Cooperating Practitioner Resource

for

EARLY CHILDHOOD/CHILDHOOD EDUCATION

B – 6 Initial Certification
EED404/405

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

This resource is addressed to P-6 School Faculty who engage in cooperative practice with SUNY New Paltz Elementary Education Department teacher candidates seeking initial certification. Please continue to refer to this edition of *Cooperating Practitioner Resource* in subsequent semesters in which you mentor our student teachers.

School of Education Conceptual Framework

Preparing Caring, Critical, and Reflective Professionals to Maximize Student Success

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff, and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

Critical Inquiry and Intellectual Development

Candidates inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.

Professional Skills and Disposition

Candidates develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.

Culturally Responsive Practice and Social Justice

Education Candidates understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.

Democratic Citizenship and Student Advocacy

Candidates respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.

Faculty, staff, and administrators strive to model, as well as nurture and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.

Contents

The Clinical Triad: a Model of Cooperative Practice

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

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

School Faculty Responsibilities

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

- preparing a specific place in the classroom at which the candidate can work;
- providing your candidate with a plan book and access to faculty handbook, school calendar, and district curriculum guides;
- explaining your classroom rules and modeling your effective discipline strategies;
- briefing your candidate on professional resources available in the classroom and school;
- developing candidate pedagogy and practice through modeling, observing, and critique;
- demonstrating a professional demeanor that engenders trust, inspires diligence, and recognizes effort;
- supporting your candidate to complete the edTPA through providing necessary information, reflective questions, time to devote to edTPA tasks after school hours, and emotional support.

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

- treat your candidate as a colleague at all times and in every situation to model professionalism and collegiality;
- guide the candidate in daily/weekly routines and schedules with timely notification of change;
- exhibit confidence in your candidate by increasing his or her responsibility for planning and teaching;
- include your candidate in parent conferences and staff meetings whenever possible;
- offer generous, consistent professional feedback to accelerate your candidate's professional growth;
- ask questions that encourage your candidate to reflect on professional practice and listen actively to your candidate's responses.

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

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

Candidate Responsibilities

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

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

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

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

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

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

Clinical Supervisor Responsibilities

Clinical supervisors establish contact within the first two weeks of the placement and observe a minimum of five times throughout the semester. They may arrange observations ahead of time or arrive unannounced. Supervisors will give candidates written comments and suggestions after each observation. There are special formats for these comments and suggestions, and they should include specific suggestions for improvement. Supervisors will wish to meet privately with the candidate after each observation.

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

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

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

Placements

B-6 dual certification candidates have two student teaching experiences, one in grades P-2 and one in grades 3-6. At least one placement will be in a school district defined as "high needs" by the New York State Education Department. A list of such districts is available at **http://www.nysed.gov** .

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

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

Evaluations and Grades

Teacher candidate performance is formally evaluated by the cooperating practitioner at mid- and end points of a placement. The midpoint evaluation is completed through copying and completing the form entitled *Student Teaching/Internship Mid-point Assessment* on pages 4 and 5 of this Resource. Sharing this assessment with the candidate is helpful and the candidate should make two copies: one for his/her own use and one to submit to the clinical supervisor. Referring to this assessment to complete the final evaluation is beneficial as well.

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

Cooperating practitioners provide final evaluation through electronic submission of the form entitled, "Student Teaching/Internship Final Assessment". Especially important is citation of specific examples of the candidate's observed practice that substantiates the performance levels assigned by the cooperating practitioner for each portion of the assessment. One or two specific examples and/or comments in each section are sufficient to establish background information on the candidate's practice and growth throughout the placement. A facsimile of this assessment form is featured on pages 6 and 7 of this Resource, and instructions for logging on and completing it on the assessments website can be located in the Cooperating Teacher portion of your student teacher's information folder. Cooperating practitioners should direct questions regarding final evaluation instruments to the clinical supervisor.

Elementary Education Student Teaching/Internship Mid-point Assessment

Candidate: _____   Cooperating Practitioner _____

Performance Scale:
Not assessed – Not evaluated, not seen, not applicable
Unacceptable – Candidate does not meet minimum program criteria
Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate's competency
Acceptable – Candidate meets program criteria with competency
Target – Candidate meets program criteria with a high level of competency or exceeds expectations

Commitment: Inquiry and Intellectual Growth

Knowledge: *Candidate is academically strong in the subject matter to be taught, the processes of inquiry, and the knowledge bases that shape education.*
N U F A T   Connects theory to practice, e.g., applies learning theory and child development theory to planning and teaching.
N U F A T   Applies a strong, broad-based liberal arts education to teaching.
N U F A T   Is able to effectively communicate in standard written English.

Skills: Candidate possesses inquiry, critical analysis, synthesis, and technology skills.
N U F A T   Lessons are developed to present content logically, concretely, and sequentially.
N U F A T   Lessons and activities are developmentally appropriate.
N U F A T   Incorporates information technology into instruction.

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

Commitment: Professionalism

Knowledge: Candidate has a broad knowledge of instructional goals and strategies to support standards/performance indicators.
N U F A T   Develops and implements standards-based instruction.
N U F A T   Unit plans are subject-integrated and align with district curriculum outlines.
N U F A T   Assesses and documents student progress in alignment with New York State P-12 Standards for Learning.

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

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

Skills: Candidate knows how students learn and plans/ implements meaningful and varied learning experiences.
N U F A T   Uses multiple presentation strategies, learning arrangements, and an activity-based learning approach.
N U F A T   Uses information technology to support learning.
N U F A T   Incorporates literature into content instruction.
N U F A T   Uses manipulatives that are developmentally appropriate and content-related.
N U F A T   Engages the "whole student" through multi-sensory stimulation.
N U F A T   Displays student products and/or creates curriculum-based bulletin boards.

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

Commitment: Appreciation of Human Diversity

Knowledge: Candidate recognizes/responds to diversity in its many forms.
N U F A T   Journal entries and professional feedback sessions demonstrate knowledge of the classroom culture.
N U F A T   Considers Multiple Intelligence Theory when planning lessons.
N U F A T   Is aware of the many ways in which students learn and communicate.

Skills: Candidate creates educational environments that are student- and /family- centered, inclusive, and culturally responsive.
N U F A T   Uses visual aids when explaining concepts to increase students' understanding.
N U F A T   Uses visual aids to support the development of students' written expression of content.
N U F A T   Modifies plans for students of varying abilities.
N U F A T   Observes students' attentiveness during instruction and redirects in appropriate ways.
N U F A T   Uses eye contact, non-verbal cues, and physical proximity to minimize interruptions to learning.
N U F A T   Welcomes the opportunity to make contact with parents.
N U F A T   Uses tact and discretion when discussing placement.

Dispositions: Candidate reflects on personal biases, welcomes alternative perspectives, and appreciates human diversity.
N U F A T   Students' responses and classroom contributions are valued and respected.
N U F A T   Diverse cultural practices and dispositions are recognized and validated.
N U F A T   Journal entries demonstrate acknowledgement of alternative perspectives and practices.

Commitment: Advocacy and Democratic Citizenship

Knowledge: Candidate demonstrates knowledge of the ideals of a democratic society.
N U F A T   Demonstrates an understanding of the realities of the school as a work place.
N U F A T   Journal entries maintain student/staff/faculty anonymity.

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

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

Candidate Signature _____   Cooperating Practitioner Signature _____

School _____   Grade Level _____   Semester _____   Date _____

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
Demonstrates knowledge of subject matter					
Demonstrates effective critical thinking and skills in reading, writing, speaking, listening, and viewing					
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 an assessment (s) with the stated plans					
6. Constructs challenging **, clear, and compelling learning experiences					
7. Provide students with constructive and motivational feedback					
8. Integrates technology to enhance learning					
9. Uses developmentally and contextual the appropriate appropriate learning tools 9.					
10. Builds on for supports students prior knowledge					
11. Connects learning to students experiences and cultures					
12. Help students relate ideas to real-world situations					
13. Communicates the expectations and maintains standards appropriate for well-functioning learning community					
14. Seeks and applies feedback on his /her practice					
15. Participates collegially in school and professional communities					

Comments/Examples :

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

** 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 (Piagnet, Bloom, Vygotsky).

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

Candidate _____ Grade Level _____ Semester *(check one)* ☐ F _____ ☐Sp_____ ☐Su_____

Assessor's Name _____ Position *(check one)* ☐ Candidate ☐ College Faculty ☐ Other

Assessor's Signature _____ Date _____

Providing a Recommendation

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

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

School Letterhead

Narrative Evaluation for: S.U.N.Y. Candidate "Student Teacher"
Certification Area: Childhood 1-6
School/Grade: Little Elementary School, Grade 1
District: Dramatao Enlarged City Schools
Placement Dates: January 27 – March 20, 1905

Evaluator: Angela Davis, Supervisor

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

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

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

Signature of Evaluator _____   Date _____

Narrative Evaluation for: S.U.N.Y. Candidate "Student Teacher"
Certification Area: Childhood 1-6
School/Grade: Biggs Elementary School / 4
District: Windy City Central Schools
Placement Dates: March 23 – May 18, 1905

Evaluator: Angela Davis, Supervisor

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

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

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

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

Signature of Evaluator _____   Date _____

edTPA

As of January 2014, all NYS first initial certificate candidates are required to pass the edTPA, a practical, portfolio-based licensing exam completed during student teaching. Teacher candidates complete the edTPA in the first placement of the student teaching semester. Candidates continue to increase responsibility for co-teaching or teaching in the placement. Simultaneously, they document their experience of planning, teaching, assessing, and reflecting to meet diverse student needs to produce a set of authentic, specific artifacts. These artifacts are evaluated and scored by trained university faculty and P-12 educators and administrators to determine if the candidate meets a NYSED-determined proficiency score.

Cooperating practitioners are not directly involved in the exam process, rather they are asked to provide key information, reflective guidance, and emotional support as needed. Cooperating teachers are still asked to mentor the candidate in order to facilitate professional growth and readiness to teach full-time. P-12 classrooms are impacted through candidates' responsibility to videotape 3 – 5 lessons and, from these lessons, to select and

submit 15 – 20 minutes of footage of their teaching. Lessons and assessments are to be directly based on the curriculum the cooperating teacher follows.

Candidates have been provided with a week-by-week calendar for completing the edTPA. Calendars are differentiated for elementary (grades 3 – 6) and early childhood (grades P – 2) placements. The cooperating teacher will receive an e-mailed copy of the calendar prior to Placement 1 in addition to an edTPA informational video. The following is a week-by-week list of suggested supports you can provide to your student teacher who is completing the edTPA.

Suggested CT Supports for Candidates Using edTPA Elementary Handbook (grades 3 – 6)

Week1:
➢ Arrange for candidate to use office facilities to copy letter and consent form if necessary
➢ Review and discuss edTPA rubrics 16-18, citing or pointing out examples from your practice to illustrate effective teaching
➢ Encourage candidate to briefly explain edTPA process to students
➢ Review Context for Learning document with candidate, providing candidate with information or sources of information on school, class, and students as needed
➢ Decide with candidate which literacy-based group or piece of program will be picked up to teach next week; candidate will base edTPA Tasks 1 – 3 on this choice
➢ Guide candidate to resources that support meeting needs of diverse learners
➢ Question candidate about the procedure and outcomes of selected support strategies
➢ Allow candidate to access and prepare next week's plans for selected edTPA class, approving plans when completed

Week 2:
➢ Arrange for candidate to observe you (or the math teacher on the grade level or team) teach 3 – 5 connected math lessons
➢ Permit candidate to assess student learning at the end of each lesson using self-created exit slip or required formative assessment
➢ Permit candidate to evaluate student learning
➢ Permit candidate to conduct a 15 – 20 minute reteach lesson based on results of analysis of student learning
➢ Include candidate in activities and small group instruction in subjects or groups other than the edTPA focus class or group
➢ Support candidate to complete required assignments through:
    o Asking candidate about progress
    o Providing information as needed
    o Asking candidate reflective questions
➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
➢ Do provide feedback to candidate on student instruction and observed professional growth

Week 3:
➢ Permit candidate to teach students in selected area of the literacy curriculum based on candidate's planning
➢ Help candidate look ahead in curriculum guide to determine what must be taught in Week 6 of the placement; this will be edTPA content and central focus
➢ Through reflective questioning, support candidate to make decisions regarding the week 6 curriculum in order to write 3 – 5 sequential lessons for the literacy-based learning segment
➢ Support the candidate to critique and/or improve upon instructional materials
➢ If necessary, provide mandated assessments for candidate to adopt or adapt
➢ Ensure candidate readies assessments prior to starting instruction
➢ Support candidate's plans for videotaping
    o Encourage candidate to review process with students
    o *Consider* operating the camera for the candidate during Week 6 lesson taping
        ▪ allows close-ups of student responses and engagement, key to passing the edTPA
        ▪ improves audio quality of submitted footage

Week 4:
- ➢ Include candidate in activities and small group instruction in subjects or groups other than the edTPA focus class or group
- ➢ Engage candidate in assessment and management tasks as needed during school day
- ➢ Support candidate's plans for videotaping
  - Encourage candidate to review taping process with students
  - Film and view candidate in a practice segment to identify areas of strength and weakness in teaching
- ➢ Support candidate to complete required assignments through:
  - Asking candidate about progress
  - Providing information as needed
  - Asking candidate reflective questions
- ➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
- ➢ Do provide feedback to candidate on student instruction and observed professional growth

Week 5:
- ➢ Include candidate in activities and small group instruction in periods or groups other than the edTPA focus class or group
- ➢ Direct candidate to support assessment and management tasks as needed during school day
- ➢ Review and discuss rubrics 6 - 10, asking candidate to cite examples from your and his/her practice to illustrate effective teaching
- ➢ Support candidate in taping lessons as requested by candidate and/or as you feel comfortable
- ➢ Encourage and guide students to support candidate's filming
- ➢ Support candidate to complete edTPA tasks by providing encouragement and positive feedback
- ➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
- ➢ Do provide feedback to candidate on student instruction and observed professional growth
- ➢ Guide candidate to plan for and to pick up additional teaching responsibility in Week 6

Week 6:
- ➢ Permit candidate to assume increased instructional responsibility
- ➢ Review and discuss rubrics 11 - 15, asking candidate to cite examples from your and his/her practice to illustrate effective teaching
- ➢ Support candidate to complete edTPA tasks by providing encouragement and positive feedback
- ➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
- ➢ Do provide feedback to candidate on student instruction and observed professional growth

Week 7:
Guide candidate to co-teach/teach full-time next week

Week 8:
- ➢ Permit candidate to co-teach/teach full time
- ➢ Complete summative assessment rubric (STIFA) online based on observed candidate growth in placement as requested by program

Suggested CT Supports for Candidates Using edTPA Early Childhood Handbook (grades P – 2)

Week 1:
- Arrange for candidate to use office facilities to copy letter and consent form if necessary
- Review and discuss rubrics 1 - 5, citing or pointing out examples from your practice to illustrate effective teaching
- Encourage candidate to briefly explain edTPA process to students
- Review Context for Learning document with candidate, providing candidate with information or sources of information on school, class, and students as needed
- Help candidate look ahead in curriculum guide to determine what must be taught in Week 4 of the placement; this will be edTPA content and central focus
- Decide with candidate which period, or group will be picked up to teach first; candidate will base edTPA on this choice
- Guide candidate to resources that support meeting needs of diverse learners
- Question candidate about the procedure and outcomes of selected support strategies
- Allow candidate access curriculum to prepare next week's plans for edTPA class, approving plans when completed

Week 2:
- Permit candidate to teach students in selected period, prep, or group based on candidate's planning
- Through reflective questioning, support candidate to make decisions regarding the week 4 curriculum in order to write 3 – 5 sequential lessons for the learning segment
- Support the candidate to critique and/or improve upon instructional materials
- If necessary, provide mandated assessments for candidate to adopt or adapt
- Ensure candidate adapts assessments prior to starting instruction
- Support candidate's plans for videotaping
  - Encourage candidate to review process with students
  - *Consider* operating the camera for the candidate during Week 4 lesson taping
    - allows close-ups of student responses and engagement, key to passing the edTPA
    - improves audio quality of submitted footage

Week 3:
- Include candidate in activities and small group instruction in subjects or groups other than the edTPA focus class or group
- Engage candidate in assessment and management tasks as needed during the school day
- Support candidate's plans for videotaping
  - Encourage candidate to review taping process with students
  - *Consider* operating the camera for the candidate during lesson taping to allow close-ups of student/ candidate interaction and engagement, key to passing the edTPA
  - Film and view candidate in a practice segment to identify areas of strength and weakness in teaching
  - Remind candidate to erase practice footage
- Support candidate to complete required assignments through:
  - Asking candidate about progress
  - Providing information as needed
  - Asking candidate reflective questions
- Do not "correct" candidate's work on the edTPA by editing or revising written work
- Do provide feedback to candidate on student instruction and observed professional growth

Week 4:
- Include candidate in activities and small group instruction in periods or groups other than the edTPA focus class or group
- Engage candidate in assessment and management tasks as needed during the school day
- Review and discuss rubrics 6 - 10, asking candidate to cite examples from your and his/her practice to illustrate effective teaching

- ➢ Support candidate in taping lessons as requested by candidate and/or as you feel comfortable
- ➢ Encourage and guide students to support candidate's filming
- ➢ Support candidate to complete edTPA tasks by providing encouragement and positive feedback
- ➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
- ➢ Do provide feedback to candidate on student instruction and observed professional growth
- ➢ Guide candidate to plan for and to pick up additional period, prep, or group in Week 5

Week 5:
- ➢ Permit candidate to assume instructional responsibility for additional period, prep, or group
- ➢ Include candidate in activities and small group instruction in periods or groups other than the edTPA focus class or group
- ➢ Review and discuss rubrics 11 - 15, asking candidate to cite examples from your and his/her practice to illustrate effective teaching
- ➢ Support candidate to complete edTPA tasks by providing encouragement and positive feedback
- ➢ Do not "correct" candidate's work on the edTPA by editing or revising written work
- ➢ Do provide feedback to candidate on student instruction and observed professional growth
- ➢ With candidate, determine what subject,
- ➢ period, or group candidate will teach in Week 6

Week 6:
- ➢ Permit candidate to assume instructional responsibility for additional period, prep, or group
- ➢ With candidate, determine what class, period, or group candidate will teach in Week 7
- ➢ With candidate, determine his/her readiness to assume full instructional responsibility in Week 7
- ➢ Provide feedback to candidate on student instruction and observed professional growth

Week 7:
- ➢ Permit candidate to assume instructional responsibility for additional period, prep, or group or to teach full time
- ➢ Provide feedback to candidate on student instruction and observed professional growth

Week 8:
- ➢ Permit candidate to assume full instructional responsibility
- ➢ Complete summative assessment rubric (STIFA) online based on observed candidate growth in placement as requested by program

Placement 2 General Calendar

In Placement 2, the candidate is required to assume gradually increasing responsibility for implementing plans, teaching, and assessing student performance as well as for maintaining classroom management. As in Placement 1, a co-teach approach is encouraged to maximize student learning through continuous, direct involvement of the cooperating teacher as the student teacher increases teaching responsibility.

In a small number of instances, candidates may need to retake portions of their edTPA exam in Placement 2. If this is necessary, the candidate will confer with you regarding the edTPA calendar and needed supports. Referring to the grade-level appropriate edTPA calendar, above, is advised in the event that your candidate must retake a portion of the test.

The "General Placement 2 Calendar", below, details candidate responsibility for each week of the placement.   To "teach a subject" means to take charge of curriculum demands and the preparation and assessment associated with it. Cooperating teachers are asked to support candidates through guidance, reflective questioning, and informal observation with subsequent feedback on candidate's performance and growth.

General Placement 2 Calendar

Week	Suggested Classroom Responsibilities	Reading/Written Assignments	Meetings/Observations Project Timeline
9	• Meet students • Take attendance • Assist students • Grade papers • Escort to specials, etc.	• Read Portfolio Outline in Handbook • Journal	• Portfolio Design • Confer with CT on 1st subject you will pick up next week
10	• Take responsibility for teaching one subject at beginning of week	• Journal • Plans for subject you will be teaching next week (ABCDE)	• Portfolio Design • Confer with CT on 2nd subject you will pick up next week
11	• Teach two subjects this week	• Journal • Plans for next week's two subjects (ABCDE)	• Portfolio Design • Confer with CT on 3rd subject you will pick up next week
12	• Continue the above • Add a third subject this week • For subjects you teach, maintain plan and grade books	• Journal • Plans for next week's three subjects (ABCDE)	• Portfolio Design • Confer with CT on subject(s) you will pick up next week
13	• Teach four subjects at beginning of week or assume full class load • Maintain plan and grade books	• Journal • Maintain plan book	• Work on portfolio
14	• Full responsibility of classroom	• Journal • Maintain plan book	• Work on portfolio
15	• Full responsibility of classroom	• Journal • Maintain plan book	• Portfolio should be complete
16	• Drop one subject per day	• Phase out plan book	• Portfolio Presentation Day: SUB All Purpose Room

Legal Considerations

While student teaching, candidates are protected by:
Section 3023 of the New York State Education Law. This section requires that each school district protect candidates from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person. This protection applies only if the candidate was performing duties within the scope of the position of student teacher.

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

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

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

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

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

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

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

School Faculty Honoraria

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

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

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

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