

STUDENT TEACHER HANDBOOK

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY

SCHOOL OF EDUCATION



- ***Interdisciplinary Teaching and Learning*** •
- ***A Just World*** • ***Professionalism*** •

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FOREWORD

This handbook has been designed to serve as a guide for teacher candidates, cooperating teachers, principals, school district administrators, and college supervisors and to provide information necessary for the successful completion of student teaching.

In this manual, we have attempted to respond to the most pertinent concerns and questions regarding student teaching in the School of Education at SUNY College at Old Westbury. In the guide, you will find:

- The mission statement of the school
- Information on the role of the teacher candidate
- Information on the cooperating teacher
- Information on the college field supervisor
- Academic department policies
- Student teaching requirements
- Information regarding the certification process.

Teacher certification is a function of the New York State Education Department, not of SUNY College at Old Westbury. The college's role is to prepare students to be eligible to receive certification from the New York State Education Department's Bureau of Teacher Certification.

Student teaching is a developmental process in which teacher candidates grow in their chosen profession. As a professional practicum experience, it is a three-way cooperative partnership between the college field supervisor, the student teacher candidate, and the cooperating teacher. This process involves the acquisition of insights and understandings that result in an emerging philosophy of education. Activities associated with student teaching include observations of master teachers and the students in their classes; classroom participation and formal instruction; consultations and conferences with cooperating teachers and the college field supervisor; and opportunities for personal reflection and assessment. Teacher candidates are supervised by their cooperating teachers and college field supervisors.

School of Education

State University of New York
College at Old Westbury

May 2005

TEACHERS AND TEACHER CANDIDATES ARE RESPONSIBLE FOR ALL INFORMATION CONTAINED IN THIS HANDBOOK AND IN THE SUNY COLLEGE AT OLD WESTBURY CATALOG. IT IS IMPORTANT TO KEEP INFORMED ABOUT ANY CHANGES IN NEW YORK STATE TEACHER CERTIFICATION BY ACCESSING THEIR WEBSITE: www.highered.nysed.gov/tcert/

MISSION OF THE SCHOOL OF EDUCATION

The mission of the School of Education Unit (SOE) is to educate future teachers to be literate and contributing citizens who value human diversity and exemplify an appreciation of knowledge and of learning as a lifelong process. The SOE seeks to develop teacher candidates with the professional as well as personal characteristics and practices necessary to facilitate the holistic development of all learners in the context of contemporary society. The SOE strives to prepare teacher candidates who have the knowledge, skills, and dispositions to promote student achievement among all children regardless of their backgrounds. We recognize that effective teachers have a solid foundation in the liberal arts and sciences, aligned with national, state, and institutional teaching and learning standards.

To accomplish this mission, the SOE faculty has implemented a curriculum to prepare future teachers to:

- Understand the role human development plays in the learning program.
- Appreciate the interdisciplinary nature of learning.
- Reflect on the teaching-learning process.
- Model a spirit of inquiry.
- Advocate for all children.
- Manifest enthusiasm and excellence in their professional practice.
- Have the vision to contribute positively to changing environments.
- Have civic responsibility through the promotion of social justice and interdependence.

The SOE focuses on three themes to carry out its mission and to ensure coherence across the curriculum including the instructional program, field experiences, and assessments. Those themes are:

- A commitment to preparing teachers as professionals
- An active engagement in promoting a just world
- A belief in the interdisciplinary nature of knowledge and practice

WELCOME

“The object of education is to prepare the young to educate themselves throughout their lives.” (Robert M. Hutchins)

The Student Teacher

You have finally reached the field experience phase of your professional preparation! Student teaching will provide you with opportunities to practice and reflect upon the knowledge, skills, and dispositions necessary to become an effective beginning teacher. The experience will also prepare you for your future career in the teaching profession. You are encouraged to make optimal use of the opportunities student teaching offers you to learn from experienced professional educators who have agreed to assist you.

The student teaching experience will require that you teach five days a week, eight hours a day, for a minimum of 15 weeks. However, it will soon be discovered that the teacher's day does not end at 4:00 p.m. Preparation of lesson plans and the assessment of student work may require continued attention far beyond the traditional day. To be successful in this apprenticeship, you may need to curtail other employment and/or course-work significantly.

You will be welcomed in the school where you student teach. Please keep in mind that you are a representative of both the SOE and the State University College at Old Westbury. School and district personnel collaborate with the college for this important part of your preparation because they feel a professional obligation to help prepare quality new teachers for entry in the teaching profession. Ultimately, however, it is your commitment that will determine your level of attainment and mastery of the competencies required of those who are entrusted with the important work of teaching children.

This manual, along with readings, practice, seminar discussions, special lectures, supervision, and a spirit of inquiry will help you throughout the semester. The manual contains suggestions, course requirements, and certification information. The competencies that you are expected to demonstrate in student teaching are outlined in materials you will receive in your seminar groups.

The SOE faculty and staff wish you a productive, rewarding, and enjoyable student teaching experience.

Placement:

Placement requests and student resumes are sent to school districts that the Office of Field Experience and School of Education faculty find appropriate and fitting. We make all attempts to place students within close proximity of their homes or college housing. School district personnel determine whether they have an appropriate placement for the teacher candidate.

- All contact with school district administrators will be made by the Director of Field Experience. However, requests from students will be considered. Students are not to take on the task of finding their own placement or inquiring directly with any school administrators or teachers regarding a placement. This kind of behavior is unacceptable with both the schools and the College.

Involvement in this process will automatically make a student INELIGIBLE for student teaching and could even delay placement in subsequent semesters.

- All information regarding specific placements will be distributed to you via mail, e-mail, or phone by the Office of Field Experience. Placements often take longer than we would prefer, but there are numerous extenuating circumstances with the school districts that may cause delays. **Students are asked to please be patient.**
- **Transportation:** Transportation during all field experiences is the responsibility of the teacher candidate.
- **Change of Placement:** SUNY Old Westbury is not in the practice of changing a placement after a student is assigned to a school. However, if the candidate (or cooperating teacher) makes this request, this is to be discussed with the field supervisor and submitted in writing to the Office of Field Experience and it will be reviewed.
- All teacher candidates are required to attend an orientation before beginning student teaching.
- Any travel issues must be indicated on the student teaching application at the time it is turned in. If no issues are indicated, every effort will be made to place you within 30 miles of your house of residence.
- You must notify the Director of Field Experience if there are any changes to your address, phone number, or email address.

Questions/Concerns:

Any questions or problems related to your student teaching experience should be discussed with your college supervisor. If the situation requires further attention, the Director of Field Experience will then discuss it with the Field Supervisor and the Chair of your department, if necessary.

Professional Conduct/Attitudes and Behavior

Be cognizant of and adhere to the School of Education's Unit Dispositions (Appendix L)

- Demonstrate ethical behavior and conduct yourselves as professionals in every aspect.
- Demonstrate behavior that reflects the mission and standards of the SOE. Dress in appropriate professional attire, use appropriate language, and arrive on time.
- Demonstrate willingness to learn and respond positively to criticism.
- Confer, consult, and collaborate with the cooperating teacher.
- Participate in all daily activities of the classroom as well as any other events in the school or community deemed important to your education.

- Abide by district policies and school protocols.
- Adhere to the rules and management system of the cooperating teacher.
- Follow instructions and directives of the field supervisor.

Guidelines for the Initial Professional Contact

- Allow traveling time. Any necessary directions need to be obtained in advance.
- Do a “trial run” during peak traffic times to see the actual time it will take to get to the school.
- Arrive on time and be prepared.
- Report to the office of the building principal, introduce yourself to the secretary, and follow procedures for signing in.
- Learn the daily schedule of subjects and activities and discuss expectations of the cooperating teacher.
- Obtain a school calendar and discuss opening and closing times for both teachers and students; lunch and recess times; faculty meetings; school organization meetings.
- Become familiar with school facilities: nurse’s office, library, faculty room, supply rooms and custodial services, cafeteria and play areas, parking regulations.
- Learn classroom policies in regard to discipline, management, and class organizations.
- Become familiar with provisions for children with disabilities and English Language Learners (ELL).
- Clarify the procedure for notifying the appropriate school personnel in case of absence.
- Become familiar with the building and its emergency procedures.
- Learn the general routine and policies by which the school operates.
- Provide your attendance sheet to be maintained and signed by the cooperating teacher. (See Appendix A)

Absences:

Teacher candidates are expected to report to their assigned placements each day that school is in session. If for some reason you cannot attend a certain day, it is your responsibility to notify your supervisor, cooperating teacher, and the main office of the school. Your attendance will be monitored; therefore, any missed time must be made up in order to pass the course. No more than three absences will be allowed. Medical documentation will be required for three or more consecutive days and given to the college supervisor. If for reasons beyond your control absences occur, your college supervisor, the cooperating teacher and the Director of Field Experience will make the decision about extending your experience.

Vacations:

You are to observe the vacation periods and schedules of the school to which you have been assigned, not the College vacation schedule.

Snow Days and Emergency Shut Downs:

If your school should experience some sort of emergency shut down, notify your college supervisor immediately. The supervisor will then log in the information with the Office of Field Experiences and a decision will be made about possible make up time. It may be necessary to extend your assignment if the shut down is for a long period of time.

Weekly Seminar

- Attend and be punctual. (No more than one absence will be allowed.)
- Participate regularly in the seminar and any other special and/or mandatory workshops provided by the Director of Field Experiences and/or the Field Committee.
- Read, complete, and submit all assignments and written work on time.
- Maintain a journal (if required), plan book, lesson plans, and portfolio.
- Purchase TaskStream for purposes of assessment and to design electronic portfolio.
- Demonstration portfolio will also be required.

Classroom Participation

During student teaching, we anticipate that candidates will have the opportunity to:

- Observe and recognize the importance and functions of various specialized instructional settings in the school, such as the library, media center, resource room, English as a Second Language instruction, computer labs, special education classes, art, music, and physical education programs.
- Observe, assist, and instruct pupils individually, in small groups, and whole class.
- Observe and apply learning theories and appropriate instructional methods.
- Utilize appropriate materials and resources and implement technology whenever possible.
- Select tasks and activities suitable to the grade and curricula.
- Appreciate the various management techniques for students of different backgrounds and abilities.
- Prepare lesson plans in all curricular areas. (See Appendix D for format)
- Create at least one bulletin board, one learning center related to an area of instruction, and design and implement an interdisciplinary unit.

Teaching

- Prepare lessons and initiate teaching activities in collaboration with the cooperating teacher.
- Maintain a plan book including schedule of subjects and activities as well as daily plans. In the plan book, students will record and code activities observed (O),

activities assisted (A), and activities taught (T). Record weekly lesson plans. Plans should be coordinated with the cooperating teacher. Discuss and document classroom policies in regard to discipline, management, and class organization.

- Provide for children with disabilities and those designated as ELLs)
- Become familiar with all school routines: fire drills, recording attendance, lunch count, regulations regarding students leaving the room and the building, safety policies, technology and media procedures.
- Prepare for three formal observations by cooperating teachers and three formal observations by the supervisor. This can be accomplished by doing one in the first placement and two in the second placement or vice-versa.
- Notify cooperating teacher of Field Supervisor visits and rearrange if there are conflicts.
- Prepare formal typed lesson plans when observed.
- **Lesson plans will include:**
 - Clearly defined learning standards and behavioral objectives.
 - Strategies to introduce, motivate, and engage students in the lesson.
 - Step by step procedures for concept development.
 - Activities for guided and independent application in lessons that focus specifically on skills development.
 - Planned modifications where feasible for diverse working and learning styles.
 - A list of materials and equipment to be used.
 - Summary and closure activities.
 - Assessment activities.
 - Follow-up activities where appropriate.
- Refine Professional Portfolio. (See Appendix F)
- Completion of Self Evaluation Candidate Proficiency Form on TaskStream at the end of the semester. (See Appendix E)
- Complete Final Checklist Form. (See Appendix G)
- Complete Student Teacher Candidate Cooperating Teacher Assessment Form. (See Appendix H)
- Complete Program Evaluation by Student Teacher. (See Appendix I)

Substitute Teaching

SUNY College at Old Westbury teacher candidates are not to serve as substitute teachers. However, in an emergency, they may substitute teach provided the following conditions are met:

- They are paid by the school district for substituting.

- They make up the time taken from their student teaching assignments to substitute.
- They notify their student teaching supervisor and the Director of Field Experience as soon as possible.

APPLYING FOR INITIAL CERTIFICATION THROUGH OLD WESTBURY

NEW REGULATIONS: Students will apply on line. A Workshop will be provided to walk candidates through the process. The College will then certify that they have completed the program. The Director of Field Experiences will ascertain that you have taken and passed the required NYS examinations – the LAST, ATS-W, and CST and that your examination scores are on file. Students seeking the bilingual certification extension must take the BEA and copies of these scores must also be in our files.

Three other forms must also be in your file:

1. A certificate indicating your attendance at a two-hour **child abuse and prevention seminar** given by an authorized provider or having taken the seminar via the internet.
2. A signed statement verifying your attendance at the two-hour **Safe Schools Against Violence in Education (SAVE) seminar** provided by the SOE during Student Teaching, and
3. Verification that you have met the **SED fingerprinting requirement**.

If you have met all program and graduation requirements, passed the required state examinations, and provided the School with the documents indicated above, the SOE will file a certificate of completion with the State Education Department (SED) in Albany. Certification information and the certificate from SED will be mailed directly to your home.

NOTE: Initial Certification is valid for five (5) years and within that time you need to get a Master’s degree in order to receive Professional Certification.

VERIFICATION LETTER FROM THE SCHOOL OF EDUCATION

After graduation, if you need a letter verifying that you have completed all NYS, College, and program requirements for your degree and area of certification and that your application for certification will be forwarded to the SED pending final review by the College Registrar, you may request such a letter from the Director of Field Experience. Letters that are requested after final review by the College Registrar and granting of your B.S. degree will state that your application has been forwarded to the New York State Education Department.

APPLYING THROUGH BOCES OR ALBANY

- Students with degrees who are at OW only for certification purposes.
- Any student **not** completing student teaching at Old Westbury.
- Any student who has had student teaching waived by the state.
- Any student applying for an extension or renewal of certification.

COOPERATING TEACHERS

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to be.” *(Rosalynn Smith Carter)*

Qualifications of cooperating teachers:

- have the recommendation of the principal
- demonstrate evidence of mastery of teaching skills
- demonstrate a high level of professional knowledge and skills, including the ability to work with diverse student populations, in inclusive classrooms, and with different ability learners
- have a minimum of two years of teaching experience
- demonstrate the ability and willingness to mentor the teacher candidate
- be certified in the subject area in which they teach and have a willingness to attend professional development sessions offered by SUNY College at Old Westbury

The SOE would like to thank you for participating with us in the preparation of our next generation of teachers. We anticipate that you will find working with our pre-service candidates to be an enjoyable and rewarding experience.

Candidates in the Childhood/Elementary Education program will spend 7 ½ weeks in grades 1, 2, or 3 and 7 ½ weeks in grades 4, 5, or 6. Candidates in the Special Education/Elementary program will spend 7 ½ weeks in an elementary setting and 7 ½ weeks in a special education setting. Candidates in the Bilingual /Elementary program will spend 7 ½ weeks in a bilingual setting and 7 ½ weeks in an elementary setting.

Candidates in the Middle Childhood Education program will spend 7 ½ weeks in grades 5 or 6 and 7 ½ weeks in grades 7, 8 or 9, all within their area of specialization – biology, chemistry, mathematics, or Spanish.

Candidates in the Adolescence Education program will spend 7 ½ weeks in grades 7, 8, or 9 and 7 ½ weeks in grades 10, 11, or 12, all within their area of specialization – biology, chemistry, mathematics, social studies, or Spanish.

STUDENT TEACHING

Students enrolled in Student Teaching will have completed at least 100 hours of observation prior to their student teaching experience.

Students should have completed all prerequisite courses required by their program of studies. Teacher candidates participate in their assigned classrooms five days each week of the semester and meet with a small group of their peers in a seminar once each week with the faculty field supervisor to discuss their experiences and topics of special interest. There will be special workshops that will be required as well.

Guidelines for introducing the student teacher:

- Organize an introductory conference to share professional philosophy goals.
- Explain classroom procedures and the role the student teacher is to take in implementing them.
- Create an orientation/integration to the school: review all school policies including those related to discipline procedures, students' health issues, and school safety.
- Give the student teacher a tour of the building and orient him/her to the faculty, staff, school, and community.
- Point out the location of supplies and equipment.
- Review any special parking arrangements, up-coming building activities, and provide a calendar noting school closings and schedule of special activities.
- Provide a desk or work table, textbooks, and pertinent teacher guides.
- Carefully plan the student teacher's first day and week.
- Develop long range plans that correlate with the course work and assignments.
- Share professional literature, discuss professional experiences, and create an atmosphere conducive to profession growth.
- Define the extent of the student teacher's authority and responsibilities.
- Provide frequent encouragement, constructive criticism, and recognition of success.
- Schedule a weekly formal conference to discuss his/her strengths and weaknesses and make specific suggestions for improvement.
- Monitor the student teacher's attendance and report absences on the field log form provided. (See Appendix)
- Observe and evaluate one or two formal lessons prepared by the candidate and provide constructive feedback. (See Appendix)
- Notify the College supervisor immediately of any problems or potential problems so that they are quickly resolved.
- Set the tone for a professional and collegial relationship.
- Complete a Candidate Proficiency Evaluation Form. (See Appendix E)
- Complete the Program Evaluation by Cooperating Teacher. (See Appendix J)

Guidelines for the Class

- Introduce the student teacher as a co-professional.
- Provide a seating chart and/or distribute nametags to the students so that the student teacher may quickly learn everyone's names.
- Use classroom time for the student teacher and the class to share things about themselves.
- Set aside time for each student to work individually and in small groups with the student teacher.
- Create an atmosphere in which the student teacher has a genuine feeling of belonging.
- Communicate the amount of freedom the student teacher has in making decisions.
- Allow the student teacher to use new methods and techniques when possible.
- In the first placement, provide 3-5 days for the student to take over planning and instruction. In the final placement the student teacher will teach for one whole week.

Responsibilities of the College Field Supervisor

“If I am walking with two other men, each of them will serve as my teacher. I will pick out the good points of the one and imitate them and the bad points of the other and correct them in myself.” (Confucius)

College Field Supervisors of student teachers are usually full-time faculty who have extensive experience at the level they supervise and are accomplished professionals in their areas of expertise. Adjunct college supervisors are usually former P-12 teachers or administrators.

The Field Supervisor is the catalyst for helping the student teacher to formulate a broader perspective on teaching through reflection of the current experience. The student teacher will meet his/her assigned supervisor at the first student teaching seminar of the semester. Specific responsibilities of the supervisor include:

- Serve as a liaison between the student teachers, cooperating teachers, building administrators, and the college.
- Help student teachers, cooperating teachers, and building administrators develop an understanding of the SOE student teaching program, expectations, and Conceptual Framework.
- Provide pertinent materials from the College, as needed, to the student teachers, cooperating teachers, and administrators. Provide Tuition Waiver/Stipend Request Form. (see Appendix K)
- Aid the student teacher in building respect for the policies of the school, the school district, and the opinions and ideas of the cooperating teacher.
- Conduct no less than two observations in each placement with the student teacher and hold post-observation conferences with the student teacher and cooperating teacher as soon as possible after each observation. (See Appendix C)
- Confer with the cooperating teacher concerning the progress of the student teacher.
- Create and maintain careful documentation to support any doubt that the student teacher may not be making satisfactory progress or should not be recommended for certification. Accountability is crucial in these instances.
- Report immediately to the Director of Field Experience any changes in the status of the student teacher. If withdrawal from student teaching is necessary, it should be evident by mid-semester and reported to the Director of Field Experiences.
- Facilitate weekly seminars. Assist the student teachers in the process of reflection of their experience. Provide seminar activities that stimulate and maintain the professional growth of the student teacher. These may include but are not limited to a review of lesson and unit planning, designing a learning center, a discussion of classroom management techniques and discipline, a review of effective instructional strategies, discussion of pertinent legal issues, assistance with the development of their professional portfolio, how to write a resume and cover letter, and interview strategies.

- Work in conjunction with the Office of Field Experience to schedule outside speakers/workshops.
- All Field Supervisors must use the College's Observation Assessment of Teaching Form. (See Appendix C)
- Complete the Professional Portfolio Assessment. (See Appendix F)
- Complete the Candidate Proficiency Evaluation Form on TaskStream at the end of the semester. (See Appendix E)
- All completed observation forms, records of students' attendance, final evaluations, and a copy of final grades will be submitted to the Office of Field Experience at the end of the semester.
- Upon request by the student teacher, write a letter of recommendation.

APPENDIXES

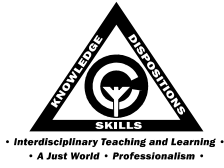
Forms for Middle and Adolescence Education student teachers are available in the Field Supervisor's Office.

- A. Student Teacher Attendance Log (First placement and Second Placement)
- B. Sample Syllabus (4 pages)
- C. Observation Form: Assessment of Teaching - Available in electronic form for faculty and cooperating teacher. (4 pages)
- D. Lesson Plan Format
- E. Candidate Proficiency Evaluation Form: (To be used for each placement). Available in electronic form for faculty and cooperating teacher. (8 pages)
- F. Professional Portfolio Assessment (2 pages).
- G. Final Checklist Form (ED5940, ED5960, and ED5980)
- H. Student Teacher Candidate Cooperating Teacher Assessment Form
- I. Student Teacher Candidate Field Supervisor Assessment Form
- J. Program Evaluation by Student Teacher
- K. Program Evaluation by Cooperating Teacher
- L. Unit Dispositions
- M. Tuition Waiver/Stipend Form

7.11.06

APPENDIX A

SUNY COLLEGE AT OLD WESTBURY



SCHOOL OF EDUCATION

**TEACHER CANDIDATE ATTENDANCE RECORD
FIRST PLACEMENT**

Name _____ Fall _____ Spring _____ 20 _____

District _____ School _____ Grade _____

Cooperating Teacher _____

Field Supervisor _____

Week	Week of (dates).....	Days present	Days absent	Initials Coop. Teacher
1				
2				
3				
4				
5				
6				
7				
8				

Total days attended _____

Total days absent _____

Signature of teacher candidate _____

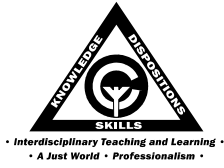
Signature of cooperating teacher _____

Signature of field supervisor _____

Dates of Observations by field supervisor _____

COMMENTS:

SUNY COLLEGE AT OLD WESTBURY



SCHOOL OF EDUCATION

**TEACHER CANDIDATE ATTENDANCE RECORD
SECOND PLACEMENT**

Name _____ Fall _____ Spring _____ 20 _____

District _____ School _____ Grade _____

Cooperating Teacher _____

Field Supervisor _____

Week	Week of (dates).....	Days present	Days absent	Initials Coop. Teacher
1				
2				
3				
4				
5				
6				
7				
8				

Total days attended _____

Total days absent _____

Signature of teacher candidate _____

Signature of cooperating teacher _____

Signature of field supervisor _____

Dates of Observations by field supervisor _____

COMMENTS:

APPENDIX B



State University of New York
College at Old Westbury
School of Education

"Leaders Creating a Just World through Interdisciplinary Teaching and Learning"

COURSE: ED 5940 Student Teaching

INSTRUCTOR:

OFFICE ADDRESS:

OFFICE HOURS:

TELEPHONE:

E-MAIL ADDRESS:

CATALOG DESCRIPTION

Student Teaching is the final student teaching field experience required of Teacher Education majors. The course provides opportunity to refine and reflect upon the knowledge, skills, and attitudes needed to become effective elementary school teachers. Students are assigned to area schools and are required to student teach 5 days a week for 15 weeks in the alternate grade level (K-3 or 4-6) from ED 5930. Students are also required to participate in weekly seminar sessions with the College's Field Supervisor. ED 5940 and ED 5940B (Bilingual-Spanish) offered every semester. Prerequisites: Admission to TED; successful completion of ED 5930; approval of TED faculty advisor and Director of Field Experience; Senior Standing.

RELATIONSHIP TO CONCEPTUAL FRAMEWORK

This course is designed to further develop and refine the skills and dispositions needed to become effective elementary school teachers. Students are assigned to placements in area elementary schools where they participate fully in all classroom activities, including planning and teaching lessons in all academic areas. Each student designs and teaches an interdisciplinary unit of study during the semester. The course addresses two Interstate New Teacher Assessment and Support Consortium (INTASC) Standards indicated in the School of Education Conceptual Framework—Standard 2: *The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development* and Standard 4: *The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills*. The course also addresses two additional INTASC standards—Standard 7: *The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals* and Standard 8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners*.

COURSE RATIONALE & OBJECTIVES

This course is designed to assist students in developing specific competencies detailed in the School of Education's New York State registered programs. Emphasis in this course is on generic processes

for planning instruction at the elementary and middle school levels. This course is designed to assist students in the following competencies:

- Understands and applies of the theoretical, child development, and practical aspects instruction at the elementary level.
- Applies knowledge of child development and cultural differences when planning and teaching students in a classroom setting.
- Plans activities for interdisciplinary studies that foster children’s academic curiosity, creativity, and appreciation of their world.
- Applies the New York State curriculum, syllabus, and learning standards in elementary social studies and other disciplines in teaching children in an elementary classroom.
- Understands and applies generic instructional strategies needed for planning and teaching in the disciplines, including use of educational taxonomies, recognizing and writing instructional objectives in behavioral terminology, using a variety of questioning techniques, and selecting appropriate protocols for lesson procedures.
- Prepares tests and utilizes authentic appropriate assessment techniques.
- Applies appropriate classroom management techniques.

SEMINAR OUTLINE

Introduction

Course objectives
Review of the syllabus
Beginning student teaching
Seminars
Overview of the requirements

Review of lesson planning strategies

Lesson plan presentations: A student-prepared lesson plan will be presented at each seminar followed by group discussion, critique, and recommendations for change before the lesson is taught.

Formats for lesson plans
Planning protocols

Observations (*handout of the rubrics used for observation assessment*)

Review of Interdisciplinary unit planning

Requirement for student teaching
The planning process
Presentations of student-designed interdisciplinary unit plans

Record keeping

Review of assessment techniques

Test construction

Authentic assessment techniques
Rubrics

Learning centers, bulletin boards, and other displays

Classroom management strategies

Professional growth and employment

Resumés

Philosophical statements

Portfolios

Professional organizations

Interviewing for a teaching position

Certification

COURSE REQUIREMENTS AND EVALUATIONS

Student teachers must meet the following requirements:

1. Participate in planning and teaching lessons and units of instruction five days each week throughout the semester in an assigned elementary classroom.
2. Attend and prepare assignments for seminars held throughout the semester.
3. Maintain a journal of experiences throughout the student teaching experience.
4. Update the professional portfolio developed in ED 5930.
5. Prepare plans for and teach during three scheduled observations by the college supervisor and three formal observations by the cooperating teacher.
6. Plan and teach an interdisciplinary unit of study. The unit plan must be developed in consultation with the cooperating teacher and submitted to the college supervisor.

PRESENTATION OF ASSIGNMENTS

Instructional methods: Seminars are scheduled for one period each week. Seminars offer student teachers opportunities to share experiences, discuss concerns, and review instructional planning and teaching techniques throughout the semester. Several general seminars with other student teachers substitute for some section seminars. General seminars are conducted and scheduled by the School of Education Office of Field Experiences.

Course requirements: Explanations and due dates of each course requirement are provided during seminar sessions.

ATTENDANCE POLICY

Student teachers must sign the attendance roster in their assigned school placement each day. Attendance is also taken at each seminar meeting. Hours of attendance should coincide with the hours of the cooperating teacher in the assigned placement. Lateness should be avoided. All absences must be reported to the field experience supervisor.

Note that the policy of the School of Education states that student teachers may not be contracted for substitute teaching during the hours of student teaching.

COURSE EVALUATION & GRADING

Rubrics are used in the assessment and grading of all observations. Final grades are determined by assessments of observations by the field experience supervisor and the cooperating teacher, occasional assignments for seminars given by the field experience supervisor, attendance at the field placement, and attendance and participation at weekly seminars. Grade ranges are as follows: A 93–100 / A-90–92 / B+ 87–89 / B 83–86 / B- 80–82 / C+ 77–79 / C 73–76 / C- 70–72 / D+ 67–69 / D 63–66 / D- 60–62 / F < 60

REQUIRED READING

All textbooks and other materials that have been distributed in methods courses should be available for reference. Minimally, the texts required for ED 4200, ED 4220, ED 4120, and ED 4740 must be available. Interdisciplinary unit plans must follow the outline in Wood, K. E. (2005). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

DUPLICATED MATERIALS: Note that additional required reading materials may be distributed during the semester at seminars.

2005.01

APPENDIX C

OBSERVATION: ASSESSMENT OF TEACHING

Candidate:

School:

Discipline/Topic:

Observation: ___1 ___2 ___3

Cooperating Teacher:

Grade:

Date:

RATING SCALE:

- 3–Target: *Highly proficient:* All requirements of the criteria are met with exceptional skill and proficiency. If required, writing is exceptionally clear and well organized, and it is free of errors.
- 2–Acceptable: *Proficient:* Minimal requirements of the criteria are met. If writing is required, clarity and organization are satisfactory, and it is free of major errors in syntax, grammar, spelling, capitalization, and punctuation.
- 1– Unacceptable: *Not yet proficient:* One or more elements of the criteria are not met. If required, writing includes major errors in at least one of the following areas: clarity, organization, syntax, grammar, spelling, capitalization, and punctuation.

A rating (1-3) is assigned for each of the criteria—knowledge (K); skills (S) and performances (P); and dispositions (D) listed below. The total number of points earned for all criteria are divided by 60 (the maximum number of points possible) to determine a percentage grade. The percentage grade is then converted to a letter grade. This form is available in the School of Education in electronic form for faculty to use as a template.

-----RATING SCALE-----				
TARGET 3		ACCEPTABLE 2	UNACCEPTABLE 1	Rating
WRITTEN LESSON PLAN				
<p>Introductory Sections of the Written Lesson Plan (K,S) <small>INTASC 7.K.1,7.P.4,8.K.2,8.P.1,8.P.4; ACEI 2.1-2.8; 3.1 & 3.2,4</small></p>	<p>States the topic, grade level, learning standard(s), general objective(s), essential question(s), correctly stated behavioral objective(s), and estimated time for the study, and a list of materials needed for the lesson.</p>	<p>Is missing no more than one required element, including the topic, grade level, learning standard(s), general objective(s), essential question(s), estimated time for the study, list of materials needed for the lesson.</p>	<p>Is missing more than one required element, including the topic, grade level, learning standard(s), general objective(s), essential question(s), estimated time for the study, list of materials needed for the lesson.</p>	
<p>Written procedure: Introduction, connection, methods/protocols, and assessment (K,S,D) <small>Standards: INTASC 1.K.1,1.P.1,1.P.2,1.P.4, 1.P.5,1.P.6,2.K.1,2.P.4,2.P.5, 3.K.1,3.K.4,3.P.1,3.P.2,3.P.3, 4.K.1,4.K.2,4.P.1,4.P.2,4.P.5, 5.K.1,5.P.3,6.K.4,6.P.1,6.P.3, 7.K.1,7.K.2,7.P.3,7.P.4,8.K.2, 8.P.1,8.P.3,8.P.4,9.P.1; ACEI: 1,2.1-2.8,3.1, 3.2, 3.3, 3.4, & 3.5; Unit Dispositions 1.1,3.3</small></p>	<p>The written procedure provides an exceptionally clear introduction, a connection with students' existing knowledge, and appropriate methods/protocols, and assessment techniques.</p>	<p>The written procedure provides an adequate introduction, connection with students' existing knowledge, and appropriate methods/protocols, and assessment techniques.</p>	<p>The written procedure does not provide a clear introduction, a connection with students' existing knowledge, appropriate methods/protocols, or assessment techniques.</p>	

-----RATING SCALE-----				
	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1	Rating
Written procedure: Detail, anticipated responses, and closure (K,S,D) <i>Standards: INTASC 1.K.1,2.K.1,3.K.1; ACEI 1, 3.1,3.3</i>	The written procedure includes exceptional detail at each step, cognitive conflict and anticipated student responses at appropriate steps, and closure for the lesson.	The written procedure includes adequate detail at each step, cognitive conflict and anticipated student responses at appropriate steps, and closure for the lesson.	The written procedure does not include adequate detail at each step, cognitive conflict and anticipated student responses at appropriate steps, or closure for the lesson.	
<i>Written Lesson Plan Sub-Total:</i>				
<i>Comments:</i>				
PROCEDURE FOLLOWED IN TEACHING THE LESSON				
Introduction to the lesson (K,S,D) <i>Standards: INTASC 2.P.3,3.P.1,5.K.6,5.P.2; ACEI 1,2.1-2.8,3.1,3.2; Unit Disposition 1.1</i>	Students were provided with an exceptionally clear introduction that motivated and helped them to focus their thinking on the lesson topic.	Students were provided with an adequate introduction that motivated and helped them to focus their thinking on the lesson topic.	Students were not provided with an adequate introduction that motivated and helped them to focus their thinking on the lesson topic.	
Connection with existing knowledge <i>Standards: INTASC 2.P.3,3.P.1,5.K.6,5.P.2; ACEI 1,2.1-2.8,3.1,3.2; Unit Disposition 1.1</i>	Students were given exceptional help in establishing a connection between their existing knowledge and the new knowledge or skill to be developed.	Students were given minimal help in establishing a connection between their existing knowledge and the new knowledge or skill to be developed.	Students were not helped to establish a connection between their existing knowledge and the new knowledge or skill to be developed.	
Selection of methods and/or protocols for teaching the lesson (K,S,D) <i>Standards: INTASC 1.K.1,1.P.1,1.P.2,1.P.4,1.P.5,1.P.6,2.K.1,2.P.4,2.P.5,3.K.1,3.K.4,3.P.1,3.P.2,3.P.3,4.K.1,4.K.2,4.P.1,4.P.2,4.P.5,5.K.1,5.P.3,6.K.4,6.P.1,6.P.3,7.K.1,7.K.2,7.P.3,7.P.4,8.K.2,8.P.1,8.P.3,8.P.4,9.P.1; ACEI; 1,2.1-2.8,3.1, 3.2, 3.3, 3.4, & 3.5; Unit Dispositions 1.1,3.3</i>	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were highly appropriate for the concepts or skills to be developed and the subject or discipline of the lesson.	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were somewhat appropriate for the concepts or skills to be developed and the subject or discipline of the lesson.	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were inappropriate for the concepts or skills to be developed and the subject or discipline of the lesson.	
Appropriateness of methods and/or protocols for student diversity <i>Standards: INTASC 1.K.1,1.P.1,1.P.2,1.P.4,1.P.5,1.P.6,2.K.1,2.P.4,2.P.5,3.K.1,3.K.4,3.P.1,3.P.2,3.P.3,4.K.1,4.K.2,4.P.1,4.P.2,4.P.5,5.K.1,5.P.3,6.K.4,6.P.1,6.P.3,7.K.1,7.K.2,7.P.3,7.P.4,8.K.2,8.P.1,8.P.3,8.P.4,9.P.1; ACEI; 1,2.1-2.8,3.1, 3.2, 3.3, 3.4, & 3.5; Unit Dispositions 1.1,3.3</i>	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were appropriate for the diversity of students in the class.	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were somewhat appropriate for the diversity of students in the class.	The instructional protocols—methods, approaches, and techniques—that were followed in teaching the lesson were inappropriate for the diversity of students in the class.	

-----RATING SCALE-----				
	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1	Rating
Sequence (S) Standards: INTASC 1.K.1,2.K.1,3.K.1; ACEI 1, 3.1	The sequence of steps in the procedure was clear, logical, and easy to follow.	The sequence of steps in the procedure was not always clear, logical, and easy to follow.	The sequence of steps in the procedure was not clear, logical, or easy to follow.	
Cognitive conflict (S,D) Standards: INTASC 1.K.1,2.K.1,3.K.1; ACEI 1, 3.,3.3	Cognitive conflict was provided for students at all critical points in the lesson procedure.	Cognitive conflict was provided for students at some critical points in the lesson procedure.	Cognitive conflict was provided for students at only a few of the critical points in the lesson procedure.	
Assessment of the lesson objectives (K,S,D) Standards: INTASC 7.P.4,8.K.1,8.K.2,8.P.1,8.P.4; ACEI 4	The objectives of the lesson were assessed with appropriate methods.	The objectives of the lesson were partially assessed with appropriate methods.	The objectives of the lesson were not clearly assessed with appropriate methods.	
Closure (K,S) Standards: INTASC 1.K.1,2.K.1,3.K.1; ACEI 1, 3.1	Adequate closure was provided for the lesson.	Only minimal closure was provided for the lesson.	Closure was not provided for the lesson.	
<i>Procedure Followed in Teaching the Lesson Sub-Total:</i>				
<i>Comments:</i>				
MATERIALS AND EQUIPMENT				
Appropriateness of the materials (K,S) Standards: ACEI 2.8,3.1-3.5; INTASC 1.P.3,2.P.2,4.K.3,4.P.2, 6.P.5; CEC 2,3,4,10	Materials and equipment were appropriate for the diversity of students in the class and the objectives of the lesson. They were handled confidently, and were ready in sufficient quantities when needed.	Materials and equipment were appropriate for the diversity of students in the class and the objectives of the lesson. However, they were not always handled confidently or ready in sufficient quantities when needed.	Materials and equipment were not all appropriate for the diversity of students in the class and the objectives of the lesson. They were not handled confidently or ready in sufficient quantities when needed.	
Use of technology (K,S) Standards: ACEI 3.5; INTASC 1.P.3,3.P.4,4.K.3,6.P.5	Technology was included where appropriate and possible.	Technology was not always included at points in the lesson where appropriate and possible.	Technology was never included at any point in the lesson where it was appropriate and possible.	
<i>Materials and Equipment Sub-Total:</i>				
<i>Comments:</i>				
VERBAL AND NON-VERBAL SKILLS				
Speech (K,S,D) Standards: ACEI 3.5; INTASC 6.K.1,6.K.4,6.P.1,6.P.4; CEC 8,9	The candidate was always articulate, used correct grammar and pronunciation, and spoke with appropriate tone and volume.	The candidate was usually articulate, used correct grammar and pronunciation, spoke with appropriate tone and volume.	The candidate was not clear and articulate and made grammatical errors. Speech was not always clear, and tone or volume was often inappropriate.	

-----RATING SCALE-----				
	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1	Rating
Writing (K,S,D) Standards: ACEI 2.8,3.1-3.3; INTASC 6.K.1,6.K.4,6.P.1,6.P.4; CEC 8,9	The candidate modeled good handwriting and correct mechanics when writing for students.	The candidate did not always use good handwriting or correct mechanics when writing for students.	The candidate did not use good handwriting or correct mechanics when writing for students.	
Eye contact, gestures, and body language (S,D) Standards: ACEI 3.4,3.5,5.1; INTASC 6.K.2,6.D.2-6.D.4, 6.P.2,6.P.4; CEC 9; Unit Dispositions 1.1,1.3.1.,4,1.5,2.1, 2.3,2.5	The candidate always maintained good eye contact with students and used appropriate gestures and body language.	The candidate usually maintained good eye contact with students or use appropriate gestures and body language.	The candidate did not maintain good eye contact with students or use appropriate gestures and body language throughout the lesson.	
<i>Verbal and Non-Verbal Skills Sub-Total:</i>				
<i>Comments:</i>				
CLASSROOM MANAGEMENT SKILLS				
Management and monitoring of student behavior (S,D) Standards: ACEI 3.4,3.5,5.1; INTASC 6.K.2,6.D.2-6.D.4, 6.P.2,6.P.4; CEC 9; Unit Dispositions 1.1,1.3.1.,4,1.5,2.1, 2.3,2.5	The candidate continuously helped students to maintain appropriate behavior while stimulating their interest and attention throughout the lesson.	The candidate usually helped students to maintain appropriate behavior while stimulating their interest and attention throughout the lesson.	The candidate did not help students to maintain appropriate behavior or stimulate their interest and attention throughout most of the lesson.	
Timing (S) Standards: ACEI 3.1; INTASC 1.P.1,2.P.1-2.P.3; CEC 1,2,3,8; Unit Dispositions 1.1,3.1	The candidate always demonstrated a good sense of timing and used good pacing.	The candidate usually demonstrated a good sense of timing and used good pacing.	The candidate did not demonstrate a good sense of timing or use good pacing.	
Lesson length (K,S) Standards: ACEI 3.4,4.5,2; INTASC 2.P.1,3.P.1,3.P.4, 4.D.2,4.P.1,4.P.3,4.P.4,5.D.5,5.P.65.P.7,6 .P.1,7.K.2,7.K.3,7.D.2, 7.P.5,8.D.1,8.P.1,8.P.5,9.D.4, 9.P.1; CEC 8,9; Unit Disposition 4.1	The length of the lesson was highly appropriate for its content as well as the students' levels of development and their ability to sustain interest.	The length of the lesson was adequate for its content as well as the students' levels of development and their ability to sustain interest.	The length of the lesson failed to consider its content as well as the students' levels of development and their ability to sustain interest.	
Rapport with students (S,D) Standards: ACEI 5.1; INTASC 3.d.5,9.D.5; CEC 9; Unit Dispositions 1.1,1.5,2.1, 2.3,2.5,2.6,4.1,4.3	The candidate showed excellent rapport with the group.	The candidate usually demonstrated good rapport with the group.	The candidate failed to demonstrate good rapport with the group.	
<i>Classroom Management Sub-Total:</i>				
Total Points:				
/60=				%
AVERAGE RATING (% X 3 POINTS):				Grade:
<i>Comments:</i>				

Assessor: ___ Student ___ Cooperating Teacher ___ Field Supervisor

APPENDIX D

LESSON PLAN FORMAT

Student: _____ **Professor** _____

Course: _____ **Date:** _____

Grade: _____ **Content Area:** _____

Topic: _____

Time: Estimate the amount of time that will be needed for the lesson _____

Learning Standards: Include one or more learning standards from the New York State list that the lesson will address.

General Objectives: List one or more general objectives that the lesson will help to develop for a specific student group.

Essential Questions: List the main question or questions that suggest the main purpose or purposes of the lesson. Many lessons address only one major question. Any essential questions that are listed should be capable of being assessed in the lesson.

Behavioral Objectives: State the specific objective(s) that will be assessed in the procedure of the lesson. State the purpose, the conditions, the performance, and criterion.

Procedure:

Prepare a sequential list of steps detailing the procedure for the lesson:

Consider students' individual strengths and limitations with regard to their academic skills and multiple intelligences. Attend to the critical elements that must be included when planning the procedure of any lesson:

- Prepare an introduction/motivation.
- Make connections to what students already know about the lesson topic.
- Stimulate thinking with questions and other techniques.
- Follow appropriate methods and protocols.
- Assess the objectives of the lesson.
- Bring closure to the lesson.
- Include any follow-up activities.

Materials: List the principal materials/equipment needed for the lesson.

APPENDIX E

STATE UNIVERSITY OF NEW YORK COLLEGE AT OLD WESTBURY
SCHOOL OF EDUCATION
CANDIDATE PROFICIENCY EVALUATION FORM
CHILDHOOD, SPECIAL EDUCATION, AND BILINGUAL

RATING SCALE:

- 3–Target: *Highly proficient:* All requirements of the criteria are met with exceptional skill and proficiency. If required, writing is exceptionally clear and well organized, and it is free of errors.
- 2–Acceptable: *Proficient:* Minimal requirements of the criteria are met. If writing is required, clarity and organization are satisfactory, and it is free of major errors in syntax, grammar, spelling, capitalization, and punctuation.
- 1–Unacceptable: *Not yet proficient:* One or more elements of the criteria are not met. If required, writing includes major errors in at least one of the following areas: clarity, organization, syntax, grammar, spelling, capitalization, and punctuation.

A rating (1-3) is assigned for each of the criteria listed below. The number of points earned by each criterion is determined by multiplying the rating by its weighting factor. The total number of points earned for all criteria are divided by 138 (the maximum number of points possible) to determine a percentage grade. The percentage grade is then converted to a letter grade. The assessor can add comments as needed after any criterion. This form is available as an electronic template from the School of Education.

Candidate: _____ **School:** _____
College Supervisor: _____ **Cooperating Teacher:** _____
Date of Evaluation: _____ **Grade Level:** _____

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
1.0	KNOWLEDGE OF CONTENT, PEDAGOGY, AND STANDARDS				
1.1	<i>Content knowledge of disciplines</i> Standards: ACEI 2.1-2.8; INTASC 1.K.1-1.K.3; CEC 1,2,3,8	Candidate demonstrates inadequate knowledge in the disciplines he/she is required to teach.	Candidate demonstrates adequate knowledge in the disciplines he/she is required to teach.	Candidate demonstrates exceptional knowledge in the disciplines he/she is required to teach.	
1.2	<i>Pedagogical knowledge of disciplines</i> Standards: ACEI 2.1-2.8; INTASC 1.K.1-1.K.3; CEC 1,2,3,8	Candidate demonstrates inadequate knowledge of pedagogical theory for the disciplines he/she is required to teach.	Candidate demonstrates adequate knowledge of pedagogical theory for the disciplines he/she is required to teach.	Candidate demonstrates exceptional knowledge of pedagogical theory for the disciplines he/she is required to teach.	
1.3	<i>Knowledge and understanding of standards in disciplines</i> Standards: ACEI 2.1-2.8; INTASC 1.K.1-1.K.3; CEC 1,2,3,8	Candidate demonstrates inadequate understanding of standards in the disciplines he/she is required to teach.	Candidate demonstrates adequate understanding of standards in the disciplines he/she is required to teach.	Candidate demonstrates exceptional understanding of standards in the disciplines he/she is required to teach.	
2.0					
2.1	UNIT AND LONG-RANGE PLANNING SKILLS				
2.1.1	<i>Application of order, appropriate arrangement, and</i>	Candidate rarely demonstrates order, appropriate	Candidate usually demonstrates order, appropriate	Candidate consistently demonstrates order, appropriate	

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
	<i>foresight in planning</i> Standards: ACEI 1.3.1; INTASC 1.P.1-1.P.6,7.K.1-7.K.3,7.P.1-7.P.5; CEC 2.3	arrangement, and foresight in unit and long-range planning.	arrangement, and foresight in unit and long-range planning.	arrangement, and foresight in unit and long-range planning.	
2.1.2	<i>Use of sequences of instructional experiences in reaching unit and long-range objectives</i> Standards: ACEI 2.8.3,5; INTASC 1.P.1-1.P.6,7.K.1-7.K.3,7.P.1-7.P.5; CEC 4,5,6	Candidate rarely plans effective sequences of instructional experiences in reaching unit and long-range objectives.	Candidate usually plans effective sequences of instructional experiences in reaching unit and long-range objectives.	Candidate consistently plans effective sequences of instructional experiences in reaching unit and long-range objectives.	
2.1.3	<i>Use of variation of instructional methods in meeting objectives and addressing student diversity</i> Standards: ACEI 2.8.3.1-3.4; INTASC 1.P.1-1.P.6,2.K.1-2.K.3,2.P.1-2.P.3,3.K.1-3.K.5,3.P.1-3.P.5,7.K.1-7.K.3,7.P.1-7.P.5; CEC 2,3,5; Unit Dispositions 1.1,3.1	Candidate rarely uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	Candidate usually uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	Candidate consistently uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	
2.1.4	<i>Consideration of student diversity in units and long-range plans</i> Standards: ACEI 3.2; INTASC 1.P.1-1.P.6,2.K.1-2.K.3,2.P.1-2.P.3,3.K.1-3.K.5,3.P.1-3.P.5,7.K.1-7.K.3,7.P.1-7.P.5; CEC 2,3,5; CEC 3,4,5; Unit Dispositions 1.1,1.3,1.4	Candidate rarely demonstrates planning for student diversity in units and long-range plans.	Candidate usually demonstrates planning for student diversity in units and long-range plans.	Candidate consistently demonstrates planning for student diversity in units and long-range plans.	
2.1.5	<i>Age-appropriateness of unit and long-range objectives</i> Standards: ACEI 2.8.3.1; INTASC 1.P.1-1.P.6,2.K.1-2.K.3,2.P.1-2.P.3,3.K.1-3.K.5,3.P.1-3.P.5,7.K.1-7.K.3,7.P.1-7.P.5; CEC 2,3,5; CEC 3,4,5; Unit Disposition 1.1	Candidate rarely creates age-appropriate unit and long-range objectives.	Candidate usually creates age-appropriate unit and long-range objectives.	Candidate consistently creates age-appropriate unit and long-range objectives.	
2.1.6	<i>Clarity of unit and long-range objectives</i> Standards: ACEI 2.8.3.1; INTASC 1.P.1-1.P.6,2.K.1-2.K.3,2.P.1-2.P.3; CEC 2,3,5; CEC 4,7	Candidate rarely writes clear objectives in unit and long-range planning.	Candidate usually writes clear objectives in unit and long-range planning.	Candidate consistently writes clear objectives in unit and long-range planning.	
2.1.7	<i>Knowledge and understanding of curriculum expectations, New York State learning standards, and discipline-specific</i>	Candidate's unit and long-range planning demonstrates inadequate knowledge and understanding of curriculum	Candidate's unit and long-range planning demonstrates adequate knowledge and understanding of curriculum expectations,	Candidate's unit and long-range planning demonstrates extensive knowledge and understanding of curriculum expectations,	

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
	<i>national standards</i> Standards: ACEI 2.1-2.7,3.1; INTASC 1.K.1-1.K.3; CEC 1,2,3,8	expectations, New York State Learning Standards, and discipline-specific national standards.	New York State Learning Standards, and discipline-specific national standards.	New York State Learning Standards, and discipline-specific national standards.	
2.1.8	<i>Creativity in unit and long-range planning</i> Standards: ACEI 3.3,3.4; INTASC 1.P.1-1.P.6; CEC 7, 10	Candidate shows little creativity in unit and long-range planning.	Candidate shows some creativity in unit and long-range planning.	Candidate shows exceptional creativity in unit and long-range planning.	
2.1.9	<i>Effectiveness and appropriateness of teaching strategies in demonstrations</i> Standards: ACEI 3.1,3.3, 3.4; INTASC 1.P.1-1.P.6; CEC 2,7; Unit Disposition 1.1	Candidate's unit and long-range planning for demonstrations are rarely effective or make use of appropriate teaching strategies.	Candidate's unit and long-range planning for demonstrations are usually effective and make use of appropriate teaching strategies.	Candidate's unit and long-range planning for demonstrations are consistently effective and make use of appropriate teaching strategies.	
2.1.10	<i>Consideration of the safety, the physical, emotional well-being, and welfare of others in unit and long-range planning</i> Standards: ACEI 3.1,3.1; INTASC 2.P.3,5.P.1,5.P.5,6.P.4; CEC 5; Unit Dispositions 1.1,1.5,2.3,,2.5	Candidate rarely demonstrates concern for the safety, the physical, emotional well-being, and welfare of others in unit and long-range planning.	Candidate usually demonstrates concern for the safety, the physical, emotional well-being, and welfare of others in unit and long-range planning.	Candidate consistently demonstrates concern for the safety, the physical, emotional well-being, and welfare of others in unit and long-range planning.	
<i>UNIT AND LONG-RANGE PLANNING SKILLS SECTION SUB-TOTAL:</i>					
<i>Comments:</i>					
2.2	LESSON PLANNING SKILLS				
2.2.1	<i>Age-appropriate lesson objectives</i> Standards: ACEI 3.1; INTASC 1.P.1,2.P.1-2.P.3; CEC 1,2,3,8; Unit Dispositions 1.1,3.1	Candidate rarely creates age-appropriate lesson objectives.	Candidate usually creates age-appropriate lesson objectives.	Candidate consistently creates age-appropriate lesson objectives.	
2.2.2	<i>Knowledge and application of curriculum expectations, New York State and discipline-specific national</i>	Candidate demonstrates inadequate knowledge and application of curriculum	Candidate demonstrates adequate knowledge and application of curriculum expectations, New York State and	Candidate demonstrates exceptional knowledge and application of curriculum expectations, New York State and	

RATING SCALE					
		Unacceptable 1	Acceptable 2	Target 3	RATING
	learning standards. Standards: ACEI 1,2,1-2,7; INTASC 1.K.1-1.K.3,7.P.1; CEC 1,2,3,8	expectations, New York State and discipline-specific national standards.	discipline-specific national standards.	discipline-specific national standards.	
2.2.3	Consideration of students' prior knowledge and understanding Standards: ACEI 1; INTASC 2.P.2,3.P.2,3.P.5; CEC 2,3; Unit Disposition 3.1	Candidate rarely demonstrates consideration of students' prior knowledge and understanding in planning lessons.	Candidate usually demonstrates consideration of students' prior knowledge and understanding in planning lessons.	Candidate consistently demonstrates consideration of students' prior knowledge and understanding in planning lessons.	
2.2.4	Sequencing of instructional experiences to reach objectives in lesson planning Standards: ACEI 3.1-3.5; INTASC 1.K.1,2.P.1; CEC 2,3; Unit Disposition 3.1	Candidate rarely designs effective sequences of instructional experiences to reach objectives in planning lessons.	Candidate usually designs effective sequences of instructional experiences to reach objectives in planning lessons.	Candidate consistently designs effective sequences of instructional experiences to reach objectives in planning lessons.	
2.2.5	Application of multiple instructional strategies and questioning techniques that address objectives and student diversity in lesson planning Standards: ACEI 3.1-3.5; INTASC 3.K.1-3.K.5,3.P.2,3.P.3; CEC 2,,3,4; Unit Dispositions 1.1,3.1	Candidate rarely uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	Candidate usually uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	Candidate consistently uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	
2.2.6	Designing closure for lessons that summarize, review, and provide for links to future lessons and concepts Standards: ACEI 4; INTASC 1.K.1,1.K.2,7.K.1; CEC 4	Candidate rarely plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	Candidate usually plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	Candidate consistently plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	
<i>LESSON PLANNING SKILLS SECTION SUB-TOTAL:</i>					
<i>Comments:</i>					
2.3	IMPLEMENTATION OF INSTRUCTION				
2.3.1	Creating a positive learning environment Standards: ACEI 3.4,3.5; INTASC 2.K.1,2.K.2,2.P.33.D.1-	Candidate rarely creates a positive learning environment for	Candidate usually creates a positive learning environment for	Candidate consistently creates a positive learning environment for	

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
	3.D.5.3.P.7,5.K.1-5.K.6,5.D.1-5.D.3,5.P.1-5.P.7,6.K.3,6.D.2-6.D.4; CEC 5; Unit Dispositions 1.1,1.3,1.4,1.5,2.1,2.3,2.4,2.5,3.1	students.	students.	students.	
2.3..2	<i>Conveying instructional objectives of lessons and other activities</i> Standards: ACEI 3.1,3.3,3.4; INTASC 1.P.1,1.P.2,2.K.1,2.P.1, 3.K.1,3.P.1,4.K.1,4.P.1,7.K.1,7.P.1; CEC 4,6,7; Unit Dispositions 1.1,2.4	Candidate rarely conveys instructional objectives of lessons and other learning activities.	Candidate usually conveys instructional objectives of lessons and other learning activities.	Candidate consistently conveys instructional objectives of lessons and other learning activities.	
2.3.3	<i>Appropriateness of techniques and methods in teaching lessons and directing activities</i> Standards: ACEI 2.8; INTASC 1.P.1,1.P.2,2.K.1,2.P.1,3.K.1,3.P.1,4.K.1,4.P.1,7.K.1,7.P.1; CEC 3,4,5,6; Unit Disposition 1.1	Candidate rarely uses appropriate techniques and methods in teaching lessons and directing activities.	Candidate usually uses appropriate techniques and methods in teaching lessons and directing activities.	Candidate consistently uses appropriate techniques and methods in teaching lessons and directing activities.	
2.3.4	<i>Generating enthusiasm and interest in lesson topics and explaining how lessons build on previous knowledge</i> Standards: ACEI 1,3,4; INTASC 1.K.1,1.D.3,2.K.1,2.P.2,2.P.3, 5.K.6,5.D.4,5.D.5,5.P.2,6.P.3; CEC 4; Unit Dispositions 3.3,3.4	Candidate rarely generates enthusiasm and interest in lesson topics and explains how lessons build on previous knowledge.	Candidate usually generates enthusiasm and interest in lesson topics and explains how lessons build on previous knowledge.	Candidate consistently generates enthusiasm and interest in lesson topics and explains how lessons build on previous knowledge.	
2.3.5	<i>Incorporating methods to monitor and evaluate student learning</i> Standards: ACEI 4; INTASC 1.P.4,2.P.1,8.K.1,8.K.3,8.D.2, 8.P.1,8.P.3-8.P.5; CEC 7,8; Unit Disposition 4.1	Candidate rarely incorporates methods to monitor and evaluate student learning.	Candidate usually incorporates methods to monitor and evaluate student learning.	Candidate consistently incorporates methods to monitor and evaluate student learning.	
2.3.6	<i>Encouraging higher order thinking and problem-solving skills</i> Standards: ACEI 3.3,3.4,4; INTASC 1.P.4,1.P.5,2.P.2, 2.P.3,4.K.1,4.K.3,4.D.1,4.P.2, 4.P.5,6.P.3,9.D.1; CEC 2,3,4,7; Unit Disposition 3.1	Candidate rarely encourages higher order thinking and problem-solving skills.	Candidate usually encourages higher order thinking and problem-solving skills.	Candidate consistently encourages higher order thinking and problem-solving skills.	
2.3.7	<i>Maintaining appropriate pacing</i> Standards: ACEI 3.2,3.4; INTASC 2.K.1,2.P.1,3.P.1,3.P.3,5.P.3,5.P.4,7.K.3; CEC 2,3,4; Unit Disposition 1.1	Candidate rarely maintains appropriate pacing.	Candidate usually maintains appropriate pacing.	Candidate consistently maintains appropriate pacing.	
2.3..8	<i>Monitoring and</i>	Candidate rarely	Candidate usually	Candidate consistently	

RATING SCALE					
		Unacceptable 1	Acceptable 2	Target 3	RATING
	<i>adjusting instruction</i> Standards: ACEI 3.4,4.5.2; INTASC 2.P.1,3.P.1,3.P.4, 4.D.2,4.P.1,4.P.3,4.P.4,5.D.5,5.P.65.P 7.6.P.1,7.K.2,7.K.3,7.D.2, 7.P.5,8.D.1,8.P.1,8.P.5,9.D.4, 9.P.1; CEC 8,9; Unit Disposition 4.1	monitors or adjusts instruction.	monitors and adjusts instruction.	monitors and adjusts instruction.	
2.3.9	<i>Speaking clearly using voice effectively</i> Standards: ACEI 3.5; INTASC 6.K.1,6.K.4,6.P.1,6.P.4; CEC 8,9	Candidate rarely speaks clearly or uses his/her voice effectively.	Candidate usually speaks clearly and uses his/her voice effectively.	Candidate consistently speaks clearly and uses his/her voice effectively.	
2.3.10	<i>Demonstrating correct grammar and spelling</i> Standards: ACEI 2.8,3.1-3.3; INTASC 6.K.1,6.K.4,6.P.1,6.P.4; CEC 8,9	Candidate rarely demonstrates correct grammar or spelling.	Candidate usually demonstrates correct grammar and spelling.	Candidate consistently demonstrates correct grammar and spelling.	
2.3.11	<i>Modeling responsible and respectful behavior</i> Standards: ACEI 3.4,3.5.5.1; INTASC 6.K.2,6.D.2-6.D.4, 6.P.2,6.P.4; CEC 9; Unit Dispositions 1.1,1.3.1.,4,1.5.2.1, 2.3.2.5	Candidate rarely models responsible and respectful behavior.	Candidate usually models responsible and respectful behavior.	Candidate consistently models responsible and respectful behavior.	
2.3.12	<i>Demonstrating appropriate assertiveness</i> Standards: ACEI 3.4,3.5.5.1; INTASC 5.K.1-5.K.5,5.D.1-5.D.5,5.P.1-5.P.7,6.K.4,6.D.3, 6.P.3; CEC 9; Unit Dispositions 1.1,1.4,1.5,2.1,2.3,2.4,2.5,4.1	Candidate rarely demonstrates appropriate assertiveness.	Candidate usually demonstrates appropriate assertiveness.	Candidate consistently demonstrates appropriate assertiveness.	
2.3.13	<i>Using a variety of appropriate instructional resources to meet specific objectives</i> Standards: ACEI 2.8,3.1-3.5; INTASC 1.P.3,2.P.2,4.K.3,4.P.2, 6.P.5; CEC 2,3,4,10	Candidate rarely uses a variety of appropriate instructional resources to meet specific objectives.	Candidate usually uses a variety of appropriate instructional resources to meet specific objectives.	Candidate consistently uses a variety of appropriate instructional resources to meet specific objectives.	
2.3.14	<i>Using equipment and technology effectively to meet specific objectives</i> Standards: ACEI 3.5; INTASC 1.P.3,3.P.4,4.K.3,6.P.5.; CEC 6	Candidate rarely uses equipment and technology effectively to meet specific objectives.	Candidate usually uses equipment and technology effectively to meet specific objectives.	Candidate consistently uses equipment and technology effectively to meet specific objectives.	
<i>IMPLEMENTATION OF INSTRUCTION SECTION SUB-TOTAL:</i>					
<i>Comments:</i>					
2.4	ASSESSMENT				
2.4.1	<i>Developing a variety of appropriate assessment techniques that</i>	Candidate rarely develops a variety of appropriate assessment	Candidate usually develops a variety of appropriate assessment	Candidate consistently develops a variety of appropriate assessment	

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
	<i>correspond to specific objectives</i> Standards: ACEI 4; INTASC 1.P.4,2.P.1,8.K.1,8.K.3,8.D.2, 8.P.1,8.P.3-8.P.5; CEC 8	techniques that correspond to specific objectives.	techniques that correspond to specific objectives.	techniques that correspond to specific objectives.	
2.4.2	<i>Distinguishing between and using both formative and summative assessment</i> Standards: ACEI 4; INTASC 8.K.1-8.K.3,8.P.1-8.P.4,8.P.6; CEC 8	Candidate rarely distinguishes between and uses both formative and summative assessment.	Candidate usually distinguishes between and uses both formative and summative assessment.	Candidate consistently distinguishes between and uses both formative and summative assessment.	
2.4.3	<i>Providing feedback to students regarding their performance</i> Standards: ACEI 4; INTASC 2.P.2,2.P.3,4.P.2,8.P.3; CEC 8; Unit Disposition 3.2	Candidate rarely provides for feedback to students regarding their performance.	Candidate usually provides for feedback to students regarding their performance.	Candidate consistently provides for feedback to students regarding their performance.	
<i>ASSESSMENT SECTION SUB-TOTAL:</i>					
<i>Comments:</i>					
3.0	DISPOSITIONS AND PROFESSIONALISM				
3.1	<i>Punctuality</i> Standards: ACEI 5.1; INTASC 9.D.5; CEC 9; Unit Dispositions 2.2,2.5	Candidate rarely demonstrates punctuality.	Candidate usually demonstrates punctuality.	Candidate consistently demonstrates punctuality.	
3.2	<i>Responsibility</i> Standards: ACEI 5.1; INTASC 9.D.5; CEC 9; Unit Dispositions 2.1,2.2,2.6	Candidate rarely demonstrates responsibility.	Candidate usually demonstrates responsibility.	Candidate consistently demonstrates responsibility.	
3.3	<i>Sense of humor</i> Standards: ACEI 5.1; INTASC 6.D.2,9.D.5; CEC 9	Candidate rarely displays an appropriate sense of humor.	Candidate usually displays an appropriate sense of humor.	Candidate consistently displays an appropriate sense of humor.	
3.4	<i>Ethical and professional standards</i> Standards: ACEI 5.1; INTASC 9.D.5; CEC 9; Unit Dispositions 1.1,1.5,2.1,2.2,2.5,2.6,4.1-4.5	Candidate rarely follows professional and ethical standards.	Candidate usually follows professional and ethical standards.	Candidate consistently follows professional and ethical standards.	
3.5	<i>Respectful, fair, and equitable treatment of all students</i> Standards: ACEI 5.1; INTASC 3.d.5,9.D.5; CEC 9; Unit Dispositions 1.1,1.5,2.1, 2.3,2.5,2.6,4.1,4.3	Candidate rarely treats all students fairly, equitably, and respectfully.	Candidate usually treats all students fairly, equitably, and respectfully.	Candidate consistently treats all students fairly, equitably, and respectfully.	
3.6	<i>Willingness to seek assistance</i> Standards: ACEI 5.1; INTASC 9.D.2-9.D.5,9.P.2,9.P.3,10.D.3,10.D.5, 10.P.2-10.P.5; CEC 9,10; Unit Dispositions 4.2,4.3,4.5	Candidate is rarely willing to seek assistance.	Candidate is usually willing to seek assistance.	Candidate is always willing to seek assistance.	

CANDIDATE PROFICIENCY EVALUATION FORM

		RATING SCALE			
		Unacceptable 1	Acceptable 2	Target 3	RATING
3.7	<p><i>Initiative and actively seeking opportunities to grow and develop professionally</i> Standards: ACEI 5.2; INTASC 9.D.5,10.D.5; CEC 9,10; Unit Dispositions 1.2,4.1-4.5</p>	Candidate rarely takes initiative or seeks opportunities to grow and develop professionally.	Candidate usually takes initiative and seeks opportunities to grow and develop professionally.	Candidate consistently takes initiative and seeks opportunities to grow and develop professionally.	
3.8	<p><i>Reporting clear, accurate, well-organized, and pertinent information orally to both parents and professionals</i> Standards: ACEI 5.3,5.4; INTASC 9.D.5,10.D.5; CEC 8,9; Unit Dispositions 2.1,2.6</p>	Candidate rarely reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	Candidate usually reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	Candidate consistently reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	
3.9	<p><i>Assessing and evaluating effects of choices and actions</i> Standards: ACEI 5.2; INTASC 7.D.2,9.D.1,9.D.2,9.D.4,9.D.5,9.P1; CEC 8,9; Unit Disposition 4.1</p>	Candidate rarely assesses and evaluates effects of his/her choices and actions.	Candidate usually assesses and evaluates effects of his/her choices and actions.	Candidate consistently assesses and evaluates effects of his/her choices and actions.	
<i>DISPOSITIONS AND PROFESSIONALISM SECTION SUB-TOTAL:</i>					
<i>Comments:</i>					
				Total Points:	
				Percentage Score (Total/138):	
				Mean Rating Score (% X 3):	
<i>Comments:</i>					

APPENDIX F

Professional Portfolio Assessment		RATING SCALE				
STANDARDS		3 Target	2 Acceptable	1 Unacceptable	Artifacts	Rating
1.0	KNOWLEDGE					
1.1	<i>Demonstrates knowledge of content</i> Standards: ACEI1; CEC 1.2.3.6	Artifacts demonstrate that the candidate has developed exceptional knowledge of the disciplines he/she is required to teach.	Artifacts demonstrate that the candidate has developed adequate knowledge of the disciplines he/she is required to teach.	Artifacts demonstrate that the candidate has developed inadequate knowledge of the disciplines he/she is required to teach.		
<i>KNOWLEDGE SECTION TOTAL:</i>						
<i>Comments:</i>						
2.0	SKILLS					
2.1	<i>Designs/plans instruction and learning outcomes</i> Standards: ACEII; CEC 1,2,3,6	Artifacts demonstrate that the candidate applies exceptional skill in designing instructional plans that include specific learning outcomes.	Artifacts demonstrate that the candidate applies adequate skill in designing instructional plans that include specific learning outcomes.	Artifacts demonstrate that the candidate applies inadequate skill in designing instructional plans that include specific learning outcomes.		
2.2	<i>Implements and manages instruction</i> Standards: ACEI3.1-3.4; CEC 1,2,3,5,6,9	Artifacts demonstrate that the candidate is highly skilled in the implementation and management of instruction.	Artifacts demonstrate that the candidate is adequately skilled in the implementation and management of instruction.	Artifacts demonstrate that the candidate is inadequately skilled in the implementation and management of instruction.		
2.3	<i>Assesses and communicates learning results</i> Standards: ACEI3.1-3.4; CEC 1,2,3,4,6,8,10; Disposition 3.2	Artifacts demonstrate that the candidate consistently utilizes multiple assessment strategies and informs results of strengths and limitations to students and parents.	Artifacts demonstrate that the candidate usually utilizes multiple assessment strategies and informs results of strengths and limitations to students and parents.	Artifacts demonstrate that the candidate rarely utilizes multiple assessment strategies and informs results of strengths and limitations to students and parents.		
2.4	<i>Reflects on and evaluates specific teaching/learning situations</i> Standards: ACEI4; CEC 2,3,8; Disposition 4.1	Artifacts demonstrate that the candidate consistently reflects on and evaluates his/her own instruction.	Artifacts demonstrate that the candidate usually reflects on and evaluates his/her own instruction.	Artifacts demonstrate that the candidate rarely reflects on and evaluates his/her own instruction.		
2.5	<i>Demonstrates implementation of technology</i> Standards: ACEI 3.1-3.4; CEC 4,6	Artifacts demonstrate that the candidate regularly utilizes technology in his/her teaching.	Artifacts demonstrate that the candidate sometimes utilizes technology in his/her teaching.	Artifacts demonstrate that the candidate rarely utilizes technology in his/her teaching.		
<i>SKILLS SECTION TOTAL:</i>						
<i>Comments:</i>						

3.0	DISPOSITIONS					
3.1	<p><i>Creates and maintains an effective learning environment</i></p> <p>Standards: ACEI 2.1-2.8; CEC 1,2,3,4,5,6,7; Dispositions 1.1,1.4,1.5,2.3,2.4,2.5,2.6</p>	Artifacts demonstrate that the candidate consistently plans for an effective learning environment.	Artifacts demonstrate that the candidate usually plans for an effective learning environment.	Artifacts demonstrate that the candidate rarely plans for an effective learning environment.		
3.2	<p><i>Collaborates with parents, colleagues, and other agencies</i></p> <p>Standards: ACEI 3.5,5.3,5.4; CEC 8,9,10; Disposition 1.2</p>	Artifacts demonstrate that the candidate regularly communicates with parents, colleagues, and other agencies.	Artifacts demonstrate that the candidate sometimes communicates with parents, colleagues, and other agencies.	Artifacts demonstrate that the candidate rarely communicates with parents, colleagues, and other agencies.		
3.3	<p><i>Evaluates his/her overall performance</i></p> <p>Standards: ACEI 5.1; CEC 8,9; Dispositions 4.1,4.2,4.3</p>	Artifacts demonstrate that the candidate consistently evaluates his/her overall performance as a teacher.	Artifacts demonstrate that the candidate usually evaluates his/her overall performance as a teacher.	Artifacts demonstrate that the candidate rarely evaluates his/her overall performance as a teacher.		
<i>DISPOSITIONS SECTION TOTAL:</i>						
<i>Comments:</i>						
Total Points:						
Percentage Score (Total /27):						
Mean Rating Score: (%x3):						
<i>Comments:</i>						

APPENDIX G

**ED5940 FINAL CHECKLIST
Childhood Education Student Teaching**

NAME: _____ **SUPERVISOR** _____

PLACEMENT SCHEDULES:

Community and School

Grade

First: _____

Second: _____

OBSERVATIONS BY COOPERATING TEACHER: NAME _____

Subject

Topic

1. _____

2. _____

3. _____

OBSERVATIONS BY FIELD SUPERVISOR

Subject

Topic

1. _____

2. _____

3. _____

_____ **ATTENDANCE LOG (First Placement)** _____ **(Second Placement**

_____ **LEARNING CENTER NAME** _____

_____ **INTERDISCIPLINARY UNIT TITLE** _____

_____ **BULLETIN BOARD (S)** _____

_____ **FINAL EVALUATION – (First placement) Grade:** _____

Scores: Cooperating Teacher _____ **Candidate** _____ **Field Supervisor** _____

_____ **FINAL EVALUATION (Second placement) Grade** _____

Scores: Cooperating Teacher _____ **Candidate** _____ **Field Supervisor** _____

_____ **PORTFOLIO ASSESSMENT**

APPENDIX H

STUDENT TEACHER CANDIDATE RESPONSE FORM



- **Interdisciplinary Teaching and Learning** •
- **A Just World** • **Professionalism** •

Please Print:

Field Supervisor's Name: _____

Semester: _____ Year: _____

Today's Date: _____

To our students:

*It is the responsibility of the Director of Field Experience and Certification to monitor all **Cooperating Teachers**. SUNY College at Old Westbury is committed to excellence in teaching; however, we cannot fulfill that commitment without your assistance in completing this form.*

*Your answers to these questions are completely confidential. Please **DO NOT** put your name on this form.*

Thank you for taking the time to complete this form.

SUNY COLLEGE AT OLD WESTBURY

School of Education

STUDENT TEACHER CANDIDATE COOPERATING TEACHER ASSESSMENT FORM

Cooperating Teacher's Name: _____

DIRECTIONS:

- NA = Not Applicable.** **The statement does not apply to this field experience.**
- SA = Strongly Agree.** **You strongly agree with the statement as it applies to this field experience.**
- A = Agree.** **You agree more than you disagree with the statement as it applies to this field experience.**
- D = Disagree.** **You disagree more than you agree with the statement as it applies to this field experience.**
- SD = Strongly Disagree.** **You strongly disagree with the statements as it applies to this field experience.**

Please mark the appropriate response.

1. The Cooperating Teacher gives the student teacher candidate advice in planning.
NA SA A D SD
2. The Cooperating Teacher gives the student teacher candidate feedback after lessons.
NA SA A D SD
3. The Cooperating Teacher offers concrete suggests and advice.
NA SA A D SD
4. The Cooperating Teacher models innovative ways to teach.
NA SA A D SD
5. The Cooperating Teacher helps the student teacher candidate with classroom management.
NA SA A D SD

APPENDIX I

STUDENT TEACHER CANDIDATE RESPONSE FORM



- **Interdisciplinary Teaching and Learning** •
- **A Just World** • **Professionalism** •

Please Print:

Field Supervisor's Name: _____

Semester: _____ Year: _____

Today's Date: _____

To our students:

*It is the responsibility of the Director of Field Experience and Certification to monitor all **Field Supervisors**. SUNY College at Old Westbury is committed to excellence in teaching; however, we cannot fulfill that commitment without your assistance in completing this form.*

*Your answers to these questions are completely confidential. Please **DO NOT** put your name on this form.*

Thank you for taking the time to complete this form.

SUNY COLLEGE AT OLD WESTBURY
School of Education

STUDENT TEACHER CANDIDATE
FIELD SUPERVISOR ASSESSMENT FORM

Field Supervisor's Name: _____

DIRECTIONS:

- NA = Not Applicable.** **The statement does not apply to this field experience.**
- SA = Strongly Agree.** **You strongly agree with the statement as it applies to this field experience.**
- A = Agree.** **You agree more than you disagree with the statement as it applies to this field experience.**
- D = Disagree.** **You disagree more than you agree with the statement as it applies to this field experience.**
- SD = Strongly Disagree.** **You strongly disagree with the statements as it applies to this field experience.**

Please mark the appropriate response.

1. The Field Supervisor's expectations are clear as to what the student teacher candidate's field experience should cover.
NA SA A D SD
2. The Field Supervisor is fair in his/her evaluation of the student teacher candidate.
NA SA A D SD
3. There are adequate and timely evaluations for the student teacher candidate to know how well he/she is learning during the field experience.
NA SA A D SD
4. The Field Supervisor is available for on-going communication.
NA SA A D SD
5. The Field Supervisor uses conference time well.
NA SA A D SD
6. The Field Supervisor seems to know when the student does not understand something.
NA SA A D SD

**SUNY COLLEGE AT OLD WESTBURY – SCHOOL OF EDUCATION
FIELD SUPERVISOR ASSESSMENT FORM**

7. The Field Supervisor offers constructive suggestions.
NA SA A D SD
8. The Field Supervisor has high expectations.
NA SA A D SD
9. The Field Supervisor seems knowledgeable about his/her field of expertise.
NA SA A D SD
10. The Field Supervisor explains the teaching/learning process clearly.
NA SA A D SD
11. The Field Supervisor seems genuinely concerned with the student teacher candidate's progress.
NA SA A D SD
12. In conferences the student teacher candidate feels free to ask questions or express his/her viewpoints.
NA SA A D SD
13. The Field Supervisor treats the student teacher candidate with respect.
NA SA A D SD
14. The Field Supervisor supports the implementation of the candidate's knowledge, skills, and dispositions in the student teaching field experience.
NA SA A D SD
15. I would recommend this Field Supervisor to other students.
NA SA A D SD
16. I would rate the quality of this Field Supervisor's overall performance as:
(e) Excellent (g) Good (a) Average (f) Fair (p) Poor

ADDITIONAL COMMENTS:

APPENDIX J

**SCHOOL OF EDUCATION
SUNY COLLEGE AT OLD WESTBURY**

Program Evaluation by Student Teacher

Student's Name _____ SS# _____

Professor _____ Course ED _____

School District/Community _____

School _____ Date _____

Please complete the evaluation to the best of your ability. Your answers will not be shared with the school district. This evaluation tool will be used to determine future placements within the said school district. Please use the space provided to elaborate on your answers.

Please rate your answers on the scale of 1-5; **1 being the lowest and 5 being the highest.**

1. I was pleased with my overall student teaching experience. 1 2 3 4 5

2. I was satisfied with the district in which I was placed. 1 2 3 4 5

3. The information I gained from my education methods classes and discussions were pertinent to what I later practiced in the classroom. 1 2 3 4 5

4. I would recommend future students to be placed in this school/ district. 1 2 3 4 5

5. In our seminars we focused on philosophy, resumes, portfolios, classroom management, discipline, etc. which I found to be most helpful. 1 2 3 4 5

The positive aspects of my student teaching experience were...

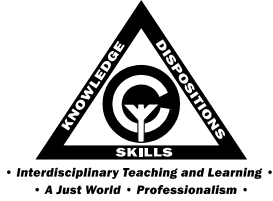
The negative aspects of my student teaching experience were...

Any additional thoughts or feelings...

The Office of Field Experience thanks you for you time and thoughts!

SUNY College at Old Westbury
School of Education Office of Field Experience
Fax: (516) 876-3907 Tel: (516) 876-334-2537

APPENDIX K



**SCHOOL OF EDUCATION
SUNY COLLEGE AT OLD WESTBURY**

Program Evaluation by Cooperating Teacher

Name _____ Date _____

School District/Community _____

School _____

We would greatly appreciate your analysis of our program as we continue to reflect on teacher education, school needs, and our prospective teacher candidates.

Please complete the evaluation to the best of your ability. Your answers will only be used as an assessment tool to better our program. Please use the space provided to elaborate on your answers.

Please rate your answers on the scale of 1-5; 1 being the lowest and 5 being the highest.

1. Based on my experience with this candidate, SUNY Old Westbury prepares teacher candidates with respect to subject matter. 1 2 3 4 5
2. Based on my experience with this candidate, SUNY Old Westbury prepares teacher candidates with respect to lesson-planning and presentation. 1 2 3 4 5
3. Based on my experience with this candidate, SUNY Old Westbury prepares prospective teachers with respect to classroom management. 1 2 3 4 5
4. Based on my experience with this candidate, SUNY Old Westbury prepares teacher candidates with respect to assessment. 1 2 3 4 5
5. Based on my experience with this candidate, SUNY Old Westbury prepares teacher candidates to reflect on their teaching. 1 2 3 4 5
6. Based on my experience with this candidate, SUNY Old Westbury prepares teacher candidates to possess appropriate dispositions for the teaching profession. 1 2 3 4 5
7. To what extent are you aware that the mission of this institution is based on the following three principles: a commitment to prepare teachers as professionals, to engage students in promoting a just world, and a belief in the interdisciplinary nature of knowledge and practice? 1 2 3 4 5

8. I am aware of the School of Education's mission because:

- a) I saw it on paperwork
- b) I read about it in the handbook
- c) My student teacher made me aware of it
- d) Other (please explain)

9. I have seen the mission demonstrated by my student teacher candidate. **1 2 3 4 5**

10. To what extent did you collaborate in the design, delivery, and evaluation of your student teacher's clinical experience with the Field Supervisor? **1 2 3 4 5**

11. To what extent did you collaborate with the Director of Field Experience in the design, delivery, and evaluation of the clinical experience? **1 2 3 4 5**

Any further comments:

APPENDIX L

COLLEGE AT OLD WESTBURY
School of Education
Unit Dispositions

1. The Caring and Socially Just Professional

- 1.1 Shows care and concern for all children, their learning, and persists in helping all children succeed (3)
- 1.2 Fosters relationships with colleagues and others (10)
- 1.3 Respects and is sensitive to community and cultural norms (3)
- 1.4 Is sensitive to the power of language in fostering self esteem (6)
- 1.5 Creates an environment of respect and rapport (5)

2. The Competent Leader

- 2.1 Exhibits ethical conduct
- 2.2 Demonstrates reliability and dependability
- 2.3 Is thoughtful and a responsive listener (6)
- 2.4 Establishes a classroom environment with high expectations for all (5)
- 2.5 Consistently exhibits fairness
- 2.6 Sustains a professional demeanor

3. The Effective Professional Interdisciplinary Teaching and Learning

- 3.1 Values the development of students' critical thinking, independent problem solving, and performance capabilities (4)
- 3.2 Provides feedback to students and their families (10)
- 3.3 Recognizes the value of intrinsic motivation to students' life-long growing and learning (5)
- 3.4 Exhibits enthusiasm for the discipline s/he teaches and sees connections for everyday life (1)

4. The Reflective Practitioner

- 4.1 Continually assesses and evaluates effects of choices and actions (8)
- 4.2 Actively seeks opportunities to grow and develop as a professional (9)
- 4.3 Is willing to give and receive help (9)
- 4.4 Consistently exhibits flexibility and adaptability
- 4.5 Participates and contributes to professional development activities (including professional associations)

APPENDIX M



TUITION WAIVER/STIPEND REQUEST

Dear Cooperating Teacher,

In recognition of your work supervising an Old Westbury student teacher during this semester, SUNY offers you a choice of either a stipend or a tuition waiver.

- * **STIPEND:** \$200.00 is paid directly to you.
 - Processing takes 6-8 weeks;
 - Checks are issued directly from Albany to cooperating teachers.
- * **TUITION WAIVER:** worth \$250.00, redeemable at all SUNY operated campuses.
 - The waiver is valid for 25 months;
 - Up to eight semester credit hours may be waived using accumulated tuition waivers;
 - If you do not use the tuition waiver, it should be relinquished to the chief administrative officer of the school district;
 - The chief administrative officer of the school district may reallocate the waiver to another member of the professional staff in the school district.

Please complete the Part B below and return promptly. Retain the pink copy. Requests will be processed at the conclusion of the semester. If you have any questions, please contact the Teacher Education Program at (516) 876-3216 or 3275. Thank you.

=====
PART A: During Fall ___ Spring ___ 20__

STUDENT TEACHER _____

was enrolled in (check appropriate box):

- ___ ED 5930 Student Teaching I _____ 5960/80 Special Ed; 5960/80B
- ___ ED 5940 Student Teaching II; 5940B _____ 5910/20 Elem Ed. + 7-9 Ext.
- ___ ED 5900 Secondary Education
- ___ ED 5910 Secondary Education _____

Field Supervisor _____

=====
PART B: I was the **COOPERATING TEACHER** of the above named Old Westbury student teacher during Fall ___ Spring ___ 20__

Teacher's Name _____ Soc. Sec. No. _____
 (please print full name)

District _____ Code _____ School _____ Grade _____

Home Address _____ Phone () _____

_____ zip code

I wish to receive (check one) Tuition Waiver ___ Stipend ___

Date _____ Signature _____

Return to: Office of Field Experience
Teacher Education Program
SUNY College at Old Westbury
Old Westbury, NY 11568-0210

White: Business Office Yellow: Field Office Pink: Cooperating Teacher

=====
FOR OFFICE USE ONLY: Waiver/Stipend No. _____ Voucher No. _____