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
schroerj@newpaltz.edu

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.
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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/elementaryed/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 candidate shall have two placements. Placement grade level(s) are determined according to program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood 1-6</td>
<td>1-3</td>
</tr>
<tr>
<td>Early Childhood B-2</td>
<td>PreK- K</td>
</tr>
<tr>
<td>Childhood B-6</td>
<td>PreK- 2</td>
</tr>
<tr>
<td></td>
<td>3-6</td>
</tr>
</tbody>
</table>

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 law.

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 each 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 the cooperating teacher and the 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 cooperating teacher 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 will visit the first placement site within the first week of the placement to review the edTPA with CT and candidate. They conduct a minimum of two observations in Placement One and three observations during Placement Two. 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 teach. 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 when possible.
- Help the candidate analyze his/her own teaching by reviewing videotaping of lessons if possible.
- Give the candidate formative feedback 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;
- negligence or failure to observe safety procedures;
- lack of initiative; and
- inappropriate dress or conduct.
Evaluations and Grades

Student Teaching is graded S (Satisfactory) or F (Fail) by the clinical supervisor, however both the clinical supervisor and cooperating practitioner are responsible for reporting on candidates’ growth and performance during student teaching. Forms on which to report such are available on mynewpaltz.edu. Student Teaching grades are due to Student Teaching Office by 4 PM on the day before the “grades due” date in the 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.

Graduation and Certification

For graduation guidelines, visit: www.newpaltz.edu/schoolofed/graduation_checklist.html.

For certification requirements, visit: www.newpaltz.edu/schoolofed/certification.html.

Please note: INITIAL TEACHER CERTIFICATION IS NOW POSTED ONLINE IN YOUR TEACH ACCOUNT. TO OPEN AN ACCOUNT, VISIT www.highered.nysed.gov/tcert/teach/. IT WILL TAKE APPROXIMATELY 3-6 MONTHS AFTER GRADUATION FOR CERTIFICATION TO BE POSTED.
State University of New York at New Paltz
Department of Elementary Education

STUDENT TEACHING ELEMENTARY EED404 AND EED405
GENERAL SYLLABUS

Supervisor: _____________________________
Contact Number: _____________________________
Email: _____________________________

CATALOG DESCRIPTION
Student teaching field experience in elementary classroom setting. Candidates observe and demonstrate proficiency in the fundamentals of teaching: planning and/or execution of 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 Common Core/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.

RESOURCES
Common Core State Standards: engageny.org/resource/common-core-state-standards/
Objectives: http://www.adprima.com/objectives.htm
Questions/Purposes: http://www.criticalthinking.org/pages/strategy-list-35-dimensions-of-critical-thought/466

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 TEACHING STANDARDS
Standard I Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
Standard II Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
Standard III Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
Standard IV Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
Standard V Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
Standard VI Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
Standard VII Professional Growth: Teachers set informed goals and strive for continuous professional growth.
ASSESSMENT AND EVALUATION
Candidate's growth is assessed in each placement through supervisor's observation reports. Candidate's progress is assessed by cooperating practitioner’s completion of “Student Teaching Mid-Point Evaluation” during Week 4 of placement. To evaluate candidate's performance, cooperating practitioner and clinical supervisor complete “Student Teaching/Internship Final Assessment” at end of placement.

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 and assessed by the clinical supervisor, and student teacher attendance and professionalism. Input from the cooperating teacher 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 cooperating teacher 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
Plagiarism and cheating are serious matters and will be treated as such by the Department of Elementary Education. Since plagiarism can be “intentional” and “unintentional” it is the responsibility of the student to fully understand the definitions of plagiarism (see http://www.newpaltz.edu/advising/policies_integrity.html).

The first offense of plagiarism as defined by the Student Handbook will result in a “0” on the assignment or test and a required meeting with the Department Chair. The second offense will result in an “F” in the course and a required meeting with the Department Chair. If there is a third offense, the student will be removed from the program. (Please note that all students may repeat one class only one time. Therefore, if a student has already repeated one class, a first offense “0” may well result in a grade lower than B-. In such a case, the student will have to leave the program since she/he may not repeat a second class.)

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 know and learn to 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. OBSERVATION LESSONS
Format: Clinical supervisor observation visit
Frequency: Five times throughout the student teaching experience (twice in Placement 1 and three times in Placement 2)
Assessment: Student Teaching Observation Form
Evaluation: Student Teaching Internship Final Assessment Rubric
Student Learning Objectives:
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
Teachers set informed goals and strive for continuous professional growth.

PEU Conceptual Framework Correlates:
- Knowledge, skills, and disposition in inquiry and intellectual growth;
- Knowledge, skills, and disposition in professionalism.

Considerations:
- Please have your lesson plan prepared in Revised format for your clinical supervisor to refer to during your lesson;
- Plan book and grade book may be reviewed during these observations, so have all required items organized and ready as your supervisor requests;
- Reserve a specific area in the classroom from which your supervisor can clearly observe.

Department of Elementary Education
Lesson Plan

1. Candidate:
2. Content area/grade level:
3. Brief description of lesson:

4. Timeframe:

5. Assessment data used to inform the lesson:

6. Number of students:
   6a. Needs of Students -

7. Learning Standards:
   7a. Common Core -
   7b. NYS Learning Standards Performance Indicators-

8. Content overview:

9. Objective:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Behavioral Verb</th>
<th>Criteria</th>
</tr>
</thead>
</table>

10. Criteria for student achievement of objective:

11. Prior skills and knowledge required by students for achievement of objective:

12. Learning arrangement: W S I

13. Model:
13a ECE ONLY Role of teacher

14. **Procedure:**
   ECE ONLY TRANSITIONS:

15. **Materials and resources:**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Students:</th>
<th>Technology:</th>
</tr>
</thead>
</table>

15a. **Introduction** *(Timeframe)*

<table>
<thead>
<tr>
<th>Teacher actions:</th>
<th>Student actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>Purpose(s):</td>
</tr>
</tbody>
</table>

15a.i Differentiation/Intervention(s):

15a.ii On-going assessment strategies:

15b. **Development** *(Timeframe)*

<table>
<thead>
<tr>
<th>Teacher actions:</th>
<th>Student actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>Purpose(s):</td>
</tr>
</tbody>
</table>

15b.i Differentiation/Intervention(s):

15b.ii On-going assessment strategies:

15c. **Closure** *(Timeframe)*

<table>
<thead>
<tr>
<th>Teacher actions:</th>
<th>Student actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>Purpose(s):</td>
</tr>
</tbody>
</table>

15c.i Differentiation/Intervention(s):

16. **Method(s) of Assessment and Evaluation of Student Learning:**
    16a. Differentiation/Intervention(s):

17. **Cross-Curricular Connections:**

18. **Next Instructional Step:**

19. **New York State Teaching Standards performance indicators:**

20. **ECE ONLY Reflections:**

Reference websites for lesson planning:

- Common Core State Standards: engageny.org/resource/common-core-state-standards/
- Objectives: http://www.adprima.com/objectives.htm
2. PLAN BOOK AND GRADE BOOK

Format: Candidates are to follow CT’s format for notation of plans.  
Frequency: Weekly. Weekly plans should be completed by Thursday prior to instructional week and cooperating teacher must review, approve, initial and date your plans by Friday.  
Assessment: Mid-Point Evaluation; cooperating teacher reviews, approves, initials and dates plans weekly. Supervisor assesses and initials plan book at observation visits.  
Evaluation: Student Teaching Internship Final Assessment Rubric

Student Learning Objectives:  
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.  
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Conceptual Framework Correlates:  
- 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 would be noted instead of subjects.  
- Please note that your supervisor requires long format lesson plans for observation lessons and that your edTPA must be written in long format as well. Use of the Department Revised Format Lesson Plan is required.

Purposes of lesson plan book are to enable candidates to:  
- Efficiently plan on a weekly basis for effective, sequential classroom instruction;  
- Form a basis of planning such that the cooperating teacher knows what content you will cover and how it will be presented;  
- Develop skill in maintaining an up-to-date plan book for both legal and professional purposes.

Grade book is to be maintained under cooperating teacher’s 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.

3. edTPA

Passing the edTPA is required for initial certification in New York State. Completing the edTPA is required to pass student teaching. This means that if you need to redo a task or tasks of the edTPA, you will still pass student teaching as long as you have completed the edTPA. For guidance on how to complete the edTPA, refer to the edTPA Handbook specific to your Placement 1 grade level:

Grades PK – 2: Early Childhood Handbook  
Grades 3 – 6: Elementary Handbook

Please adhere to edTPA due date provided by the department. To certify to the Department that you have completed the edTPA, you will email the following confirmation message to the edTPA Department Liaison:

“I certify that I have completed and submitted the edTPA on (state date of submission). Name and Banner number”

Failure to do so will result in a hold being placed on your Placement 1 final grade.
PEU Conceptual Framework Correlates:
- 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 edTPA will …
- Be based on what your cooperating teacher would normally be teaching at that time of the school year;
- Be written and taught during your first student teaching placement.

- 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 and, where requested, in the body of your edTPA.
- Delete all references to students’ identities on work samples and in videos. Using students’ first names only in videos is allowed and advised.

Progression of Responsibility in Each Placement

While each student teaching placement entails increasing your responsibility for assessing, planning for, and supporting the learning of students, there is a difference in how each placement unfolds. During Placement 1, you will focus on completing your edTPA while your CT retains management of much of the instructional day until the latter part of the placement. You will actively support your CT’s plans for instruction as you work on your edTPA.

During Placement 2, you will assume responsibility for assessing, planning, and teaching at a much quicker pace. You will plan to co-teach with your CT, using various models of co-teaching, or you may teach solo. This depends on the content being taught, what best fits the needs of the students, and the best-practice approach with respect to real-world constraints that come up during the course of the instructional day and week.

To know how Placement 1 should ensue, download and print the calendar that is found on the edTPA Candidate Site on Blackboard. The calendar is located in the module entitled, “edTPA Permission Letters, Calendars, and Document Templates”. Candidates who are student teaching in grades PK – 2 should download the “Calendar for Early Childhood Handbook” and candidates in grades 3 – 6, the “Calendar for Elementary Handbook”. There are calendars for the fall and spring semesters. Make sure to download the calendar for the correct semester.

On the next page is a very general outline of how to pick up greater responsibility during each week of Placement 2. Your CT and you may have to adjust this outline depending on assessment schedules, school breaks, and even the time of year in which you are student teaching. Being flexible to meet the needs of the students should be the basis for all planning and teaching decisions.
## Placement 2 Student Teaching EED404 and EED405

<table>
<thead>
<tr>
<th>Week</th>
<th>Suggested Classroom Responsibilities</th>
<th>Reading/Written Assignments</th>
<th>Meetings/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>• Meet students&lt;br&gt;• Assist students individually and in small group as needed/directed by CT&lt;br&gt;• Conduct informal assessments as requested by CT&lt;br&gt;• Escort to specials, etc.</td>
<td>• Review schedules for specials, academic support, pull-outs, team and faculty meetings&lt;br&gt;• Review classroom management structures</td>
<td>• Confer with CT on 1st “subject” you will pick up next week</td>
</tr>
<tr>
<td>10</td>
<td>• Take responsibility for teaching one subject at beginning of week&lt;br&gt;• Assess and monitor student progress in this area</td>
<td>• Review instructional materials for next week’s planning&lt;br&gt;• Plan for subjects you will be teaching next week</td>
<td>• Confer with CT on 2nd “subject” you will pick up next week</td>
</tr>
<tr>
<td>11</td>
<td>• Teach two subjects this week&lt;br&gt;• Assess and monitor student progress in these areas&lt;br&gt;•</td>
<td>• Plans for next week’s three subjects</td>
<td>• Confer with CT on 3rd subject you will pick up next week</td>
</tr>
<tr>
<td>12</td>
<td>• Continue the above&lt;br&gt;• Add a third subject this week&lt;br&gt;• Assess and monitor student progress in these areas&lt;br&gt;•</td>
<td>• Plans for next week’s four subjects</td>
<td>• Confer with CT on subject(s) you will pick up next week</td>
</tr>
<tr>
<td>13</td>
<td>• Teach four subjects at beginning of week or assume full class load&lt;br&gt;• Assess and monitor student progress in these areas&lt;br&gt;•</td>
<td>• Maintain plan and grade books</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>• Full responsibility for planning instruction&lt;br&gt;•</td>
<td>• Maintain plan and grade books</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>• Full responsibility for planning instruction&lt;br&gt;•</td>
<td>• Maintain plan book</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>• Relinquish charge of classroom back to CT one subject per day or as you conclude assessment(s) in each subject area&lt;br&gt;•</td>
<td>• Phase out plan book</td>
<td></td>
</tr>
</tbody>
</table>
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) _____________________________  

<table>
<thead>
<tr>
<th>The degree to which your school faculty provides:</th>
<th>FREQUENTLY</th>
<th>INFREQUENTLY</th>
<th>(N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervision and feedback</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Opportunities to apply teaching strategies learned through courses</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Opportunities to increase understanding of students with special needs</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Opportunities to increase understanding of students from culturally/linguistically diverse backgrounds</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>5. Ability to gain autonomous responsibility in classroom</td>
<td>5 4 3 2 1</td>
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<tr>
<td>6. Opportunities to interact with a variety of professionals</td>
<td>5 4 3 2 1</td>
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<tr>
<td>7. Opportunities to observe interactions with parents when appropriate</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>8. Useful modeling/suggestions to develop classroom management skills</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>9. Opportunities to try out individual ideas in the classroom</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>10. Overall value of the student teaching experience with respect to career goals and objectives</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

Other comments:  

____________________________________________________________________________________________________________  
___________________________________________________________________________________________________________  
___________________________________________________________________________________________________________  
___________________________________________________________________________________________________________  

11
### CANDIDATE EVALUATION OF COLLEGE SUPERVISION

**Supervisor’s Name:** ________________________________  **Semester:** __________

<table>
<thead>
<tr>
<th></th>
<th>FREQUENTLY</th>
<th>INFREQUENTLY</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The supervisor was easy to contact.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>2. The supervisor’s evaluations and expectations were clearly communicated to me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>3. The supervisor’s post-observation discussions were helpful.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. The supervisor’s written comments were sent in a timely fashion.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>5. The supervisor’s comments helped me reflect on my own practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. The supervisor responded in a helpful manner to questions/concerns.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7. The supervisor asked for my reflections and impressions following an observation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>8. The supervisor demonstrated active listening skills when conferring with me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9. The supervisor was willing to spend extra time with me when I requested help.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10. The supervisor showed genuine interest in my progress.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>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.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>12. The supervisor’s attitude supported positive growth and development.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

**Other comments:**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

12
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
___10. Uses technology to support instruction.

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

**Dispositions:** Candidate exhibits professional, caring, and collegial interactions.
- Demeanor is professional and pleasant.
- Appearance is professional.
- Exhibits an energetic presence when teaching.
- Is prepared for placement, observations, and professional responsibilities.
- Is ready to assume greater responsibility at appropriate points during placement.
- Professional feedback sessions reveal an awareness of strengths and weaknesses.
- Is willing to implement suggestions for improvement.
- 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.
- Journal entries and professional feedback sessions demonstrate knowledge of the classroom culture.
- Considers Multiple Intelligence Theory when planning lessons.
- 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.
- Uses visual aids when explaining concepts to increase students’ understanding.
- Uses visual aids to support the development of students’ written expression of content.
- Modifies plans for students of varying abilities.
- Observes students’ attentiveness during instruction and redirects in appropriate ways.
- Uses eye contact, non-verbal cues, and physical proximity to minimize interruptions to learning.
- Welcomes the opportunity to make contact with parents.
- Uses tact and discretion when discussing placement.

**Dispositions:** Candidate reflects on personal biases, welcomes alternative perspectives, and appreciates human diversity.
- Students’ responses and classroom contributions are valued and respected.
- Diverse cultural practices and dispositions are recognized and validated.
- 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.
- Demonstrates an understanding of the realities of the school as a work place.
- Journal entries maintain student/staff/faculty anonymity.

**Skills:** Candidate advocates for students and groups and creates democratic learning environments.
- Interacts with students individually and informally in order to develop social and emotional competencies.
- Assists/encourages students to accept responsibility for personal actions, choices, and performance.

**Dispositions:** Candidate is committed to and practices educational equity and social justice.
- Seeks to assist students in self-exploration, self-acceptance, and personal growth.
- Helps students develop skills that will result in advocacy for positive social change.
- Observes and participates in the school culture in a positive manner.

Candidate Signature _________________________________________ Cooperating Practitioner Signature _________________________________________

School __________________________ Grade Level ________ Semester ______________ 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 – No evidence was provided during observation or post-observation discussion
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

<table>
<thead>
<tr>
<th>Inquiry and Intellectual Growth</th>
<th>Not Assessed</th>
<th>Unacceptable</th>
<th>Focus</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of subject matter</td>
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<td>Demonstrates effective critical thinking and skills in reading, writing, speaking, listening, and viewing</td>
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<td>Promotes the development of multiple literacies*</td>
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<td>Comments/Examples :</td>
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</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Not Assessed</th>
<th>Unacceptable</th>
<th>Focus</th>
<th>Acceptable</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>4. Develops standards-based instructional plans, reflecting subject matter and pedagogical knowledge</td>
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<td>5. Aligns instructional strategies and assessment(s) with the stated plans</td>
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<td>6. Constructs challenging **, clear, and compelling learning experiences</td>
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<td>7. Provide students with constructive and motivational feedback</td>
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<td>8. Integrates technology to enhance learning</td>
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<td>9. Uses developmentally and contextually appropriate learning tools</td>
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<td>10. Builds on for supports students prior knowledge</td>
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<td>11. Connects learning to students' experiences and cultures</td>
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<td>12. Help students relate ideas to real-world situations</td>
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<td>13. Communicates the expectations and maintains standards appropriate for well-functioning learning community</td>
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<tr>
<td>14. Seeks and applies feedback on his/her practice</td>
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<tr>
<td>15. Participates collegially in school and professional communities</td>
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<tr>
<td>Comments/Examples :</td>
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</table>
### Appreciation of Human Diversity

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

**Comments/Examples:**

### Advocacy for Students and Democratic Citizenship

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<tr>
<th></th>
<th>Not Assessed</th>
<th>Unacceptable</th>
<th>Focus</th>
<th>Acceptable</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>20. Exhibits commitment to the practice of educational equity</td>
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<tr>
<td>21. Helps students develop skills that will result in advocacy for positive social change</td>
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<tr>
<td>22. Create and maintain safe and democratic learning environments</td>
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</table>

**Comments/Examples:**

### Additional Items Specific to the Program

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</table>

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 indicated 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.

<table>
<thead>
<tr>
<th>Inquiry and Intellectual Growth</th>
<th>Needs Work</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectually Curious</td>
<td></td>
<td></td>
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<tr>
<td>Comments/Examples:</td>
<td>Rarely exhibits intellectual curiosity</td>
<td>Usually exhibits intellectual curiosity</td>
<td>Consistently exhibits intellectual curiosity</td>
</tr>
<tr>
<td>2. Engaged in Own Learning/A Self-Directed Learner</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comments/Examples:</td>
<td>Rarely exhibits engagement in own learning and self-directed learning</td>
<td>Usually exhibits engagement in own learning and self-directed learning</td>
<td>Actively and consistently exhibits engagement in own learning and self-directed learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Needs Work</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Self-Reflective; Actively Uses Feedback from Others</td>
<td></td>
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</tr>
<tr>
<td>Comments/Examples:</td>
<td>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</td>
<td>Usually is a thoughtful, intelligent observer of the classroom and teaching. Usually welcomes and uses feedback on teaching</td>
<td>Consistently is a thoughtful, intelligent observer of the classroom and teaching. Consistently seeks and uses feedback on teaching</td>
</tr>
<tr>
<td>4. Demonstrates the Need to Develop Professionally and Makes Plans to Improve Accordingly</td>
<td></td>
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</tr>
<tr>
<td>Comments/Examples:</td>
<td>Rarely cognizant of need to adjust professional attitudes; unable or unwilling to make plans accordingly</td>
<td>Usually cognizant of need to adjust professional attitudes and makes plans accordingly</td>
<td>Consistently cognizant of need to adjust professional attitudes and makes plans accordingly</td>
</tr>
<tr>
<td>Professionalism (continued)</td>
<td>Needs Work</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
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<tr>
<td>5. Exhibits Professional Caring, and Collegial Interactions</td>
<td>Rarely offers or provides feedback on the work of colleagues and professional community members</td>
<td>Usually supports work of colleagues and professional community members</td>
<td>Consistently supports work of colleagues and professional community members</td>
</tr>
<tr>
<td>Comments/Examples:</td>
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</table>

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<thead>
<tr>
<th>Appreciation of Human Diversity*</th>
<th>Needs Work</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reflective of Personal Biases Regarding Diversity, Welcomes Alternative Perspectives</td>
<td>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</td>
<td>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</td>
<td>Holds as a core belief the capacity and desire of all students to learn; seeks opportunities to reflect on his/her own personal biases</td>
</tr>
<tr>
<td>Comments/Examples:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Advocacy for Students and Democratic Citizenship</th>
<th>Needs Work</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Committed to Educational Equity and Social Justice Practices</td>
<td>Demonstrates a disregard for the practice of educational equity and social justice for students</td>
<td>Usually exhibits commitment to and practice of educational equity and social justice for students</td>
<td>Actively and consistently exhibits commitment to and practice of educational equity and social justice for students</td>
</tr>
<tr>
<td>Comments/Examples:</td>
<td></td>
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</tr>
</tbody>
</table>

Candidate ______________________________ Grade Level in Field Placement _________

Semester (check one) □ F _____ □ Sp _____ □ Su _____ 20 _______

Assessor’s Name __________________________ Assessor’s Signature __________________________

Position (check one) □ Candidate _____ □ College Faculty _____ Other _____ 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.