

**State University of New York  
NEW PALTZ**

**Department of Teaching and Learning**

**STUDENT TEACHING**

**Handbook**

**FALL 2017 EDITION**

**EARLY CHILDHOOD EDUCATION**

**CHILDHOOD EDUCATION**

**Department of Teaching and Learning**

[www.newpaltz.edu/elementaryed](http://www.newpaltz.edu/elementaryed)

**Office of Field Experiences**

[www.newpaltz.edu/studentteaching](http://www.newpaltz.edu/studentteaching)

**Early Childhood/Childhood Education Advisement Office**

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This Handbook is for those candidates planning to student teach in the Early Childhood/Childhood Education programs in the Department of Teaching and Learning. Guidelines in this Handbook apply to candidates preparing for NYS Department of Education initial certification. For questions or feedback regarding this handbook, contact Irene Watts-Politz, Instructional Designer for Early Childhood/Childhood Education, at [wattspoi@newpaltz.edu](mailto:wattspoi@newpaltz.edu) .

## 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](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 Office of Field Experiences by the end of the third week of classes in the semester preceding student teaching. Applications are available at [my.newpaltz.edu](http://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 Office of Field Experiences. 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 Department of Teaching and Learning.

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.

Program	Grade Levels	
Childhood 1-6	1 -3	4-6
Early Childhood/ Childhood B-6	PreK- 2	3-6

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.

**Substitute Teaching.** 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 Office of Field Experiences.

Depending upon the circumstances, the candidate may also wish to report the incident to the Division of 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 for any reason. 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 required campus-based workshops and seated sessions of EED406/606 Student Teaching Seminar. Attendance at these required campus venues is mandatory for course completion and supersedes events on public school calendars in the event of conflict. Candidates' attendance at these required campus events fulfills the student teaching responsibility on these dates.

**Placement Difficulties.** Candidates are expected to complete each student teaching placement experience and to maintain active communication with 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 cooperating teacher cannot resolve the issue, the clinical supervisor will discuss it with the program coordinator and coordinator of field experiences for possible resolution. In certain instances, the program coordinator may present the issue to faculty for discussion and 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 programs coordinator clearly explaining the circumstances behind the decision to leave the placement. Programs faculty will vote on the candidate's request at a future scheduled meeting. The candidate should not expect a resolution or alternate placement in the same semester in which the original placement was dropped.

## Clinical Supervisor Responsibilities

**Instructor.** Clinical supervisors are P – 6 schools-based instructors of Student Teaching Elementary/Primary (EED404/604) and Student Teaching Elementary/Intermediate (EED405/605) courses. As instructor, the supervisor instructs, supports, and assesses program candidates' professional and pedagogical growth over the course of a student teaching placement.

**Observation Visits.** Clinical supervisors conduct two observations of the candidate's teaching in Placement One and three observations during Placement Two. Additional observations may be scheduled at the supervisor's discretion. Supervisors will complete the Early Childhood/Childhood Education Student Teaching Observation form at each observation. Following each observation, the supervisor guides the candidate to reflect on his/her teaching. Quantitative and qualitative feedback is to be provided in written and oral modes. The completed observation form is to be used as a basis of reflection and discussion. After signatures are provided, the supervisor should retain the original (white) copy of the observation form for a period of five years. The candidate retains the yellow copy for his/her records. Other topics may be discussed beyond the observation performance as situations arise. During Placement 1, the supervisor should be prepared to spend additional time following the observation debriefing session to support the candidate's edTPA progress.

**edTPA Support.** In the first placement, the supervisor will support assigned candidates with edTPA development.

Acceptable forms of supervisor support include:

- answering questions about edTPA procedures posed by the candidate or cooperating teacher;
- inquiring about or checking on candidate's edTPA progress at observation visits;
- asking clarifying questions in response to candidate questions about edTPA responses and files;
- providing pedagogical or content-related instruction in response to candidate questions;
- suggesting or providing sources of information or scholarship to a candidate;
- refraining from editing or suggesting improvements to a candidate's edTPA files.

**Planning support for observation lessons and edTPA.** During the student teaching semester, candidates develop skill in summarizing written lesson plans in preparation to document and submit APPR and daily/weekly lesson plans. Candidates are instructed in use of "SOLAMP Long" lesson plan format in Student Teaching Seminar at semester's start. Candidates use "SOLAMP Long" format to document lesson plans submitted at all observations and for edTPA. In Placements 1 and 2, supervisors are to provide feedback on "SOLAMP Long" lesson plans to foster candidates' Acceptable-level performance on all (School of Education) Planning Assessment criteria. Candidates are expected to gradually achieve this level of performance by the end of Placement 2 with the supervisor's support.

**Planning support for daily /weekly lessons in a plan book.** During Placement 1, candidates should follow the weekly lesson plan format used by the cooperating teacher to document lesson plans that are not for observations or edTPA. In Placement 2, the supervisor is responsible for instruction in use of SOLAMP Short format. Instruction may take place on campus, at the school setting, or at a venue of the supervisor's choice. ALL candidates are to use SOLAMP Short format to document daily/weekly plans in Placement 2. Placement 2 supervisors are responsible to introduce candidates to the nuances of planning in a plan book (i.e., the necessity of noting the standard and writing a measurable, behavioral objective for every lesson, abbreviating instructional strategies to be used in procedures section, efficiently notating repetitive aspects of the curriculum, referring to the text to document procedures of scripted programs, use of arrows to denote incomplete or pre-empted lessons, use of post-it notes to indicate differentiation and reteaching, etc.) Supervisors formatively assess and provide feedback on SOLAMP Short plans in the candidate's weekly plan book during observation visits. Feedback is to be authentic (i.e., in response to candidate's plans and in relation to circumstances encountered by candidate during planning and teaching).

**Communication.** The supervisor should be available via telephone, text, email and/or other technology to cooperating teacher and student teacher during the placement. Contact methods and hours are at the supervisor's discretion. Clinical supervisors are to establish communication with the cooperating teacher and the candidate within the first three days of a placement. A clinical supervisor is to conduct an initial visit ("meet and greet") within the first two weeks of a placement. This visit may be face-to-face or via phone, SKYPE, or other communication technology that allows live interaction.

During the visit, the supervisor should:

- request an overview of the cooperating teacher's instructional program and daily schedule;
- review program expectations and assessments as set forth in the Cooperating Teacher and Student Teaching handbooks;
- explore options for edTPA completion based on the cooperating teacher's instructional program in Placement 1;
- schedule the candidate's first observation (at minimum) according to the cooperating teacher's calendar

**Representation of School of Education.** Clinical supervisors represent the School of Education in the P-6 schools setting. They consult with cooperating teachers to further the professional and pedagogical development of program candidates. Supervisors are to respond to candidate and cooperating teacher concerns. If serious, supervisors are to report concerns to the Office of Field Experiences director and to copy Early Childhood/Childhood Education programs coordinator on the report. Supervisors are to have knowledge of information contained in all student teaching semester handbooks. They are to be prepared to inform on and/or explain information to P-6 stakeholders as requested. As guests representing School of Education, supervisors are to courteously observe all safety protocols and schedules at a school site.

**Assessment.** The clinical supervisor is to assess candidate performance formatively and summatively using program and School of Education assessments as described in the "Assessments" section of this handbook.

## School Faculty Responsibilities

**Mentor.** Cooperating teachers (CT) initiate and mentor the student teacher into full-time practice over the course of the semester. Cooperating teachers model, observe, and discuss strategies that span the teaching experience. They think critically about their work and engage the candidate in critical reflection on daily events. Cooperating teachers maximize instructional capacity through co-teaching with the candidate.

Cooperating teachers are asked to:

- Treat the candidate as a colleague at all times and in all situations.
- Engage the candidate to use knowledge of students and results of assessment(s) to plan differentiated instruction for all students.
- Co-teach with the candidate when possible, using various approaches.
- Provide advance access to curriculum guides, instructional resources, and teaching materials.
- Support the candidate to complete placement-based course assignments and certification requirements.
- Provide task-specific, on-going, informal feedback on candidate's observed growth.
- Monitor and inform the candidate's selections of instruction and assessment strategies.
- Include the candidate in parent conferences, professional meetings, and professional development when possible.
- Provide opportunities for the candidate to interact with parents and other professionals in the school community.
- Assess the candidate formatively at the midpoint and summatively at the end of the placement.

School faculty has a right to expect professional behavior from candidates. The cooperating teacher reserves the right to 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;
- inappropriate dress or conduct.

**Assessment.** The cooperating teacher is to assess candidate performance formatively and summatively using program and School of Education assessments as described in the "Assessments" section of this handbook.

## Evaluations and Grades

Student Teaching is graded S (Satisfactory) or F (Fail) by the clinical supervisor. However, both the clinical supervisor and cooperating teacher are responsible for reporting on candidates' growth and performance during student teaching. Forms on which to report candidate progress and growth are available through Live Text and in semester handbooks. Student Teaching grades are due from supervisors to Office of Field Experiences 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 responsible for meeting all academic requirements, including written assignments assigned by the clinical supervisor and the Early Childhood/Childhood Education program. Candidates are to make up any days missed in a placement.

## Graduation and Certification

For graduation guidelines, visit:

[www.newpaltz.edu/schoolofed/graduationchecklist.html](http://www.newpaltz.edu/schoolofed/graduationchecklist.html).

For certification requirements, visit:

[www.newpaltz.edu/schoolofed/certification.html](http://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/](http://www.highered.nysed.gov/tcert/teach/). IT WILL TAKE APPROXIMATELY 3-6 MONTHS AFTER ALL CERTIFICATION REQUIREMENTS ARE MET FOR YOUR CERTIFICATION TO BE POSTED ON THE TEACH SITE.

State University of New York at New Paltz  
Department of Teaching and Learning  
**STUDENT TEACHING EED404/405 and EED604/605**  
**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 Pre-K – 6 teacher and in consultation with the college supervisor. Candidates co-plan and co-teach with the cooperating teacher using various approaches. Planning is the result of observation and interaction with students, analysis of assessment of learning, and consultation with colleagues. Instruction is standards-based, informed by research, and differentiated to meet the needs of students. Candidates are expected to complete all course assignments and to collect site-based evidence for certification requirements. Candidates are to 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/](http://engageny.org/resource/common-core-state-standards/)  
New York State Common Core Social Studies Framework. <http://www.nyscea.org/data/ss-framework-k-8.pdf>  
Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards>  
SCALE (2016). *edTPA Early Childhood Handbook*. Stanford, CA: Stanford Center for Assessment, Learning, and Equity.  
SCALE (2017). *edTPA Elementary Handbook*. Stanford, CA: Stanford Center for Assessment, Learning, and Equity.  
School of Education (2018). *Student teaching handbook*. New Paltz, NY: School of Education, State University of New York at New Paltz.

**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 formatively assessed in each placement through supervisor's observation reports. Candidate's progress is formatively assessed by cooperating practitioner's completion of "Student Teaching Mid-Point Evaluation" during Week 4 of placement. To summatively evaluate candidate's performance, cooperating practitioner and clinical supervisor complete School of Education rubrics at the end of a placement. These rubrics are completed in Live Text and hard copies are provided for viewing in the "Assessments" section of this handbook. Submitting or passing the edTPA is NOT necessary to pass student teaching, but submitting certain edTPA files is (see p. 12).

### **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 directly 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 Teaching and Learning. 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](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 program coordinator. 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 expectations for yourself and your students, they will rise to meet them, and so will you. If you are prepared for lessons, your students will better attend to instruction and have less opportunity to misbehave. If you dress professionally, students will perceive you as a professional. If your CT and you maintain frequent, positive contact with parents, parents will support you. If you give respect and expect it in return, your students will respect you. If you positively reinforce existing behavior management routines, students will make positive behavior choices. Believe in yourself: 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, prepared, and caring teacher of children.

### **LESSON PLANNING FORMATS IN THE STUDENT TEACHING SEMESTER**

It is expected that candidates continue to learn planning skills that prepare them for full-time teaching. Having studied the philosophical and pedagogical foundations of planning in earlier coursework, candidates begin to develop skill in summarizing notation of procedures in written lesson plans as well as to plan instruction on a weekly basis using highly abbreviated planning notation.

SOLAMP Long and Short formats are used during the student teaching semester for planning. Drawn from lesson plan elements found in the Department Lesson Plan, SOLAMP stands for:

Standard

Objective

Language Demands (language function, vocabulary, syntax, discourse)

Assessment (formative and end-of lesson evaluation criteria)

Materials

Procedures (Introduction, Development, Closure, Instructional Strategies, Questions to Monitor Learning, Formative Assessments, and Differentiation)

SOLAMP Long format is used when planning lessons for observations and edTPA submission. SOLAMP Short format is used for planning multiple, daily lessons on a weekly basis. Instruction in SOLAMP Long format techniques is provided at Student Teaching Orientation. Instruction in SOLAMP Short format techniques is provided for use in Placement 2 at the end of Placement 1. Candidates are expected to gradually develop proficiency in using these formats over the course of the student teaching semester.

The following is an exemplar of a highly effective-level SOLAMP Long format lesson plan for a *guided reading* lesson. Of course, candidates' lesson plan content will differ significantly based on multiple factors (i.e., grade level, content area, instructional model, needs of students, etc.). This being said, candidates are responsible for planning ALL elements of instruction highlighted in boldface below for all observation and edTPA lessons using SOLAMP Long format.

<b>Name:</b>		
<b>Date:</b>		
<b>Subject: Literacy/Guided Reading Green Group</b>		
Standard(s): <a href="#">CCSS.ELA-Literacy.RI.4.5</a> Describe the overall structure ...of ideas and information in a text or part of a text.		
Objective	After reading and viewing a photo essay, SW identify one of Mexico's cultural contributions to the world in minimum one sentence based on one photograph in the photo essay.	
Language Demands	<b>Language Function:</b> identify <b>Vocab:</b> text feature(s); photo essay, photograph; culture; contribution; suffix -tion <b>Syntax:</b> "Mexico has given us _____. The photograph on page _ helps me to understand this because (explain the evidence in the photograph). <b>Discourse:</b> Orally present one of Mexico's cultural contributions to the world using evidence from the photo essay.	
Assessment	<b>Summary of formative assessment strategies:</b> Formative assessment questions, on-going checklist/observation notes on fluency and comprehension during guided reading, exit slip <b>End-of-Lesson Assessment Criteria:</b> Can correctly state what a photo essay is Identifies 3/3 purposes of a photo essay Writes minimum one sentence on a world cultural contribution of Mexico Sentence is based on evidence from the photo essay	
Materials	Student copies of <u>Look What Came From Mexico</u> (Harvey), photo essay anchor chart, whiteboards, post-its and markers, base word list for word work, pre-formatted 6x6 white paper	
Procedure	Teacher's Instructional Strategies, Questions to Monitor Learning, Formative Assessments, and Differentiation	Student's Instructional Strategies (Learning Tasks)
introduction	<b>Summary of instructional strategies:</b> Engage PCC assets: "Has anyone spent time in Mexico or another country?" Show today's text. Introduce photo essay genre using anchor chart. Develop kid-friendly vocab definitions. <b>Questions to monitor learning:</b> What is one thing we can tell about our new genre by its name, photo essay? What is the main text feature found in a photo essay? What are the three purposes of a photo essay? What is culture? How can people "contribute to the world" from their culture? <b>Formative assessment:</b> Monitor students' whiteboard responses for connections to anchor chart and use of vocabulary in responses. <b>Differentiation:</b> For ELL students: have students repeat vocabulary aloud, provide vocabulary/picture index cards, restate questions, point to relevant words on chart and index cards, allow to answer questions by pointing instead of using whiteboard if needed For Student A.L: Encourage use of full sentences during vocab game	Share about Mexico/other countries as willing. Book walk. Participate in vocab game.  Respond to questions using whiteboards.

development	<p><b>Summary of instructional strategies:</b>  Word work: suffix –tion. Using base word list, model changes in spelling and meaning when adding –tion to a word.  Activate prior knowledge of text features found in informational text(s). Using post-its and sentence frame, model how to identify world contributions of Mexican culture based on text evidence in photographs.  During guided reading, listen to individual students orally read selected pages, giving feedback as necessary. Ask questions to monitor learning to each student. Highlight word work: use tracking to identify sound/symbol in –tion words when reading them aloud. Ask for isolation of base word.  In whole group, ask students to share their post-its Mexico contributions.  <b>Questions to monitor learning</b> (individuals and then whole group):  How does this photograph show the influence of Mexican culture on the world?  How does the photograph connect with the text passage you read?  What is one purpose of a photo essay?  (Repeat for minimum two photographs for each reader.)  <b>Formative assessment:</b>  For whole group: Check for understanding of learning task by having students restate how to use language frame and post-its during whisper reading.  During guided reading: Monitor pronunciation and tracking of –tion words, oral fluency, text comprehension, and critical thinking skills as student points out details in photographs to identify cultural contributions.  Assess students' oral ability to use sentence frame with fidelity during whole class discussion.  <b>Differentiation:</b>  During guided reading:  ELL students: Read entire selection orally with these students first, together. Provide pre-written language frames in cloze format. Students indicate answers by pointing out things in photos and teacher models how to insert the right language into the sentence frame. Students read sentence frame aloud with tracking.  All students: address miscues and provide strategies as needed to support decoding/comprehension. Refer students to photo essay anchor chart to review purposes of photo essay when needed.</p>	<p>Using base word list, students form –tion words on whiteboards. Share and discuss.  Explain directions for post-its activity to an elbow buddy.</p> <p>Whisper-read selection as teacher monitors fluency /comprehension with individual students.  While reading, use post-it notes and sentence frame to identify one cultural contribution of Mexico.</p> <p>Read completed sentence frame from post-it note to participate in whole-group discussion.</p>
closure	<p><b>Summary of instructional strategies:</b>  Review purposes of photo essay genre. Use students' post-it notes to summarize world cultural contributions of Mexico. Give directions/model completion of exit slip.  <b>Questions to monitor learning</b>  What are the three purposes of a photo essay?  How do photographs in a photo essay help us learn about a topic (such as Mexico)?  What is one cultural contribution Mexico has made to the world?  <b>End-of-lesson Assessment:</b>  Exit slip with post-it note and illustration (if time) affixed to it.  <b>Differentiation of Assessment:</b>  For ELL students, teacher rereads exit slip questions aloud, uses index cards and anchor chart to support correct spelling of vocab. Students orally read post-it sentence with tracking prior to transferring it to exit slip.  For student AL: Require complete sentences for all answers on exit slip.</p>	<p>Orally answer questions using think/pair/share.  Read completed sentence frame on post-it note.  Complete exit slip as instructed. Staple or tape completed post-it note to back of exit slip. If time, use 6X6 white paper to illustrate your sentence.</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

Green Group End-of-Lesson Assessment: Text Features of a Photo Essay Exit Slip

1. What is a photo essay? Use two vocab words to explain or describe it. Use complete sentence(s).

\_\_\_\_\_

\_\_\_\_\_

2. What can photo essays tell us as readers? State three purposes of a photo essay. You can bullet your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is one cultural contribution Mexico has made to the world? How do the text features in our photo essay help you know this? You may use our sentence frame and your post-it notes to help organize your thoughts in a sentence or sentences.

\_\_\_\_\_

\_\_\_\_\_

If you have time, illustrate the contribution you cited! Use the drawing paper provided and staple it to the bottom of this exit slip. Place your work in the ELA work basket when you finish. Then, continue with your ELA Block Stations work.

Because there is such variation in daily/weekly instructional planning among candidates, the following is an exemplar of a baseline (Acceptable) SOLAMP Short lesson plan. It is the guided reading lesson plan from above collapsed into SOLAMP Short format. "Weekly plans" consist of multiple lessons, documented in a highly abbreviated style, that reflect your plans for an entire week of instruction across the subject areas you are teaching. Candidate's weekly plans should be current to the day of observation and should reflect all lessons taught or co-taught by the candidate. "Plan book" may be traditional green box planner, spiral planner, or typed plans kept in a binder. SOLAMP Short format will be taught to you prior to Placement 2 and is to be used for weekly planning in Placement 2. In Placement 1, candidates will use the cooperating teacher's weekly planning format for daily/weekly planning so a meaningful comparison can be made.

<b>Subject: Literacy/Guided Reading Green Group</b>	
<b>Date:</b>	
Standard(s): <a href="#">CCSS.ELA-Literacy.RI.4.5</a>	
Objective	After reading and viewing a photo essay, SW identify one of Mexico's cultural contributions to the world in minimum one sentence based on one photograph in the photo essay.
Language Demands	Vocab: text feature(s); photo essay, photograph; culture; contribution; suffix -tion Syntax: "Mexico has given us _____. The photograph on page _ helps me to understand this because _____."
Assessment	Exit slip
Materials	<u>Look What Came From Mexico</u> (Harvey); photo essay anchor chart; base words list; whiteboards; post-its; 6x6 white paper; markers
Procedure	Engage PCC; intro text and genre with anchor chart; vocab game, activate pk, model post-its activity, word work, individual reading, monitor fluency and comp., share post-its in whole group, explain exit slip.

## ASSIGNMENTS AND INSTRUCTIONS

### 1. OBSERVATION LESSONS

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.

You will be observed five times throughout the semester by a college supervisor, twice in the first placement and three times in the second placement. Additional observations may be scheduled at the supervisor's discretion.

Your Placement 1 supervisor:

is assigned to you at Student Teaching Orientation;

will contact your cooperating teacher within three days of the start of the placement to set up an initial meeting;

will gather information about your placement, make suggestions about starting your edTPA, and schedule your first observation at the meeting.

Please note: the initial meeting should take place within eight days of the start of the placement. The method of meeting (classroom visit, telephone, SKYPE) is at the discretion of the supervisor.

Prior to the observation:

decide what will be observed in consultation with the supervisor and cooperating teacher (i.e., math, literacy, co-teaching, stations, direct instruction, small or whole-group arrangement, etc.);

email the SOLAMP Long lesson plan *if requested* by your supervisor.

At the start of the observation, greet your supervisor upon arrival. **YOU ARE REQUIRED TO PROVIDE:**

a PRE-DETERMINED work space (a seat *at a desk or table*) for your supervisor to clearly see your students and you so as to complete your written observation form;

a hard copy of your SOLAMP Long lesson plan;

your plan book or weekly plans;

your grade book, if applicable.

Following your observation, your supervisor will debrief with you. Your supervisor should help you to self-assess and reflect on your teaching, provide oral and written feedback on your observed teaching performance and lesson plan, and answer questions about the lesson, planning, students, teaching in general, and/or edTPA. Together you will schedule your next observation. Your supervisor and you should both sign the observation form and you should receive the yellow copy for your records.

Your Placement 2 supervisor:

may change due to geographic/travel constraints issued by New York State Department of Education;

will be assigned to you at a campus meeting after Placement 1 ends and prior to beginning Placement 2;

is responsible to teach you to plan using SOLAMP Short lesson plan format and to give you feedback on your plans during observation debriefing;

will follow the initial meeting and observation protocols stated above.

Should your supervisor or you need to reschedule an observation due to emergency, communication and rescheduling should take place as soon as possible. Your supervisor will inform you how she or he can be best reached.

## **2. PLAN BOOK and GRADE BOOK**

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.

You are required to maintain a PLAN BOOK that is checked at every observation. Plan book purposes:

- organize your thoughts and decisions – your plans – about instruction and assessment;
- demonstrate your ability to plan on a weekly basis for effective, sequential instruction and objective-based assessment;
- keep a record of concepts, strategies, and/or procedures taught;
- assure cooperating teacher that you know what and how the students will learn and how you will assess their learning; and
- develop skill in maintaining an up-to-date plan book for both legal and professional reasons.

Frequency: Weekly. As student teaching progresses, you will increasingly plan and teach lessons. Planning requires routine and format. Plan according to the *routine* established at your placement. For example, many grade levels meet once a week to plan all

lessons as a team. In other placements, the CT plans just literacy and/or math with the grade level. Some CTs plan with an inclusion team for two or three days of instruction. Whatever the planning routine is, as each week of a placement passes, your CT will expect you to become more directly involved in planning decisions. This is particularly true in Placement 2, when you pick up teaching duties at a very quick pace. Teachers are required to document planned instruction. Your supervisor will be assessing your growing ability to do this at each observation. In-service and pre-service teachers are held to different standards of planning. As a student teacher, **you must demonstrate thinking processes that your CT has internalized** through extensive and repeated practice. As a student teacher, you must provide evidence of thinking in your plans, whereas your CT is held to a different standard of documentation by virtue of experience and with respect to district contract. When you are responsible for planning what will be taught and assessed, you will need a *format* for planning. In Placement 1, follow the planning format used by your cooperating teacher. In Placement 2, use the SOALMP Short format to document all daily/weekly lesson plans that you develop. This requires that plans developed with your CT or in a grade level or team situation will be expressed in SOALMP Short notation in *your* plan book.

In the beginning of each placement, you will often work off your CT's lesson plans. This will happen with greater frequency in Placement 1, when you are focused on gathering edTPA evidence. As the semester progresses, however, you will have increasing responsibility to develop the plans for lessons. You should document the plans for every lesson you teach. This means if the cooperating teacher is teaching, you do not have to write the plan in your plan book, although you may. If YOU are planning and (co-)teaching the lesson, the lesson must be documented in your plan book.

Your work during student teaching includes gradually developing proficiency in using SOALMP planning formats. Your supervisor should help you with attaining proficiency in using SOALMP formats. You should seek guidance and feedback when your supervisor comes to observe you. Models of SOLAMP Long and Short lesson plans are shown on pages 7 – 9 of this handbook.

Remember:

- SOALMP Long format is to be used for EVERY observation and edTPA lesson plan you plan;
- in Placement 1, follow the daily/weekly planning format used by your cooperating teacher;
- in Placement 2, use SOALMP Short format for daily/weekly (plan book) lessons;
- you will receive instruction on using SOALMP Long format at Student Teaching Orientation;
- you will receive instruction on using SOALMP Short format from your Placement 2 supervisor prior to Placement 2;
- the level of proficiency you must demonstrate in writing plans is shown in the models provided on handbook pages 7 – 9;
- it is expected that you will develop this level of proficiency gradually over the student teaching semester;
- ask your supervisor for feedback and support in developing proficiency in using SOALMP formats throughout the semester.

A GRADE BOOK is to be maintained *under school faculty direction*. Your cooperating teacher keeps a grade book, and you should, too. Some cooperating teachers do not keep grade books, especially in the primary grades, rather they write anecdotal notes. You should record student progress and growth exactly as your cooperating teacher does.

If you are permitted to independently set up and keep a record of students' academic performance, here are some tips and strategies:

- it is helpful to indicate the date and title of each assignment in the grade book;
- for "missing" grades, using a circle to denote absence and a square to denote work not handed in provides evidence of why work was not completed by or on the due date;
- students' effort counts, as do students' attitudes towards learning;
- in early childhood settings, use of checklists, anecdotal records, and/ or observation notes is more developmentally appropriate than "grades".

Supervisor reviews grade book during observations. Your cooperating teacher may not want to allow a visitor to view his/her grade book. This is okay. Discuss your cooperating teacher's grade book expectations with your supervisor prior to the first observation. Decide together how you will set up your grade book based on your placement situation.

### 3. DAILY TEACHING: Progression of Responsibility in Each Placement

While each student teaching placement entails increasing responsibility for assessing, planning, and supporting student learning, there is a difference in how each placement unfolds. During Placement 1, you will teach literacy and math and assist your cooperating teacher in other ways while completing your edTPA. Your CT retains management of much of the instructional day. 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".

*Make sure to download the calendar for the correct semester and handbook:*

the calendars are different for the fall and spring semesters;

candidates student teaching in grades PK –K - download "Calendar for *Early Childhood Handbook*" for fall or spring semester.

candidates teaching grades 1 – 6 - download "Calendar for *Elementary Handbook*" for fall or spring semester.

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 approaches to co-teaching, or you may teach solo. This depends on the content being taught, student need, and best practice in response to real-world constraints occurring during the instructional day and week. It also depends on your CT's decisions. Below 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. Meeting the needs of the students should be the basis for all planning and teaching decisions.

#### PLACEMENT 2 STUDENT TEACHING EED404/405 AND EED604/605

<i>Week</i>	<i>Suggested Classroom Responsibilities</i>	<i>Reading/Written Assignments</i>	<i>Meetings/Observations</i>
10	<ul style="list-style-type: none"> <li>Meet students</li> <li>Assist students individually and in small group as needed/directed by CT</li> <li>Conduct informal assessments as requested by CT</li> <li>Escort to specials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Review schedules for specials, academic support, pull-outs, team and faculty meetings</li> <li>Review classroom management structures</li> </ul>	<ul style="list-style-type: none"> <li>Confer with CT on 1<sup>st</sup> "subject" you will pick up next week</li> </ul>
11	<ul style="list-style-type: none"> <li>Take responsibility for (co-)teaching one subject at beginning of week</li> <li>Assess and monitor student progress in this area</li> </ul>	<ul style="list-style-type: none"> <li>Review instructional materials for next week's planning</li> <li>Plan for subjects you will be teaching next week</li> </ul>	<ul style="list-style-type: none"> <li>Confer with CT on 2<sup>nd</sup> "subject" you will pick up next week</li> </ul>
12	<ul style="list-style-type: none"> <li>(Co-)teach two subjects this week</li> <li>Assess and monitor student progress in these areas</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Plans for next week's three subjects</li> </ul>	<ul style="list-style-type: none"> <li>Confer with CT on 3<sup>rd</sup> subject you will pick up next week</li> </ul>
13	<ul style="list-style-type: none"> <li>Continue the above</li> <li>Add a third subject this week</li> <li>Assess and monitor student progress in these areas</li> </ul>	<ul style="list-style-type: none"> <li>Plans for next week's four subjects</li> </ul>	<ul style="list-style-type: none"> <li>Confer with CT on subject(s) you will pick up next week</li> </ul>
14	<ul style="list-style-type: none"> <li>(Co-)teach four subjects at beginning of week or assume full class load</li> <li>Assess and monitor student progress in these areas</li> </ul>	<ul style="list-style-type: none"> <li>Maintain plan and grade books</li> </ul>	
15	<ul style="list-style-type: none"> <li>Full responsibility for planning instruction and (co-)teaching, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Maintain plan and grade books</li> </ul>	
16	<ul style="list-style-type: none"> <li>Full responsibility for planning instruction and (co-)teaching, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Maintain plan book</li> </ul>	

**Co-Teaching:** In today's classrooms, school districts must optimize personnel and instructional resources to meet students' needs. CTs can no longer step back from instruction for weeks at a time, but student teachers still need to gain experience that is critical to their professional growth. Co-teaching provides a solution that allows CTs and student teachers to work together to educate all students in the class. Student teachers are strongly encouraged to plan lessons that use one or more of the following six approaches to co-teaching.

Co-Teaching Approaches (Source: Co-Teaching Connection at <http://www.marilynfriend.com/approaches.htm>)

**One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that a special educator is the only person who should observe.

**Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

**Parallel Teaching.** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

**Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

**Teaming:** In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

**One Teach, One Assist.** In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach. (This may be the best approach to use at the beginning of a placement, with the CT teaching and the student teacher assisting.)

#### **4. edTPA**

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 in your first student teaching placement.

You may adopt, adapt, or create learning tasks, assignments, and assessments from other sources, but credit all sources in the materials section of your lesson plans and at the end of Task 1 Commentary.

Delete all references to identifiers: your name, students' names on work samples, and the names of your school site and district. Using students' first names only in videos is allowed and advised. Using students' first names or initials in plans and on assessments are allowed as well.

Passing the edTPA is required for a first initial teaching certificate in New York State. For guidance on how to complete the edTPA, refer to the edTPA Handbook specific to your Placement 1 grade level:

Grades PK – K: Early Childhood Handbook

Grades 1 – 6: Elementary Handbook

**Due Date and Submission** Each semester, the Early Childhood/Childhood program announces an edTPA submission date. Candidates who intend to make use of College resources in the event of having to resubmit one or more edTPA tasks must submit their edTPA to Pearson by this date. “College resources” include any placement provided by the Office of Field Experiences, faculty advisement on your edTPA score report, and advisement for your task(s) resubmission.

Candidates who choose to submit their edTPA to Pearson after the program submission date make their own arrangements to resubmit edTPA tasks if necessary. To avoid legal and liability issues, candidates may **not** return to a placement provided by the College to retake edTPA without College supervision and approval of the program coordinator and Director of Office of Field Experiences.

**Early Childhood and/or Childhood Education Program Completion** To pass student teaching Placement 1, all program candidates must submit certain edTPA files regardless of whether or not they are applying for certification. The following edTPA files are to be emailed to the Placement 1 supervisor by 11:59 pm of the first Sunday night of Placement 2:

Task 1 Part B, Lesson Plans

Task 1 Part D, Assessments

These edTPA files are assessed using the School of Education Planning assessment rubric at the end of Placement 1. This is a summative assessment of your Placement 1 planning skills. Failure to submit the required files to the Placement 1 supervisor by the deadline cannot possibly reflect any performance level other than “Unacceptable”, because it is unacceptable to not submit work in a timely manner. You have one week following Placement 1 to revisit and edit the required files. Because the assessment must be completed within two weeks of the end of the placement, and your supervisor needs at least a week to assess all submitted work, no extensions can be granted. Receiving multiple ratings of Unacceptable on a summative School of Education assessment may place you in jeopardy of failing Student Teaching Placement 1. Please observe this requirement closely.

**edTPA Support** : Candidates are encouraged to make use of the resources on the edTPA Candidate Site on Blackboard and those provided in prior coursework. Candidates can also ask clarifying questions of the assigned supervisor. Candidates may consult with the Student Teaching Seminar instructor and have access to support resources in the Student Teaching Seminar course environment on Blackboard. Candidates are also allowed and are encouraged to work together in cooperative groups to complete edTPA.

**State University of New York at New Paltz  
Department of Teaching and Learning  
Early Childhood/Childhood Programs**

**CANDIDATE EVALUATION OF STUDENT TEACHING EXPERIENCE**

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

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

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

Dates of Placement 2 (Month/Year – Month/Year) \_\_\_\_\_ Semester \_\_\_\_\_

**Degree to which your school/cooperating teacher provided:**

	Frequently		Infrequently			Does Not Apply
	5	4	3	2	1	_____
1. Supervision and feedback	5	4	3	2	1	_____
2. Opportunities to apply teaching strategies learned through courses	5	4	3	2	1	_____
3. Opportunities to increase understanding of students with special needs	5	4	3	2	1	_____
4. Opportunities to increase understanding of students from culturally/linguistically diverse backgrounds	5	4	3	2	1	_____
5. Ability to gain autonomous responsibility in classroom	5	4	3	2	1	_____
6. Opportunities to interact with a variety of professionals	5	4	3	2	1	_____
7. Opportunities to observe interactions with parents when appropriate	5	4	3	2	1	_____
8. Useful modeling/suggestions to develop classroom management skills	5	4	3	2	1	_____
9. Opportunities to try out individual ideas in the classroom	5	4	3	2	1	_____
10. Overall value of the student teaching experience with respect to career goals and objectives						_____

Additional Feedback: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**State University of New York at New Paltz**  
**Department of Teaching and Learning**  
**Early Childhood/Childhood Programs**

**CANDIDATE EVALUATION OF COLLEGE SUPERVISION**

Supervisor's Name: \_\_\_\_\_ Placement (Circle): 1    2    Semester: \_\_\_\_\_

	FREQUENTLY	INFREQUENTLY			Does Not Apply	
	5	4	3	2	1	_____
1. The supervisor was easy to contact.	5	4	3	2	1	_____
2. The supervisor's evaluations and expectations were clearly communicated to me.	5	4	3	2	1	_____
3. The supervisor's post-observation discussions were helpful.	5	4	3	2	1	_____
4. The supervisor's written comments were provided in a timely fashion.	5	4	3	2	1	_____
5. The supervisor's comments helped me reflect on my own practice.	5	4	3	2	1	_____
6. The supervisor responded in a helpful manner to questions/concerns.	5	4	3	2	1	_____
7. The supervisor asked for my reflections and impressions following an observation.	5	4	3	2	1	_____
8. The supervisor demonstrated active listening skills when conferring with me.	5	4	3	2	1	_____
9. The supervisor was willing to spend extra time with me when I requested help.	5	4	3	2	1	_____
10. The supervisor's observations of my teaching were appropriately spaced throughout my placement.	5	4	3	2	1	_____
11. The supervisor helped me evaluate my progress during the student teaching experience and allowed me time to improve my teaching skills prior to the final observation.	5	4	3	2	1	_____
12. The supervisor's attitude supported positive growth and development.	5	4	3	2	1	_____
13. The supervisor was knowledgeable about department requirements.	5	4	3	2	1	_____
14. The supervisor was knowledgeable about edTPA requirements.	5	4	3	2	1	_____

Additional Feedback: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Early Childhood/Childhood Education Student Teaching Observation Form

Candidate \_\_\_\_\_ District \_\_\_\_\_  
Semester/Year \_\_\_ Placement \_\_\_\_\_ Observation # \_\_\_ School \_\_\_\_\_  
Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
Date \_\_\_\_\_ Grade Level \_\_\_\_\_ Subject \_\_\_\_\_

Performance Scale: 3 = Strength (performing at novice teacher- level)      2 = Satisfactory (performing at pre-service teacher- level)  
1 = Needs Improvement (not meeting program expectations)      X = Evidence is not provided to assess performance

## I The Written Lesson Plan

- \_\_\_ 1. Identifies and cites relevant learning standard(s)
- \_\_\_ 2. States objective's condition, verb, and criteria
- \_\_\_ 3. Identifies language demands
- \_\_\_ 4. Summarizes formative assessment strategies and states end-of-lesson assessment criteria
- \_\_\_ 5. Objective supports attainment of standard(s) and is measured by end-of-lesson assessment
- \_\_\_ 6. Selects materials that are engaging and contextually/developmentally appropriate
- \_\_\_ 7. Summarizes teacher and student actions for three phases of lesson procedure
- \_\_\_ 8. Differentiates teacher and student actions for individuals/small groups
- \_\_\_ 9. Identifies formative assessment strategies and questions to monitor learning in each lesson phase
- \_\_\_ 10.Plans meaningful instruction for small or whole group learning

## II Lesson Implementation

- \_\_\_ 1. Demonstrates content knowledge
- \_\_\_ 2. Demonstrates content pedagogical knowledge
- \_\_\_ 3. Enacts multiple, evidence-based instructional strategies
- \_\_\_ 4. Explains directions clearly and checks for understanding
- \_\_\_ 5. Uses available, appropriate, and effective technology to support instruction
- \_\_\_ 6. Adjusts instruction to fit conditions as they occur
- \_\_\_ 7. Executes closure and end-of-lesson assessment
- \_\_\_ 8. Uses acceptable written expression
- \_\_\_ 9. Uses acceptable oral expression
- \_\_\_ 10.Modulates voice appropriately in different teaching situations
- \_\_\_ 11.Uses appropriate pacing

## III Discourse and Feedback

- \_\_\_ 1. Asks questions that develop higher-order thought processes
- \_\_\_ 2. Provides opportunities for students to practice/meet language demands
- \_\_\_ 3. Allows adequate time for student(s) to formulate and share responses
- \_\_\_ 4. Provides specific, constructive, and motivational feedback to students
- \_\_\_ 5. Supports individual students to revisit and correct misconceptions
- \_\_\_ 6. Promotes critical thinking by asking students to justify, challenge, and/or extend ideas

## IV Positive Classroom Environment

- \_\_\_ 1. Uses teaching presence to engage and facilitate student learning
- \_\_\_ 2. Implements management strategies to optimize learning
- \_\_\_ 3. Considers/recognizes/responds to students' personal, cultural, and community assets
- \_\_\_ 4. Scaffolds students' participation to support attainment of language demands
- \_\_\_ 5. Demonstrates ability to plan for and manage several groups at once
- \_\_\_ 6. Demonstrates and promotes respect for children as unique individuals
- \_\_\_ 7. Mediates conflict or scaffolds student conflict resolution

## V Professionalism

- \_\_\_ 1. Seeks, welcomes, and applies feedback on planning, instruction, and management
- \_\_\_ 2. Demonstrates preparation
- \_\_\_ 3. Interacts positively with supervisor and members of the school community
- \_\_\_ 4. Presents professional appearance and demeanor
- \_\_\_ 5. Adheres to schedules and meets program/school expectations
- \_\_\_ 6. Reflects on teaching practice critically and responsibly

Candidate Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Next Observation Date \_\_\_\_\_ Time \_\_\_\_\_ - \_\_\_\_\_

IW-P 8/17

## Early Childhood/Childhood Teaching/Internship Mid-point Assessment

Candidate Name \_\_\_\_\_ Cooperating Teacher Name \_\_\_\_\_

### Performance Scale:

- 3 – Strength: meets criterion or performs skill with proficiency of a novice (first-year) teacher (Independent)
- 2 – Satisfactory: meets criterion or performs skill with proficiency of pre-service teacher (Requires minimal or some support)
- 1 – Needs Improvement: Continued practice or significant support is necessary to demonstrate competency in the criterion
- NA - Not assessed: Not evaluated, not seen, not applicable

### New York State Teaching Standard I: Knowledge of Students and Student Learning

- 3 2 1 NA Acquires knowledge of each student, and demonstrates knowledge of student development and learning to promote achievement for all students.
- 3 2 1 NA Demonstrates knowledge of child development, including students' cognitive, language, social, emotional, and physical developmental levels.
- 3 2 1 NA Demonstrates knowledge of current research in learning and language acquisition theories.
- 3 2 1 NA Demonstrates knowledge of and is responsive to diverse learning needs, strengths, interests, and experiences of all students.
- 3 2 1 NA Acquires knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
- 3 2 1 NA Demonstrates knowledge of and is responsive to the economic, social, cultural, linguistic, family, and community factors that influence students' learning.
- 3 2 1 NA Demonstrates knowledge and understanding of technological and information literacy and how they affect student learning.

### New York State Teaching Standard Standard II: Knowledge of Content and Instructional Planning

- 3 2 1 NA Demonstrates knowledge of the content, including central concepts and tools of inquiry.
- 3 2 1 NA Engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
- 3 2 1 NA Uses a broad range of instructional strategies to make subject matter accessible.
- 3 2 1 NA Establishes standards-based expectations for all students that differentiate pathways to achievement.
- 3 2 1 NA Connects students' prior understanding and experiences to new knowledge.
- 3 2 1 NA Evaluates and uses curricular materials and other appropriate resources to promote student success.

### New York State Teaching Standard III: Instructional Practice

- 3 2 1 NA Uses research-based practices and evidence of student learning to provide developmentally appropriate instruction.
- 3 2 1 NA Communicates clearly and accurately with students and uses feedback to maximize their understanding and learning.
- 3 2 1 NA Sets high expectations and creates challenging learning experiences for students.
- 3 2 1 NA Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs and engage students.
- 3 2 1 NA Engages students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
- 3 2 1 NA Monitors and assesses student progress and adapts instruction to student needs.

New York State Teaching Standard IV: Learning Environment

- 3 2 1 NA Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
- 3 2 1 NA Manages the learning environment for the effective operation of the classroom.
- 3 2 1 NA Organizes and uses available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

New York State Teaching Standard V: Assessment for Student Learning

- 3 2 1 NA Adapts, adopts, or creates and uses a range of assessment tools and processes to measure and document student learning and growth.
- 3 2 1 NA Analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction.
- 3 2 1 NA Communicates information about various components of the assessment system.
- 3 2 1 NA Reflects upon and evaluates the effectiveness of assessments.
- 3 2 1 NA Prepares students to understand the format and directions of assessments and the criteria by which they will be evaluated.

New York State Teaching Standard VI: Professional Responsibilities and Collaboration

- 3 2 1 NA Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities.
- 3 2 1 NA Engages and collaborates with colleagues and the community to support high expectations for student learning.
- 3 2 1 NA Communicates and collaborates with families, guardians, and caregivers to enhance student development and success.
- 3 2 1 NA Understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities.

New York State Teaching Standard VII: Professional Growth

- 3 2 1 NA Reflects on practice to improve instructional effectiveness and guide professional growth.
- 3 2 1 NA Recognizes importance of and engages in professional development opportunities.
- 3 2 1 NA Communicates and collaborates with students, colleagues, other professionals, and the community to improve practice.
- 3 2 1 NA Seeks out and uses professional resources to remain current in knowledge of content and pedagogy.

Candidate Signature \_\_\_\_\_ Cooperating Teacher Signature \_\_\_\_\_

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



## ONLINE SUBMISSION PROCESS School of Education Assessments on Live Text

All assessment data for SUNY New Paltz teacher candidates is collected through the LiveText assessment platform. Each clinical supervisor and cooperating teacher will have his/her own LiveText login, which is generated by the LiveText system. When the Field Experience Office at SUNY New Paltz creates the placement linking the teacher candidate, clinical supervisor, and cooperating teacher, the LiveText system will send each person an email confirming the placement. If this is your first placement as a cooperating teacher, LiveText will also send you a separate email with your unique user name and password. If you cannot remember your user name and password, you can contact LiveText technical support at **1-866-548-3839**.

A video tutorial can be found here: <https://ensemble.itec.suny.edu/Watch/a2ENf83A>

Clinical Supervisors complete Planning and STIFA assessments at the end of a placement. Cooperating Teachers complete the STIFA, P-12 Student Learning, and Dispositions assessments at the end of a placement.

To conduct assessments in LiveText:

1. Go to the LiveText homepage at: [www.livetext.com](http://www.livetext.com)
2. In the options ribbon at the top of the page, click on Login; enter your user name and password.
3. Each candidate's placement information will be listed, and the assessments will be listed under Assessment, as shown below:

The screenshot shows a user profile for a 'Special Education Intern'. The profile includes the following information:

- Internship:** Demonstration Internship
- Site:** Demonstration Elementary School
- Supervisor(s):** Sunny Duerr
- Start Date:** 01/18/2016
- End Date:** 05/31/2016
- Action:** View Placement Details

Below this information is a table of assessments:

Assessment	Due Date	Status
Elementary Education - Planning Assessment	05/31/2016	Begin Assessment

The 'Begin Assessment' link in the Status column is circled in red.

4. To access each assessment, click on the link that says **Begin Assessment** under **Status**. Once the assessment has been completed, this link will change to **Assessment Completed**

5. To complete an assessment, click in the square that best represents your student teaching candidate’s performance; refer to the printed assessment form in your handbook for guidance and definitions regarding performance levels.

6. You can type comments for any item by clicking on the Add link in the item description box shown below. Please note that we require comments for any rating of **Unacceptable** or **Developing**.

	Target (4.000 pts)	Acceptable (3.000 pts)	Focus (2.000 pts)	Unacceptable (1.000 pts)	Not Assessed
<p> Add</p> <p><b>Planning is informed by critical analysis of curricular contexts: social, cultural, economic, political, legal, national and state standards</b></p> <p>NAEYC-2011.1a, NAEYC-2011.1b, NAEYC-2011.1c, NAEYC-2011.4c, NAEYC-2011.5b, NAEYC-2011.5c, NAEYC-2011.6d</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Once you have completed the assessment and included any comments, save and enter the assessment by hitting the **Submit Assessment** button at the bottom of the page.

If you need assistance, email [schoolofed@newpaltz.edu](mailto:schoolofed@newpaltz.edu)

Thank you very much for your cooperation. Without your hard work and assistance, our programs would not be what they are today!



## Professional Education Preparation Provider **Planning Assessment**

**Supervisor** completes at end of a placement.

Pl. 1: Lesson plans from edtpa and Observations 1 and 2

Pl. 2: Lesson plans from Observations 3, 4, and 5

### ***Information for Candidates and Instructors***

Successful candidates at SUNY New Paltz must demonstrate that they have developed the skills necessary to plan effective lessons which will have a positive impact on their future students. The SUNY New Paltz Planning Assessment asks for raters (i.e., university faculty, cooperating teachers, and fieldwork supervisors) to evaluate candidates on several key attributes throughout their program in order to provide formative feedback to foster this skillset. Then, during the student teaching or internship placements in the final semester, the Planning Assessment is used as a summative assessment, together with the Assessment of P-12 Student Learning and the Student Teaching/Internship Final Assessment (STIFA), documenting that each candidate has successfully managed to integrate disciplinary content knowledge, pedagogical content knowledge, and education theory and is able to put this knowledge into practice as observably effective teaching.

The Planning Assessment has 11 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate, and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing in order to provide additional specificity to guide candidate improvement.

Candidates are assessed with the Planning Assessment during the culminating experience of the education preparation program and at this point the assessment is considered summative in nature, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates during the culminating experience are rated as being Acceptable on nearly every item in the Planning Assessment; to clarify, candidates must earn Acceptable on a minimum of 80% of the items in the Planning Assessment rubric (9 of 11 items).

<b>Criteria</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Acceptable</b>
1. Standards	The candidate's planning demonstrates a lack of understanding of relevant state and/or national standards; this may include one or more misinterpretations.	The candidate's planning reflects a superficial or incomplete understanding of relevant state and/or national standards.	The candidate's planning is clearly informed by a critical analysis of relevant state and national standards.
2. Context	The candidate's planning fails to consider relevant learning contexts (e.g., social, cultural, economic, political, legal); this may include one or more misconceptions.	The candidate's planning is informed by a superficial or incomplete analysis and consideration of relevant curricular contexts (e.g., social, cultural, economic, political, legal).	The candidate's planning is clearly informed by critical analysis and consideration of multiple curricular contexts (e.g., social, cultural, economic, political, legal).
3. Incorporating Content Knowledge	The candidate's lesson plans are disconnected from established content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate's lesson plans reflect limited understanding of the content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate incorporates appropriate content and pedagogical content knowledge to make effective lesson plans to maximize student learning.
4. Clarity and Organization	The candidate's plans are unclear and/or disorganized.	The candidate's plans are clear and organized; plans may be incomplete.	The candidate prepares complete plans that are well organized and clearly expressed.
5. Instructional Strategies	The instructional strategies outlined in the candidate's planning reflect ineffective or debunked practices.	The candidate's incorporation of evidence-based instructional strategies is inconsistent or limited.	The candidate's plans incorporate a variety of appropriate evidence-based instructional strategies.
6. Planning for Differentiation	The candidate's plans do not provide evidence of differentiation to address the needs of all students.	The candidate's plans include some evidence of differentiation, but are inadequate for addressing the needs of all students in the class.	The candidate's plans appropriately differentiate instruction in order to meet the needs of all students.
7. Planning for Critical Thinking	The candidate does not plan in ways that will prompt opportunities for critical thinking and higher-order thought processes within the disciplinary context.	The candidate's plans support limited critical thinking opportunities and/or rely on lower-order thought processes within the disciplinary context.	The candidate develops questions that promote critical thinking and higher-order thought processes within the disciplinary context.

8. Planning for Assessment	The candidate's planning fails to incorporate ongoing assessments of student learning.	The candidate's planning is structured to incorporate assessment, but assessments are not fully developed to maximize student learning.	The candidate's planning is structured to incorporate varied, ongoing assessments to maximize student learning.
9. Planning for Technology	The use of available, appropriate, and effective technology is not included in the candidate's planning.	The candidate's incorporation of available, appropriate, and effective technology is inconsistent or limited.	The candidate's plans incorporate the use of available, appropriate, and effective technology.
10. Appreciation of Diversity	The candidate's planning does not incorporate opportunities promoting appreciation of diversity, tolerance, and inclusion.	The candidate's incorporation of opportunities that promote appreciation of diversity, tolerance, and inclusion is inconsistent or limited.	The candidate's planning provides opportunities that promote appreciation of diversity, tolerance, and inclusion.
11. Planning for Environment	The candidate's planning ignores consideration for safe, democratic, and equitable learning environments; Alternatively, candidate's planning actively creates or allows harmful learning environments (e.g., sarcasm, bullying, ridicule, etc.).	Plans demonstrate that the candidate's consideration of safe, democratic, and equitable learning environments is inconsistent or limited.	The candidate's plans promote safe, democratic, and equitable learning environments.



## Professional Education Preparation Provider **Student Teaching/Internship Final Assessment**

Supervisor and Cooperating teacher complete at end of a placement.

### ***Information for Candidates and Instructors***

Successful candidates at SUNY New Paltz must demonstrate that they have developed the pedagogical skills necessary to have a positive impact on their future students. The SUNY New Paltz Student Teaching/Internship Final Assessment (STIFA) asks for raters (i.e., cooperating teachers and fieldwork supervisors) to evaluate candidates on several key attributes during the student teaching or internship placements in the final semester. Together with the Assessment of P-12 Student Learning and the Planning Assessment, the STIFA documents that each candidate has successfully managed to integrate disciplinary content knowledge, pedagogical content knowledge, and education theory and is able to put this knowledge into practice as observably effective teaching.

The STIFA has 8 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate, and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing in order to provide additional specificity to guide candidate improvement.

Candidates are summatively assessed with the STIFA during the culminating experience of the education preparation program, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates are rated as being Acceptable on nearly every item in the STIFA; to clarify, candidates must earn Acceptable on a minimum of 80% of the items in the STIFA rubric (7 of 8 items).

New Paltz Student Teaching/Internship Final Assessment (STIFA)

Item	Unacceptable	Developing	Acceptable 27
1. Incorporating Content and Pedagogical Content Knowledge	The candidate's teaching is disconnected from the established content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate's teaching reflects a limited integration of the content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate incorporates appropriate content and pedagogical content knowledge while teaching in order to maximize student learning.
2. Critical Thinking	The candidate's teaching does not provide opportunities that promote critical thinking and higher-order thought processes within the disciplinary context.	The candidate's teaching supports limited critical thinking opportunities and/or results in lower-order thought processes within the disciplinary context.	The candidate asks questions and guides discussions in ways that promote critical thinking and higher-order thought processes within the disciplinary context.
3. Feedback to Students	The candidate's feedback to students is primarily negative; feedback is not specific, constructive, or motivational.	The candidate provides limited and/or vague feedback to students, thereby having little influence on the students' abilities to improve or achieve their potential.	The candidate provides specific constructive and motivational feedback that helps students know how to improve and encourages them to achieve their potential.
4. Technology	The use of available, appropriate, and effective technology is not included in the candidate's teaching.	The candidate's incorporation of available, appropriate, and effective technology is inconsistent or limited.	The candidate incorporates the use of available, appropriate, and effective technology.
5. Instructional Strategies and Materials	The instructional strategies utilized in the candidate's teaching reflect developmentally or contextually inappropriate, ineffective, or debunked practices.	The candidate's incorporation of developmentally and contextually appropriate evidence-based instructional strategies is inconsistent or limited.	The candidate's teaching incorporates a variety of developmentally and contextually appropriate evidence-based instructional strategies.
6. Making Learning Meaningful	Candidate fails to make learning meaningful for students by (for example) activating prior knowledge, connecting learning experiences with students' experiences and cultures, and/or helping students relate ideas to real-world situations.	Candidate struggles to make learning meaningful for students while teaching. For example, the candidate may neglect the role of students' prior knowledge, fail to connect learning to students' experiences and cultures, and/or fail to help students relate ideas to real-world situations.	Candidate uses multiple strategies to make learning meaningful for students while teaching. Examples include building on or supporting students' prior knowledge, connecting learning to students' experiences and cultures, and/or helping students relate ideas to real-world situations.

<p>7. Learning Environment</p>	<p>The candidate ignores the importance of or is unable to develop a safe, democratic, and equitable learning environment; alternatively, the learning environment during candidate's teaching negatively impacts students' learning (e.g. includes incidences of sarcasm, bullying, ridicule, disrespect, and/or pervasive disengagement).</p>	<p>The learning environment during candidate's teaching is inconsistent or limited in terms of establishing safe, democratic, equitable, and inclusive learning environments that are student-centered and culturally responsive.</p>	<p>The candidate's teaching promotes safe, democratic, equitable, and inclusive learning environments that are student-centered and culturally responsive.</p>
<p>8. Receiving Feedback</p>	<p>The candidate resists feedback on her or his teaching (instruction and/or management); e.g. the candidate may attempt to place blame for her or his ineffectiveness rather than acknowledge areas needing improvement.</p>	<p>The candidate listens to feedback (and may even acknowledge areas for improvement), but does not or is not able to use feedback to alter her or his teaching (instruction and/or management).</p>	<p>The candidate seeks and uses feedback to alter her or his teaching (instruction and management), demonstrating a genuine desire and ability to improve as a teacher.</p>



Professional Education Preparation Provider **P-12 Student Learning Assessment**

**Cooperating teacher** completes at end of a placement.

### ***Information for Candidates and Instructors***

Successful candidates at SUNY New Paltz must demonstrate that they have developed the pedagogical skills necessary to have a positive impact on their future students. The SUNY New Paltz P-12 Student Learning Assessment asks for raters (i.e., cooperating teachers and fieldwork supervisors) to evaluate candidates on several key attributes during the student teaching or internship placements in the final semester. Together with the Planning Assessment and the Student Teaching/Internship Final Assessment (STIFA), the P-12 Student Learning Assessment documents that each candidate has successfully managed to integrate disciplinary content knowledge, pedagogical content knowledge, and education theory and is able to put this knowledge into practice as observably effective teaching.

The P-12 Student Learning Assessment has 5 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate, and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing in order to provide additional specificity to guide candidate improvement.

Candidates are assessed with the P-12 Student Learning Assessment during the culminating experience of the education preparation program and are considered summative in nature, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates are rated as being Acceptable on nearly every item in the assessment; to clarify, candidates must earn Acceptable on a minimum of 80% of the items in the P-12 rubric (4 of 5 items).

Criterion	Unacceptable	Developing	Acceptable
1. Creating Learning Experiences	Candidate creates learning experiences that reflect insufficient and/or inaccurate content and pedagogical content knowledge; learning experiences may, for example, include the presentation of misinformation or misconceptions.	Candidate creates learning experiences that reflect a limited understanding of relevant content and pedagogical content knowledge.	Candidate creates learning experiences that reflect strong content and pedagogical content knowledge.
2. Differentiation of Instruction	Candidate creates lessons and delivers content in a uniform fashion, regardless of individual student learning needs.	Candidate considers individual student learning needs, but struggles to implement lessons that are adequately responsive to those individual needs.	Candidate utilizes a variety of strategies that are responsive to individual learning needs and encourage engagement from each individual learner.
3. Assessment of Student Learning	Candidate's assessment of student learning is ineffective. For example, assessments may be misaligned with desired learning outcomes, the candidate may only use summative assessments, or there may be a lack of planned assessment of student learning.	Candidate chooses, designs, and implements authentic and appropriate assessments to evaluate student learning; use of assessment data in planning processes is unclear.	Candidate chooses, designs, and implements authentic and appropriate formative and summative assessments to evaluate student learning, and considers assessment data when making instructional decisions.
4. Student Development	Candidate's students do not demonstrate any significant development in specified content learning, cognitive skills, and/or social skills.	Candidates' students demonstrate a limited degree of development for the articulated learning outcomes in specified content, cognitive skills, and/or social skills.	Candidates' students demonstrate target-level development for articulated learning outcomes in specified content, cognitive skills, and/or social skills.
5. Identifying Teaching Moments	Candidate struggles to identify teaching moments as they occur in order to make appropriate instructional adjustments.	Candidate is able to identify and discuss effective or problematic teaching moments, but often only after the teaching moment has passed.	Candidate identifies effective or problematic teaching moments as they are occurring, and is able to adjust instruction accordingly.



## Professional Education Preparation Provider **Assessment of Candidate Dispositions in Field Experiences**

**Cooperating teacher** completes at end of a placement.

**College supervisor** completes if circumstances necessitate additional evidence.

### ***Instructions for Raters***

In addition to demonstrating excellent content knowledge and a mastery of discipline-specific pedagogy, successful candidates at SUNY New Paltz must demonstrate that they have appropriate dispositional attributes deemed to be essential for inspiring students to become life-long learners. The SUNY New Paltz Dispositions Assessment asks for raters (e.g., cooperating teachers, fieldwork instructors, and School of Education professors) to evaluate candidates on several such attributes throughout the candidate's time in our programs. The purpose for this assessment is to help identify any deficiencies in a given candidate's dispositions so that, under the guidance of SoE faculty, the candidate can remediate such deficiencies prior to the student teaching semester, graduation, and program completion.

This Dispositions Assessment has 14 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate, and then, based on your interactions with the candidate, choose the level which best represents the candidate's observed behaviors.

It is an expectation of the School of Education that all candidates are rated as being Acceptable on every item in the Dispositions Assessment by the end of their program. Ratings below Acceptable throughout a candidate's program provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, any rating of Unacceptable ***MUST*** be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing in order to provide additional specificity to guide candidate improvement.

Criterion	Unacceptable	Developing	Acceptable
<b>Professional Relationships</b>	Candidate is unwilling or unable to establish positive professional interpersonal relationships with some stakeholders (e.g., students, parents, colleagues, and administrators). Examples might include (but are not limited to) rejecting the need to communicate, behaving dishonestly or unfairly, exhibiting unprovoked distrust, or disregarding responsibilities toward others.	Candidate has attempted to establish positive professional interpersonal relationships with key stakeholders (e.g., students, parents, colleagues, and administrators) with varying degrees of success.	Candidate has demonstrated the ability to establish positive professional interpersonal relationships with key stakeholders (e.g., students, parents, colleagues, and administrators). Candidate is able to successfully negotiate challenging and problematic interactions with respect and fairness.
<b>Professional Growth</b>	Candidate regularly dismisses or avoids opportunities for professional growth and development.	Candidate engages in opportunities for professional growth and development when directed to do so.	Candidate seeks out and engages in opportunities for professional growth and development.
<b>Communication</b>	Verbal and/or written communication is often unclear, inappropriate, and/or unprofessional. For example, this can manifest as consistent errors in writing conventions (spelling, punctuation, grammar), or in the tone of email communication (e.g., starting an email with "Hey", or failing to use conventions in email communication).	Candidate's verbal and/or written communication skills are underdeveloped and/or at times unprofessional, but the candidate has shown improvement or an effort to improve.	Candidate demonstrates verbal and written communication skills that are situationally appropriate for professional contexts and correspondence, characterized by clear verbal communication and the execution of clear, error-free writing.
<b>Preparedness</b>	Candidate is often disorganized and/or unprepared for required responsibilities.	Candidate requires explicit direction to be prepared for required responsibilities.	Candidate is organized and prepared for required responsibilities.

Criterion	Unacceptable	Developing	Acceptable	33
<b>Flexibility/Tenacity</b>	When faced with new, unexpected, or challenging situations, the candidate is unable to adjust or adapt. As an example, this could manifest as active resistance, immobility, extreme confusion, or strong negative emotional response to tasks.	Candidate falters when faced with new and/or unexpected situations, but is able to quickly recover with prompting and/or support.	Candidate demonstrates the ability to quickly adapt to new and/or unexpected situations while maintaining professional poise.	
<b>Self-Reflection</b>	Candidate rejects the need for self-reflection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs.	Candidate examines and reflects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs	Candidate reflects on his or her own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies and acts on areas needed for personal growth and/or change.	
<b>Fairness, Equity, and Social Justice</b>	Candidate regularly exhibits favoritism, bias, or other behaviors indicating disregard for or ignorance of fairness, equity, and social justice. This may manifest, for example, in deficit oriented comments based on race, gender, ability/disability status, or economic status, an inability to recognize oppressive or prejudicial structures or behaviors on her/his part or the part of others, or on the selection of inappropriate instructional materials.	Candidate is able to recognize her/his own or others' biased, unfair, unjust, or insensitive practices and instructional materials, to identify appropriate solutions, and take action for timely correction.	Candidate's words, actions, and instructional materials exhibit fairness, equity, and social justice. Candidate is able to take steps to correct her/his own biased behaviors and intervene appropriately in instances where bias or unfair practices manifest.	

Criterion	Unacceptable	Developing	Acceptable 34
<b>Diversity of Student Needs &amp; Differentiation</b>	Candidate avoids, is unable to, or otherwise does not consider students' social identity dimensions and/or learning needs when designing learning experiences. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.	Candidate attempts to identify students' social identity dimensions and learning needs to inform instruction, but is unable to accurately identify and/or act upon these characteristics to maximize student learning and achievement. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.	Candidate accurately identifies students' social identity dimensions and learning needs, and acts upon these characteristics to maximize student learning and achievement. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.
<b>Respect for Students</b>	Through comments and actions, candidate exhibits a lack of respect for students.	Through comments and actions, candidate demonstrates respect for all students.	Candidate identifies and capitalizes on opportunities to demonstrate and model respect for all students, and encourages and supports students' growing capacities to respect others.
<b>Ethics</b>	Candidate has demonstrated disregard for the standards of honesty, integrity, and ethics.	Candidate has demonstrated an understanding of the standards of honesty, integrity and ethics.	Interactions are characterized by standards of honesty, integrity and ethics.
<b>Initiative</b>	Candidate requires constant direction and supervision.	Candidate requires some direction and/or supervision around identifying and engaging with appropriate tasks and activities.	Candidate identifies appropriate tasks and activities and initiates them without being prompted.
<b>Professional Responsibility &amp; Commitment</b>	Candidate is unable to recognize, identify, accept or carry out the responsibilities associated with teaching including (but not limited to) supporting learning, ensuring emotionally and socially nurturing environments, and advocating for students and families.	Candidate recognizes, identifies and accepts responsibilities associated with being a teacher, but needs mentor support to adequately carry out these responsibilities.	Candidate independently recognizes, identifies, accepts and carries out responsibilities associated with being a teacher.

Criterion	Unacceptable	Developing	Acceptable
<b>Professional Presentation</b>	Despite feedback, candidate fails to present him/herself in a contextually appropriate professional manner in terms of attire, grooming, and both verbal and nonverbal communication.	Candidate has occasional but rare lapses in professional presentation.	Candidate presents him/herself in a contextually appropriate professional manner in terms of attire, grooming, and both verbal and nonverbal communication.
<b>Emotional Maturity</b>	Candidate's behavior suggests a persistent lack of the necessary emotional maturity to be an educator. Examples might include (but are not limited to) emotional volatility, lack of independence, lack of ability to cooperate with others, high need for attention, or extreme self-centeredness.	Candidate has rare but concerning moments where their emotional maturity could be questioned.	Behavior suggests that the candidate possesses the requisite emotional maturity to be an educator.

Candidate Name:	Semester/Year:	
Cooperating Teacher Name:	Placement School:	
<b>Cooperating Teacher Signature:</b>		<b>Date:</b>