

**State University of New York
NEW PALTZ**

Department of Elementary Education

STUDENT TEACHING

Handbook

EARLY CHILDHOOD EDUCATION

CHILDHOOD EDUCATION

Department of Elementary Education

www.newpaltz.edu/elementaryed

Student Teaching Office

www.newpaltz.edu/studentteaching

Elementary Educational Advisement Office

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This Handbook is for candidates registered for student teaching or planning to student teach in the Department of Elementary Education. Guidelines in this Handbook apply to candidates preparing for NYS Department of Education initial certification.

Our Conceptual Framework

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

The framework identifies six values and commitments 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 Unit 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.

Contents

I. Preparing to Student Teach

| | |
|--|---|
| Candidate Eligibility | 1 |
| Placements | 1 |
| Legal Issues | 1 |
| Candidate Responsibilities | 2 |
| Clinical Supervisor Responsibilities | 2 |
| School Faculty Responsibilities | 2 |
| Evaluations and Grades | 3 |
| Graduation Requirements Checklist | 3 |

II. Student Teaching

| | |
|---|----|
| General Department Syllabus | 4 |
| Candidate Reflective Journal | 5 |
| Observation Lessons | 6 |
| General Lesson Plan Outline | 7 |
| Integrated Learning Experience Outline Unit | 8 |
| Plan Book and Grade Book | 10 |
| Portfolio | 11 |
| Portfolio Outline | 12 |
| Sample Photo Release Letter | 16 |
| General Calendar for Fall Semester | 17 |
| General Calendar for Spring Semester | 19 |

III. Assessments and Evaluations

| | |
|---|----|
| Candidate Evaluation of Student Teaching Experience | 21 |
| Candidate Evaluation of College Supervision | 22 |
| Student Teaching Observation Form | 23 |
| P-12 Student Learning | 24 |
| Candidate Dispositions | 26 |
| Planning | 27 |
| Student Teaching/Internship Final Assessment | 30 |

Preparing to Student Teach

Eligibility

Undergraduate Eligibility. Undergraduates must have completed all requirements of their Plans of Study for both the School of Education and the College of Liberal Arts and Sciences, earning no less than a B- in all School of Education courses.

Graduate Eligibility. Candidates in the Master of Science for Teachers (MST) program must continue to meet all criteria of that program and have the approval of the MST Coordinator. Full details of the graduate program criteria are available at: http://www.newpaltz.edu/elementary/mst_childhood_prog_1_6.html.

Applications. Student Teaching applications must be completed and handed in or e-mailed to the Student Teaching Office by the end of the third week of classes in the semester preceding student teaching. Applications are available at my.newpaltz.edu for eligible candidates.

Medical Clearance. All candidates must have medical clearance from Student Health Services by the last day of the semester preceding student teaching. They must also meet any medical requirements imposed by the school district (such as presenting evidence of a negative TB test).

Candidates with Disabilities. Candidates with disabilities who wish to request reasonable accommodations during student teaching under the ADA and **Section 504 of the Rehabilitation Act** must contact personnel at the campus Disability Resource Center (DRC) (<http://www.newpaltz.edu/drc>). After reviewing documentation, the DRC staff will determine reasonable accommodations. It is the candidate's responsibility to bring the DRC's written instructions on accommodations to the Student Teaching Office. It is also suggested that the candidate inform the clinical supervisor of the DRC's recommended accommodations in a manner in which the candidate deems necessary and appropriate.

Placements

The College arranges all student teaching placements. Candidates may not take any steps to arrange their own placements with the exception of making a request to the Student Teaching Office. The College will not place candidates in districts their children attend 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 are provisionally placed;
- pass an interview with the principal and school faculty;
- be prepared to commute up to 45 miles to placements.

Each Childhood Education 1-6 candidate shall have one student teaching experience in grades one – three and the other in grades four – six. Each Early Childhood B-2 candidate shall have one student teaching experience in Pre-K or Kindergarten and the other in grades one or two. For candidates in both programs, at least one placement shall 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/>.

Legal Issues

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 student teachers to be used as paid or unpaid substitute teachers. They may, however, do student teaching 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.

If you have reasonable cause to suspect that a child in the classroom is an abused or maltreated child, you must first consult with your cooperating teacher immediately. He/she will make the decision regarding the appropriate action to take. Be sure your college supervisor is notified as soon as possible.

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

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 campus-based workshops and the Portfolio Presentation. Candidates are excused from student teaching on those dates. Attendance is required as described in the workshop notification.

Placement Difficulties. Candidates are expected to complete each student teaching placement experience and to maintain open communication with clinical supervisor(s) 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 scheduled Department meeting.

Clinical Supervisor Responsibilities

Clinical supervisors make one introductory visit within the first two weeks of the placement and perform at least three observations during 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 specific formats for these comments and suggestions, and they should include observation-based suggestions for improvement.

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 the next scheduled 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.

School Faculty Responsibilities

Day-to-day guidance and constructive criticism is invaluable for preparing candidates to take over full responsibility for two weeks of teaching. Specific suggestions include:

- Give the candidate suggestions, plan books and past lesson plans for each learning unit when possible.
- Give the candidate a copy of the faculty handbook and school calendar.
- Remain in the classroom to observe and train the candidate until the final weeks of the placement.
- Treat the candidate as a professional in front of classes, colleagues and parents.
- Include the candidate in parent conferences and staff meetings whenever possible.
- Help the candidate analyze his/her own teaching by arranging for videotaping and/or audio taping of lessons if possible.
- Give the candidate an analysis of his/her progress at least weekly.

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.

Evaluations and Grades

Both the clinical (college) supervisor and cooperating practitioner are responsible for reporting on candidates' growth and performance during student teaching. Forms on which **cooperating teachers** report such are available on the www.newpaltz.edu/schoolofed website.

Forms on which **college supervisors** report such are available on the <https://my.newpaltz.edu/> website.

Student Teaching is graded S (Satisfactory) or F (Fail) by the **clinical (college) supervisor**. Grade Roster Forms on which to report such are available in the supervisors' student teaching folders. Student Teaching grades are due to the Elementary Ed. Office by 2 PM on the day before the "grades due" date. Campus Schedule of Classes.

A candidate may earn an "I" (Incomplete) in case of illness or emergency, providing that the candidate's work has been successful up to that point. Candidates are to make up any days missed.

Candidates are responsible for meeting all academic requirements, including written assignments assigned by the clinical supervisor and the Department. These include but are not limited to the Learning Experience Outline Unit, candidate reflective journal, portfolio, and the Portfolio Presentation.

Candidates may ask school faculty and clinical supervisors to complete a recommendation for employment. Candidates who wish to set up a confidential credentials file through the Campus Office of Career Advising should visit the Career Advising website (www.newpaltz.edu/careers) to download the form.

Graduation/Certification Requirements Checklist

1. Have you taken the following tests?

LAST ATS-W CST-multisubject

2. Have you attended the following seminars?

Child Abuse Seminar SAVE (Violence Training)

If you have taken either of these seminars somewhere other than SUNY New Paltz, the certificate(s) of completion to the Education Advisement Office in Old Main-room 105.

3. Have you been fingerprinted?

Have you sent your fingerprints to NYS Department of Education?

If you have already submitted your fingerprints, has the NYS Department of Education notified you that your fingerprints are on file?

4. Have you submitted the following paperwork to the Elementary Educational Advisement Office in OMB 105?

degree application

copy of liberal arts major plan, which you must request from your liberal arts advisor.

Information regarding certification will be sent to your New Paltz email address later in the semester.

5. Have you made sure that you have met the following academic criteria for graduation?

completion of General Education requirements (see Progress Report)

completion of Writing Intensive requirement (see Progress Report)

completion of at least 120 credits, 45 being upper division credits, 60 being liberal arts credits (see Progress Report)

completion of all liberal arts major courses (see LA Major plan)

completion of all Education Curriculum courses (see Education Curriculum plan)

Information provided courtesy of Elementary Educational Advisement Office

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

STUDENT TEACHING ELEMENTARY 35403, 35404 AND 35405
GENERAL SYLLABUS

Supervisor: _____
Contact Number: _____
e-mail: _____

CATALOG DESCRIPTION

Student teaching field experience in elementary classroom setting. Candidates observe and demonstrate proficiency in the fundamentals of teaching: planning and execution of meaningful, standards-based pupil learning experiences; development of appropriate instructional practices and assessment tools; implementation of classroom management procedures; communication with parents and school personnel; maintenance of pupil progress and evaluation records.

COURSE DESCRIPTION AND GOALS

The purpose of this course is to enable pre-service teachers to gain teaching experience in a public school classroom setting under the guidance of an experienced elementary-level teacher and in consultation with the college supervisor. Candidates gradually assume control of the classroom through the development and execution of lesson and unit plans written as the result of observation and reflection on the needs of individual pupils. Plans and units are based on the New York State Standards for Learning. Candidates are expected to complete all course assignments, exhibit professional decorum, and maintain excellent attendance at their designated clinical experience sites.

TEXTS/RESOURCES

School of Education (2003). Student teaching handbook. New Paltz, NY: School of Education, State University of New York at New Paltz.

Recommended: Wong, H. and Wong, R. (1991). The first days of school. Sunnyvale, CA: Harry K. Wong.

SCHOOL OF EDUCATION MISSION STATEMENT

Our primary mission as a School of Education is to prepare reflective and critical educators and human service professionals who are well prepared, academically strong, pedagogically skilled, and responsive to the needs of a diverse society.

NEW YORK STATE LEARNING STANDARDS

- English/Language Arts: Read, write, listen, and speak for critical analysis and evaluation.
- E/LA: Read, write, listen, and speak for social interaction.
- Social Studies: Use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- Math/Science/Technology: Access, generate, process, and transfer information using appropriate technologies.

ASSESSMENT

Candidates' performance in each placement is assessed by cooperating practitioner and supervisor. Copies of the assessment forms are provided in this Handbook in the Assessments section.

GRADING

A grade of S (Satisfactory) or F (Fail) is given for each student teaching experience. The clinical supervisor assigns the grade. Grades are based on completion of all assignments, performance as observed by the clinical supervisor, and student teacher attendance and professionalism. Input from the school faculty is also a determining factor when assigning a grade of S or F.

ACCOMMODATIONS

Please contact the Disability Resource Center if you have a documented disability and require accommodations / modifications for this course.

PARTICIPATION, ATTENDANCE, AND PROFESSIONALISM

It is assumed and imperative that all candidates will be at school every day of each experience unless absence is unavoidable or documented with a physician's note. Please observe this requirement closely. In the event of absence, please contact your clinical supervisor and school faculty by telephone prior to the absence or as early in the day as possible. Please be careful of your attendance, as absences may affect your graduation status.

PLAGIARISM

You are expected to maintain the highest standards of honesty in your work. Academic dishonesty in the forms of cheating, forgery, and plagiarism are serious offenses. Any cases will be handled seriously. If your unit or observation lesson plans makes use of pre-made materials that have been developed by someone other than you, please credit your source in the "Teacher Resources" section of your lesson plan(s).

A WORD ON CLASS DISCIPLINE

If you take yourself seriously and see yourself as the teacher, chances are excellent that your students will, too. If you set consistent, clear, high standards for yourself and your students, they will rise to meet them, and so will you. If you dress professionally, students will see you as a professional. If you are prepared with activity-based lessons and materials for those lessons, your students will enthusiastically participate in those lessons and will have less opportunity to misbehave. If you and your cooperating teacher jointly maintain frequent, positive contact with parents, they will support you. If you give respect and expect it in return, your students will respect you. If you set consistent limits and repeatedly reinforce those limits, students will respect those limits. Don't underestimate your importance in the life of your students and the positive energy you can impart to the world through being a strong, caring, prepared leader of children.

COURSE ASSIGNMENTS AND INSTRUCTIONS

1. THE CANDIDATE REFLECTIVE JOURNAL

Format: Two paragraph discussion, minimum; date and state the topic of the entry as a heading.

Frequency: Three times per week for weeks one through seven and weeks nine through thirteen; twice per week for weeks eight and fourteen.

Form of Assessment: Candidate Dispositions Rubric (p. 26)

This assignment will demonstrate your:

- Knowledge, skills, and disposition in inquiry and intellectual growth;
- Knowledge, skills, and disposition in professionalism;
- Knowledge, skills, and disposition in appreciation human diversity;
- Knowledge, skills, and disposition in advocacy and democratic citizenship.

Considerations:

- Defer to your supervisor's preference whether the journal is to be hand written or data processed;
- Refer to all parties involved by initials only so as to protect the confidentiality of others; Maintain professionalism through observing correct spelling and grammar conventions;
- Be reflective, not judgmental.

Please address the following topic at least once each week:

Particular student: As early as possible, choose one student with special needs to “shadow” clinically in your journal. Address the student’s learning profile, how you modify instruction to meet the student’s needs, and explain the effect the modifications have on the student’s learning and performance. Describe what you think it is in the student’s observed behavior and/or learning profile that cause this effect.

Please address any of the following topics as they occur in your practice.

You do not have to choose the same topics every week.

Advocacy: One of a teacher’s greatest gifts to children is to serve as their advocate. Describe a situation in which you were able to advocate for a student. Analyze the reactions of those involved, reflect on why these reactions occurred, and discuss the results you either expect to come out of your advocacy or the results you *think* will come out of your advocacy. Remember, advocacy operates on many levels; it’s the empowerment of a disadvantaged person, regardless of the age of the oppressor or the sophistication of the oppression.

Collegiality: It is important for teachers to communicate with their colleagues. What are the professional dynamics of your placement? Address a positive or negative incident that occurs; analyze your involvement in or reaction to it. If positive, describe the impact it will have on the students’ or your performance; if negative, offer solutions as to how it could have been handled or even avoided.

Discipline: A challenging topic, to be sure. You may address this in a number of ways: describe a situation in which you saw an excellent technique at work, describe the impact it had, and why you think it had this particular impact. Or, you can discuss a problem you are having with a student or students; relate the issue, analyze what it is about the student, students, or you that may be causing the issue, then come up with one or two solutions to reduce or solve the problem.

Parental contact: Positive interaction with parents is a prize! To be able to demonstrate the poise and wisdom necessary to bring a positive conclusion out of a (usually) negative situation is one of the pearls of teaching talent. Document any communication with parents that you are fortunate to have, positive or negative. Describe the event leading to the communication, the communication itself and how it played out, and then document your reflection. How did it make you feel? What did you learn from this communication? Has it affected your professional development? Tell how.

Professional opportunities: This is an opportunity to describe, analyze, and reflect on professional meetings, hearings, seminars, or workshops which you attend. Describe the purpose of the event, your reaction to the proceedings, and how it benefits your growth as a teacher.

Materials: Lessons can be transformed through the use of materials. Guiding students’ learning through the use of manipulatives, informational technology, primary and secondary documents, or the fine arts can have an amazing impact on the effectiveness of your instruction. Describe a lesson in which you used unexpected materials. Include a description of the students’ reaction to the materials as well as how you feel it affected your ability to teach the lesson.

Self-critique of lesson: Describe the lesson and include any evidence you have that you achieved your objectives. What do you feel worked well in the lesson? Comment on how you handled any unexpected challenges you met while teaching the lesson. If you could teach the lesson again, what would you do differently?

2. OBSERVATION LESSONS

Format: Candidates demonstrate teaching competency through being observed in the classroom by assigned supervisor.

Frequency: Six times throughout the student teaching experience (three times in each placement).

Form of Assessment: Student Teaching Observation Form (p.23)
Student Teaching Internship Final Assessment Rubric (p. 30)

This assignment will demonstrate your:

- Knowledge, skills, and disposition in inquiry and intellectual growth;
- Knowledge, skills, and disposition in professionalism.

Considerations:

- please have your lesson plan prepared in General Lesson Plan format for your clinical supervisor to refer to during your lesson;
- journal, plan book, and grade book may be reviewed during these observations, so have all required items organized and ready as your supervisor requests;
- designate a specific area in the classroom from which your supervisor can easily observe you.

General Lesson Plan Outline

Title of lesson:

Your name:

Grade level/s:

Overview of lesson: Give a brief summary/description of the lesson.

Model being used: List only one (e.g., direct instruction, cooperative learning, launch-explore-summarize).

Learning arrangement: Small groups, full class instruction, learning centers, cooperative groups of three, etc.

Standards addressed: Remember to consider the different subject areas you are addressing.

Example:

Social Studies Standard 3.1 – Geography

Performance Indicator/s

- 1) Students draw maps and diagrams that serve as representations of places, physical features, and objects.
- 2) Students locate places within the local community, state, and nation.

Objectives: What will students know or be able to do as a result of this lesson? Objectives should be stated in behavioral terms and should be able to be evaluated.

Example:

Students will read and interpret a three-dimensional model of their classroom.

Students will work in cooperative groups of three to design and construct three-dimensional models of the classroom.

On-going assessment: What are you doing during the lesson to find out how well students understand?

Materials: What will the students be using during the lesson?

Teacher resources: These are the resources you need to create the lesson.

Approximate length of time: A lesson may take more than one class period. State the number of minutes for this class period. Explain the procedure you plan to follow for each additional class period of the lesson.

Procedure:

Introduction: How will you engage the students' interest and curiosity? Include three questions you will ask to probe for prior knowledge.

Development: What are the steps of the lesson? How will you model the concept, guide students' practice of the concept, and arrange for independent practice of the concept? Include three questions you will ask to assess students' understanding.

Closure: How will you organize students at the end the lesson? What will you do to provide an opportunity for students to reflect on and discuss what they've learned? Include three questions you will ask to enable students to review the concept/s just taught.

Evaluation: What will you use to measure students' understanding of the lesson concepts?

Modifications: What accommodations are to be made for students with special needs? What do you have planned for students who need enrichment?

Extensions: How can this lesson be carried over into other subject areas? Present two ideas in "lesson overview" format.

3. INTEGRATED LEARNING EXPERIENCE OUTLINE UNIT

Format: Typed, single space; "Learning Experience Outline" (see page 19) and "General Lesson Plan" (see page 9). Model is to be provided via e-mail.

Frequency: One unit is to be written and taught in placement one.

Form of Assessment: P-12 Student Learning Rubric (p. 24)

This assignment will demonstrate your:

- Knowledge, skills, and dispositions in inquiry and intellectual growth;
- Knowledge, skills, and dispositions in professionalism;
- Knowledge, skills, and disposition in appreciation of human diversity;
- Knowledge, skills, and disposition in advocacy and democratic citizenship.

Considerations: It is expected that the lessons in the integrated unit will ...

- Be based on what your cooperating teacher would normally be teaching at that time of the school year;
 - Be written and used during your first student teaching placement;
 - Be your original work, not copied from a pre-existing unit or curriculum guide; and
 - Provide the students with hands-on learning activities.
-
- You may adapt and/or use activities and skills worksheets from another source, but credit your source in the "Teacher Resources" section of your lesson plans.
 - Delete all references to students' identities on work samples.

LEO Unit Checklist

_____ Learning Experience Outline: Item 1 – 8 (completed *after* you teach your unit)

_____ Vocabulary list of five to fifteen words

_____ Five lessons

_____ four subject- integrated lessons

_____ one subject-integrated information technology lesson

_____ Three Assessments

_____ one rubric that assesses students' performance on an activity-based project or as a result of an activity-based lesson

_____ one objective test that evaluates student content knowledge gained during the unit

_____ one vocabulary worksheet

_____ Student work samples: copies of students' work to illustrate results of your three assessments

_____ high/ average/ low performances for one lesson to be recorded on the rubric and substantiated by copies of students' actual work products

_____ high/ average/ low performances on the unit objective test

_____ high/ average/ low performances on the vocabulary worksheet

Explanation of LEO Unit Requirements

Vocabulary list: a unit vocabulary list should be developed prior to teaching the unit. For grades pre-K through one, five terms are sufficient. For grades two through six, a maximum of fifteen words is recommended; you may determine the appropriate number of terms by grade level and student capabilities.

Lesson plans: five lesson plans written in General Lesson Plan format.

- Format: 2-2-1 Integration Pattern. Choose two subjects to integrate, and include one technology lesson.
- Examples: two social studies lessons, two language arts lessons, and one technology lesson; or two math lessons, two science lessons, and one technology lesson.
- Candidates in departmentalized placements: integrate the departmentalized subject you teach with technology in a 3-2 pattern.

There are two options regarding the technology lesson.

- Option 1: teach your students to use a software program or to conduct Internet research to complete a developmentally appropriate product using information technology.
- Option 2: use information technology to teach a concept to your students. You must still write a fifth lesson plan for the technology-assisted instructional lesson. The lesson and objectives should be consistent with the two subjects you have chosen to integrate.

Assessments: Three assessment pieces are to be developed and administered to evaluate your students' understanding of the material you've taught. These assessments are a vocabulary worksheet, a performance-based rubric for one of your lessons, and an objective (unit) test. Administer these assessments at appropriate times during the teaching of your unit. A guideline for developing assessments will be e-mailed with the model of the unit.

Student work samples: Your unit assessments should be supported by student work samples. Include one high, one average, and one low performance example of student work for each of your assessments. This will result in a total of nine student work samples.

Learning Experience Outline: This is a reflective piece that serves as an introduction to your unit. You have no doubt learned the necessity of including an introduction or overview when presenting a unit of study in written format. Introduction formats with which you might already have experience include a unit rationale or a semantic web. It is required that you use the outline format provided. Having done so, you will have acquired yet another strategy to employ in future curriculum development projects.

TITLE OF LEARNING EXPERIENCE: _____

Item 1: LEARNING CONTEXT

Describe the context by including:

- a brief statement of the purpose, objective, or focus of the learning experience;
- the entire wording of the learning standard(s) and the specific performance indicator(s) being assessed;
- a description of how the learning experience addresses an existing New York State core curriculum; and
- a discussion of what students need to know and/or be able to do to succeed with this learning experience.

Item 2: ASSESSMENT PLAN

Describe the:

- levels of student performance (e.g., developing, proficient, distinguished);
- strategies or techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g., observation, group discussions);
- tools used to document student progress (e.g., rubrics, scoring guides, rating scales, checklists, teacher-made tests, observation forms); and
- manner in which students are involved in developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work.

Item 3: STUDENT WORK

For three lessons, include:

- A high, average, and low performance;
- rubrics, scoring guides, rating scales, checklists, or teacher-made tests;
- the teacher-assigned grade/points/score/level; and
- for each sample of student work, a statement of the basis for your “grade(s)” or “evaluations” by citing evidence from the student work.

Item 4: PROCEDURE

Describe, in a sequential manner, the actions that take place during this learning experience, including:

- what teacher(s) does;
- what students do individually and/or in groups;
- and how technology (when used) enhances learning and helps to assess student performance.

Item 5: RESOURCES

Please note unique resources (human or material) needed to successfully complete this experience, including the titles of texts, reference books, and software; website addresses; etc. for:

- the student; and
- the teacher

Item 6: INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Describe the procedures used to accommodate the range of abilities in your classroom. Include:

- instructional modifications made; and
- physical modification of the classroom setting.

Item 7: TIME REQUIRED

For each aspect of the learning experience, state the amount of time required for:

- implementation (note the length of your class period, when appropriate, and the number of days it takes to implement the experience);
- assessment

Item 8 REFLECTION

Please offer personal reflection, including:

- how the lesson was reviewed by peer(s) prior to submission and what you learned from the review
- how it reflects current scholarship in your field and “best” classroom practice;
- how the lesson prepares students for life outside of school; and
- a quote from a student, parent, or educator (optional).

4. PLAN BOOK AND GRADE BOOK

Format: Candidates are to use ABCDE lesson plan book format as explained below.

Frequency: Weekly. Plans for the following week should be completed by Thursday and cooperating teacher must approve and initial your plans by Friday. Supervisor assesses and initials plan book during observations.

Form of Assessment: Planning Rubric (p. 27)

Student Teaching Internship Final Assessment Rubric (p. 30)

This assignment will demonstrate your:

- Knowledge, skills, and disposition in professionalism;
- Knowledge, skills, and disposition in inquiry and intellectual growth.

Considerations:

- In departmentalized settings, the period would be noted instead of subjects.
- For primary, pre-K settings, or some elementary settings, the time of day, the title of centers, or the name of specific reading groups might be noted instead of subjects.
- Please note that your supervisor requires long format lesson plans for observation lessons and that your unit must be written in long format as well. The model for long format lessons is featured on page 7 in this Handbook.

ABCDE stands for:

- A - subject
- B – objective(s)
- C - materials
- D – procedure
- E – independent practice and/or homework

Purposes of ABCDE lesson plan book formatting are to enable candidates to:

- Efficiently plan on a weekly basis for effective, sequential classroom instruction;
- Keep a record of concepts, skills, and activities taught;
- Form a basis of planning such that the cooperating teacher knows what the candidate plans to cover and how it will be taught;
- Develop skill in maintaining an up-to-date plan book for both legal and professional reasons.

A typical lesson plan in ABCDE format for a grade two social studies lesson would be noted in a standard teacher plan book as follows.

A: Social studies

B: SW (short for **S**tudents **W**ill) identify 3 – 5 characteristics of a community.

C: text, pps. 13 – 19, skill sheets 7 & 8, posters, chart paper, markers

D: show posters; discuss. Set purpose for reading. Read and discuss text, charting characteristics. Review chart orally. Explain skill sheet directions.

E: skill 7 in class, skill 8 for HW.

Grade book is to be maintained under school faculty direction.

- Grades are to be recorded as a result of planned assessment opportunities.
- Supervisor assesses and initials grade book during observations. It is helpful to record the date and title of each assignment being graded.
- For “missing” grades, using a circle to denote absence and a square to denote work that was not handed in is an easy way to keep track of which students must make up work and why it was not completed by or on the specified due date.

5. PORTFOLIO

Each candidate is expected to complete a portfolio for the purpose of showcasing her/his knowledge, skills, and dispositions as developed through candidacy in Elementary Education Department programs.

Format: See “Portfolio Outline”, below.

Form of Assessment: Dispositions Rubric (p.26)
Student Teaching Internship Final Assessment Rubric (p. 30)

This assignment will demonstrate your:

- Knowledge, skills, and disposition in inquiry and intellectual growth;
- Knowledge, skills, and disposition in professionalism;
- Knowledge, skills, and disposition in appreciation of human diversity;
- Knowledge, skills, and disposition in advocacy and democratic citizenship.

Portfolio Outline

- A. Your portfolio begins with your reflective essay (Section L, p. 14) which should be indicative of your philosophy of education. Have a trustworthy person proofread for errors and for clarity of thought and expression.
- B. The essay is followed by the contents page, which displays your name and the titles of the sections that comprise your portfolio.
- C. Your portfolio will consist of three main sections: credentials, student teaching, and professional literacy. There may be additional sections that you wish to add in order to further personalize your portfolio; some options are offered in this outline.
- D. The sections you wish to include, the material presented therein, and the order of presentation are all decisions that are to be made by you. As your portfolio is being developed in order to secure a teaching position, it is suggested that you present sections one through three in that order, followed by the additional section(s) of your choice.
- E. Please be advised that any photographs displayed in your portfolio may be included only with the written consent of the subjects depicted in those photographs. Photographs are highly desirable in that they are a visually powerful representation of your work as a teacher. They brighten your portfolio and make a great conversation topic at interviews. A sample permission letter is featured on page 16 of this Handbook.
- F. The importance of aesthetics and captions cannot be stressed strongly enough. Attention to aesthetic development makes your portfolio pleasing to the eye and inviting to the viewer. Captions link the photographs and work samples to your written work and offer an opportunity for you to demonstrate reflection skills and professional dispositions. Captions also enable you to weave your philosophy of education into the contents of your portfolio.
- G. The volume of your portfolio will have a significant impact on how it is received in the field. It is suggested that the artifacts you include in your portfolio reflect your best work, not all your work. For artifacts that are lengthy or oversized, it may be to your benefit to use information technology to downsize them and place multiple, small-sized images on one page for display.
- H. As you develop your portfolio, think about how you would use it to respond to questions at an employment interview.

For example, how does your portfolio demonstrate your *knowledge* of:

- your academic major;
- current issues and practices in education;
- the teaching of reading;
- the role of standards in planning and teaching?

How does your portfolio demonstrate your *use* of:

- a variety of teaching approaches to meet individual needs;
- instructional technology;
- classroom management that creates a secure learning environment?

How does your portfolio demonstrate your *ability* to:

- collaborate with colleagues;
- use the standards;
- reflect on your practice;
- experience growth professionally and personally?

I. Enjoy the compilation of your portfolio. It is, and should be created as, a celebration of the unique contributions to the field of education that you will make as a teacher.

J. Sections: Use the following as a checklist to help you in your compilation. Bear in mind that these are suggestions, not mandated directions. Again, your portfolio should be reflective of you.

Suggestions for Credentials Section:

- ____ resume
- ____ letters of recommendation (preferably three)
- ____ Initial Certification
- ____ transcripts
- ____ professional test scores (showing pass notification is sufficient)
- ____ certificates from any conferences, workshops, or other teacher training which you have attended

Suggestions for Student Teaching Section:

- ____ selections from LEO Unit
- ____ photos and/or student work samples
- ____ self-created assessment pieces
- ____ facsimile of plan book
- ____ journal entry or entries
- ____ other: _____

Suggestions for Professional Literacy Section:

- ____ field observation notes
- ____ field participation lesson plan with student work samples
- ____ photographs or facsimiles of projects
- ____ scholarly paper reflecting your major concentration
- ____ scholarly paper reflecting participation in your degree program
- ____ other: _____

Options to further personalize your portfolio:

Personal:

- ____ cultural experiences (travel, foreign exchange, participation in the arts, etc.)
- ____ community involvement
- ____ campus involvement
- ____ volunteer work
- ____ prior career experience
- ____ related experience
- ____ other: _____

Letters:

- ____ Reference letters from previous employers
- ____ Notes and cards from parents and students

Your Own Idea for a Section:

____ _____

____ _____

K. Suggested Timeline: The following has been developed to assist you in compiling your portfolio in a logical, sequenced manner. The main consideration is that you work on your portfolio a little at a time in order to reflect on, reorganize, and come to truly know and esteem your work in your chosen program.

Week 11: Prepare philosophy of education and construct the basic shell of your portfolio (binder, acetate display sheets, contents page, divider page for each section.) Organize the professional literacy section. Ask supervisor, cooperating teachers, or administrators for letters of recommendation. Give them a due date that falls in Week 13. You may have to wait longer for a letter from your experience two cooperating teacher.

Week 12: Write resume according to models provided by Academic Advising Office. Organize student teaching section. Look through all the “stuff” you’ve saved to find papers, photographs, students’ work, announcements, cards, notes, etc. for other sections.

Week 13: Organize credentials section. Continue gathering materials noted above for inclusion in other sections.

Week 14: Organize optional sections that you wish to include at this time. Your portfolio should be complete in rough draft form by the end of this week. Choose a reflective essay topic you wish to address as the basis of your presentation at Portfolio Presentation Day (see below).

Week 15: Portfolios should be complete. Continue to develop your presentation, both the essay and the choice of artifacts that will support it. Remember to try to “show off” between five and eight artifacts that illustrate your response.

Week 16: Portfolio Presentation Day ... Congratulations! You have a lot to celebrate and much of which to be proud. May you experience success and satisfaction as a teacher! Don’t forget to keep your portfolio up to date as your career flourishes by adding new sections and removing old sections as necessary.

L. Guidelines for Creating the Portfolio Presentation

Step 1: Choose ONE topic from the reflective essay choices below. Base your choice on what best reflects your philosophy of education and your work during your time in the program. Respond to this question in a brief, well-written essay of no more than four paragraphs. Base your response on your studies, field experiences, teaching experience, your reflective journal, and/or your interactions with students, colleagues, and other professionals. This essay will be placed in your portfolio to give others viewing it a chance to understand your experience from your perspective. Try to respond in such a way that your thoughts can be substantiated by the artifacts in your portfolio. These artifacts should support the essay you prepare. You will be expected to display these items during your presentation.

Format: typed, single space, three paragraphs. Use the following essay heading format.

Your name _____
Program _____

Identify the commitment you are addressing.

Type the topic you have chosen to address, skip a line, and begin typing your essay.

Commitment: Inquiry and Intellectual Growth

- 1 Describe how your own classroom inquiry has informed your professional judgments or instructional plans.
- 2 Describe (an) instance(s) when you pushed your students intellectually or helped them to develop in unexpected ways.
- 3 Show evidence of your commitment to life-long learning in your certification area and/or in the profession of education.
- 4 Describe ways in which your philosophy of education has developed as a result of your interactions with students' families, communities, and/or your professional colleagues.
- 5 Describe how the feedback you have received from college cooperating teachers and/or supervisors caused you to reflect on and further develop your practice.

Commitment: Professionalism

- 6 Describe how content knowledge has enabled you to take advantage of a 'teachable moment'.
- 7 Describe how the ability to locate and use curricular materials and resources can have a positive impact on the quality of student learning.
- 8 Describe how use of information technology (IT) to find information and/or create products facilitates student learning.
- 9 Describe how teaching a series of connected lessons deepens students' understanding of a concept or theme.

Commitment: Diversity

- 10 Identify an instance of bias (race, gender, class, culture, sexual orientation) however unintended, in your teaching practice (e.g., curriculum, assessments, materials, policies, relationships) that has changed as a result of your student teaching experience.
- 11 Describe a learning experience through which you facilitated students' appreciation of diversity.
- 12 Describe your ability to plan for and implement classroom structures, instructional routines, and/or assessments that reflect a recognition of multiple intelligences and/or learning styles.

Commitment: Advocacy and Democratic Citizenship

- 13 Describe at least one instance when you acted as an advocate for a student.
- 14 Describe how your approach to classroom management maximizes the social, cognitive, and/or emotional growth of your students.
- 15 Describe your efforts to cultivate family and/or community support for student achievement.
- 16 Describe how your involvement in discussions of public education ideals (faculty, P.T.A., or school board meetings, etc.) has contributed to your growth as a teacher.
- 17 Describe how your observations of and experience in education has shaped and developed your capacity for school and community leadership.
- 18 Describe how your classroom practice mirrors and supports the ideals of a democratic society.

Step 2: Using your essay as a basis, develop a five –to eight- minute presentation to give on Portfolio Presentation Day. Select between five and eight artifacts from your portfolio to support your essay-based presentation. These artifacts can be lesson plans, projects or papers, assessments, photographs, samples of student work, etc. Incorporate these artifacts into your presentation. In other words, be able to say something like, “I believe that _____. As an example of this, my students created ...”, and then discuss what’s going on in the photo or in the students’ work. Make sure that what you’re discussing supports the main idea of your presentation, which has been developed in your essay. Be sure to include an opening and a closing to your presentation. Practice your presentation prior to Presentation Day. Familiarize yourself with the contents of your portfolio so that you can use it to respond to group discussion questions.

Step 3: On the day of the presentation, dress professionally. Bring your completed portfolio. Do NOT show your portfolio page by page; have your artifacts tagged so that you can easily flip to them as you present. Be prepared to offer positive comments (warm feedback) as well as constructive suggestions for improvement (cool feedback) to your peers after each presentation.

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ
Department of Elementary Education

Dear Parent or Guardian,

As a SUNY New Paltz program candidate, I am very grateful for the opportunity to be working with your child this semester. As a childhood/early childhood candidate who is seeking teacher certification from the New York State Education Department, I am responsible for developing and teaching lessons as well as completing other written assignments.

As part of these assignments I am being asked to create a portfolio of my work to present to school principals at job interviews. One section in this portfolio should consist of pictures of students as they work on the activities I plan and teach. The purpose of these photos is to show my ability to make learning hands-on and meaningful for our children. I am asking for your permission to include pictures of your child and your child's work in my portfolio. Your child will be respected in that no identification of your child or his/her work will be made at any time; I am taking pictures of *my* work and that is what will be examined. You and your child can be a part of my growth as a future teacher by allowing me to include these photos in my portfolio.

Please complete and return the form below by _____. I thank you in advance for helping to add that 'special touch' to the beginning of my career in teaching.

Sincerely,

Elementary Education Program Candidate

Please detach and return this portion.

Parent or Guardian _____ School District _____

Child's Name _____ Student Teacher _____

Please check one of the following and sign below.

_____ Yes, I give permission for photographs of my child and his/her work to be included in your employment portfolio. I understand that my child will not be identified in any way during presentation of this portfolio.

_____ No, I do not give permission for photographs of my child and his/her work to be included in your employment portfolio.

Parent's Signature _____

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

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

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

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

**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:

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

CANDIDATE EVALUATION OF COLLEGE SUPERVISION

Supervisor's Name: _____

Semester: _____

| | FREQUENTLY | | INFREQUENTLY (NA) | | |
|--|------------|---|-------------------|---|---|
| 1. The supervisor was easy to contact. | 5 | 4 | 3 | 2 | 1 |
| 2. The supervisor's evaluations and expectations were clearly communicated to me. | 5 | 4 | 3 | 2 | 1 |
| 3. The supervisor's post-observation discussions were helpful. | 5 | 4 | 3 | 2 | 1 |
| 4. The supervisor's written comments were sent in a timely fashion. | 5 | 4 | 3 | 2 | 1 |
| 5. The supervisor's comments helped me reflect on my own practice. | 5 | 4 | 3 | 2 | 1 |
| 6. The supervisor responding in a helpful manner to questions/concerns. | 5 | 4 | 3 | 2 | 1 |
| 7. The supervisor asked for my reflections and impressions following an observation. | 5 | 4 | 3 | 2 | 1 |
| 8. The supervisor demonstrated active listening skills when conferring with me. | 5 | 4 | 3 | 2 | 1 |
| 9. The supervisor was willing to spend extra time with me when I requested help. | 5 | 4 | 3 | 2 | 1 |
| 10. The supervisor showed genuine interest in my progress. | 5 | 4 | 3 | 2 | 1 |
| 11. The supervisor helped me evaluate my progress during the student teaching experience and allowed me time to improve my teaching skills prior to the final observation. | 5 | 4 | 3 | 2 | 1 |
| 12. The supervisor's attitude supported positive growth and development. | 5 | 4 | 3 | 2 | 1 |

Other comments:

Candidate _____ Supervisor _____

School _____ District _____

Curriculum Area _____ Grade level _____ Date _____ Observation # _____

Student Teaching Observation Form

Performance Scale: 3 = Strength 2 = Satisfactory 1 = Needs Improvement X = Not Evaluated

Inquiry and Intellectual Growth: The Written Lesson Plan

- ____ 1. States learning standards clearly
- ____ 2. States objectives clearly
- ____ 3. Provides variety of instructional materials
- ____ 4. States teacher and student procedures clearly
- ____ 5. Provides instructional closure
- ____ 6. Creates developmentally appropriate lessons
- ____ 7. Provides for assessment/independent practice

Professionalism and Intellectual Growth: Lesson Implementation

- ____ 1. Involves all students during lesson
- ____ 2. Demonstrates knowledge of the content
- ____ 3. Uses appropriate pacing
- ____ 4. Uses clear, coherent, and logical directions
- ____ 5. Uses acceptable written expression
- ____ 6. Uses acceptable oral expression
- ____ 7. Adapts lesson to fit conditions as they occur
- ____ 8. Modulates voice appropriately in different teaching situations
- ____ 9. Objectives are revisited in closure

Diversity, Advocacy, Democratic Citizenship: Questioning and Discussion

- ____ 1. Asks students to recall, analyze, and evaluate during the lesson
- ____ 2. Allows adequate time for students' responses
- ____ 3. Restates/rewords questions
- ____ 4. Provides opportunities for thinking and problem solving
- ____ 5. Involves many students
- ____ 6. Returns to students who had incorrect answers or misconceptions
- ____ 7. Encourages students to expand and justify their responses
- ____ 8. Acknowledges student contributions appropriately

Advocacy and Democratic Citizenship: Classroom Atmosphere

- ____ 1. Demonstrates a positive disposition when teaching
- ____ 2. Implements various management strategies
- ____ 3. Uses instruction to engage students' performance
- ____ 4. Responds to individual students' needs
- ____ 5. Demonstrates ability to manage several groups at once
- ____ 6. Demonstrates respect for children as individuals
- ____ 7. Mediates and helps resolve conflicts

Professionalism, Democratic Citizenship: Collegiality

- ____ 1. Applies suggestions to instructional practice
- ____ 2. Demonstrates preparation
- ____ 3. Interacts positively with members of the school community
- ____ 4. Presents professional appearance
- ____ 5. Respects schedules and deadlines

Candidate Signature _____

Supervisor Signature _____

P-12 Student Learning

This form is to be filled out by the college supervisor at the end of the first student teaching 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.

Essential Components of P-12 Learning Experience

- The Learning Experience is implemented with student(s) in an age group and content area appropriate to certification;
- The Learning Experience is aligned with NYS Learning Standards and reflects a carefully planned sequence of activities;
- The Learning Experience includes multiple, varied and appropriate assessments that are used for formative and summative evaluation of student learning; and
- The Learning Experience demonstrates candidate's ability to reflect upon and analyze the quality of student learning.

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

| Professionalism | | | | | |
|---|--------------|--------------|-------|------------|--------|
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 1. Candidate plans learning experiences that reflect learning standards and strong subject matter knowledge. | | | | | |
| <i>Comments/Examples:</i> | | | | | |
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 2. Candidate plans activities and/or provides examples that support student understanding of conceptual knowledge and skills. | | | | | |
| <i>Comments/Examples:</i> | | | | | |
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 3. Candidate implements learning experiences that are meaningful and differentiates instruction to engage student(s). | | | | | |
| <i>Comments/Examples:</i> | | | | | |

| | Not assessed | Unacceptable | Focus | Acceptable | Target |
|---|--------------|--------------|-------|------------|--------|
| 4. Candidate chooses, designs and implements appropriate assessments to determine and analyze student learning | | | | | |
| <i>Comments/Examples:</i> | | | | | |
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 5. Candidates' student(s) demonstrate appropriate development in particular content learning, cognitive or social skills. | | | | | |
| <i>Comments/Examples:</i> | | | | | |
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 6. Candidate identifies teaching moments that are effective or problematic from a variety of perspectives. | | | | | |
| <i>Comments/Examples:</i> | | | | | |
| | Not assessed | Unacceptable | Focus | Acceptable | Target |
| 7. Candidate adjusts instruction, learning environment, or instructional materials based on his/her self-analysis while teaching. | | | | | |
| <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 _____

Dispositions Assessment

This form is to be filled out by the supervisor and candidate at the end of the student teaching/internship 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.

| Inquiry and Intellectual Growth | Needs Work | Meets Expectations | Exceeds Expectations |
|--|--|--|---|
| 1. Intellectually Curious <i>Comments/Examples:</i> | <input type="checkbox"/> Rarely exhibits intellectual curiosity | <input type="checkbox"/> Usually exhibits intellectual curiosity | <input type="checkbox"/> Consistently exhibits intellectual curiosity |
| 2. Engaged in Own Learning/A Self-Directed Learner <i>Comments/Examples:</i> | <input type="checkbox"/> Rarely exhibits engagement in own learning and self-directed learning | <input type="checkbox"/> Usually exhibits engagement in own learning and self-directed learning | <input type="checkbox"/> Actively and consistently exhibits engagement in own learning and self-directed learning |
| Professionalism | Needs Work | Meets Expectations | Exceeds Expectations |
| 3. Self-Reflective; Actively Uses Feedback from Others <i>Comments/Examples:</i> | <input type="checkbox"/> Unwilling or unable to be a thoughtful, intelligent observer of the classroom and teaching. Does not seek or is unwilling or unable to use feedback on teaching | <input type="checkbox"/> Usually is a thoughtful, intelligent observer of the classroom and teaching. Usually welcomes and uses feedback on teaching | <input type="checkbox"/> Consistently is a thoughtful, intelligent observer of the classroom and teaching. Consistently seeks and uses feedback on teaching |
| 4. Demonstrates the Need to Develop Professionally and Makes Plans to Improve Accordingly <i>Comments/Examples:</i> | <input type="checkbox"/> Rarely cognizant of need to adjust professional attitudes; unable or unwilling to make plans accordingly | <input type="checkbox"/> Usually cognizant of need to adjust professional attitudes and makes plans accordingly | <input type="checkbox"/> Consistently cognizant of need to adjust professional attitudes and makes plans accordingly |

| Professionalism (continued) | Needs Work | Meets Expectations | Exceeds Expectations |
|--|---|--|---|
| 5. Exhibits Professional Caring, and Collegial Interactions <i>Comments/Examples:</i> | <input type="checkbox"/> Rarely offers or provides feedback on the work of colleagues and professional community members | <input type="checkbox"/> Usually supports work of colleagues and professional community members | <input type="checkbox"/> Consistently supports work of colleagues and professional community members |
| Appreciation of Human Diversity* | Needs Work | Meets Expectations | Exceeds Expectations |
| 6. Reflective of Personal Biases Regarding Diversity, Welcomes Alternative Perspectives <i>Comments/Examples:</i> | <input type="checkbox"/> Exhibits behavior that demonstrates doubt of the capacity and desire of all students to learn; unable or unwilling to see the value of reflecting on his/her own personal biases | <input type="checkbox"/> Exhibits behavior that demonstrates belief in the capacity and desire of all students to learn; usually sees the value of reflecting on his/her own personal biases | <input type="checkbox"/> Holds as a core belief the capacity and desire of all students to learn; seeks opportunities to reflect on his/her own personal biases |
| Advocacy for Students and Democratic Citizenship | Needs Work | Meets Expectations | Exceeds Expectations |
| 7. Committed to Educational Equity and Social Justice Practices <i>Comments/Examples:</i> | <input type="checkbox"/> Demonstrates a disregard for the practice of educational equity and social justice for students | <input type="checkbox"/> Usually exhibits commitment to and practice of educational equity and social justice for students | <input type="checkbox"/> Actively and consistently exhibits commitment to and practice of educational equity and social justice for students |

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

* Understanding the educational significance not only of race, gender, class, and sexual orientation, but also of the increasing cultural, linguistic, and religious diversity of students requires appreciation of diverse beliefs, commitments, strengths, parenting practices, and patterns of family and community life.

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

| Inquiry and Intellectual Growth | | | | | |
|---|--------------|--------------|-------|------------|--------|
| | 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> | | | | | |
| | | | | | |
| Professionalism | | | | | |
| | 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> | | | | | |
| | | | | | |

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

| Inquiry and Intellectual Growth | 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* | | | | | |

Comments/Examples :

Professionalism

| | 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 | | | | | |
| 13. 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 | | | | | |

Comments/Examples :

* Multiple literacies refers to a view of literacy beyond just reading and writing to include social and aesthetic as well as scientific, technological and mathematical competencies.

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

^ Objectives are clearly defined, standards-referenced, and based on a model of learning (Piaget, 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 _____ Date _____ 1st Placement 2nd Placement

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.