <ul style="list-style-type: none"> <li>• Meet students</li> <li>• Take attendance</li> <li>• Assist students</li> <li>• Grade papers</li> <li>• Escort to specials, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Read Portfolio Outline in Handbook</li> <li>• Journal</li> </ul>                        | <ul style="list-style-type: none"> <li>• Portfolio Design</li> <li>• Confer with CT on 1<sup>st</sup> subject you will pick up next week</li> </ul> |
| 10          | <ul style="list-style-type: none"> <li>• Take responsibility for teaching one subject at beginning of week</li> </ul>   | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Plans for subject you will be teaching next week (ABCDE)</li> </ul>  | <ul style="list-style-type: none"> <li>• Portfolio Design</li> <li>• Confer with CT on 2<sup>nd</sup> subject you will pick up next week</li> </ul> |
| 11          | <ul style="list-style-type: none"> <li>• Teach two subjects this week</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Plans for next week's two subjects (ABCDE)</li> </ul>                | <ul style="list-style-type: none"> <li>• Portfolio Design</li> <li>• Confer with CT on 3<sup>rd</sup> subject you will pick up next week</li> </ul> |
| 12          | <ul style="list-style-type: none"> <li>• Continue the above</li> <li>• Add a third subject this week</li> <li>• For subjects you teach, maintain plan and grade books</li> </ul>    | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Plans for next week's three subjects (ABCDE)</li> </ul>              | <ul style="list-style-type: none"> <li>• Portfolio Design</li> <li>• Confer with CT on subject(s) you will pick up next week</li> </ul>             |
| 13          | <ul style="list-style-type: none"> <li>• Teach four subjects at beginning of week or assume full class load</li> <li>• Maintain plan and grade books</li> </ul>                     | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>• Work on portfolio</li> </ul>   |
| 14          | <ul style="list-style-type: none"> <li>• Full responsibility of classroom</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>• Work on portfolio</li> </ul>   |
| 15          | <ul style="list-style-type: none"> <li>• Full responsibility of classroom</li> </ul>  | <ul style="list-style-type: none"> <li>• Journal</li> <li>• Maintain plan book</li> </ul>  | <ul style="list-style-type: none"> <li>• Portfolio should be complete</li> </ul>  |
| 16          | <ul style="list-style-type: none"> <li>• Drop one subject per day</li> </ul>  | <ul style="list-style-type: none"> <li>• Phase out plan book</li> </ul>  | <ul style="list-style-type: none"> <li>• Portfolio Presentation Day: SUB All Purpose Room</li> </ul>  |

**State University of New York at New Paltz  
Department of Elementary Education**

***CANDIDATE EVALUATION OF STUDENT TEACHING EXPERIENCE***

Candidate: \_\_\_\_\_ Clinical Supervisor: \_\_\_\_\_

School Faculty Member: \_\_\_\_\_ School: \_\_\_\_\_

District: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Dates of Student Teaching Experience(months/year) \_\_\_\_\_

**The degree to which your school faculty provides:**

|   | FREQUENTLY |   | INFREQUENTLY N/A) |   |   |
|---|------------|---|-------------------|---|---|
| 1. Supervision and feedback   | 5          | 4 | 3                 | 2 | 1 |
| 2. Opportunities to apply teaching strategies learned through courses                                     | 5          | 4 | 3                 | 2 | 1 |
| 3. Opportunities to increase understanding of students with special needs                                 | 5          | 4 | 3                 | 2 | 1 |
| 4. Opportunities to increase understanding of students from culturally/linguistically diverse backgrounds | 5          | 4 | 3                 | 2 | 1 |
| 5. Ability to gain autonomous responsibility in classroom   | 5          | 4 | 3                 | 2 | 1 |
| 6. Opportunities to interact with a variety of professionals  | 5          | 4 | 3                 | 2 | 1 |
| 7. Opportunities to observe interactions with parents when appropriate                                    | 5          | 4 | 3                 | 2 | 1 |
| 8. Useful modeling/suggestions to develop classroom management skills                                     | 5          | 4 | 3                 | 2 | 1 |
| 9. Opportunities to try out individual ideas in the classroom   | 5          | 4 | 3                 | 2 | 1 |
| 10. Overall value of the student teaching experience with respect to career goals and objectives          | 5          | 4 | 3                 | 2 | 1 |

**Other comments:**

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# Legal Considerations

While student teaching, candidates are protected by:

**Section 3023 of the New York State Education Law.** This section requires that each school district protect candidates 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 to any person. This protection applies only if the candidate was performing duties within the scope of the position of student teacher.

**Section 3001, Subsection 2 of the New York State Education Law.** This section states that a student teacher is legally permitted to student teach without the presence of the certified teacher in the classroom if the classroom certified teacher is available at all times and retains supervision of the student teacher.

The College does not allow teacher candidates to be used as paid or unpaid substitute teachers, however they may student teach under the supervision of a certified substitute teacher.

**Sexual Harassment.** Every person is entitled to a work and learning environment free from the devastating effects of sexual harassment. If any candidate encounters any sexual harassment or inappropriate attention during student teaching, he or she should report the situation to the clinical supervisor or to the Student Teaching Office.

Depending upon the circumstances, the candidate may also wish to report the incident to Student Affairs. Candidates need to keep complete, dated, current notes on any incidents of concern so that the College can take appropriate action to protect candidates' right to learn and to student teach without harassment.

**Child Abuse.** Candidates are mandated reporters of suspected child abuse. All candidates are to keep complete, dated, contemporaneous notes on any incidents or observations that raise concern.

On a practical level, the College expects that candidates will immediately report any concerns to the cooperating practitioner. Making this report does not absolve a candidate of responsibility to file a Child Protective Services report, but it may bring about quicker action to protect the child.

If the concern is about a school faculty member's behavior, candidates may ask for their clinical supervisor's advice.

## School Faculty Honoraria

**Honoraria and Tuition Waivers.** School faculty completes the Stipend/Waiver Election form to request a:

- stipend check for \$200.00; or
- tuition voucher worth \$250.00. It is redeemable at all SUNY state-operated campuses and will be valid for 25 months. If school faculty member does not wish to use this voucher, it reverts to the chief administrative officer of the school system, who may then give it to another member of the professional staff in the school district.

SUNY administrative policy does not allow school faculty to use a voucher for another person's tuition, to sell it, or to give it directly to another staff member.

The College processes all payment election forms at the end of the semester. They should be sent to:

SUNY New Paltz  
Student Teaching Office  
Old Main 107A  
800 Hawk Drive  
New Paltz, NY 12561-2442



# New York State Code of Ethics for Educators

## Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

## **Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.**

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

## **Principle 2: Educators create, support, and maintain challenging learning environments for all.**

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

## **Principle 3: Educators commit to their own learning in order to develop their practice.**

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

## **Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.**

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

## **Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.**

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

## **Principle 6: Educators advance the intellectual and ethical foundation of the learning community.**

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

