Office of Educator Preparation
&
Psychology-Child Life

Education Program and Student Teaching Handbook

2016-2017

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Please see http://www.utica.edu/academic/hhs/teacher_education/importantforms.cfm
for the most up-to-date version of this Handbook.

ACCREDITATION STATEMENTS

Undergraduate Programs Accreditation Statement

The Utica College Undergraduate Programs in Early Childhood Education; Childhood Education; Early Childhood & Childhood Education; Childhood & Special Education; Middle Childhood Education; Adolescence Education; Adolescence & Special Education; Teaching English to Speakers of Other Languages (TESOL) Education; and Business & Marketing Education, which are designed to ground students in the values, knowledge, and practices for teachers and leaders in inclusive classrooms and schools in the belief that educators can facilitate learning for all children, are accredited by the Teacher Education Accreditation Council (TEAC) for a period of ten years, from April 3, 2011 to April 3, 2021.

Graduate Programs Accreditation Statement

The Utica College Graduate Programs in Childhood Education; Childhood & Special Education; Adolescence Education; Adolescence & Special Education; Special Education Certification; Adolescence Education Apprenticeship Teacher Certification; and Leadership and Instruction for Inclusive Classrooms, which are designed to ground students in the values, knowledge, and practices for teachers and leaders in inclusive classrooms and schools in the belief that educators can facilitate learning for all children, are accredited by the Teacher Education Accreditation Council (TEAC) for a period of ten years, from April 3, 2011 to April 3, 2021. The Educational Leadership and Administration Program has been granted accreditation from April 3, 2011 to April 3, 2016.

Accreditation Claims

Education Program

TEAC Claim 1 Our degree candidates have a strong knowledge of subject matter.

TEAC Claim 2 Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.

TEAC Claim 3 Our degree candidates acquire teaching skills that promote student learning.

TEAC Claim 4 Our degree candidates teach caringly and effectively and are professionals.

Educational Leadership and Administration Program

TEAC Claim 1 Our graduates use theory, research, and best practice to inform their leadership.

TEAC Claim 2 Our graduates use effective decision making to implement change in schools.

TEAC Claim 3 Our graduates are caring leaders who strive to ensure that all students attain high educational standards.

Cross-cutting Liberal Education Themes for all Programs

- Learning how to learn
- Multicultural perspectives and accuracy
- Technology

PROGRAMS IN EDUCATION

Utica College offers the following programs in Educator Preparation. All programs meet New York State Education Department requirements and are approved by NYSED.

Undergraduate:

- Early Childhood (Birth-Grade 2) Education
- Childhood (Grades 1-6) Education
- Early Childhood & Childhood (Birth-Grade 6) Education (dual certification)
- Grades 7-9 Extension to Childhood Education
- Middle Childhood (Grades 5-9) Education Program
- Adolescence (Grades 7-12) Education: Biology, Chemistry, Earth Science, English, Foreign Language (French & Spanish), Mathematics, Physics and Social Studies*
- Grades 5-6 Extension to Adolescence Education
- Teaching English to Speakers of Other Languages (Birth-Grade 12)
- Business and Marketing Education Program (K-12)
- Childhood & Special Education (Grades 1-6) Program (dual certification)
- Adolescence & Students with Disabilities Generalist (Grades 7-12) Program (dual certification)
- Students with Disabilities Generalist (Grades 7-12) Program
- BA History to MS Adolescence 5 year dual-degree program
- BS Wellness & Adventure Education to MS Phys Ed & Health Ed dual-degree (dual certification program)

Graduate:

- Childhood Education (Grades 1-6) Program (Master of Science Degree)
- Middle Childhood (Grades 7-9) Extension
- Adolescence Education (Grades 7-12) Program (Master of Science Degree)
- Middle Childhood Extension (Grades 5-6)
- Leadership and Instruction for Inclusive Classrooms (Master of Science in Education Degree)
- Childhood and Special Education (Grades 1-6) Program (Master of Science Degree)
- Adolescence & Students with Disabilities Generalist (Grades 7-12) Program (Master of Science Degree) (dual certification)
- Students with Disabilities Generalist Certification Program (Master of Science Degree)
- Physical Education & Health Education (Master of Science Degree) (dual certification)

Requirements for each program and course descriptions are listed in the Utica College undergraduate and graduate catalogs. Students are assigned an education advisor upon acceptance into the program.

UC Program Options (undergraduate)	Certification Grade level	Linked Major Options (undergraduate)
Early Childhood	Birth-Grade 2	**Major in any <u>liberal arts program</u>:** Biology, Chemistry, Communication Arts, Economics, English, Geoscience, Gov't & Politics, History, International Studies, Liberal Studies, Mathematics, Philosophy, Physics, Psychology, Psychology-Child Life, Sociology & Anthropology
Early Childhood & Childhood	Birth-Grade 6	
Childhood	Grades 1-6	
Childhood & Special Education	Grades 1-6	
Middle Childhood	Grades 5-9	**Major in the <u>content area</u> *you wish to teach:*** Biology, Chemistry, Economics, English, Foreign Language, Geoscience, Gov't & Politics, History, Mathematics, Physics, Sociology & Anthropology
Adolescence	Grades 7-12	
Adolescence & Students with Disabilities	Grades 7-12	
Students with Disabilities Generalist 7-12	Grades 7-12	**Major in Liberal Studies** and possible content concentration (for Special Class Teacher cert)

English to Speakers of Other Languages (ESOL)	Grades Pre-K to 12	**Major in English**
Business & Marketing Education	Grades Pre-K to 12	**Major in Management** with a concentration in Marketing Management

ADMISSION & RETENTION

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing in a specific profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession's code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica College will result in denial of entry into a program or denial of continuation in a program.

Academic Appeals

Students who are denied continuation in an education program may initiate an appeal process as described in the *Utica College Undergraduate Catalog* under "Grievance and Complaint Procedures."

Degree Evaluations

Students are responsible for accessing their Degree Evaluations in Banner to track progress toward their degree. Running a Degree Evaluation prior to advising is helpful to determine which program requirements have been met and which have not. It is also important to determine if Banner reflects the actual education program the student intends to be enrolled in. For example, students may *intend* to be enrolled in Early Childhood & Childhood, but Banner may not have both programs recorded. If students have questions or concerns about the results of the Degree Evaluations, they should be discussed with the student's faculty advisor.

Intellectual Honesty

Students are to maintain intellectual honesty at all times. Please read the *Utica College Catalog* regarding intellectual honesty. **Any student who receives an "F for Cheating" (as indicated on the student's transcript) shall be dismissed from the program**. Students must do their own work on all assignments. Direct quotations, paraphrased phrases or sentences from any source, e.g., the Internet, journals, books, other students' work, teaching materials, printed materials, examples given in class, etc., must be directly referenced. When in doubt, cite.

Retention

To be retained in the Education Program, a student must:

- Maintain a cumulative GPA of 2.75 (undergraduate) or 3.0 (graduate);

- Complete all education courses (content and pedagogy) with a grade of C or better. Graduate students are required by NYS to have a grade of B- or better in content area (liberal arts) electives and pedagogical courses;

- Complete most major course requirements;

- Receive the positive endorsement of the Education faculty;

- Undergraduate students must receive the positive endorsement of the major area faculty. Liberal Studies majors must receive two positive endorsements from professors of two different areas of study within the liberal studies major. Graduate students must have a Bachelor's degree or equivalent in an approved major;

- Be reviewed and approved by the Education faculty with regard to character, ethical behavior, and professionalism; and

- Submit the Education Program Application for Student Teaching one year in advance of student teaching.

ADVISING

Undergraduates

Undergraduate students are assigned two academic advisors: one advisor for their major and one advisor for Education. Students are advised to seek the guidance of *both* advisors each semester. The astute and well-prepared student is one who goes to his or her advisor with prepared questions and with a plan for courses and a potential schedule in place. The "major advisor" is the go-to person for questions about the major and core requirements and PIN numbers for registration, while the Education advisor is the go-to person for questions about the education program and certification requirements, student teaching, NYS certification exams, and other education-specific information. Although both Education and major advisors have access to student PINs and share information, students should seek the guidance of *both* advisors when making significant academic decisions. Meeting regularly with your Education advisor will ensure that you are making appropriate progress in your program.

Graduate Students

Graduate students have one Education advisor. Students are advised to seek the guidance of their advisor each semester to receive their PIN for registration, as well as to ensure appropriate progress in the program.

COURSE SEQUENCE & SCHEDULING

The following chart has been created to assist students and faculty alike with determining an appropriate course sequence, also taking into consideration when courses are available. **Course availability is always contingent upon enrollment.** It is ultimately the student's responsibility to stay on schedule for graduation, but the program and the college cannot guarantee that a particular class will run at a particular time. Every effort will be made to work with students.

Expect to be offered *both* Fall & Spring semesters		
Level I	**Level II**	**Level III**

EDU 111 Intro to Teaching
EDU 201 Applied Ed Psych[1]
EDU 215 Div, Disability, Success
EDU 218 Curriculum & Instruction
 	
EDU 511 Intro to Teaching
EDU 615 Learning & Cognition
EDU 621 Inclusive Class Strat I
	EDU 301/501 Found of Literacy[2]
	 (take before 302/502 or 303/503)
	EDU 314 Children's Literature
	(on site: King School)
	EDU 321 Found of Am Educ
	EDU 302 Lit & Comp: Child
	(on site: Kernan)
	PSY 321 Infancy & Childhood*
	       *PSY 101 pre-requisite
	PCL 323 Play as Curriculum**
	     **PSY 321 pre-requisite
	EDU 632 Data-Based Dec Making
		EDU 316/516 Soc & Lit Meth:Child
		EDU 344 Sci &Tec Meth:Childhood
		EDU 345/545 Math Meth: Child
		_____
		EDU 471/475/476 Student teach
		EDU 671/675/676 Student teach
		EDU 697/698 Prof Dev in Educ:
		    Dossier/Current Issues*
		
		*will also be offered in the summer,
		depending on enrollment/student need

Fall Only:	**Spring Only:**
Level I	**Level II**
PSY 604 Child and Adolescent Development: Implications for Educators **EDU 615** Learning and Cognition (16 week On-Line)	**EDU 312/512** Practical Teach Methods (take before 333/533, 334/534, 335/535, 337/537, 343, 338) **EDU 305/505** Foundations of Special Education **EDU 615** Learning & Cognition (Ground)
Level III	**Level III**
EDU 303/503 Lit & Comp: Adolescence **EDU 333/533** Adol ELA Methods **EDU 334/534** Adol Soc St Methods **EDU 335/535** Adol Math Methods **EDU 337/537** Adol Science Methods **EDU 343** Adol For Lang Methods (as needed) **EDU 338** Bus & Marketing Edu Methods (as needed) **EDU 327/527** Adol Spec Ed Methods **EDU 328/528** Meth. & Cur. for Students w/Severe Dis **PCL 373** Play as Curriculum *PSY 321 pre-requisite **EDU 501** Foundations of Literacy **EDU 502** Literacy & Comp: Childhood **EDU 521** Foundations of American Education **EDU 544** Sci &Tec Meth: Childhood **EDU 605** Inclusive Practicum **EDU 616** Environmental Design **EDU 625** Leadership & Collaboration for Quality Incl **PSY 604** Child & Adol Dev: Implications for Educators	**EDU 325/525** Assess. of Child & Youth with Dis. **EDU 326/526** Childhood Spec Ed Methods **EDU 622** Inclusive Classroom Strategies II For a full list of courses offered, please visit bannerweb.utica.edu and navigate to the Education section of the class schedule.

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[1] EDU 201 on site @ Oriskany Central School Fall & Spring; on site @ UC spring only
[2] EDU 301 on site @ Oriskany Central School Fall & Spring; on site @ UC fall only

LIVETEXT FIELD EXPERIENCE EDITION

Steps to Using LiveText

1) You must purchase the <u>LiveText Field Experience Edition</u>. This is required for your fieldwork documentation and student teaching experience. Students who are admitted to the program after Spring 2015 will have LiveText included in the fees for EDU 111/511 Introduction to Teaching, and be provided an access code for an account.

2) When you first navigate to the LiveText website (www.livetext.com), you will select the "Register" button to log in and create your own password.

3) The "Dashboard" tab is your homepage.

4) To create a new lesson plan, click on the "Documents" tab, then click on the "New" button (with the green plus-sign).

5) Click on "Lesson Plans" under the "Utica College" bullet.

6) Select "Utica College Lesson Plan Template, March 12, 2012."

7) Once selected, click on the green "Create Document" button at the bottom of the page.

8) Title the lesson plan and click on the "Ok" button.

9) Click on the "Edit" button to add information about your plan, according to the section titles (i.e. Title, Rationale, Justification for Pedagogical Approach, etc.)

10) Use the "Manage Content" feature to add or hide sections that pertain specifically to your course/instructor requirements.

11) Use "Page Properties" in "Manage Content" to edit sections and to enable discussions on a page.

12) Always remember to click "Save & Finish" when you are done working in each sub-section.

13) When you are ready to submit your lesson plan, click "Send this document for review" at the top of the page.

14) Type in the name of the individual to whom you wish to submit (generally, typing the individual's last name will work).

15) Select the individual (select carefully if a choice appears!).

16) Click "Submit for Review"

17) Use the "Share this document" feature to get feedback from peers. Other features at located at the top of the page allow you to copy, print, export, apply styles, and preview the document.

PROFESSIONAL PORTFOLIO

Throughout your education program, you are required to develop a portfolio in College LiveText. This will represent your professional growth and development as a pre-service teacher candidate. You should include materials that demonstrate your competence, professionalism, and achievements. Artifacts will be developed in your education classes and in your professional development activities. You are encouraged to add items to the required elements listed below.

You are required to submit your portfolio as an exit assignment for your program. Your portfolio is also an important part of a successful employment placement.

E-Portfolio

The portfolio must be organized using the format described by Campbell, Cignetti, Melenyzer, Nettles, Wyman (2010) in *How to Develop A Professional Portfolio[3],* available in the UC bookstore, and will be submitted via LiveText. In LiveText, select the template revised March 12, 2012. Use "Preview Styles" to personalize your document.

Your portfolio will contain all of the following:

- Table of Contents
- A resume (optional)[4]
- A college transcript (optional)[5]
- A statement of your personal philosophy of teaching and learning
- Rationale statements and supporting artifacts for each of the ten InTASC Standards[6]
- Samples of your work
- edTPA submission to Pearson (for certification) and to Utica College (for program evaluation)

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[3] Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H., Wyman, R. M. (2013). *How to develop a professional portfolio: A manual for teachers.* (6th ed.). Boston: Allyn and Bacon.

[4] Students are highly encouraged to work with Career Services to set up a credential file, which will include a resume and transcript as well as letters of recommendation that can be sent to potential employers. Career Service can assist with the development of a cover letter and resume.

[5] See above.

[6] http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

Personal Philosophy

- One to two pages long

- Present a clear, well-informed statement of your values and beliefs.

Artifact Rationale Statements

- Use the format displayed in Campbell et al. (2013).

- Include a separate reflective statement for each artifact.

- Each reflective statement should address these three questions:

  1.) What is the artifact?

  2.) Why is it filed under this standard?

  3.) What does it say about your growing competence?

- Each reflective statement must be accompanied by at least one supporting artifact.

- Each artifact and reflective statement should be consistently formatted and have its own section in LiveText under the associated standard.

Supporting Artifacts

- Use the format displayed in Campbell et al. (2013)

- Provide at least one artifact for each InTASC Standard.

- Each artifact should be appropriate for the standard it represents.

- Be sure that artifacts are not repeated for different InTASC Standards. In other words, decide which Standard an artifact *best* represents, and do not use it more than once.

STUDENT TEACHING PORTFOLIO EVALUATION

	POOR	ACCEPTABLE	EXEMPLARY
Philosophy Statement	Does not present a clear representation of the individual's position	Presents a clear, informed representation of the individual's position	Presents a clear, concise, well-informed and reflective representation of the individual's position
Rationale /Reflective Statements for Artifacts	One or more rationale statements are missing or do not provide justification for including artifacts as evidence of competence in the InTASC Standards; lacks reflection	Each artifact has a reflective rationale statement that provides justification for including it as evidence of competence in the InTASC Standard	Each artifact has a reflective rationale statement that clearly and effectively specifies the selection of the artifact and articulates personal growth and competence in the InTASC Standards
Artifacts	One or more InTASC Standards do not have artifacts or have artifacts that are not related to the competencies described in the standards	Minimum of one artifact related to the competencies described in the standard is provided for each of the InTASC Standards	Selection of artifacts shows an advanced level of comprehension of the competencies described in the standards
Technical Elements	Does not use digital media (word document attachments, images, PowerPoint, video and audio clips)	Minimally uses digital media (word document attachments, images, PowerPoint, video and audio clips)	Effectively uses digital media (word document attachments, images, PowerPoint, video and audio clips) to portray personal growth and competence
English Mechanics	Portfolio contains five or more grammar, spelling, punctuation, and capitalization errors	Portfolio has few grammar, spelling, punctuation, and capitalization errors	Portfolio is generally free of grammar, spelling, punctuation, and capitalization errors
Based on this portfolio, would you be willing to hire this person?	Not likely	Likely	Very likely

FIELD EXPERIENCES

Fieldwork is required in all Education Programs at Utica College. **NYSED requires 100 hours of fieldwork in advance of student teaching.** In collaboration with area schools, the Office of Educator Preparation has developed "Fieldwork Expectations" as a guide for fieldwork activities associated with your courses. Please consult the guide that follows.

The goal of setting shared expectations for appropriate fieldwork activity is meant to support pre-service teacher development. We agree that pre-service teachers should have *graduated* expectations that advance "active teaching" and that lead up to successful student teaching experiences where student teachers are prepared to actively co-teach with their supervising teachers.

Level I Fieldwork
These are *entry level* courses where students are getting "the feel" of the classroom, roles and responsibilities for various participants in the setting (teachers, assistants, aides, related professionals), and should be using their fieldwork opportunities to reflect on principles in their coursework. Courses in Block I are required of *all* students in *all* programs. EDU 201, EDU 215, and EDU 301/501. Students complete 20 hours of fieldwork in each of these classes.

Expectations and ideas for fieldwork activities:	• *Includes reflection* **with classroom teacher** *at the "broad" classroom level* • *Students* **observe** *in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1st & 6th or 7th & 12th), and/or across settings (inclusive & separate)* • *Students dialogue with classroom teacher using academic language* • *Students keep anecdotal journals and reflections; introduction to academic language* • *Students may help pupils in differentiated groups for remediation and/or enrichment*

Level II Fieldwork
These are *intermediate level* courses where students should be expected to increase their active participation with a class and increase their involvement and responsibility in preparation for teaching. Course in Block II are dependent on the students' grade levels and certification areas: EDU 302/502, EDU 303/503, EDU 312/512, EDU 305/505. Students do 20 hours of fieldwork in each of these classes.

Expectations and ideas for fieldwork activities:	• *Includes reflection* **with classroom teacher** *at the "broad" classroom level* • *Students* **participate** *in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1st & 6th or 7th & 12th), and/or across settings (inclusive & separate)* • *Students dialogue with classroom teacher; explicit use of academic language* • *Students become a "go to" person for pupils for assistance and direction under the direct supervision of the classroom teacher* • *Students assume simple classroom duties (i.e. "bell ringers," 1:1 instruction)* • *Students have opportunities for brief instruction at the group level and have time "in front of the pupils"*

Level III Fieldwork	
These are *upper level* "methods" classes where students should be expected to take an *active role* in the classroom for planning, teaching, assessment, and reflection. Students complete 20 hours of fieldwork in general education methods classes and variable hours in special education classes. Courses in Block III are dependent on students' certification areas: Childhood birth-6 methods: EDU 316/516, EDU 344/544, EDU 345/545 Adolescence methods: EDU 333/533, EDU 334/534, EDU 335/535, EDU 337/537, EDU 338, EDU 343 Students with Disabilities methods: EDU 325/525, EDU 326/526, EDU 327/527, EDU 328/528	
Expectations and ideas for fieldwork activities:	• *Includes "specific" reflection* **with the classroom teacher** *on the practice at the lesson-level and with individual students; reflection becomes more refined* • *Student participation may narrow within a school or at various grade levels or setting based on interest and demonstrated skill (but should not be "exclusive")* • *Students should begin immersion into content and develop deeper relationships with mentor teachers for active dialogue and support* • *Working with one teacher for extended field participation beyond the course requirement is encouraged* • *Students have opportunities for planning, instruction, and assessment activities under the direct supervision of the mentor teacher (e.g. students may conduct DIBELS assessment)*

Current Fieldwork Requirements

Level I:
EDU 201 Applied Education Psychology (20 hours)
EDU 215 Diversity, Disability & Success (20 hours in a special education setting)
EDU 301/501 Foundations of Literacy (20 hours in a high needs school district)
EDU 621 Inclusive Classroom Strategies (20 hours)

Level II:
EDU 302/502 Lit. & Comp: Birth-Childhood (20 hours)
EDU 303/503 Lit. & Comp: Mid-Adolescence (20 hours)
EDU 312/512 Practical Teaching Methodologies (20 hours in a high needs school district)
EDU 305/505 Foundations of Spec Education (20 hours in a special education setting)

Level III:
EDU 316/516 Soc Studies & Lit Methods: Birth-Childhood (20 hours in a high needs school district)
EDU 344/544 Science & Technology Methods: Birth-Childhood (20 hours)
EDU 345/545 Mathematics Methods: Birth-Childhood (20 hours)
EDU 333/533 Adolescence ELA Methods (20 hours)
EDU 334/534 Adolescence Social Studies Methods (20 hours)
EDU 335/535 Adolescence Mathematics Methods (20 hours)
EDU 337/537 Adolescence Science Methods (20 hours)
EDU 338 Business & Marketing Education Methods (undergraduate only; 20 hours)
EDU 343 Adolescence Foreign Language Methods (undergraduate only; 20 hours)
EDU 325/525 Assessment of Children &Youth with Special Needs (10 hours)
EDU 326/526 Childhood Special Education Methods (15 hours)
EDU 327/527 Adolescence Special Education Methods (15 hours)
EDU 328/528 Methods & Curriculum: Severe Disabilities (10 hours)

Importance of Fieldwork

We require fieldwork as an integral part of our education courses so that you will have multiple opportunities to put into practice what you are learning about students and teaching pedagogy.

Fieldwork will help you learn about children.

You will become familiar with the characteristics of different age groups of children. Also, you will learn how to identify the various learning styles of students. Your fieldwork experiences will help you gain confidence in working with diverse student populations.

Fieldwork will help you learn about teachers.

You will observe a variety of different teaching styles. This will provide opportunities for you to learn how to work cooperatively with other teachers. As a result of observing many teachers, you will begin to develop your own personal teaching philosophy.

Fieldwork will help you learn about curricula.

While doing fieldwork, you will increase your knowledge of the New York State Learning Standards and their application in classrooms across grade levels. You will examine curriculum materials in different classrooms and school districts. There should also be opportunities for you to observe a range of classroom assessments of student learning.

Fieldwork will help you practice your teaching skills.

One of the more exciting aspects of fieldwork is that you will be able to apply what you are learning in the college classroom to the "real world of teaching." This practice will improve your teaching effectiveness and the success of your student teaching experience.

Fieldwork will help you get a job that you like.

As you spend more time with different grade levels and children, it will become easier for you to decide what grade levels you want to teach. You will gain confidence as you learn more about each school district. Teachers and administrators will learn about you, your work ethics, and your teaching abilities. This will improve the probability of your getting a job in a school district that you like.

Fieldwork FAQS

What do I have to do before I start fieldwork?

Go to the Student Activities Office to get a fieldwork badge ($2.00). Then bring your badge to the Office of Educator Preparation to get a lanyard (no charge). It is also highly recommended to start your fingerprint process.

How many hours of fieldwork are required for students in the teacher certification programs?

The New York State Education Department requires **a minimum** of 100 hours of fieldwork prior to student teaching.

Can I complete the required number of hours on my own before taking the courses?

No. Each course has specific objectives that you meet through the fieldwork that you will complete while taking the course.

Can I use my previous work experience in place of required fieldwork?

If you believe that your previous work experience provided the same type of experience that is required for your course, consult with the instructor of the course to determine what would benefit your learning.

How can I avoid having too many hours of fieldwork in one semester?

Plan your semester course schedule keeping the fieldwork requirements in mind. Each course description with the required number of fieldwork hours is listed in the back of the Utica College Catalog.

Where do I find out how many hours of fieldwork are required for a particular course?

Check the course descriptions in the Utica College Catalog and this *Handbook.*

Do I have to complete the required fieldwork if I take a course during the summer?

Yes. Consult with your instructor for suggestions of appropriate fieldwork sites.

How is a record of my completed fieldwork hours documented?

Your fieldwork logs are kept in your education folder in the Office of Educator Preparation.

Where do I get the fieldwork log?

Logs and forms should be obtained from the Important Forms Section of the Education web page to get the most current available.

Should I keep a copy of my fieldwork logs?

It is wise to make copies of all of your work.

Can my professors require additional documentation?

Your professors may ask that you complete specific documentation related to the course.

What do I *do* during my fieldwork?

You should use the Fieldwork Expectations, the Fieldwork Contract, and your course expectations as a guide. Furthermore, you should consult with your course instructor for expectations to meet the requirements of the course. The goal is that students move from "observation" to "action" over the course of their educator preparation programs.

Is it a good idea to put materials from my fieldwork in my teaching portfolio?

Letters of recommendation, samples of student work, photographs, samples of lesson plans that you have developed, samples of classroom materials that you have developed are excellent artifacts for your portfolio.

Do I have to complete fieldwork in a variety of school districts, grade levels, and subject areas?

The state requires that you complete 50 hours in high need schools. Your course professor can give you guidance in identifying which schools are high need. You may also ask for help in the Office of Educator Preparation.

How do I find my fieldwork placements?

Your course professor can assist you with identifying appropriate placements. Also, you can ask for assistance in the Office of Educator Preparation.

Fieldwork requests for Kernan Elementary School in Utica and New York Mills Elementary School must be submitted to the Office of Educator Preparation in the Library Concourse (LC128).

For further questions regarding fieldwork, contact Kyle Riecker in the Office of Educator Preparation or Mr. Moon, P-12 School Liaison and Coordinator of Student Teaching and Fieldwork at (315) 792-3235 or rmoon@utica.edu.

What is "Fieldwork Reduction"?

At one time, students were allowed to apply for a reduction of their fieldwork hours once they reached 100 hours. However, with the rise in NYS teaching standards and an emphasis on clinical preparation, the "fieldwork reduction" option has been eliminated.

Site-based courses

The Education Program at Utica College offers the following site-based courses:

EDU 201 Applied Educational Psychology @ Oriskany Central School (Walbran Elementary)

EDU 301/501 Foundations of Literacy @ Oriskany Central School (Walbran Elementary)

EDU 314 Children's Literature @ Utica City School District (John F. Hughes Elementary)

Students who are taking site-based courses are encouraged to arrange fieldwork for other courses at the site where the site-based course is being taught. Whenever fieldwork hours for different classes can be combined at the same site, students have the opportunity to increase their value in the classroom in support of teachers.

See "Forms" for documents related to teacher preparation. Forms are also available on the Utica College website at: http://www.utica.edu/academic/hhs/teacher_education/importantforms.cfm

HIGH-NEEDS SCHOOL DISTRICTS

Oneida County

Adirondack Central School District
Camden Central School District
Rome City School District
Utica City School District

Madison County

Brookfield Central School District
Morrisville-Eaton Central School District
Oneida City School District

Herkimer County

Dolgeville Central School District
Ilion Central School District
Little Falls City School District
Mohawk Central School District

Lewis County

Harrisville Central School District
South Lewis Central School District

Otsego County

Laurens Central School District
Milford Central School District
Morris Central School District
Oneonta City School District
Otego-Unadilla Central School District
Richfield Springs Central School District
Worcester Central School District

Observation Guidelines

- Decide on one or two main focus areas for each lesson. This approach will help you maintain concentration and will result in a more productive observation session. Some possible focus areas are: types of questions asked, types of responses to questions, teacher's movement around the classroom, teacher's use of motivating language, body language, time on task, and group interactions
- Decide on a simple way to record the observations
- Use the observation record as a starting point for a post-observation discussion
- Students should adhere to the fieldwork guidelines identified previously

Activities to Perform at Field Sites (see also Fieldwork Requirements chart)

- Learn the pupils' names and become acquainted with classroom procedures
- Perform general housekeeping tasks, e.g., take attendance, collect lunch money, etc.
- Grade papers and enter grades into the grade book or computer-grading program
- Prepare materials for hands-on learning experiences
- Set up learning centers
- Work with groups during cooperative learning assignments
- Work with individual pupils, as needed
- Prepare and teach mini-lessons or hands-on activities, under the supervision of the classroom teacher
- Read aloud or support student reading during reading activities
- Design and display a bulletin board
- Provide assistance and support to the classroom teacher, as appropriate
- Consult with your professor about appropriate expectations for the fieldwork associated with your class
- Consult the Fieldwork Expectations document found previously in this handbook

You May Not

- Remain alone with the class of pupils in any part of the building
- Give pupils money
- Give pupils food or gifts without the permission of the classroom teacher
- Borrow or take materials from the classroom without the teacher's permission

Suggestions for Success at Field Sites

- After you and your classroom teacher have agreed on your initial duties, take the initiative to get involved.
- Find out if your classroom teacher has any non-negotiable requirements and follow them.
- Ask for help or clarification, if you have questions. This behavior shows that you want to learn.
- Discuss any problems or concerns you have with your fieldwork teacher immediately.
- Refer to the Fieldwork Expectations document for ideas for appropriate ideas.

LESSON PLANNING

Formal Lesson Plans

A formal lesson plan provides a step-by-step guide through the planning process for the novice teacher. As you gain experience, you will internalize the steps and be able to write shorter, quicker plans the way experienced teachers do.

The Benefits of Formal Plans

- Novice teachers need to think and plan very carefully before they teach each lesson. You lack the depth of experience that will allow you to maintain your focus amid the distractions and derailments that frequently occur in every classroom.
- Detailed written plans facilitate the reflective process during planning. You can see and review what you have written. Gaps, potential trouble spots, etc., can be detected more readily than with a mental image only.
- Detailed plans also provide a focus for reflection on lessons after they have been completed. Parts that went well can be earmarked for reuse; parts that went badly can be marked for fine-tuning or eliminated.
- Written plans allow your education professors and mentor teachers to preview the steps of the lesson before it is taught. The rationale, goals, and objectives portions will provide insight into your thoughts and understandings of the theoretical aspects of teaching.
- Written plans can be saved for next year. Mental plans are probably not going to be remembered in any detail, creating extra work in the long run as you must re-plan each lesson every year.

<u>Choosing a Format</u>

The Utica College Education Program lesson plan format can be found on the next page. This is the format you should follow when you are writing lesson plans for your education classes, although your professors may have specific requirements.

Remember, the overall goal of lesson planning is to provide a useful and effective blueprint for teaching. If you approach the plan writing process as a relatively meaningless fill-in-the-blank assignment, the plans you create will very likely be just that, meaningless and only marginally useful. If, however, you use the plan writing process as an opportunity to create an effective lesson structure that will enhance student learning and your performance in the classroom, you will find that planning becomes a useful and satisfying process.

Once you have used the Utica College Lesson Plan Format in your education program, an alternate lesson and unit plan format may be chosen for student teaching, but it must be approved by both the cooperating teacher and the college supervisor, and a consistent format must be used throughout the student teaching internship. Lesson plans must be prepared electronically and submitted on LiveText.

<u>Unit Planning</u>

A unit is a discrete set of lessons that are conceptually linked to one another to form a coherent whole covering a well-defined topic or theme. Unit plans follow the same general format as lesson plans.

UTICA COLLEGE LESSON PLAN TEMPLATE

Title

Subject or Topic
Grade Level
Date
Duration of the Lesson

Rationale

Topic
Relevance of the Topic

Justification of Pedagogical Approach

Pedagogical Approach
Why This Pedagogical Approach is Appropriate

Assumptions

What the Students Already Know

State Learning Standards

Standard Area(s) For This Lesson
Standards
NY-Common Core Standards

Goals and Learning Objectives

Goal 1.
Objective 1.1
Objective 1.2

Goal 2.
Objective 2.1
Objective 2.2

Evaluation

Tests, Products, Authentic Assessments, etc.

Consideration for Learner Difference

Describe how you will help students with learning differences to be successful in meeting lesson objectives

Technology

Technology Used By Students
Technology Used By Teacher

Safety Considerations

Accident Prevention Strategies
Materials Students Need
Materials Teacher Needs

Resources

Resources

Lesson Script

Motivation and Focus
Activation of Prior Knowledge
Teaching Script
Closure
Preview of Next Lesson
Explanation of Homework Assignment

Self-Reflection

Teaching Effectiveness
Student Learning
Student Interest and Motivation

This is the established template for Utica College. Individual professors may place emphasis on particular sections for a particular class. Be sure to meet the specific requirements for each class.

STUDENT TEACHING

Student teaching internships are available in both spring and fall. <u>Students must complete all education course work and program requirements in order to be eligible for student teaching.</u> Special Education placements for graduate students are available in the summer.

Applications for student teaching must be submitted one year before the anticipated student teaching semester. Applications are available in Office of Educator Preparation (C128) and online at
http://www.utica.edu/academic/hhs/teacher_education/studenttchng.cfm

Student Teaching I, Student Teaching II, and Student Teaching Seminar comprise the practicum experience that is graded pass or fail, based on your daily classroom performance, periodic evaluations by your cooperating teachers and college supervisor, and your professional portfolio.

In order to earn a passing grade for student teaching, you must:

- Complete all program requirements

- Plan and teach lessons as outlined in the Education Program & Student Teaching Handbook

- Submit Lesson Plans in LiveText to your College Supervisor

- Maintain professional and ethical behavior at all times

- Complete a professional portfolio

- Attend *all* seminar meetings

- Successfully complete your student teaching placement *(Performance during student teaching will be evaluated by the cooperating teacher, supervisor, coordinator of student teaching, and the Department Chair, when applicable.)*

- Submit a "scorable" edTPA in LiveText to Utica College and Pearson (for NYS Certification)

   (Candidates must have a scorable edTPA submitted by end-of-placement in order to pass student teaching)

- After completion of their teacher preparation program and all degree requirements have been met, students are responsible for applying for their NYSED certification in TEACH.

   The specific requirements of student teaching are outlined in the latter part of this Handbook.

PROFESSIONAL BEHAVIOR

Professional behavior should be maintained at all times and is particularly important when engaging in field experiences (fieldwork and student teaching). This includes arriving at fieldwork sites on time, wearing appropriate clothing, speaking and acting in a professional manner, being respectful of staff and students, and maintaining confidentiality. You should not miss a fieldwork appointment or a class except in the case of an illness or serious personal emergency.

The Education Program faculty, college supervisors, and mentor teachers expect and encourage your success. If an infraction of the rules and/or requirements occurs, however, you will be subject to disciplinary procedures ranging from warnings to removal from the program.

Reasons for Disciplinary Action

Failure to follow a *required procedure* that does not directly affect students or performance in the classroom.
Examples**:**   Failure to maintain required contact with the college supervisor or district mentor
Failure to follow the notification procedure for missing a meeting
Failure to follow other required procedures that do not directly affect students or performance in the classroom

Failure to perform *fundamental* class, fieldwork, or teaching responsibilities.
Examples**:**   Repeated absences
Inadequate planning
Poor classroom management
Inappropriate attire
Uncooperative attitude
Inadequate mastery of subject matter
Inappropriate language
Poor communication skills, verbal and/or written

Failure to follow a *required procedure* that directly affects students or performance at a field site or classroom.
Examples: Absence without prior contact with mentor teacher and/or course instructor
Failure to complete required lesson plans, assignments and/or evaluations
Failure to implement recommendations of the course instructor and/or mentor teacher
Plagiarism
Other behavior considered seriously inappropriate by the Education Program faculty, the coordinator of student teaching, cooperating teacher, and/or the chair of the education program

Engaging in *behavior* so severely inappropriate as to warrant immediate dismissal.
Examples: Use of illegal drugs
Consumption of alcohol during the school day
Endangering the welfare of a child
Abusive language

Interdisciplinary Professional and Ethical Behavior Summary

The Interdisciplinary Professional and Ethical Behavior Summary was created to provide a way for teacher education faculty to verify that our students understand and maintain high professional and ethical standards as reported by the education faculty. Students are rated in 16 competency areas. Evaluations are based on an acceptable competence level for the specific course or experience. Narrative comments are *required* for ratings of 1 and 0.

- The Teacher Education Accreditation Council (TEAC) mandates that we provide documentation to support the claim that our students are ethical, caring, and competent professionals. The Interdisciplinary Professional and Ethical Behavior Summary provides that documentation.

- Professors are required to assess and attest to the ethical and professional dispositions of students applying for teacher certification at any level. It is our professional responsibility to assure the state of New York and the public that our graduates are of the highest professional and moral character.

- A formal, written assessment is preferable to an informal process.

- The profile is in direct agreement with the College Mission Statement, since it is designed to address ethical standards and integrity.

Every semester, faculty members are required to complete Professional and Ethical Behavior Summary forms for any student enrolled in their classes for whom the faculty member has a concern. Summaries are also completed by College Supervisors, Cooperating Teachers, and Building Principals two weeks into each new student teaching placement.

- Faculty are encouraged to discuss the Summaries with their students when concerns are present.

- Copies of the forms are kept in the student advising files which are located in locked file cabinets located in the Education Program Office.

- Students who receive ratings of 0 or 1 in more than one category or from more than one professor will be contacted by either the program director or their advisor. At that time, they will have the opportunity to discuss the ratings and correct or respond to any discrepancies. Students who are not contacted may assume that their ratings are satisfactory.

Students who wish to see and discuss their summaries should contact their education advisor. See the forms section for the Interdisciplinary Professional and Ethical Behavior Summary forms and rubric.

Culminating Academic Experience (CAE)

(Graduate Students)

Graduate students matriculated in a Master's program will each have a culminating academic experience (CAE) that gives each student an opportunity to integrate and apply key concepts and ideas across the program (e.g. theories of learning, curriculum development, assessment, and teaching diverse learners) in a new context. Students will select, under the guidance of their academic adviser, the CAE that best fits their professional goals.

CAE	Description	Suitable for…
EDU 697 Professional Development in Education: Graduate Dossier	"Graduate Dossier" is completed under the direct supervision of the course instructor. Selected artifacts (10 minimum) will illustrate and demonstrate research-based practices. Student Dossiers are presented publicly in the *Professional Development Symposium.*	This course is open to students who are seeking initial certification in: - Childhood - Childhood & Special Education - Adolescence - Adolescence & SWD - Students With Disabilities Generalist (7-12)
EDU 698 Professional Development in Education: Current Issues	"Current Issues" results in a position paper completed under the direct supervision of the course instructor. Students will develop a position paper on a current issue in education, using research to substantiate one's position. Students defend their positions publicly in the *Professional Development Symposium.*	This course is open to students enrolled in: - Leadership & Instruction for Inclusive Classrooms - Special Education Teacher Certification
EDU 699 Professional Development in Education: Inquiry Project	"Inquiry Project" results in a individual or group thesis or curriculum project completed under the direct supervision of the course instructor. Students will complete an inquiry project that will be presented publicly in the *Professional Development Symposium.*	This course is open to *any* student enrolled in a Master's program in Education. The Inquiry Project serves as the Culminating Academic Experience. Students who complete the Inquiry Project do not enroll in either EDU 697 or 698.

STUDENT TEACHING

STUDENT TEACHING

PREFACE

This section of the handbook has been prepared by the Office of Educator Preparation to inform and guide students preparing to become teachers in elementary or secondary schools. It is designed to serve as *one* form of the continuing communication between education students and faculty and staff.

FOREWORD

New York State's accreditation process has traditionally been thorough, and the resulting certification has been held in high regard by educators across the country. The game, however, has changed. Federal initiatives, including No Child Left Behind and Race to the Top (RTTT), have focused attention on improving public education at the national level, and New York State has implemented some of the most rigorous expectations of all the states.

Current teachers are now comprehensively evaluated much more than ever before, including receiving an effectiveness score on the newly implemented HEDI scale: "Highly effective," "Effective," "Developing," or "Ineffective." The consequence for receiving a rating of "Developing" or "Ineffective" could result in remedial action, even dismissal. The Annual Professional Performance Review (APPR) has placed a high level of responsibility and stress on all classroom teachers, and that is the criteria by which new teachers will be judged as they begin their careers.

Student teachers will also face significantly increased expectations under the revised NYS Education Department guidelines for certification effective in 2014. In addition to the revised content specialty test assessments, candidates will be required to pass the EAS (Educating All Students) test that measures their ability to successfully teach a diverse student population. Finally (and probably the most time consuming and complex) is the Education Teacher Performance Assessment (edTPA) requiring a collection of artifacts including commentaries, videos, lesson plans, and student work samples, which will be scored by qualified evaluators. The edTPA has been developed by Stanford University as a nationally available assessment of readiness to teach and will give pre-service teachers in New York the opportunity to be judged relative to their peers in other states.

The Office of Educator Preparation at Utica College has modified the programs in order to meet the new criteria and enable our candidates to successfully complete the tasks accompanying them. Revisions to this section of the handbook and several of the portfolio and student teaching seminar requirements are a part of this process and are part of the larger Regents Reform agenda.

Please become familiar with this section of the handbook and utilize both your college supervisor and cooperating teachers for further information. The faculty and staff in the Education program at Utica College are here to support your success!

THE STUDENT TEACHING RELATIONSHIP

To the Cooperating Teacher

The role of a cooperating teacher goes far beyond the simple sharing of classroom duties. You are a model and a mentor. In most cases, you will provide the first full-time teaching experience for your student teacher. The student teaching internship, when the student teacher begins to integrate and put into practice all of the disparate pieces of information he/she has been learning in college, provides the perfect opportunity for you to model and reflect on effective teaching. As the student teacher observes you teach, he/she will make the connections between what he/she wants to do and what he/she is seeing you do so well. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and insights before and after each observational lesson. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship when you begin to provide feedback, and perhaps constructive criticism, of your student teacher. Encourage your student teacher to watch your teaching and discuss with you those aspects of your teaching that he/she finds confusing or even negative.

The relationship that develops between the student teacher and the mentor teacher will guide and inform the student's progress toward professionalism. A mentor who exerts too much control will inhibit the student and prevent him/her from experimenting with a variety of strategies and techniques. A mentor who provides too little guidance or advice, on the other hand, sets the student adrift without a compass. Effective mentorship should strike a balance between critical feedback and benign neglect. For this reason, student teachers are provided with formative feedback throughout their experience so that ineffective practices may be quickly eliminated.

To the Student Teacher

The role of the student teacher involves much more than taking over your cooperating teacher's classes. The text, *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom*[7], recommended for reading prior to student teaching, will provide a great deal of information and assistance with your experience. This is the time when you will truly begin to integrate

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[7] Radford, C.P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom.* (3rd ed.). Boston: Pearson.

and put into practice all of the disparate pieces of information you have been learning in college. But this is also the time for you to continue learning. Your cooperating teacher is prepared to provide expert mentorship as you make the transition from pre-service teacher to in-service teacher. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and questions each day. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship. Encourage your cooperating teacher to review your lesson and unit plans, watch your teaching, and provide meaningful feedback. Welcome criticism as well as praise.

The relationship that develops between you and your mentor teacher will guide and inform your progress toward professionalism. A student teacher who always waits to be told what to do will limit his/her opportunities to experiment with a variety of strategies and techniques. A student teacher who seeks little guidance or advice, on the other hand, misses the opportunity to learn even more than he/she already knows.

To both of you

The mentoring relationship varies with each new student-mentor combination. Each of you has your own unique style, complete with strengths, weaknesses, learning and teaching differences, and biases. We cannot provide you with a formula for the perfect student teaching mentorship, but we can provide you with some general guidelines and a little food for thought. We urge you to enjoy your time with one another during this shared journey.

THE BENEFITS OF STUDENT TEACHING

- You can try the ideas that you have worked so hard on in methods classes.

- You can really find out what it is like to be a teacher.

- Your cooperating teacher can help you avoid major mistakes.

- You will experience teaching two or more different age groups of students.

- If you don't like the school or the school district, it will be OK because you can leave at the end of the placement.

- You will be able to network with other teachers and education professionals; networking may help you find a job.

- You get to teach with someone there to help when you need it.

- You will not be expected to do everything at once.

- You can ask for ideas, materials, and help without worrying that you will seem incompetent.

- You can make mistakes without losing your job.

- You have the time to observe other people teaching.

- You will receive education credits for your time in the classroom.

- You will get support and advice from a college supervisor who wants you to succeed. It is in the best interest of the college to have education students who are competent and successful.

- You get to practice what you have learned in class under the legal protection of the college.

- You will have opportunities to get help and advice from your college professors and peers during the student teaching seminar.

- You will be able to ask teachers for their advice and ideas on how to teach without their feeling threatened by your questions.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Provide objective evaluations of the student teacher's progress:

- Conduct a minimum of *two* observations at each placement site.

- Complete an *Observation Report Form* of the student teacher during each site visit. Discuss each observation with the student teacher as soon as possible after the observation.

- **Meet with the cooperating teacher during each visit.** The student teacher, the cooperating teacher, or the college supervisor may request additional meetings.

- Complete the *Memo to Principal Form* and leave at the main office after each classroom visit (an initial brief meeting with the school principal is required).

- Complete summative evaluations at the end of each placement. (Submitted in the *LiveText Field Experience Module*)

- Review the weekly reflections submitted by the student teacher in LiveText.

- Attend weekly student teaching seminar with your student teacher.

- Assist student teachers with edTPA requirements.

Serve as a mentor

- Discuss creative teaching ideas, as well as concerns, with the student teacher. While it is not required, many college supervisors share their e-mail addresses and/or home telephone numbers with their student teachers so that they may capture a teachable moment and provide expertise in a timely manner.

- Review all lesson plans and the weekly reflection for each student teacher, providing input as needed. Student teachers should not begin teaching their required units until they have received the approval of the college supervisor and cooperating teacher.

Support the Educator Preparation program

- Respond quickly and follow appropriate procedures, as outlined in the section *Grounds and Procedures for Disciplinary Action*, should a problem occur.

- Contact the Coordinator of Student Teaching immediately if you have any concerns about a student teacher's progress or about a placement.

- Complete the <u>two week</u> Student Teaching PEBS for both of the student teacher's placements. Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

- Review the student teacher's weekly reflection assignments in LiveText.

- Within one week of the completion of each placement, submit the *Summative Placement Evaluations* in *LiveText*. Submit the *Observation Report Forms* and *Memo to Principal* forms to the Coordinator of Student Teaching.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Serve as a mentor

- Accept the student teacher as a colleague.
- Assist student with edTPA requirements.
- Model professionalism.
- Demonstrate effective teaching practices.

- Make available all classroom materials (textbooks, grade books, etc.) that the student teacher will need in order to successfully assume full responsibility for the classroom.

- Meet with the student teacher every day to discuss the on-going activities in the classroom. Share plans and ideas in the same way you would discuss them with an experienced colleague.

- Help the student teacher increase his/her repertoire of techniques and strategies. Suggest a variety of teaching methods for lessons that were successful as well as those that were unsuccessful.

- Encourage the student teacher to take risks in teaching and to develop a personal teaching style.

- Invite and encourage the student teacher to participate in planning sessions, faculty meetings, and professional conferences.

- Assist the student teacher in creating appropriate learning experiences: Interact, co-teach, co-reflect

Provide structure and support

- Allow the student teacher to *gradually* assume all teaching duties. Some student teachers will be reluctant to begin; others will be over-eager and ready to take on more than they can handle. Strike a balance that is comfortable for both of you; but remember that your ultimate goal should be for the student teacher to have full responsibility for all classroom duties for the longest possible time.

- Maintain a regular, unobtrusive presence in the classroom. You can't mentor if you're not there. (You are encouraged to utilize a co-teaching model in order to qualify for APPR Professional Development)

- When co-teaching, provide ample opportunities for your student teacher to assume the role of lead instructor.

- Review all unit plans and lesson plans prior to their use. Your daily review and feedback will help the student teacher fine-tune each lesson while keeping you aware of what your students are learning.

- Share your expertise and organizational know-how. Don't assume that your student teacher knows how to set up a grade book or seating chart or perform other routine tasks in the most efficient way. If you can help her do it better, make the suggestion.

- Engage in cooperative reflection with your student teacher and provide informal evaluations that will help the student teacher realistically assess his/her abilities and develop his/her self-evaluation skills.

Support the Educator Preparation program

- Maintain the appropriate records.

- Complete the Weekly Student Teacher Evaluation Rubric in LiveText with your student teacher present, when possible. You be provided with a login and password for a LiveText account prior to the beginning of the student teaching placement.

- Follow all program guidelines and procedures. If you don't agree with something, discuss the problem with the college supervisor first. In most cases, you will be able to negotiate a compromise.

- Meet with the college supervisor before or after every formal observation. If a face-to-face meeting isn't possible, arrange a telephone or e-mail conference.

- Complete the Student Teaching Summative Evaluation in LiveText at the end of the placement.*

  *Stipends for hosting a student teacher will not be issued until this requirement is met, due to the importance of the data for our program.

Contact the college supervisor or the Coordinator of Student Teaching if a problem occurs.

- The college supervisor is your ally. Early intervention can prevent many potential disasters.

- Complete all formal evaluations honestly and accurately. (Weekly and Summative evaluations will be submitted in *LiveText.*)

- Complete the Two Week Student Teaching PEBS via LiveText and submit to the college supervisor.

- Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

HELPING YOUR STUDENT TEACHER GET STARTED

Many of the things that teachers do as they begin the year have probably become so routine that they never even think about them anymore. For student teachers, however, how to begin can be one of the most frightening and confusing aspects of the internship. While they have spent countless hours learning content and pedagogy, little if any college classroom time was devoted to these mundane but essential details. Thinking about and sharing these details will not only help student teachers become integrated into the classroom more quickly, it will alleviate much anxiety when they are ready to set up their own classrooms. Even if this is a second placement and the student teacher believes that he/she has a clear understanding of effective start-up procedures, you probably do some things differently than the

other mentors who have worked with this student in the past. Your perspectives and strategies will enable the student teacher to develop a personalized arsenal of techniques that she can draw upon well into the future.

<u>Things to consider</u>

- Seating charts
- Classroom organization
- Bulletin boards
- Setting up the plan book
- Setting up the grade book
- Grading
- Classroom rules
- Reward and discipline procedures
- Planning the school day
- Planning the instructional (class) period
- Planning for communication with parents
- Planning for parental involvement
- What happens before and after school
- Fire and disaster drills, emergency (lockdown) procedures
- Deciding on required materials for the children (notebooks, pencils, folders, etc.)
- Assigning and distributing textbooks
- Assigning groups
- Assigning classroom tasks and responsibilities
- Collecting money
- Taking attendance
- Non-teaching responsibilities
- Taking care of personal needs: closest bathroom, where to hang coats, where to secure valuables, emergency supplies to keep on hand (spare pantyhose, Excedrin, Band-Aids, tissues), nearest private telephone, location of teachers' lounge, coffee and donut procedures, etc.

- Preparing for a substitute teacher
- Sensible expectations for out-of-school preparation time
- Buying classroom supplies

The First Week

Some student teachers are eager to begin and will offer to take on your entire schedule on the first day; others will wait until you tell them exactly what to do and when to do it; most, of course, fall somewhere in the middle. It is best if the two of you discuss these details at one of your first meetings and to decide on a schedule that is comfortable for both of you and that meets the college's expectations and requirements. As a rule, it is beneficial for the student teacher to begin each placement with a short period of observation followed by a gradual assumption of duties. At the end of the placement, some pairs prefer that the teaching duties be gradually returned to the cooperating teacher while others prefer that the student teacher continue to assume the entire teaching load right up to the final moment. Either arrangement is acceptable but should be discussed prior to the start of each placement.

Observation Guidelines

- Share your lesson plans and discuss your general approach prior to the observation.
- Decide on one or two main observation points for the lesson. Doing this helps the observer maintain focus and results in a more productive observation session. Some observation possibilities: types of questions asked, types of responses to questions, teacher's movement around the classroom, teacher's use of motivating language, body language, time on task, group interactions.
- Decide on a simple way to record the observations.
- Use the observation record as a starting point for a post-observation reflection.

Duties to Begin Doing During the First Week

Assuming your routine daily duties will help your student teacher learn the children's names and become acquainted with classroom procedures while he/she learns the essentials of good classroom management.

- General housekeeping: attendance, lunch money, etc.
- Grading papers and entering grades into the grade book or computer-grading program.
- Preparing materials for science lessons and other hands-on learning experiences.
- Setting up learning centers.
- Working with groups during cooperative assignments.
- Working with individual children when needed.

Activities to Begin During the First Few Weeks

Student teachers need to learn everything there is to know about teaching. Meeting the other teachers and learning the culture of the entire school is very important. Cooperating teachers can support these learning experiences by doing some or all of the following:

- Introduce your student teacher to as many colleagues and support staff as possible.

- Encourage your student teacher to spend some time socializing in the teacher's lounge. Many student teachers are hesitant to invite themselves into an established group, especially at lunchtime. Some of them may solve the problem by eating alone in the classroom. If this is the case, you can ease the way with an emphatic invitation to join you and your friends.

- Discourage extensive socializing. The student teacher is here to learn. For some, it is very tempting to remain in the teacher's lounge reading or chatting. Most of their time should be spent in your classroom.

- Arrange for and encourage your student teacher to observe other teachers.

- Make sure your student teacher participates in all faculty, staff, and other appropriate meetings.

- Help your student teacher get to know the school support staff. Remember to introduce her to custodians, cafeteria workers, playground aides, etc.

- The edTPA must be completed in the first placement. Student teachers will need your assistance, particularly with the video portion.

RESPONSIBILITIES OF THE STUDENT TEACHER

Assume the role of a professional:

- Assume teaching and non-teaching duties as outlined in the Student Teaching Time Schedule Guidelines or as agreed upon with your cooperating teacher and college supervisor.
- Act and dress professionally at all times.
- Prepare lesson plans and unit plans thoroughly and on time. Teaching without adequate planning is unacceptable and will result in notification and possible dismissal from student teaching. Submit one week of lesson plans to college supervisor at an agreed upon time for the following week. *LiveText Field Experience Edition* must be used for lesson plans submitted to your college supervisor; however, you may modify a template or use a "Design Your Own" in LiveText to meet your host district requirements.

- Be on time. Arrive early and stay after school to prepare for the next day. (See time contract form)
- Attend all required functions such as parent teacher conferences, staff meetings, etc.
- Use a variety of techniques, strategies, and methods in your daily lessons.
- Assess and evaluate your own teaching objectively. Learn from your mistakes; fine-tune your successes.
- *Contact the college supervisor immediately if a problem occurs.* The college supervisor is your ally, not your enemy. Early intervention can prevent many potential disasters.

Continue to be a lifelong learner:
- Learn as much about teaching as possible. Gracefully accept criticism as well as praise.
- Learn as much about the content you are teaching as possible. You didn't learn everything you need to know in college. No one expects you to know everything automatically but we do expect you to honestly evaluate your knowledge base and to educate yourself when necessary.
- Ask for help when you need it. Your cooperating teacher, college supervisor, and other colleagues are eager to provide assistance and advice.

Fulfill program requirements:
- Submit one week of lesson plans to your college supervisor as noted above.
- Complete your professional portfolio, submit a scorable edTPA submission in LiveText.
- **Keep the video portion of your edTPA (Task II) confidential.** Your video is required by law to be shared only with your Educator Preparation Program (for local evaluation) and Pearson (for NYSED certification purposes).
- Meet with your college supervisor and cooperating teachers as required.
- Attend the weekly student teaching seminars.
- Complete *the Student Teaching Summative Evaluation* at the end of each placement and submit it via LiveText.

STUDENT TEACHER REQUIREMENTS

PLEASE NOTE: All requirements are due as indicated in the syllabus for EDU 471 & 671.

General Requirements

You must have all of the following:

- Reliable voice mail with a professional message
- Your UC photo ID (Please see the Office of Campus Safety in Strebel Student Center to obtain a student teacher-specific ID. The cost is $2.00)
- A 3 ring binder for your hard copies of lesson plans
- Current addresses and telephone numbers for: both school placements, both cooperating teachers (home and school), college supervisor, and the UC Office of Educator Preparation.
- LiveText account
- TEACH account
- Fingerprint clearance

Guidelines for Student Teaching Attire

Student teachers should dress professionally at all times when student teaching. You reflect the values of the community and the teaching profession. Your clothing represents your commitment to this highly valued position. Other educators, administrators, and community members who visit your classroom should recognize that you take this responsibility seriously.

The attire should be conservative in nature and appropriate for the classroom environment. For example, teachers of young children must be able to move quickly, stoop down, and sit on the floor, while science teachers should consider the laboratory environment.

Standard dress for women is dress slacks and shirt, business dress or suit, pants suit, or skirt with dress blouse or sweater. For men it is slacks, shirt and tie, slacks and sports jacket or sweater, or business suit.

Dress down is business casual. For women it is casual slacks, shirt, or nice sweater. For men it is casual slacks and a collared shirt or nice sweater.

Specific Requirements

Lesson Plans

- You are required to prepare one complete lesson plan for each lesson you teach in LiveText.

- Submit copies of your lesson plans to your college supervisor for the next week via LiveText.

- Your cooperating teacher will review and approve your lesson plans on a regular basis. You are expected to correct any deficiencies or omissions.

- Lessons must always be planned several in advance. In addition to plans for the current day, your lesson plan binder must contain completed plans for the next two days and draft plans for days three through five. For example, on a Monday, you should have completed plans for Monday, Tuesday, and Wednesday and draft plans for Thursday, Friday, and Monday.

- Draft lesson plans must contain, at a minimum, topics and concepts, goals and objectives, and an outline for the lesson script.

- Lesson and unit plans must be submitted via *LiveText.*

- Failure to construct and maintain up-to-date, lesson plans will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

Weekly Schedule

- Communicate regularly with your college supervisor and be sure that he/she is aware of week to week changes in your daily schedule.

- Your schedule should indicate where you will be and what you will be doing each day during your placement.

- Note on the schedule all activities, including: type of lesson (test, lecture, cooperative learning, video, etc.), topic of lesson, field trips, special program, planning periods, lunch breaks, short teaching days, superintendent days, parent conferences, and any other classroom or school-related activities.

- Failure to maintain and provide a weekly schedule will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

Absences

- Student teaching is your primary job during this time. You are expected to meet the same attendance requirements and obligations as your cooperating teacher.

- All absences <u>must</u> be reported to the school, your cooperating teacher, your college supervisor, <u>and</u> the Office of Educator Preparation as soon as you know that you are going to be absent.

- Except in an emergency, all doctor visits and personal appointments, including college appointments and job interviews, must be scheduled after your normal student teaching hours or on your days off.

- If you leave school for any reason, you must receive the approval of your cooperating teacher and you must report your absence to your college supervisor before the time that you leave the school.

- Superintendent days, open houses, parent conference days, etc. are considered part of your regular teaching assignment. Attendance at these and other events is mandatory and takes precedence over seminar.

- Excessive, unreported, and/or unnecessary absences will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

STUDENT TEACHING TIME SCHEDULE GUIDELINES

The schedule shown below is *tentative*. Your actual schedule will be contingent upon your cooperating teacher's plans and needs, as well as your personal timetable. **Please note**: Once you have assumed full responsibility for teaching a class, you may not discontinue teaching that class without prior approval from your college supervisor and your cooperating teacher.

First Placement

Week 1:

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels).

- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher.

- Work individually with students, supervise small groups, and give directions for assignments to the entire class.

Weeks 2 through 4:

- Assume responsibility for planning and teaching classes on a regular basis.

- Continue to observe your cooperating teacher and other teachers, as time permits.

Weeks 4 through 7:

- Teach all sections of all courses (secondary) or the full day's schedule (elementary). **It is highly recommended that you teach your cooperating teacher's full load[8] for a <u>minimum of 15 days.</u>** Team or co-teaching may be interspersed with the solo teaching.

- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment, e.g., supervision of study halls.)

- **First placement weeks 1-8, complete the edTPA assessment.**

  Week 8:

- Continue to teach to the last day of the placement while gradually returning classes to your cooperating teacher.

- Continue non-teaching responsibilities of your cooperating teacher.

- Resume observations of other teachers.

<u>**Second Placement**</u>

  Week 1:

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels).

- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher.

- Work individually with students, supervise small groups, and give directions for assignments to entire classes.

  Weeks 2 and 3:

- Assume responsibility for planning and teaching classes on a regular basis.

- Continue to observe your cooperating teacher and other teachers, as time permits.

  Weeks 4 through 7:

- Teach all sections of all courses (secondary) or the full day's schedule (elementary).

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[8] Student teachers should not assume full responsibility for college credit courses and AP classes. A "full load" will be mutually determined by the cooperating teacher and the college supervisor.

It is highly recommended that you teach your cooperating teacher's full load[9] for a minimum of 20 days. If this is not possible due to the unique needs of the students or curriculum, then team or co-teaching may be interspersed with the solo teaching.

- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment), e.g., supervision of study halls.

Week 8:

- Teach until the last day of the placement while gradually returning classes to your cooperating teacher.
- Continue non-teaching responsibilities of your cooperating teacher.
- Resume observations of other teachers.

PITFALLS TO AVOID

As you know, children are very observant and they will quickly pick up any subtle message that the relationship between the student teacher and the cooperating teacher is unequal, especially if one of you is unhappy with the way things are going. This may undermine the student teacher's authority or credibility later on, when he/she needs to assume full control of the class.

Suggestions for cooperating teachers

- Make your non-negotiable requirements clear. If you have a definite opinion about something, or if you expect some procedure to be followed exactly as you wish, say so. Discuss possible ways that the student teacher can meet these requirements while he/she tries out her own ideas as well.
- Give your student teacher the opportunity to establish a genuine, positive relationship with the class during the initial weeks. Don't use him/her as the disciplinarian who takes care of your reluctant learners while you teach.
- If you don't like the way something is going, tell the student teacher as soon as possible, but do so privately, even if it seems like a minor matter to you.

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[9] Student teachers should not assume full responsibility for college credit courses and AP classes. A "full load" will be mutually determined by the cooperating teacher and the college supervisor.

- Make your expectations clear. Often, student teachers find it very difficult to admit when they don't know or can't remember something. They fear that you will assume they are not competent.
- Provide structure and support. Student teachers are often hesitant to take the initiative for fear that they will offend you, especially at the beginning of a placement.
- If you are unhappy with the relationship, talk openly to each other about it. If that doesn't work, call the college supervisor immediately. Don't wait for things to get better by themselves.

Suggestions for Student Teachers

- After you've agreed on your initial duties, take the initiative and get started.
- Offer suggestions. Don't leave it up to the cooperating teacher to tell you what to do.
- Find out if your cooperating teacher has any non-negotiable requirements and follow them. Discuss possible ways that you can meet these requirements while you try out your own ideas as well.
- It is important that you establish a positive classroom management style as soon as possible. Using your cooperating teacher as the primary disciplinarian undermines your own authority.
- Ask for help or clarification when necessary. Doing so shows that you are trying to do a good job. It does not mean that you are a bad teacher.
- If you don't like the way something is going, tell the cooperating teacher as soon as possible, but do so privately.
- If you are unhappy with the relationship, talk openly to each other about it. If that doesn't work, call the college supervisor immediately. Don't wait for things to get better by themselves.

Miscommunication

During our day to day conversations, we often make comments without really thinking about how they may be perceived. Most of the time, this isn't a problem. However, due to the nature of the relationship, the student teaching internship presents a unique challenge. The cooperating teacher is a mentor but he/she is also expected to objectively evaluate the student teacher's performance. Meanwhile, the student teacher is encouraged to develop an open, collegial relationship with the very person who will be evaluating her effectiveness as a teacher. Sometimes, communication doesn't work exactly as we think it will. It is critical that communication be established and maintained during student teaching and constructive criticism during reflection be used for professional growth for both the student and cooperating teachers.

PROCEDURES FOR CERTIFICATION

Fingerprinting

A fingerprint supported criminal history background check is mandatory for applicants for the New York teacher certification. Students are responsible for all fees. This step needs to be complete prior to the start of student teaching.

As part of the Student Teaching application process, students must be fingerprinted. Please follow the instructions as listed on http://www.highered.nysed.gov/tsei/ospra/fpprocess.html

All fingerprinting required by the Education Department for certification or employment in schools must be scheduled with MorphoTrust at: www.IdentoGO.com

1. Log onto www.IdentoGO.com and click on New York.
2. Scroll down to "Let's Get Started" where you will be able to select a location and make an appointment for fingerprinting.
3. When asked to provide the ORI Number required for the process, enter the word TEACH (this is to ensure that your fingerprint results get sent to the Education Department).

ORI Number:	**TEACH**

4. You may also call MorphoTrust at: 877-472-6915 to schedule an appointment.
5. Be sure to follow all instructions and make payment as necessary. The total fingerprint fee is $102.00.

> **DCJS Fee:** $75.00
> **FBI Fee:** $14.75
> **MorphoTrust Fee:** $12.25
> **Total**
> $102.00

6. Log onto TEACH to view information about the status of your fingerprint application and any clearance requests on file with NYSED.
7. If you have any questions, please contact OSPRA at: ospra@nysed.gov or call (518) 473-2998.

If students have already obtained the fingerprint clearance in TEACH, please call the Office of Educator Preparation so that we can obtain documentation from TEACH. The Office of Educator Preparation at Utica College will confirm in TEACH that fingerprint clearance has been achieved prior to student teaching.

NEW YORK STATE CERTIFICATION EXAMINATIONS (NYSTCE)

New York Teacher Certification Examinations

For current information see: http://www.nystce.nesinc.com/

The Educator Preparation Program strongly recommends that candidates take these tests prior to student teaching, with the exception of the edTPA.

UC Program in which you are enrolled	Certification Grade level	Required NYSTCEs	NYSED Required Content Specialty Test (CST)	NYSED Required edTPA
Early Childhood	Birth-grade 2	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Early Childhood (Birth - Grade 2)	• edTPA: Early Childhood
Early Childhood & Childhood	Birth-Grade 6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Early Childhood (Birth - Grade 2) **–AND—** • Multi-Subject: Teachers of Childhood (Grade 1 -6)* *Part III Arts & Sciences need not be repeated.	• edTPA: Early Childhood **–OR-** • edTPA: Elementary Education
Childhood	Grades 1-6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Childhood (Grade 1 -6)	• edTPA: Elementary Education
Childhood & Special Education	Grades 1-6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Childhood (Grade 1 -6) **–AND—** • Students with Disabilities	• edTPA: Elementary Education **–OR-** • edTPA Special Education
Middle Childhood	Grades 5-9	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Middle Childhood (Grade 5 -9)	• edTPA: Elementary Education
Adolescence	Grades 7-12	Educating All Students Test (EAS)	• Take the CST of your content area. Go to: NYSTCE	• Take the edTPA of your content area. Go to: NYSTCE

UC Program in which you are enrolled	Certification Grade level	Required • NYSTCEs	NYSED Required Content Specialty Test (CST)	NYSED Required edTPA
Adolescence & Students with Disabilities	Grades 7-12	• Educating All Students Test (EAS)	• Take the CST of your content area. **–AND—** • Students with Disabilities	• Take the edTPA of your content area. **–OR-** • edTPA Special Education
Students with Disabilities Generalist 7-12	Grades 7-12	• Educating All Students Test (EAS)	• Multi-Subject: Secondary Teachers (Grade 7-12) **–AND—** • Students with Disabilities	• edTPA Special Education
English to Speakers of Other Languages (ESOL)	Grades pre-K to 12	• Educating All Students Test (EAS)	• English to Speakers of Other Languages	• edTPA English as an Additional Language
Business & Marketing Education	Grades pre-K to 12	• Educating All Students Test (EAS)	• Business & Marketing	• edTPA Business
MS in Physical Education & Health Education	Grades pre K-12	• Educating All Students Test (EAS)	• Physical Education **–AND—** • Health Education	• edTPA K12 Physical Education **–OR-** • edTPA Health Education

Certification Application

During your first student teaching placement, you must complete the following steps:

- Apply on-line for certification at NYSED.gov. Select TEACH.
- Utica College will approve your program completion and make a recommendation of certification electronically through TEACH, after your degree is conferred.
- When you apply on-line be careful to save your password for future use in accessing your certification record.
- When asked to provide an e-mail address on TEACH, do not use your Utica College e-mail. You will need to use an e-mail address that you can access after you graduate from Utica College

- Be sure to select the correct pathway (approved college program), correct college, correct degree, correct certificate title.

For employment applications, you may request a letter from the Office of Educator Preparation stating that all course requirements for certification have been met and that certification is "pending."

Should you need assistance in preparing for these exams, help with test taking skills is available in our Academic Support Services Center. You can also enroll in on-line preparation for the New York State Teacher Certification exams at www.certed.com. Information on the New York State Teacher Certification Examinations can be found at www.nystce.nesinc.com.

Please check the NYSTCE Program Update page at:
http://www.nystce.nesinc.com/NY_annProgramUpdate.asp

NYSTCE WEBSITE AND REGISTRATION INFORMATION

The NYSTCE Web is the center for NYSTCE program services, information, and transactions. Candidates have direct access to components of the NYSTCE program, including:

- complete information about registering and testing
- quick and easy online registration
- registration status checks and, if needed, changes
- materials to help with test preparation
- viewing of unofficial scores as soon as they are released

NOTE: At Utica College, we do our best to support our pre-service candidates and graduates through the certification process. However, Utica College and the Office of Educator Preparation are not responsible for candidate certification once a candidate has graduated and the appropriate recommendation(s) have been recorded in TEACH.

edTPA (education Teacher Performance Assessment)

One of the most important challenges facing public education is to ensure that the nation's increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom.

That is why Stanford University and the American Association of Colleges for Teacher Education formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA will give teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

Recognizing the need for a uniform and impartial process to evaluate aspiring teachers, Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators, and drew from experience gained over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards, the InTASC Standards portfolio, and the Performance Assessment for California Teachers). The more than 120 design and review team members included university faculty, national subject-matter organization representatives, and K-12 teachers.

Demand for edTPA grew so rapidly that Stanford University engaged Pearson as an operational partner to help deliver it to the wide educational audience that asked for it. Involvement with edTPA is endorsed by AACTE and the Teacher Performance Assessment Consortium (TPAC), comprised of 24 states and the District of Columbia and more than 160 teacher preparation programs participating in edTPA activities. edTPA was field tested in Spring 2012. Stanford University is the exclusive owner of edTPA.

edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is intended to be used for teacher licensure and to support state and national program accreditation. edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. It is comparable to the licensing exams that demand applications of skills in other professions, such medical licensing exams, the architecture exam, or bar exam in law.

edTPA is subject-specific with separate versions for Early Childhood, Elementary, Middle Childhood and Secondary licensure fields. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students.

Information retrieved from http://edtpa.aacte.org/about-edtpa#Overview-0
For more information related to the edTPA, go to http://edtpa.aacte.org/

July 23, 2015

To: Deans/Directors of NYS Institutions Offering Teacher Preparation Programs
Certification Officers
edTPA Coordinators
Other Interested Parties

From: John L. D'Agati

Subject: edTPA Use of Materials and Originality

As described in a November 25, 2013 memorandum, the use of original edTPA portfolio materials submitted by New York State teacher certification candidates is governed by the policy established by the State Education Department. This memorandum may be found on the Department's web site at http://www.highered.nysed.gov/pdf/MemotoDeans-edTPA-useofmaterials.pdf. edTPA portfolio materials are also governed by the Rules of Assessment Participation (http://edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html).

A candidate's edTPA portfolio materials, regardless of when prepared or submitted, may not be shared with other candidates at any time. Candidates preparing edTPA portfolios for submission may not copy materials submitted as part of another edTPA portfolio. Further, the edTPA Rules of Assessment Participation, which a candidate agrees to when registering for edTPA, require that the candidate be "the sole author of the commentaries and other written responses to prompts and other requests for information in [edTPA], and that [the candidate] ha[s] cited all materials in the assessment whose sources are from published text, the internet, or other educator[s]."

As part of the edTPA scoring process, originality detection software is employed to compare all edTPA submissions nationwide against all other edTPA submissions received, including outside written sources and other sources of material. The software reports any substantial degree of matching between submitted edTPA portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the candidate(s) involved and/or refer the candidate(s) to the State Education Department for enforcement action.

Please ask your faculty to remind their teacher candidates that those who fail to abide by these Rules of Assessment Participation and/or Department policies may face serious consequences. A candidate's edTPA score may be voided and the registration fee may not be refunded to the candidate. In this case, the candidate may not be eligible for the edTPA Safety Net. Further, the candidate's application for certification may be denied if it is determined that these actions constitute a reasonable question of moral character. As it may raise a reasonable question of moral character, the State Education Department may elect to seek revocation of a certificate or certificates held by the candidate, without regard to whether the failure to abide by the Rules of Assessment Participation and/or Department policies was detected before or after such certificates were issued.

It is important to remind candidates that programmed systems are being employed to detect any edTPA portfolio that has a substantial amount of duplication with any other edTPA portfolio, regardless of where or when those two or more edTPA portfolios were submitted.

By abiding by the Rules of Assessment Participation and Department policies, candidates ensure that release of their edTPA score will not be delayed, that they will not become ineligible for the edTPA Safety Net, that their application for certification will not be denied, and that their certificate(s), when received, will not later be challenged because of questions regarding their certification assessment score.

Safety Nets for NYSTCE and edTPA

Safety Nets for Certain NYSTCE Exams

At its April 2016 meeting, the Board of Regents, by emergency regulation, extended the edTPA Safety Net and the safety nets for the Educating All Students test (EAS), and certain redeveloped Content Specialty Tests (CSTs).

These safety nets will be effective through June 30, 2017. If necessary, candidates may take advantage of multiple safety nets in order to meet the requirements for certification and will have until June 30, 2018, one year later, to meet all other certification requirements. For additional information on the policy and requirements for the safety nets, please refer to the New York State Education Department website at http://www.highered.nysed.gov/tcert/certificate/certexamsafetynets.html or submit questions to examsafetynet@nysed.gov.

Although a candidate may achieve certification via the "safety net," candidates should understand that TEACH will continue to reflect that a candidate has not passed until the candidate passes the test.

Content Specialty Tests (CSTs)

The safety net for the redeveloped CSTs allows a candidate who did not receive a passing score on the required content specialty test to instead use a passing score on a safety net content specialty test.

The safety net CSTs will be administered exclusively as computer-based tests.

Review preparation materials and important registration information for the safety net CSTs.

Educating All Students (EAS)

The Board of Regents directed the Department to establish a "safety net passing score," which has been set to 500. The original passing score was 520.

All previous EAS submissions have been reviewed to determine if those who failed the EAS would have passed the assessment under the safety net passing score. Candidates who previously failed the EAS, but scored at or above the safety net passing score, have been notified that they have now been deemed to have passed the assessment. No action is required on the part of any candidate whose passing status has changed. The updated passing status has been reported directly to NYSED and any reporting institutions that candidates indicated when registering.

Candidates currently taking the EAS through June 30, 2017, need not take any action; their submission will be evaluated under the safety net passing score automatically. After June 30, 2017, the original EAS passing score (non-safety net) will be used to determine if a candidate has passed the assessment.

Multi Subject Test

For information regarding existing Multi-Subject Test (MST) safety nets visit the New York State Department of Education's safety net website.

http://www.highered.nysed.gov/tcert/certificate/certexamsafetynets.html

edTPA

The Board extended the existing edTPA safety net by one year. Any candidate who takes and fails to receive an acceptable passing numeric score on the edTPA may take and pass the ATS–W on or before June 30, 2017, in lieu of retaking and passing the edTPA, or use an existing ATS–W score if the ATS–W was passed prior to May 1, 2014.

Any exam requirement to be satisfied by one of the safety nets must be satisfied on or before June 30, 2017. For example, a candidate who has failed the edTPA may use the safety net. However, all the requirements for the edTPA Safety Net must be met on or before June 30, 2017; the candidate will then

have one additional year, until June 30, 2018, to complete all other requirements (example: coursework; DASA training).

<u>Maintaining Certification</u>

You are responsible for keeping your certification current. You have five years from the date of your certificate to complete the Master's degree and three years of teaching. Once you have met these requirements, apply on-line through TEACH for your professional certificate. The college or university from which you earned the graduate degree will have recommended you for your professional certificate.

NEW YORK STATE TEACHING STANDARDS[10]

STANDARD I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

STANDARD II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

STANDARD III: Instructional Practice

Teachers implement instructional that engages and challenges all students to meet or exceed the learning standards.

STANDARD IV: Learning Environment

Teachers work with all students to create a dynamic environment that supports achievement and growth.

STANDARD V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness and modify instruction.

STANDARD VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

STANDARD VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

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[10] http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf

NEW YORK STATE CODE OF ETHICS FOR EDUCATORS[11]

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout mean all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

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[11] http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html#statement

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

- Background on the Development of the Code

The State Board of Regents, as part of its teaching reform initiatives outlined in the 1998 report, New York's Commitment: Teaching to Higher Standards, called for the State Professional Standards and Practices Board for Teaching to develop a Code of Ethics for Teachers. In New York State, a teacher is defined as anyone for whom a certificate is required for service in the State's public schools. This includes classroom teachers, school administrators, and pupil personnel service providers.

The Standards Board is a 28-member board that serves in an advisory capacity to the Regents and the Commissioner of Education. Its membership consists of teachers, school administrators, higher education representatives, public members, and a teacher education student. The Board worked for over

a year to develop a draft Code of Ethics. The process involved a review of numerous other codes developed by professional organizations and by other jurisdictions, both for the teaching profession and for other professions. Individual Board members also consulted with their colleagues in the field to inform the process.

A draft was presented to the Regents Committee on Higher and Professional Education at the October 2001 Board of Regents meeting. Following this preliminary review by the Regents, the draft Code of Ethics was released for public comment. Reactions and suggestions were received from as broad a spectrum as possible: classroom teachers, school administrators and pupil personnel professionals, other members of the school community, teacher education students, college faculty, professional organizations, boards of education, parents and the general public.

The State Standards and Practices Board reviewed all comments received and produced the final version of the code in June 2002. The New York State Code of Ethics for Educators was presented to the Board of Regents at its July 2002 meeting, at which time the Regents authorized the release of the Code to the public.

For more information, contact:
Patricia Oleaga
Secretary, State Professional Standards and Practices Board for Teaching
New York State Education Department
Office of Teaching Initiatives, Room 5N EB
Albany, New York 12234
Phone: (518) 474-4661

INAPPROPRIATE BEHAVIOR

The Education Program faculty, college supervisors, and cooperating teachers expect and encourage your success as a student teacher. If you are not successful, we all lose. If an infraction of the rules and/or requirements occurs, however, you will be subject to disciplinary procedures as outlined in the **Grounds and Procedures for Disciplinary Action.**

ACADEMIC APPEALS

Students who feel they have been treated unfairly for any reason may initiate an appeal process as described in the *Utica College Catalog* under "Academic Appeals."

GROUNDS AND PROCEDURES FOR DISCIPLINARY ACTION

Type 1: **Student teacher fails to follow a required procedure that does not directly affect his or her students or performance in the classroom.**

Examples: Failure to maintain weekly contact with the college supervisor

Failure to follow the notification procedure for missing a meeting

Failure to follow other required procedures that do not directly affect students or performance in the classroom

1. College supervisor becomes aware of the problem.

2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.

3. A meeting among student teacher, Coordinator of Student Teaching, college supervisor, and (at the discretion of the coordinator) the cooperating teacher is held to discuss remediation of the problem.

4. Student receives written notification from Coordinator of Student Teaching that:

    a) states the nature of the offense and identifies required remediation.

    b) states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."

    c) states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the Director of Education no later than five teaching days following receipt of this letter.

    d) copies are sent to Director of Education and cooperating teacher.

5. (a) Student teacher remedies offense and continues to student teach.

Or

5. (b) Student teacher submits written appeal to director and continues to student teach during the appeal process.

Director responds, in writing, within 10 teaching days of receipt of the appeal.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

Or

5. (c) Student teacher fails to remediate or appeal and receives a grade of "F" for student teaching.

Type 2: **Student teacher fails to perform fundamental teaching responsibilities.**

Examples: Repeated absences*

Inadequate planning

Incomplete or late lesson plans

Poor classroom management

Inappropriate attire*

Uncooperative attitude*

Inadequate mastery of subject matter

Inappropriate language*

Poor communication skills, verbal and/or written*

*These responsibilities will be automatically assessed on the PEBS evaluation two weeks into each placement.

1. College supervisor becomes aware of the problem.

2. College supervisor confirms the behavior by talking to the student teacher and/or cooperating teacher.

3.   Within 5 teaching days, Coordinator of Student Teaching arranges a meeting among student teacher, Coordinator of Student Teaching, college supervisor, and (at the discretion of the coordinator) the cooperating teacher.

      (a)   Meeting is held.

      (b)   Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

      (c)   Option 2: Remediation contract is written and agreed upon by student teacher, Coordinator of Student Teaching, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

      (d)   Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of "F" for student teaching and is removed from the classroom.

Type 3:   **Student teacher fails to follow a required procedure that directly affects his or her students or his or her performance in the classroom.**

Examples: Absence without prior contact with cooperating teacher, the
school, and the college supervisor
Failure to complete required lesson plans, assignments and/or
evaluations
Failure to implement recommendations of the college supervisor
or cooperating teacher
Other behavior considered seriously inappropriate by the college supervisor, the
coordinator of student teaching, and the director of Education

1.   College supervisor becomes aware of the problem.

2.   College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.

3.   Coordinator of student teaching arranges a meeting among student teacher, coordinator of student teaching, and college supervisor, and (at the discretion of the coordinator) the co-operating teacher.

3. (a)   Meeting is held.

Or

3.(b)   Student teacher submits written appeal to director of education and continues to student teach during the appeal process.

Or

3. (c)   Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of "F" for student teaching and is removed from the classroom.

4.   Student receives written notification from college supervisor that:

      a)   states the nature of the offense and identifies required remediation.

      b)   states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."

      c)   states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the Director of Education no later than five teaching days following receipt of this letter.

      d)   copies are sent to Coordinator of Student Teaching and cooperating teacher.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Remediation contract is written and agreed upon by student teacher, director of the Education program, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching.   Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

Type 4:   Student teacher engages in behavior so severely inappropriate as to warrant immediate dismissal.

Examples: Use of illegal drugs

      Consumption of alcohol during the school day

      Endangering the welfare of a child

      Abusive language

      Plagiarism

      Leaves placement without appropriate notification

1. College supervisor becomes aware of the problem.

2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.

3. The cooperating teacher is informed of the decision to remove the student teacher from the classroom.

4. Student teacher is immediately dismissed from the classroom and receives a grade of "F" for student teaching. Student is not permitted to register for the course in the future.

5. Student promptly receives written notification from the coordinator of student teaching that:

   a) states the nature of the offense.

   b) confirms the consequence: Immediate removal from
   student teaching and a grade of "F" for student teaching.

   Student will not be permitted to register for the course in
   the future.

   c) informs student teacher of the Utica College appeal
   process.

   d) copies are sent to Director of education, college supervisor, cooperating teacher, and school principal.

6. Student meets with the Director of Education, coordinator of student teaching, and the college supervisor.

SUBSTITUTE TEACHING POLICY

Student teaching is an internship, during which the student teacher works closely with the cooperating teacher and other experienced educators. The student teacher's decision to serve as a substitute should be purely voluntary, and the student teacher should be paid at the same rate as any other substitute in the district. In most cases, a student teacher should only serve as a substitute teacher for his or her cooperating teacher. The College supervisor must receive notification before any substitute teaching assignments are accepted.

Forms

Fieldwork Contract

This contract is to be used for the teacher education candidate ("pre-service teacher") and the classroom teacher ("mentor") to articulate expectations for activities to be conducted under the direction of the mentor during the pre-service teacher's field placement. The pre-service teacher should give the mentor a copy of the UC Field Work Expectations (refer to the Education Handbook) and copies of this contract to the mentor and the college course instructor.

PRE-SERVICE TEACHER	MENTOR
Name: **Education Program:** **Phone:**	**Name:** **School name and district:** **Phone:**

Date:_____ **UC Education Class for which fieldwork is being conducted:**_____

Required number of hours:_____ **Level I**_____ **Level II**_____ **Level III**_____

Days & times of scheduled fieldwork:_____
  (e.g. Mondays from 9:30-10:30)

To meet the course and fieldwork requirements for this class, <u>the individual is expected to</u>:

1. Obtain a UC photo ID before beginning fieldwork requirements
2. Maintain a consistent schedule with the host classroom teacher
3. Inform the teacher *in advance* if unable to make scheduled fieldwork
4. Exhibit professional behavior and attire at all times
5. Specific duties and responsibilities, to be jointly determined by pre-service teacher and mentor (see Fieldwork Expectations document for ideas):

    a. …………………………………………………………………………

    b. …………………………………………………………………………

    c. …………………………………………………………………………

_____   _____ _____

Signature of pre-service teacher   Signature of classroom teacher   Date

Fieldwork Log*

Order	Date	Time	Mentor Initial
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

*Course instructor may require a journal with additional details regarding fieldwork experience.

Field Site Evaluation
Utica College Office of Educator Preparation

In order to evaluate this pre-service teacher's fieldwork as part of his/her overall course performance, please complete this form. ***Consider the contractual responsibilities that were agreed to at the beginning of the fieldwork experience.*** Your responses on this form will be included in assigning the grade. We encourage teachers to discuss evaluations with the pre-service teacher; he/she is permitted to see the evaluation.

PRE-SERVICE TEACHER: _____ COURSE:_____

SCHOOL: _____ _____ SEMESTER/YR:_____

MENTOR NAME:_____ Signature_____ Email_____
   (please print)

Please circle the appropriate number to describe the pre-service teacher's performance.

4-Highly Effective   3-Effective   2-Developing   1-Ineffective

▪ Fulfillment of duties	4	3	2	1
▪ Reliability	4	3	2	1
▪ Initiative	4	3	2	1
▪ Helpfulness to the student(s)	4	3	2	1
▪ Interactions with students	4	3	2	1
▪ Demonstrates an appreciation of student diversity	4	3	2	1
▪ Shows responsiveness to individual student needs	4	3	2	1
▪ Creates an environment of respect and support	4	3	2	1
▪ Exhibits tolerant and fair behavior	4	3	2	1

How many fieldwork hours did this pre-service teacher complete? _____ (see reverse)

What is your overall impression of this pre-service teacher?

What do you think is the future potential for him/her working with children?

____I would consider accepting this individual for student teaching.

Revised January 15, 2015

INTERDISCIPLINARY PROFESSIONAL AND ETHICAL BEHAVIOR SUMMARY

Performance Indicator	Definition
Physical Appearance	Attire and grooming.
Dependability	Reliability
Planning	Long-range thinking and decision making.
Initiative	Self-reliance. Ability to make decisions and take steps without continuous supervisory oversight.
Attitude	Verbal and non-verbal indications of one's feelings.
Honesty	Trustworthiness. Maintenance of professional and personal ethics and integrity. Avoidance of cheating, plagiarism, lying, and other forms of dishonest behavior.
Organizational Skills	Ability to manage time and materials in an efficient and effective manner.
Confidentiality	Ability to use discretion in all professional interactions.
Enthusiasm	Positive attitude toward teaching and learning.
Flexibility	Willingness to change and adapt when necessary.
Ability to Self-Evaluate	Ability to view one's work and behavior in an objective and critical manner.
Knowledge of Ethical Standards of the Discipline	Understanding of the ethical concerns, requirements, and expectations.
Stress Management	Ability to function in difficult emotional situations. Ability to manage one's personal and professional life.
Boundary Maintenance	Maintaining professional demeanor and behavior in a variety of professional relationships, such as principal/teacher, teacher/parent, or teacher/student.
Cultural Sensitivity	Understanding of and respect for the cultural differences and needs of others.
Open-Mindedness	Willingness to consider other perspectives and points of view. Willingness to listen to and respect the opinions of others.

Student's Name (Please Print)		
Course Number and Title		
Evaluator's Name (Please Print)		
Evaluator's Signature		
Date	Semester/Yr.	Course:

Evaluate the student based on your determination of an acceptable competence level for this course or experience. Include narrative comments in the space next to each performance indicator. Narrative comments are *required* for ratings of 1 and 0.

> **3 = Superior competence for the level of this course or experience**
> **2 = Acceptable competence for the level of this course or experience**
> **1 = Minimal competence for the level of this course or experience**
> **0 = Obvious and pervasive lack of competence**

Performance Indicator	Rating	Narrative Support for Rating
Physical Appearance		
Dependability		
Planning		
Initiative		
Attitude		
Honesty		
Organizational Skills		
Confidentiality		
Enthusiasm		
Flexibility		
Ability to Self-Evaluate		
Knowledge of Ethical Standards of the Discipline		
Stress Management		
Boundary Maintenance		
Cultural Sensitivity		
Open-Mindedness		

2 Week Student Teaching PEBS

Student Teacher's Name (Please Print):	
Placement:	
Evaluator Name (Please Print)	
Evaluator Signature	
Date:	**Semester/Yr:**

We would appreciate the cooperating teacher and building administrator collectively evaluate the candidate and provide either an *S* (**Satisfactory)** or *U* (**Unsatisfactory)** competence level for this experience. Narrative evidence in the space next to each performance indicator is strongly encouraged; evidence is *required* for an unsatisfactory rating, and will result in a conference to determine whether or not the placement continues. You are encouraged to share the completed form with the candidate, but it can also be kept confidential. The form should be given to the candidate to be returned to the program coordinator.

Performance Indicator	Rating	Evidence
Physical Appearance (Candidate is appropriately dressed for teaching.)		
Punctuality (Candidate is observing the established attendance requirements.)		
Attitude & Initiative (Candidate demonstrates a positive attitude and a willingness to take over the class(es).		
Organizational Skills (Candidate is well organized and demonstrates good time management.)		
Boundary Maintenance (Candidate appropriately interacts with students and staff.)		
Cultural Sensitivity (Candidate demonstrates an understanding of cultural, linguistic and ethnic differences in the classroom.)		

To: Building Principal

Date: _____

From: Utica College Education Supervisor

Re: Today's Classroom Observation

Utica College Student Teacher   _____

Cooperating Teacher   _____

College Supervisor   _____

Comments:

_____

_____

_____

_____

Copies to: Building Principal
            TEP File
            Supervisor

OBSERVATION REPORT FORM

STUDENT _____   SUBJECT/PERIOD _____

DATE _____   OBSERVER _____

STRENGTHS DEMONSTRATED:

IMPROVEMENTS SHOWN ON GOALS FROM LAST OBSERVATION:

GOALS TO WORK ON FOR NEXT OBSERVATION:

OVERALL IMPRESSION:

I HAVE RECEIVED MY COPY _____

                                        STUDENT'S SIGNATURE

COOPERATING TEACHER FEEDBACK FORM

Student Teacher Name _____

Cooperating Teacher Name _____

College Supervisor _____

This questionnaire is to be used to facilitate conversation and feedback between the college supervisor and the cooperating teacher. The goal is to focus the conversation and elicit useful information that will help the student teacher reflect on his or her practice as a professional.

Please provide a brief comment for each area:

Date: _____

1. Punctuality & attendance:

2. Willingness to assume responsibility for duties:

3. Lesson planning & preparation:

4. Classroom management:

5. Feedback to students, including grading:

6. Other

Date: _____

1. Punctuality & attendance:

2. Willingness to assume responsibility for duties:

3. Lesson planning & preparation:

4. Classroom management:

5. Feedback to students, including grading:

6. Other:

Student Teaching Summative Evaluation
(Please complete the evaluation in LiveText. This is just a visual example of what to expect.)

	Highly Effective- 4 (4.000 pts)	Effective - 3 (3.000 pts)	Developing - 2 (2.000 pts)	Ineffective - 1 (1.000 pt)
Presentation (1.000, 14%)	Candidate's instructional practices are highly engaging for students. Students have regular and ongoing opportunities to engage with the teacher and with peers. Candidate utilizes a variety of questioning techniques and encourages students' higher level responses. Verbal directions are clear and concise.	Candidate's instructional practices engage students at an acceptable level. Students have regular and ongoing opportunities to engage with the teacher and with peers. Candidate varies questioning techniques and provides appropriate feedback for students' responses. Verbal directions are generally clear and concise.	Candidate's instructional practices are minimally engaging for students. Students have occasional opportunities to engage with the teacher and/or with peers. Candidate utilizes a limited number of questioning techniques. Verbal directions are unclear and frequently must be reviewed/restated.	Candidate's instructional practices lack opportunities for student engagement. Students have little interaction with the candidate or with peers. Questioning techniques are non-existent and/or inappropriate for students. Verbal directions are frequently incomplete/incorrect.
Pedagogy (1.000, 14%)	Candidate understands and utilizes current content-related pedagogy for planned instructional decisions. Candidate seeks out new developments to enhance practice. Candidate consistently utilizes formative assessment to adjust instruction.	Candidate utilizes current content-related pedagogy for planned instructional decisions. Candidate occasionally utilizes formative assessment to adjust instruction.	Candidate has a limited understanding of current content-related pedagogy for planned instructional decisions. Candidate includes formative assessment in lessons but does not utilize information for modifications to instruction.	Candidate does not use current content-related pedagogy for planned instructional decisions. Candidate's does not use formative assessment to inform instruction (or formative assessment is inappropriate).
Content (1.000, 14%)	Candidate demonstrates a high degree of content knowledge and is able to enhance the lesson with additional resources and anecdotal information.	Candidate demonstrates a high degree of content knowledge.	Candidate demonstrates an acceptable level of content knowledge.	Candidate demonstrates minimal level of content knowledge and/or content errors in the lesson.
Preparation and Planning (1.000, 14%)	Candidate understands and purposefully plans key concepts and themes and consistently uses appropriate academic language. Candidate plans multiple instructional strategies to meet the diverse and specific needs of students. Lesson Plans are always reviewed with cooperating teacher prior to use.	Candidate understands and plans key concepts and themes and uses academic language. Candidate plans multiple instructional strategies for all students. Lesson Plans are usually reviewed by cooperating teacher prior to use.	Candidate has a rudimentary understanding of key concepts and inconsistently uses academic language. Candidate designs lessons to include limited variety of instructional strategies for some students. Lesson Plans are occasionally reviewed by cooperating teacher prior to use.	Lesson Plans are inappropriate; key concepts and academic language are not addressed. Lesson plans are late or incomplete. Candidate designs lessons with little or not variety of strategies for diverse students. Lesson plans are not completed in time to be reviewed by cooperating teacher.
Class Management (1.000, 14%)	Candidate-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Candidate creates a safe learning environment where all students feel accepted and free to take learning risks. The candidate and students have established seamless routines/ procedures/ transitions and standards of conduct that are clear to all students and appear to be internalized. Students assume responsibility for developing routines and standards of conduct, and in ensuring their efficient operation.	Candidate-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Candidate creates a safe learning environment where students feel accepted and free to take learning risks. Candidate's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under candidate direction.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks. The candidate's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Candidate interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks. The candidate's routines/ procedures/ transitions and standards of conduct are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused.
Professional Responsibility (1.000, 14%)	Displays and utilizes a thorough knowledge of student development and consistently demonstrates an appreciation of student diversity. Frequently initiates communication with colleagues, students and their families. Seeks responsibility for and consistently maintains accurate records. Consistently demonstrates behaviors of professional growth.	Displays knowledge of student development and diversity. Frequently communicates with colleagues, students and their families. Consistently assumes responsibility for and maintains accurate records. Demonstrates behaviors of professional growth.	Continues to acquire knowledge of student development and diversity. Occasionally communicates with colleagues and/or students and/or their families. Maintains accurate records. Demonstrates professional behavior.	Unaware of and/or unconcerned with student development and diversity. Rarely communicates with colleagues, students and their families. Unable/unwilling to assume record keeping responsibilities. Unsatisfactory progress in professional behavior and growth.

Overall Assessment

1. Would you want this student teacher to teach your children?

	A (4.000 pts)	B (3.000 pts)	C (2.000 pts)	D (1.000 pt)
Select one (1.000, 100%)	Yes, I would be comfortable at this time.	Yes, after another placement.	No, not at this time.	No, never.

2. If you had the authority, would you recommend the student teacher for NYSED certification?

	A (3.000 pts)	B (2.000 pts)	C (1.000 pt)
Select one (1.000, 100%)	Yes, I would recommend at this time.	Yes, I would recommend after successful completion of another placement.	No, I would not recommend at any time.

3. Utilizing the APPR/HEDI scale, please rate this candidate's overall performance in this placement.

	H (4.000 pts)	E (3.000 pts)	D (2.000 pts)	I (1.000 pt)
Select one (1.000, 100%)	Highly Effective	Effective	Developing	Ineffective

STUDENT TEACHING SURVEY

Select One: ☐ Placement 1   ☐ Placement 2

Teacher Name:_____Grade_____

School:_____

1) I met daily with my cooperating teacher for mentoring feedback.
        5   4   3   2   1
        Always   Never

2) The cooperating teacher advised me/helped me with curriculum planning.
        5   4   3   2   1
        Always   Never

3) The cooperating teacher gave me positive and helpful feedback.
        5   4   3   2   1
        Always   Never

4) I was given opportunities to try my own or new ideas.
        5   4   3   2   1
        Always   Never

5) I was given useful feedback on lesson/unit plans.
        5   4   3   2   1
        Always   Never

6) The cooperating teacher treated me professionally.
        5   4   3   2   1
        Always   Never

7) The cooperating teacher was knowledgeable in the content area and core curriculum.
        5   4   3   2   1
        Always   Never

8) The cooperating teacher was knowledgeable about effective teaching strategies.
        5   4   3   2   1
        Always   Never

9) The cooperating teacher helped me become part of the school community.
        5   4   3   2   1
        Always   Never

10) I was given opportunities to observe other teachers.
        5   4   3   2   1
        Always   Never

11) Would you recommend this teacher for future student teaching placements? Yes   No
Comments:

EVALUATION OF COLLEGE SUPERVISOR

Supervisor Name: _____

Semester: _____

    1) My college supervisor observed me at least two times for each placement.
                      Yes   No

    2) My college supervisor kept appointments that were made with me.
                      Yes   No

    3) My college supervisor returned my telephone calls or emails in a timely manner.
                      Yes   No

    4) My college supervisor met with me to discuss his/her observations of my teaching.
                      Yes   No

    5) My college supervisor met with my cooperating teachers to discuss my progress.
                      Yes   No

    6) My college supervisor gave me positive and helpful feedback.
                    5   4   3   2   1
                Always   Never

    7) My college supervisor treated me professionally.
                    5   4   3   2   1
                Always   Never

    8) My college supervisor provided me with helpful teaching strategies.
                    5   4   3   2   1
                Always   Never

STUDENT TEACHER
EMERGENCY CONTACT INFORMATION

Student Teacher Name_____

Current Mailing Address_____

Telephone Number_____ Cell Phone_____

Email_____

……………………………………………………………………………………………

Emergency Contact Information:

1) Name_____

   Telephone_____

   Alternate Phone Number_____

   Email_____

2) Name_____

   Telephone_____

   Alternate Phone Number_____

   Email_____

If you need to reach the Office of Educator Preparation at Utica College, call (315) 792-3815.

UTICA COLLEGE
STUDENT TEACHING SCHEDULE CONTRACT
Placement 1

Date _____

Student Teaching Placement:

District: _____

Building: _____

Expected Daily Arrival Time for Student Teacher: _____

Earliest Daily Departure Time for Student Teacher: _____

Student Teacher Signature: _____

Cooperating Teacher Signature: _____

✂--

UTICA COLLEGE
STUDENT TEACHING SCHEDULE CONTRACT
Placement 2

Date _____

Student Teaching Placement:

District: _____

Building: _____

Expected Daily Arrival Time for Student Teacher: _____

Earliest Daily Departure Time for Student Teacher: _____

Student Teacher Signature: _____

Cooperating Teacher Signature: _____

Office of Educator Preparation & Psychology-Child Life

I have read and understand the rules and details outlined in the Education Program and Student Teaching Handbook.

Print_____

Sign_____

Date ___/___/_____

Please return this page of the handbook to the Office of Educator Preparation, located in the Library Concourse, Room 128 of Utica College.

Questions? Concerns? Need Help? Please contact:

Kyle D. Riecker
Adminstrative Assistant II
Office of Educator Preparation and Psychology-Child Life
P: 315-792-3815
F: 315-792-3714
kyriecke@utica.edu