SUNY ONEONTA

Student Teaching Handbook

Departments of:
Elementary Education and Reading
Secondary Education and Educational Technology
Office of Education Advisement and Field Experience

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STUDENT TEACHING HANDBOOK
SUNY Oneonta
Office of Education Advisement & Field Experience

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Overview and Welcome

***To the candidate**: Congratulations, you are about to begin a journey filled with challenge, excitement, and professional growth. Student teaching is a full-time commitment that provides you with the opportunity to participate in the full range of teaching responsibilities. You have brought with you a vast set of tools and experiences. Now is the time to apply your knowledge and skills and test out your teaching strategies. Keep in mind, you are not alone in this endeavor; there is a whole team of professionals ready to assist you along the way.*

The student teaching program is an integrative experience in SUNY Oneonta's professional development program for prospective teachers. As the capstone experience, student teaching provides an opportunity to apply theories of learning and methods of teaching, to practice effective teaching strategies, to identify learning and teaching strengths and areas in need of improvement, and to further explore one's own commitment to the teaching profession.

The experience requires candidates to integrate theory and practice on a daily basis, monitor student performance as a result of their teaching, and self-evaluate on a regular basis. Student teaching is the culmination of the entire teacher preparation program.

The candidates are enrolled in student teaching as a result of professional screening based on professional course work and experiences during the candidates' education program. Candidate placements are arranged through the college and New York State-approved elementary and secondary schools. Cooperating teachers are selected based on criteria developed by the building principal/superintendent and the college. Each candidate is assigned to a cooperating teacher for each placement, and a college supervisor. Please see the Directory for additional college resources.

Getting Started

To the Candidate: *It is the Division of Education's intent that you will use this handbook as a guide, and maintain ongoing communication with your college supervisor, cooperating teachers, and other professionals in the field and on campus. The following helpful hints are shared to get you thinking about your new responsibilities as a student teacher:*

1. Read and make use of information contained in this *Student Teaching Handbook.*

2. Become acquainted with school personnel and their roles and responsibilities.

3. Provide the cooperating teacher with pertinent biographical data (personal and professional) by the first meeting. It is also recommended that the candidate take the initiative to inquire about how he/she might become involved in other aspects of the overall school program (e.g., after school help sessions, chaperoning a school event).

4. Conduct yourself as a professional at all times, particularly in relationships with school colleagues and students.

5. Learn and carry out school policies and procedures.

6. Acquire relevant information about students for whom you are responsible.

7. Refrain from inappropriate discussion of confidential information.

8. Take the initiative in seeking help from the cooperative teacher.

9. Display a willingness to adapt to various situations, to accept criticism, and to learn from mistakes.

10. Read professional literature and attend professional workshops.

11. After consultation with the cooperating teacher, arrange to observe other teachers.

12. Work with a diverse student population throughout the assignment. This will include lesson planning and teaching that demonstrates recognition of the exceptional student (e.g., academically gifted, learning disabled, emotional or physically challenged). Planning for differences posed by culturally and linguistically diverse students should also be evident.

13. Complete self-evaluation forms as required by the college supervisor.

14. Inform the college supervisor of progress made and problems encountered.

Professional Behavior of Candidates

- Dress and act professionally at all times.
- Observe the cooperating teacher and give special attention to classroom organization and management routines.
- Assume responsibility for classroom management and physical appearance of the room, the care of equipment and materials, the safety of the students, and other administrative routines.
- Be receptive to suggestions and constructive feedback about teaching.
- Keep and submit accurate, updated records, lesson plans, journals, and portfolio materials as required by the cooperating teacher, and/or college supervisor.
- Handle all confidential information in an ethical manner.
- Refrain from criticism of any phase of the school's operation. Questions about the purpose and/or implementation of policies is appropriate, but criticism is not.
- Refrain from starting or repeating rumors or gossip.
- Do not at any time discuss a particular student by name, except in professional sessions with the cooperating teacher, principal or college supervisor.
- Avoid corporal punishment under any circumstances.

Policies and Procedures

Attendance Polices

Candidates are obligated to follow the school calendar of their assignment. This would include daily attendance at school, attendance at faculty, professional, and in-service meetings, and duties assigned before and after regular school hours. Candidates are expected to arrive and depart each school day at the time designated by the cooperating teacher. Attendance at other events that require teacher participation may be assigned by the cooperating teacher, principal, or college supervisor (e.g., PTA meetings, school dances, parent conferences). Candidates will take vacation time according to the school calendar rather than the SUNY Oneonta calendar.

Illness

Candidates are expected to notify their cooperating teacher as soon as possible if illness prevents them from being in attendance. In most cases, a call to the cooperating teacher's home is expected in addition to notifying the school office. In addition, the college supervisor should also be notified. In such a situation, it is expected that the candidate will confer with the cooperating teacher on the plans for that day.

If more than 1 or 2 days of absences occur, a doctor's excuse may be required by the Office of Education Advisement and Field Experience. Excessive absence due to illness or personal situations may result in the extension or reassignment of the placement by the Director of the Office of Education Advisement and Field Experience. Non-approved absences may result in the candidate's removal from the placement.

Full Time Experience

Student teaching is a **full time** responsibility. Participation in extracurricular college activities should never interfere with the student teaching assignment. Any special requests need to be made in writing to the Director of Educational Advisement and Field Experience Office.

Personal Leave

In the event that it is necessary to be absent for a personal reason (e.g., death in family), notification must be given to the cooperating teacher and college supervisor in advance of the absence, if possible.

Employment During Student Teaching

The Division of Education discourages candidates from being employed during their student teaching experience. The student teaching experience requires a total and full-time commitment outside regular school hours.

Student Teachers May Not Act as Substitute Teachers

All parties involved acknowledge the fact that student teaching is an apprenticeship and that a student teacher will always be under the supervision of a cooperating teacher. Due to these expectations, the student teacher may not act as a paid or unpaid substitute teacher during his/her student teaching placement.

Teacher Strikes and Job Actions

Neither the college nor candidates have a contractual agreement with the school system; candidates are participating in a long-term academic experience at the invitation of the school system. Thus, candidates are not involved in determining policies or procedures of the school or teachers' associations or unions. In the event that a job action or strike situation should arise during a candidate's placement at the school, the following procedures should be followed:

- The candidate should inform the college supervisor as to the possibility of a job action.
- The candidate should maintain a neutral stance regarding the job action and not engage directly in the activity or related activities, such as preparation of flyers or mailings.
- At the commencement of a strike, the candidate must contact the college supervisor (or other designated emergency contact person at the college) to receive further instructions.
- If the strike continues past three days, the candidate's placement will likely be changed to another school system. (This may be done earlier at the discretion of the college supervisor.)

Policy Prohibiting Sexual Harassment

Sexual harassment is an unlawful practice, referring to any unwanted verbal or physical sexual advance or sexually-explicit derogatory statement made by someone in the classroom or workplace that is offensive or that causes the recipient discomfort or humiliation or that interferes with the recipient's education or job performance. It is the policy of SUNY Oneonta to take affirmative action to provide an environment where employees and candidates are free from sexual harassment.

The candidate is responsible for the safety and comfort of all students. No harassment of students by students can be tolerated. Candidates should be aware of their behavior with students, especially those in early adolescence. Touching students of the opposite sex, even simple expressions of care and concern, could be misinterpreted and should be used cautiously.

Military Service and Training Policy

If there is a possibility that a candidate *may be* called to military service or training, it is recommended that the candidate meets with the Director of Education Advisement and Field Experience to discuss a plan to fulfill the degree requirements.

Felony and/or Misdemeanor Convictions Policy (<u>related to Student Teaching)</u>

The important issue of **felony and misdemeanor** convictions is presented to candidates in EDUC 106, and again during Methods. In Methods, just prior to the student teaching assignment, the prospective student teacher must fill out the Crime Conviction Sheet. This topic is brought up *as early as possible* so that candidates realize they may not be able to complete fieldwork and/or student teaching, complete their coursework or earn teacher certification if they have a misdemeanor or felony. It is important that student candidates realize that a felony or misdemeanor conviction may affect their ability to receive certification from the State of New York. This information is officially determined when Fingerprinting and Criminal History Checks are completed by the State Education Department during the certification application procedure.

Candidates, who have been charged and/or convicted of felonies and/or misdemeanors, should direct any questions to the Office of Education Advisement and Field Experience. All information will be confidential. Each situation will be reviewed on an individual basis. The Director will request, at the candidate's expense, a copy of the original deposition of the case in order to review these documents and take appropriate action. Certain crimes are considered more serious than others in the evaluation process, and can possibly <u>deter any chance of certification</u>. The nature of the crime, its recency and frequency are the factors considered when deciding on potential certification. If a candidate has a felony or misdemeanor charge, and working with children or youth is determined to be inappropriate, the OEAFE will not set up a fieldwork experience for this candidate.

Candidate Termination Policy

Termination procedures are rare; however, any of the following conditions may be cause for termination of a candidate's placement in a field assignment:

- The classroom students' learning is significantly impeded due to the candidate's lack of content knowledge.
- The classroom students' learning is significantly impeded due to inadequate planning by the candidate.
- The classroom students' learning is significantly impeded due to the candidate's inadequate classroom management and/or discipline.
- The classroom students' learning is significantly impeded due to the candidate's deficiency in oral and written communication skills.
- There is documented evidence of ethical impropriety, violation(s) of community standards or practice, or improper professional judgments on the part of the candidate.
- There is documented evidence of inappropriate personal or professional behavior by the candidate.

Occasionally, a school administrator will request that a candidate be removed from the school. As candidates are guests in the school, the College must defer to the building administrator's request. The removal may or may not result in the termination of Student Teaching.

Procedures for Termination of Student Teaching

1. College supervisors and cooperating teachers will document the causes for recommendation of termination with written observations, logs, notes, videotapes, or formal evaluations of the candidate's performance.

2. Once a cooperating teacher or college supervisor judges that there is cause for termination, the college supervisor presents documentation to the Director of the Office of Education Advisement and Field Experience

3. The Director will meet with the candidate and determine if the case warrants termination.

4. In certain cases, the candidate may be given another opportunity for a student teaching experience. A remediation plan will be devised in an attempt to ensure that the candidate has a successful experience. An individualized plan may include:

    - additional course work
    - additional training in the deficit area(s)
    - support services offered by the college.

    If a remediation plan is not possible, or requirements of the plan are not satisfactorily completed, **termination from the program will be final**.

5. If problems continue after the second assignment, the candidate will be terminated from the certification program.

New York State Regulations

Laws of New York - By Authority Chapter 128

The following education law pertains to the obligation of certain school authorities to protect practice teachers from liability for negligence.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section three thousand twenty-three of the education law, as added by chapter five hundred eighty-three of laws of nineteen hundred fifty-five, is hereby amended to read as follows.

3023. Liability of a board of education, trustee, trustees, or board of cooperative educational services.

Notwithstanding any inconsistent provision of law, general, specific, or local, or the limitation contained in the provisions of any city chapter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties and/or under the direction of said board of education, trustee, trustees or board of cooperative educational services; and said board of education, trustee, trustees or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state or in any insurance company authorized by law to transact business in this state, or such insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, trustees or board of cooperative educational services.
As amended L. 1976, c 844, 1.

***To the candidate**: The above law refers to the fact that the school's insurance covers you while you are in the school building.*

Required Additional Trainings

New York State requires all applicants for teaching certification to have completed the following prior to application (as of July 1, 2013)

- At least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment (in accordance with requirements of section 3004 of the Education Law).

- At least two clock hours of coursework or training in school violence prevention and intervention (also known as S.A.V.E) (as required by section 3004 of the Education Law).

- At least six clock hours of coursework or training in harassment, bullying and discrimination prevention and intervention (also known as DASA: Dignity for All Students Act) (as required by section 14 of Education Law).

Important Note: *If you have successfully completed EDUC 213:Education Law requirements Related to Health and Safety Issues at SUNY College at Oneonta* ***PRIOR to the Fall 2013*** *semester, you have already completed the Child Abuse Recognition/Reporting and Violence Prevention requirements for certification.* ***You will still need, however, the DASA training prior to application for certification.***

All those who have successfully completed EDUC 213 from Fall 2013 on will have met all the aforementioned requirements.

If you are still in need of any of the aforementioned required seminars, please contact the Office of Education Advisement and Field Experience for more information.

Please also note: When the college recommends you for certification, they attest that you have taken all three required trainings. Having your certification is proof that you have met all the state requirements. Please note that your DASA training (along with your S.A.V.E. and Mandated Child Abuse Training) may **NOT** be reflected on your TEACH account. This does not mean that you have not met the requirement.

If a school district requires proof beyond that of your certification that you have taken the DASA, S.A.V.E. or Mandated Child Abuse training, you have the paper copy of your certificate of completion to show them. If you do not have this, please contact the Office of Education Advisement and Field Experience.

Fingerprinting

Most schools require fingerprinting of student teachers before they can start Student Teaching. Fingerprinting is required by the State of New York for teacher certification.

Chapter 180 of the Laws of 2000, the Safe Schools Against Violence in Education Act (SAVE) requires the New York State Education Department to request a criminal history background check of all applicants for certification as a school teacher or school administrator on or after July 1, 2001 through the submission of fingerprints to the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). This legislation also mandates that all prospective employees of school districts hired on or after July 1, 2001 be fingerprinted and cleared for employment by the Department.

The fingerprinting information procedure is available at the Office of Education Advisement and Field Experience. If a candidate has already been fingerprinted for employment in a school district (e.g. substitute teaching), the candidate must contact OSPRA (ospra@mail.nysed.gov or 518-473-2998) to alert the state that the fingerprints must be registered now for certification. Any questions regarding fingerprinting may be directed to the Office of Education Advisement and Field Experience.

INFORMATION FOR THE COOPERATING TEACHER

The following guidelines are intended to assist cooperating teachers and to clarify their responsibilities. It is recommended that the cooperating teacher:

A. Prepare for the candidate.

- Attempt to enhance the status of the candidate in the classroom by preparing students and parents for the arrival of a new teacher and by encouraging their acceptance of and cooperation with the candidate. Consider sending home a letter to parents to make them aware of the candidate's arrival.

- Provide a work area for the candidate, including a desk or desk space, shelves, and a place for planning, if possible.

- Provide the candidate with instructional resources and texts.

- Share your own teaching philosophy and objectives with the candidate.

- Have open dialogue with the college supervisor regarding policies and procedures.

B. Orient the candidate. (See pages 23-25: Getting Acquainted Checklist)

- Introduce candidate to colleagues, administrators, and other staff members.

- Introduce the candidate to the various classes of students, emphasizing his/her status as a teacher and his/her interests or achievements.

- Familiarize the candidate with the students' names, special needs (i.e., IEP's, labels, one-on-one aides), interests, and community background.

- Acquaint the candidate with the students' cumulative records and the manner in which they are maintained and used.

- Provide the candidate with a class schedule and with a school handbook.

- Familiarize the candidate with school policies and procedures regarding such things as: facilities, records and reports, and classroom management practices.

- Acquaint the candidate with (1) available supplies, (2) instructional materials and resources, (3) duplicating machines, (4) audio-visual equipment, (5) available computer lab(s), and (6) the library.

- Share your expectations for the experience with the candidate.

C. Explain routines and management techniques used in the classroom.

- Plan with the candidate and the college supervisor a tentative timeline for assigning teaching responsibilities to the candidate. (See pages 21-22: Suggested Timeline.)

- Clarify the candidate's responsibilities regarding school hours, clerical duties, scheduled conferences, and other commitments.

D. Assist the candidate in becoming a professional

- Respect the candidate as a partner in the responsibility for his/her own growth as a teacher.

- Provide for a variety of professional experiences, such as attending professional and staff meetings, PTA meetings and after school functions such as school concerts, science fair, etc.

E. Assist in Lesson Planning.

- Use cooperative planning during the student teaching experience.

- Guide the student to become a self-initiated planner.

- Acquaint the candidate with your long range goals and plans, and with what has occurred before their arrival and what will probably follow it (e.g. share curriculum guide and plans for the semester and year).

- Assist the candidate in considering the learning abilities of students when developing lesson plans.

- Review the candidate's lesson plan and offer suggestions well in advance of when the lesson will be implemented. (Elementary See page 65-66: Sample Short Lesson Plan Format.) (Secondary See page 101-102: Sample Short Lesson Plan Format.)

- Encourage the candidate to think through objectives and to decide which teaching techniques will best meet those objectives.

- View planning as a basis for later evaluation and analysis of a lesson.

- Assist candidate in selecting topic for the unit and review and approve candidate's unit plan before implementation. (See pages 72-73: Elementary Unit Plan.) (See page 90: Secondary Sample Unit Plan Form.)

F. Guide the candidate.

- Suggest and, if possible, model the use of various teaching strategies and materials.

- Explain and, when appropriate, demonstrate techniques for establishing and maintaining classroom control.

- Encourage the candidate to take an interest in the individual needs and progress of each student.

- Guide the candidate in the development of his or her own individual style of teaching.

- Encourage the candidate to develop and implement a variety of teaching techniques.

- Determine the pace at which the candidate should increase his or her teaching responsibilities (according to his or her readiness and in cooperation with the college supervisor).

- Provide the candidate with the opportunity to establish his or her own authority and rapport with the classes of students.

G. Assist the candidate in planning for observations.

- Assist the candidate in scheduling observations of other teachers in consultation with the school administration and the college supervisor.

- Help the candidate to analyze and to evaluate the teaching that has been observed.

- Assist the candidate in planning to observe, and possibly to participate in, the supervision of an extra-curricular activity.

H. Observe the candidate.

- At least initially, try to observe at least one lesson taught by the candidate each day, and provide informal feedback (observational notes and suggestions).

- At least once a week, formally observe a lesson and provide written feedback.

- Keep written notes on the candidate's general performance, to share with the candidate and the college supervisor. Please complete the Weekly Appraisal. (See page 28.)

- Guide the candidate in arranging for the video taping of lessons taught by the candidate.

I. Confer with the candidate.

- If possible, select a place that will allow privacy.
- Attempt to create an atmosphere that will allow a free flow of ideas.
- Consider scheduling conferences for specific times on a regular basis (daily preferred, if possible).
- Possibly schedule conferences to discuss topics agreed upon in advance, such as planning or evaluation.
- Participate in three-way conferences with the candidate and the college supervisor.

J. Evaluate the candidate.

- Review evaluation forms with the candidate and the college supervisor.
- Consider growth, not evaluation per se, as the real purpose of assessment.
- Assess and record, in cooperation with the candidate, their progress.
- Emphasize the strengths and progress of the candidate, as well as any weaknesses.
- Encourage the candidate to engage in self-evaluation of professional experiences.
- Help provide a cumulative look at the candidate's progress and provide input for the Teacher Candidate: Final Evaluation Rubric. (See pages 30-33.) With the help of College Supervisors and Cooperating Teachers, the O.E.A.F.E. created the Supervisor's Report form to operationalize the items on the Final Evaluation Rubric (Please see page 29).
- Reserve the right to remove an ineffective/unmotivated candidate.
- Provide a written evaluation of the respective college supervisor.
- Provide a recommendation of the candidate to the Office of Career Development (if requested by the candidate).

K. Evaluate the college supervisor

- Complete and submit the Evaluation of the College Supervisor electronically using Tk20 (See page 42-43 for instructions.) The college supervisor will complete the Supervisor's Evaluation of the Cooperating Teacher.

INFORMATION FOR THE COLLEGE SUPERVISOR

The college supervisor is responsible for supporting cooperating teachers and administrators in their work with candidates. The following recommended guidelines are intended to clarify the responsibilities of the college supervisor. Cooperating teachers and school administrators should not hesitate to seek assistance from the college supervisor in areas not specifically mentioned below.

It is recommended that the college supervisor:

A. Serve as a liaison between the college and the cooperating schools.

B. Serve as a liaison between the cooperating teacher and the student teaching program through:

- explaining the philosophy, goals, and policies of the student teaching program.
- informing the cooperating teacher of the written records and reports required of them, and their nature, purpose and due dates.
- informing the cooperating teacher of the written records, reports, and seminars required of the candidate, and their nature, purpose, and due dates.

C. Serve as a resource person in the area of teaching specialization.

D. Confer with the cooperating teacher regularly.

E. Work with the cooperating teacher (1) in planning a variety of teaching experiences for the candidate and (2) in scheduling increased and/or changed responsibilities for the candidate.

F. Guide the progress of the candidate through:

- orienting candidate to Division of Education's expectations and guidelines.
- observing the candidate at least every 5-7 working days.
- making written comments on observations of the candidate available to both the cooperating teacher and the candidate. (See page 29 for sample form.)
- conferring with the candidate to cooperatively analyze their teaching performance.
- counseling the candidate concerning problems of adjustment to his/her teaching role.

- scheduling three-way conferences with the cooperating teacher and the candidate when appropriate.

- informing the candidate of favorable aspects of their teaching performance, as well as areas in need of improvement.

- making the candidate aware of ways by which their teaching might be modified to increase its effectiveness.

- making the candidate aware of teaching strategies, techniques, and materials that might be used to improve their teaching performance.

G. Direct all three-way evaluation conferences which should take place at the midpoint and end of each placement. Please use the Supervisor's Report form as the guide for these conferences. (See page 29.) With the help of College Supervisors and Cooperating Teachers, the O.E.A.F.E. created this form to operationalize the items on the Final Evaluation Rubric (Please see pages 30-33).

H. Serve as a liaison in the documentation of candidate performance. The Office of Education Advisement and Field Experiences is required to randomly review and document candidate performance. Please be prepared to forward copies of candidates' work along with completed rubrics to the OEAFE.

I. Evaluate the Child Study/Action Plan Project*, using the Child Study/Action Plan Project Checklist. (See page 63.) *Elementary Only

J. Review and evaluate the candidates' Professional Exit portfolios* using the Professional Exit Portfolio Rubric. (See page 64.) During a final session held with all the supervisor's student teachers, the college supervisor will randomly select one or two sections for each candidate to orally present, with the supportive documentation. The group should provide supportive feedback and constructive suggestion to each candidate for presenting the portfolio in future job interviews. *Elementary Only

K. Complete the Cumulative Record* for each candidate. (See page 60.) *Elementary Only

L. Complete & submit the Evaluation of Cooperating Teacher electronically using Tk20. (See pages 39-40 for instructions.)

SUGGESTED TIMELINE

Week 1

- Complete "Getting Acquainted Checklist". (See pages 23-25.)
- Complete "Observation Guide" (See page 61) for a minimum of 5 students*. If time permits, complete the guide for all of the students. *Elementary only
- In collaboration with your cooperating teacher, choose a topic for the unit plan and design a timeline for its implementation. (See pages 72-73: Elementary.) (See page 90: Secondary.)
- In collaboration with your cooperating teacher, choose a child for your child study/action plan project* (see page 62). *Elementary Only

In collaboration with your cooperating teacher, choose dates for solo week.

- Discuss school policy on videotaping and make arrangements for videotaping a lesson. (See page 27: Videotape Authorization Form.)

Candidates should, whenever possible:

- Introduce themselves to the class
- Take attendance
- Take class to specials etc.
- Teach an introductory lesson (i.e. reading a story).

Week 2

- First formal observation by college supervisor and cooperating teacher
- Work on Child Study/Action Plan Project (Elementary Only)
- Work on draft of the unit plan

Week 3

- Second formal observation by college supervisor and cooperating teacher
- Work on Child Study (Elementary Only)
- Work on draft of the unit plan

Week 4

- Third formal observation by college supervisor and cooperating teacher
- Three-Way Midpoint Conference (Use the Supervisor's Report form as a guide for the conference)
- Child Study is due to the college supervisor (Elementary Only)
- Draft of the unit plan is due to cooperating teacher and college supervisor for approval

Week 5

- Completed unit plan is due to cooperating teacher and college supervisor
- Fourth formal observation by college supervisor and cooperating teacher

Week 6

- Begin implementation of the unit plan
- Candidate is often responsible for teaching at least half the day by now.

Week 7

- Solo Week

Week 8

- Begin to return class to Cooperating Teacher
- Visit/Observe other teachers in building
- Final three-way conference (cooperating teacher and college supervisor should complete the Teacher Candidate: Final Evaluation Rubric prior to the conference.) The candidate should complete a photocopy of the form prior to the final conference. (See pages 30-33.)
- A copy of the Action Plan Project* is due to the college supervisor. The original should be placed in the Professional Portfolio. (One edTPA is required. The candidate may choose whether to complete the edTPA during the first **or** second placement.) *Elementary Only
- Professional Exit Portfolio is due to the college supervisor. (Elementary Only)

Second Placement

The timeline should be modified to reflect the student teacher's readiness to teach on a regular basis.

GETTING ACQUAINTED CHECKLIST

YES	NO	ARE YOU FAMILIAR WITH -
___	___	morning arrival time?
___	___	departure time?
___	___	responsibility on the playground?
___	___	hall duty?
___	___	responsibility in the lunch room?
___	___	special teacher schedules?
___	___	lunch orders and schedules?
___	___	fire drill procedures?
___	___	safety procedures?
___	___	universal health precautions?
___	___	civil defense procedure?
___	___	procedure for purchasing and serving food?
___	___	method of checking daily attendance?
___	___	handling of attendance reports?
___	___	procedure for excusing pupils to leave building?
___	___	schedule of subjects and activities?
___	___	staff meeting procedures?
___	___	schedule of other professional meetings?
___	___	accident reports?
___	___	ventilation, lighting, and clean-up practices?
___	___	rules governing discipline?
___	___	bus regulations?
___	___	general care of classroom?
___	___	administrative forms?
___	___	reporting practices?
___	___	parent-teacher conferences?

YES	NO	CAN YOU LOCATE -
___	___	the central administrative office?
___	___	location of supplies?
___	___	the pupils' library?
___	___	the cafeteria?
___	___	the auditorium?
___	___	the playground areas?
___	___	the duplicating facilities?
___	___	the audio-visual aids?
___	___	the professional library?
___	___	the curriculum center?
___	___	the computer facilities?
___	___	the nurse's office?
___	___	First Aid Kit?

YES	NO	DO YOU HAVE -
___	___	a desk of your own?
___	___	a definite conference time?
___	___	a teacher's copy of the texts?
___	___	a copy of the teacher's handbook?
___	___	a procedure for requisitioning supplies?
___	___	a school calendar of activities?
___	___	the school's curriculum guides?
___	___	the freedom to implement your own ideas?
___	___	Candidate Handbook?

YES	NO	**DO YOU KNOW ABOUT -**
___	___	music, art, and curriculum help?
___	___	the nurse's program?
___	___	guidance services?
___	___	the school doctor?
___	___	the dental hygienist?
___	___	the speech teacher?
___	___	the psychologist?
___	___	the social worker?
___	___	home visits?
___	___	field trip procedures?
___	___	the reading specialist?
___	___	the testing program?
___	___	cumulative records?
___	___	courses of study?
___	___	available instructional materials?
___	___	special education personnel?
___	___	the philosophy of the school system?
___	___	legal responsibilities?
___	___	physical education?
___	___	extra-curricular activities?
___	___	school transportation?

YES	NO	**HAVE YOU BECOME ACQUAINTED WITH -**
___	___	the school neighborhood?
___	___	the community libraries?
___	___	the local churches?
___	___	the various industries?
___	___	the recreational facilities?
___	___	the economic status of school district?
___	___	the local government?
___	___	the vocations and avocations of parents?
___	___	the community history and tradition?
___	___	the community and school customs?
___	___	Teacher Centers?

YES	NO	**ARE YOU QUESTIONING AND REFLECTING UPON -**
___	___	common teaching practices?
___	___	your goals and purposes?
___	___	various classroom climates?
___	___	your lessons?

YES	NO	**ARE YOU PLANNING FOR -**
___	___	informal testing?
___	___	a resource person?
___	___	sociometric techniques?
___	___	individualization?
___	___	independent activities?
___	___	cooperative group activities?
___	___	a group or pupil study?
___	___	a long-range unit?
___	___	a professional file?
___	___	follow-up worksheets?
___	___	bulletin boards?
___	___	interest centers?
___	___	professional readings?
___	___	cultural diversity?
___	___	inclusion of pupils with special needs?
___	___	portfolio?

YES	NO	**HAVE YOU MET OR CONFERRED WITH –**
___	___	the principal?
___	___	the superintendent?
___	___	other classroom teachers?
___	___	the custodians?
___	___	the secretary?
___	___	teacher aides?
___	___	any parents?
___	___	the cafeteria manager?
___	___	the school nurse?
___	___	the special teachers?
___	___	any board members?

Sue Gallo/George Voris
Revised June 1998

GUIDELINE FOR PLANNING AND REFLECTING UPON LESSONS

As you begin to think about constructing your lesson plan, write down all of your concerns and the steps you are taking to account for these concerns. The list below should guide you. The actual written plan must follow a format upon which the student teacher and the cooperating teacher have mutually agreed. Unless otherwise agreed, plans are to be submitted two days in advance to the cooperating teacher.

1. Goals for students
2. Knowledge of content (e.g. its lace in curriculum)
3. Knowledge of students (e.g. ability levels, interests)
4. Knowledge of pedagogy (alternate ways of teaching content)
5. Anticipated difficulties
6. Student behavior expectations
7. Management issues: directions, distribution/collection of materials, provisions for those who finish early, utilization of support staff, timing/pacing, interruptions, discipline issues
8. Specific means of evaluation (If teacher observation, EXACTLY what are you looking for? Precisely how will you know that individual children achieved your goal?)
9. Sources used to get ideas. Criteria for selection

Post-Lesson Thoughts

Some of your most important learning comes from reflections about lessons already taught. It is important to use both good and bad experiences to your advantage. After your lesson write a journal entry, sharing what you learned from your experience. Explain your reactions to comments made to you by others – students and support personnel throughout the lesson and cooperating teacher and supervisor during the post lesson discussion. To help guide you, consider some of the questions listed below.

1. Consider your goals for the lesson. Did you accomplish these goals? How do you know?
2. What were some of the thoughts you had during the lesson that caused you to make the decisions you made?
3. What were the strong points of the lesson? The weak points? How do you account for them?
4. What did you learn that you would apply to the teaching of future lessons?

"To teach is to learn twice" - Joubert

Beginning in the Spring 2014 Semester all people applying for Teacher Certification must submit to New York State Education Department a completed edTPA which requires a 15-20 minute video clip of their teaching and interaction with students.

SUNY ONEONTA
Office of Education Advisement & Field Experience

Dear Parent/Guardian:

In teacher education, it is helpful for student teachers to videotape themselves in action and later use the videotape as a reflective tool to improve their teaching performance. For this reason, we ask your permission to include your child in videotape and/or photographs of classroom sessions. These photographs and/or videotapes will be used solely for the purpose of examining teacher behavior in an attempt to refine beginning teacher skills.

I give permission for my child_____

to be included in photographs and/or videotape taken by a student teacher from SUNY College at Oneonta

_____
Signature of Parent/Guardian

_____
Date

273 Fitzelle Hall
108 Ravine Parkway
Oneonta, NY13820

p 607.436.2538
p 607.436.3320
f 607.436.3799

oneonta.edu/academics/ed

CAEP

Weekly Appraisal

Candidate_____

Cooperating Teacher_____

Date_____ School_____ Grade_____

Directions: Cooperating Teacher/Candidate: Please complete and discuss one appraisal each week. The purpose is to help the candidate to evaluate his/her weekly progress and should help to serve as cumulative information in arriving at final evaluation. Candidates should have their appraisals in the notebook and ready for the college supervisor each week.

KEY TO ABBREVIATIONS:

EE - Exceeds expectations
ME - Meets expectations
NI - Needs improvement
BE - Below expectations

	EE	ME	NI	BE
1. Plans lessons thoroughly				
2. Has clear objectives for lessons				
3. Ties new material to previous learning				
4. Motivates students to study material				
5. Chooses content wisely				
6. Has good grasp of content				
7. Uses a variety of materials and resources				
8. Uses appropriate materials and resources				
9. Budgets time well				
10. Evaluates student learning appropriately and accurately				
11. Has enthusiasm for teaching				
12. Relates well to other school personnel				
13. Handles non-instructional activities willingly and effectively				
14. Accepts constructive criticism and learns from it				
15. Shows signs of effective self-evaluation				

Notes:

Plan to address weakness:

SUNY Oneonta
Office of Education Advisement & Field Experience

Observation Report

Student Teacher: _____School: _____

Cooperating Teacher: _____ Grade/Subject: _____

Visitation Number: 1 2 3 4 5 6 7 8

Rating Scale : I-INEFFECTIVE D-DEVELOPING E-EFFECTIVE HE-HIGHLY EFFECTIVE	I	D	E	HE
1. Prepares high quality written objectives for the lesson				
2. Prepares an effective lesson sequence				
3. Plans how all students will actively participate during the lesson				
4. Plans effective questions				
5. Plans to check for understanding throughout the lesson				
6. Collaborates with cooperating teacher as needed to establish effective classroom routines				
7. Provides the students with the objectives for the lesson				
8. Teacher candidate & student actions throughout the lesson are aligned with objectives				
9. Ensures that all students are actively participating throughout the lesson				
10. Engages students by asking questions				
11. Checks for all students' understanding throughout the lesson				
12. Consistently implements classroom routines				

Comments (i.e strengths, areas needing improvement):

_____ _____

Signature of College Supervisor **Date**

Indicator	**Ineffective**	**Developing**	**Effective** *(Expected level of performance)*	**Highly Effective** *(In addition to the criteria for Effective)*
Points:	*1*	***2***	*3*	*4*
A. Planning				
1. The teacher candidate prepares high quality written objectives for the lesson. CAEP 1.1 InTASC 7 NYSTS II.4	The teacher candidate provides no written objectives for the lesson.	The teacher candidate provides written objective(s) that are defined in vague or non-observable terms (e.g., "students will understand," "students will learn").	The teacher candidate provides written objective(s) that define observable behaviors and are aligned with the district curriculum as appropriate.	The teacher candidate provides a rationale for the lesson objective(s) based on available evidence about the students.
2. The teacher candidate prepares an effective lesson sequence. CAEP 1.1 InTASC 7 NYSTS II	The teacher candidate provides little or no evidence of planning for the sequence of the lesson.	The teacher candidate plans a lesson with multiple parts, but the sequence is not smoothly coordinated to flow from one part of the lesson into the next.	The teacher candidate plans a lesson sequence that is well thought out with effective transitions.	The teacher candidate plans a lesson sequence that includes flexibility to adapt to student needs in real time.
3. The teacher candidate plans how all students will actively participate during the lesson. CAEP 1.1 InTASC 7 NYSTS II	The teacher candidate provides little or no evidence of planning for active student participation during the lesson.	The teacher candidate provides a plan for students to actively participate during the lesson; there may be problems with how often or how many students will be involved.	The teacher candidate provides a plan specifying how all students will actively participate during the lesson.	The teacher candidate's plan includes strategies for enabling students to secure the active participation of other members of the group.

Indicator	**Ineffective**	**Developing**	**Effective** *(Expected level of performance)*	**Highly Effective** *(In addition to the criteria for Effective)*
Points:	*1*	***2***	*3*	*4*
4. The teacher candidate plans effective questions. CAEP 1.1 InTASC 7 NYSTS II.5	The teacher candidate provides no evidence of any planned questions in advance of the lesson.	Some of the teacher candidate's planned questions are confusing, hindering the evaluator's comprehension; or, the questions are not appropriate given this group of students and the lesson objective(s).	The teacher candidate plans several questions that are clearly stated, requiring no clarification, and represent an appropriate level of difficulty given the objective(s) and the ability level of the students in the class.	The teacher candidate uses questions to scaffold learning for students. All questions are relevant to the lesson and are essential to student success in accomplishing the objective(s).
5. The teacher candidate plans to check for understanding throughout the lesson. CAEP 1.1 InTASC 7 NYSTS II.4	The teacher candidate provides no plan for checking for understanding.	The teacher candidate provides a plan to check for understanding infrequently, possibly only at the end of the lesson.	The teacher candidate provides a plan to check for student understanding at multiple points throughout the lesson.	The teacher candidate provides a plan that anticipates potential student questions, defining areas where they may struggle, and a strategy for responding to these needs.
6. The teacher candidate collaborates with the cooperating teacher as needed to establish effective classroom routines. CAEP 1.1 InTASC 3 NYSTS IV.3	The teacher candidate provides few or no plans for routines (procedures, cues, etc.) to avoid significant interruptions in learning time and challenges to student behavior.	The teacher candidate describes routines; some may be cumbersome and cause distraction from learning and challenges to student behavior.	The teacher candidate describes routines that should minimize disruption of learning and limit challenges to student behavior.	The teacher candidate collaborates with students to define when and where routines, procedures and cueing systems are needed.

Indicator	**Ineffective**	**Developing**	**Effective** *(Expected level of performance)*	**Highly Effective** *(In addition to the criteria for Effective)*
Points:	*1*	***2***	*3*	*4*
B. Teaching to a Clear Objective				
7. The teacher candidate provides the students with the objectives for the lesson. CAEP 1.1 InTASC 7 NYSTS II.4	The teacher candidate does not share any lesson objective with the students.	The teacher candidate shares the lesson objective(s) with students in a form that may not be appropriate for this group of students.	The teacher candidate shares the lesson objective(s) with students in a form that is appropriate for this group of students.	The teacher candidate explains the significance of the objective(s) to the students.
8. The teacher candidate and student actions throughout the lesson are aligned with the objectives. CAEP 1.1 InTASC 8 NYSTS III.1	The teacher candidate and student actions do not link to a specific learning target.	The teacher candidate and/or student actions during the lesson are periodically off topic.	The teacher candidate and student actions during the lesson are consistently aligned with the objective(s).	The teacher candidate verifies that students can explain the connection between the objective(s) and what they are doing in class.
C. Ensuring Participation of All Learners				
9. The teacher candidate ensures that all students are actively participating throughout the lesson. CAEP 1.1 InTASC 3 NYSTS IV.2	The teacher candidate is the person in the class who is accomplishing the objective of the lesson (e.g., describing to the students what they have learned).	The teacher candidate permits student participation to be occasional and/or optional, typically involving only one student at a time.	Throughout the lesson, the teacher candidate ensures that all students actively participate in their learning.	The teacher candidate facilitates students to secure the active participation of other members of the group.

Indicator	**Ineffective**	**Developing**	**Effective** *(Expected level of performance)*	**Highly Effective** *(In addition to the criteria for Effective)*
Points:	*1*	***2***	*3*	*4*
D. Effective Questioning				
10. The teacher candidate engages students by asking questions. CAEP 1.1 InTASC 6 NYSTS IV.2	The teacher candidate does not ask questions; or, the questions are vague, visibly confusing the students.	The teacher candidate provides limited opportunities for students to answer questions.	The teacher candidate asks questions throughout the lesson.	The teacher candidate facilitates students to ask questions that are relevant to the lesson.
E. Checking for Understanding				
11. The teacher candidate checks for all students' understanding throughout the lesson. CAEP 1.1, 1.2 InTASC 6 NYSTS III.6	The teacher candidate proceeds with the lesson, perhaps checking only one or two students' understanding.	The teacher candidate checks for understanding of all students infrequently, possibly only at the end of the lesson.	Throughout the lesson, the teacher candidate elicits responses from all students regarding critical components of the objective(s).	At transition points during the lesson, the teacher candidate provides students with feedback about their progress toward the objective(s).
F. Managing Classroom Routines				
12. The teacher candidate consistently implements classroom routines. CAEP 1.1 InTASC 3 NYSTS IV.3	The teacher candidate implements the established routines (procedures, cueing system, etc.) with a narrowly targeted group of students or in a seemingly random fashion over time.	The teacher candidate implements the established routines with some regularity yet inconsistently (over time and/or across students).	The teacher candidate consistently implements the established routines (over time and with all students).	The teacher candidate facilitates student self-reflection about their use of the established routines and the impact those have on learning.

Professional Disposition Survey

This assessment will be completed by your college supervisor and each cooperating teacher. We have provided a copy of this form for your use as a tool for personal reflection and self-evaluation. Please consider the professional disposition items below when reflecting upon your current teaching performance and growth within the program.

The Division of Education at SUNY Oneonta is committed to preparing educators who not only possess content knowledge but also conduct themselves professionally through the expression of appropriate professional dispositions.

As defined by the Interstate Teacher Assessment and Support Consortium (InTASC), dispositions are the "habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice" (Council of Chief State School Officers, 2011, p. 6). Please complete the following inventory describing the manner in which each behavior has been exemplified. For each of the items below, students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 2 (meets expectations) is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores of 1 should be given to students who exhibit less-than-acceptable behaviors and scores of 3 should be reserved for students who exhibit exceptionally positive behaviors. The questions in this form have the answer options where:

0 - Not applicable; the behavior was not observed
1 - Does not meet expectation: Assumes a reluctant role
2 - Meets expectation in assuming a supporting role
3 - Exceeds expectation in assuming a leadership role

Learner & Learning: "To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive" (Council of Chief State School Officers, 2011, p. 8). The candidate:

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1. Demonstrates respect for cultural differences and the beliefs of others.

- ○ 0 - Not applicable; the behavior was not observed
- ○ 1 - Rarely participating in class activities with respect for diversity; rarely advocating for persons of diverse backgrounds.
- ◉ 2 - Participating in class activities with respect for diversity; advocating for persons of diverse backgrounds; contributing to group/class awareness of respect for others and/or cultural bias.
- ○ 3 - Designing class activities with respect for diversity; advocating for persons of diverse backgrounds; Keeping group/class aware of respect for others and/or cultural bias as activity facilitator.

---

2. Demonstrates patience and flexibility during the learning process.

- ○ 0 - Not applicable; the behavior was not observed
- ○ 1 - Rarely participating in class activities that address thoughtful and responsive listening skillsets; rarely

adding to group/class awareness of respect for others' thoughts and contributions.

2 - Participating in class activities that highlight thoughtful and responsive listening skillsets; adding to group/class awareness of respect for others' thoughts and contributions.

3 - Designing class activities that foster thoughtful and responsive listening skillsets; consistently keeping group/ class aware of respect for others' thoughts and contributions.

---

3. Creates a challenging learning environment that demonstrates high expectations for others.

0 - Not applicable; the behavior was not observed

1 - Rarely participating in class activities that challenge students to work toward potential; rarely adds to group/class awareness of the value of collaboration among the learning community.

2 - Participating in class activities that challenge students to work toward potential; adds to group/class awareness of the value of collaboration among the learning community.

3 - Designing class activities that challenge students to work toward potential; consistently fosters collaboration among the learning community.

---

4. Develops, maintains, and models appropriate relationships within the learning environment, community, and larger diverse society.

0 - Not applicable; the behavior was not observed

1 - Rarely participating in class activities that model collaboration among the learning community.

2 - Participating in class activities that model collaboration among the learning community.

3 - Designing class activities that model collaboration among the learning community.

Instructional Practice: "Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways" (Council of Chief State School Officers, 2011, p. 8). The candidate:

---

5. Demonstrates student-centered decision-making based on student needs when planning and adjusting instruction.

0 - Not applicable; the behavior was not observed

1 - Rarely participating in class activities that model aligning/adjusting instruction and assessment that differentiates the individual learner's needs.

2 - Participating in class activities that model aligning/adjusting instruction and assessment that differentiates the individual learner's needs.

3 - Designing class activities that model aligning/adjusting instruction and assessment that differentiates the individual learner's needs.

---

6. Demonstrates critical thinking in written & oral form

- 0 - Not applicable; the behavior was not observed
- 1 - Rarely participating in class activities that model incorporating multiple forms of high-level communication skills (proofreading, revising, formatting, technical reading & writing, writing for clarity & precision, utilizing attributes such as applying, analyzing, synthesizing, evaluating, and reasoning to form a judgment*).
- (•) 2 - Participating in class activities that model incorporating multiple forms of high-level communication skills (proofreading, revising, formatting, technical reading & writing, writing for clarity & precision, utilizing attributes such as applying, analyzing, synthesizing, evaluating, and reasoning to form a judgment*).
- 3 - Independently incorporating multiple forms of high-level communication skills (proofreading, revising, formatting, technical reading & writing, writing for clarity & precision, utilizing attributes such as applying, analyzing, synthesizing, evaluating, and reasoning to form a judgment*).

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7. Demonstrates use of Evidence-Based Practices.

- 0 - Not applicable; the behavior was not observed
- 1 - Rarely participating in class activities that model data-based and research-supported practices.
- (•) 2 - Participating in class activities that model data-based and research-supported practices.
- 3 - Designing class activities that model data-based and research-supported practices.

Professional Responsibility: "… teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration" (Council of Chief State School Officers, 2011, p. 9). The candidate:

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8. Demonstrates compliance with New York State Code of Ethics for Educators and SUNY Oneonta academic standards.**

- 0 - Not applicable; the behavior was not observed
- 1 - Rarely participating in class activities that model the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.
- (•) 2 - Participating in class activities that model the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.
- 3 - Designing class activities that model the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

---

9. Demonstrates initiative and responsibility for own actions: independence, going beyond what is given, seeking after knowledge and professional development, and actively seeking solutions to problems.

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely taking responsibility for own actions: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems.

◉ 2 - Demonstrating taking responsibility for own actions with prompting: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems.

○ 3 - Demonstrating taking responsibility for own actions: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems.

---

10. Demonstrates professional demeanor and appearance appropriate to the situation.

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely participating in class activities that exhibit behavior, conduct, and appearance that is respectful to others and appropriate for the situation.

◉ 2 - Participating in class activities with prompting that exhibit behavior, conduct, and appearance that is respectful to others and appropriate for the situation.

○ 3 - Independently exhibiting behavior, conduct, and appearance that is respectful to others and appropriate for the situation.

---

11. Fosters respectful communication among all members of the learning community.

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely participating in class activities that model listening, speaking, and writing clearly and concisely, showing empathy for the recipient, adhering to the facts, asking for clarification as needed, providing relevant feedback, providing praise when appropriate, exhibiting positive body language, and focusing on what can be done for others.***

◉ 2 - Participating in class activities with prompting that model listening, speaking, and writing clearly and concisely, showing empathy for the recipient, adhering to the facts, asking for clarification as needed, providing relevant feedback, providing praise when appropriate, exhibiting positive body language, and focusing on what can be done for others.***

○ 3 - Consistently listening, speaking, and writing clearly and concisely, showing empathy for the recipient, adhering to the facts, asking for clarification as needed, providing relevant feedback, providing praise when appropriate, exhibiting positive body language, and focusing on what can be done for others.***

---

12. Is prepared for class or appointments

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely prepared for class or appointments: Rarely completes assignments ahead of time or on time; rarely honors scheduled appointments by requesting meeting in advance, when possible; rarely notifies instructor/advisor/other about need to cancel and/or reschedule prior to scheduled appointment.

◉ 2 - Often completes assignments ahead of time or on time. Often honors scheduled appointments by requesting meeting in advance, when possible; often notifies instructor/advisor/other about need to cancel and/or reschedule prior to scheduled appointment.

○ 3 - Always completes assignments ahead of time. Always honors scheduled appointments by requesting

meeting well in advance, when possible; always notifies instructor/advisor/other about need to cancel and/or reschedule prior to scheduled appointment.

---

13. Is punctual for class or appointments

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely punctual for class or appointments: Rarely arrives in advance of scheduled start time in order to prepare self and materials for class/appointments.

◉ 2 - Often punctual for class or appointments: Often arrives in advance of scheduled start time in order to prepare self and materials for class/appointments.

○ 3 - Consistently punctual for class or appointments: Always arrives well in advance of scheduled start time in order to prepare self and materials for class/appointments.

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14. Demonstrates reflective practice in written or verbal form.

○ 0 - Not applicable; the behavior was not observed

○ 1 - Rarely participating in class activities that set aside time to reflect, analyze lessons/assignments and outcomes for what worked and what needs revision, revise lessons/assignments based on critical evaluation of results, and share experiences to benefit others.****

◉ 2 - Often participating in class activities that set aside time to reflect, analyze lessons/assignments and outcomes for what worked and what needs revision, revise lessons/assignments based on critical evaluation of results, and share experiences to benefit others.****

○ 3 - Independently setting aside time to reflect, analyzing lessons/assignments and outcomes for what worked and what needs revision, revising lessons/assignments based on critical evaluation of results, and sharing experiences to benefit others.****

Comments:

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*Source: Glossary of Critical Thinking Terms. (2015). The Critical Thinking Community. Foundation of Critical Thinking. Retrieved from http://www.criticalthinking.org/pages/glossary-of-critical-thinking-terms/496 and Oxford Dictionary (2016). Critical thinking. Retrieved from http://www.oxforddictionaries.com/us/definition/american_english/critical-thinking?q=critical+thinking

**Source: New York State Code of Ethics for Educators. (2011). The University of the State of New York - The State Education Department. Retrieved from http://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf and Code of Student Conduct. (2016). State University of New York College at Oneonta. Retrieved from http://suny.oneonta.edu/code-student-conduct

***Source: Characteristics of Effective Communicators. (2011). Retrieved from http://www.publicspark.com/2011/02/ 01/10-characteristics-of-effective-communicators/

****Source: Bedell, J. T. (2016). Characteristics of a reflective educator. JTB Consulting. Retrieved from http://jasontbedell .com/?s=reflective+educator&submit.x=0&submit.y=0&submit=Search

Tk20 Access Instructions
(College Supervisor)

SUNY Oneonta is now using Tk20 for all evaluations of methods students and student teachers. Please refer to the information below to log in to Tk20 based on your role at the College. All users can access Tk20 at: https://oneonta.tk20.com/

LOGGING IN:

Supervisors, please login using the following format:

Username: your SUNY Oneonta username*

Password: your email address

Click Login

You will then be routed to a SUNY Oneonta sign-on page and prompted to enter your SUNY Oneonta username & password*.

Please contact the Help Desk at (607)436-4567 for assistance with your SUNY Oneonta username & password. Please note: they can only assist you with this information not Tk20. Once you have this information you will then need to contact Jennifer Mancke in the Field Experience Office at (607)436-2538.

ACCESSING THE EVALUATION FORMS:

1.) Click on the **FIELD EXPERIENCE** tab at the top of the screen.

2.) Click on the **NAME OF THE STUDENT** you want to access to open a split screen*.

**If you get a blank screen at this point, that may mean your school blocks certain types of content from websites. To solve this issue: Try logging in from a different computer (a non-school affiliated – personal computer) or change your web browser to one of the following: Mozilla Firefox or Google Chrome*

3.) The information you need to access is on the **RIGHT** side of the screen. To see this more clearly, place your cursor over the center vertical line and pull to the left.

4.) On the **RIGHT,** you will be able to view the binder's assessment forms*:

Student Teaching Evaluation Rubric - Your assessment of the student teacher

Cooperating Teacher Evaluation – Your assessment of the student teacher's cooperating teacher

**Both of these evaluations need to be completed.*

COMPLETING THE EVALUATION FORMS:

1.) Click on the form that you wish to complete.
(Student Teaching Evaluation Rubric/Cooperating Teacher Evaluation)

2.) Complete the assessment by selecting the radio button for each of the criteria within the rubric, as well as any additional questions. **YOU DO NOT NEED TO COMPLETE THE SCORING OR GRADE SECTIONS OF THE FORM.**

3.) After you have completed the form, choose from one of the following actions:

a.) Save Draft – save work and return at a later time

b.) Save Draft – Submit (if you have completed the form in its entirety and are ready)*

b.) Cancel without Saving – exit the assessment tool without saving any changes

Repeat this process until you have finished all the assessments.

***Please note: You will need to "Save Draft" in order for the submit button to appear.** *If you get an error that says your values do not match, you will have two options:*

a.) Click Cancel and go back and review the form

b.) Click OK to proceed

Please click "OK to proceed" to submit the form.

TO PRINT:

You will have to complete and submit BOTH the Student Teaching Evaluation Rubric and the Cooperating Teacher Evaluation in order to print a hard copy. Once you have done this, you can click back into the submitted form you wish to print; a little print button icon will now appear in the right corner of the form. Click on the Print icon to print.

CONTACT:

If you have any questions or issues logging into Tk20, please contact Jennifer Mancke, Office of Education Advisement and Field Experience, by email at: Jennifer.Mancke@oneonta.edu

or by phone: (607) 436-2538. Thank you!

Tk20 Access Instructions
(Student Teacher)

SUNY Oneonta is now using Tk20 for all evaluations of methods students and student teachers. Please refer to the information below to log in to Tk20 based on your role at the College. All users can access Tk20 at: https://oneonta.tk20.com/

LOGGING IN:

Students, please log in using the following format:

Username: Same as your SUNY Oneonta login

Password: "A" number

You will then be routed to a SUNY Oneonta sign-on page and prompted to enter your **SUNY Oneonta username & password**.

After you log in for the first time, you will be prompted to change your Tk20 password. After you click "Save" to change your password, go to the main page of Tk20.

ACCESSING THE EVALUATION FORMS:

1.) Click on the binder title under the **Pending Tasks** section. (Example: Student Teaching Evaluation - CHED)

2.) Click on the Evaluations Tab

3.) Select Cooperating Teacher Evaluation (once you complete this, you will do the same for the Supervisor Evaluation)

4.) Complete the evaluation form in its entirety.

5.) Save & Submit

CONTACT:

If you have any questions or issues logging into Tk20, please contact Jennifer Mancke, Office of Education Advisement and Field Experience, by email at:

Jennifer.Mancke@oneonta.edu

or by phone: (607) 436-2538.

Tk20 Access Instructions
(Cooperating Teacher)

SUNY Oneonta is now using Tk20 for all evaluations of methods students and student teachers. Please refer to the information below to log in to Tk20 based on your role at the College. All users can access Tk20 at: https://oneonta.tk20.com/

LOGGING IN:

Cooperating Teachers, please log in using the following format:

Username: FirstInitialLastName0000 (Jane Doe would be jdoe0000)

Please note: Hyphenated names retain the hyphen.

Password: your email address*

After you log in for the first time, you will be prompted to change your Tk20 password. Please write this information down, this is the password you will need to use for ALL subsequent logins (now & future semesters), after you click "Save" to change your password, go to the main page of Tk20.

ACCESSING THE EVALUATION FORMS:

1.) Click on the **FIELD EXPERIENCE** tab at the top of the screen.

2.) Click on the **NAME OF THE STUDENT** you want to access to open a split screen*.

**If you get a blank screen at this point, that may mean your school blocks certain types of content from websites. To solve this issue: Try logging in from a different computer (a non-school affiliated – personal computer) or change your web browser to one of the following: Mozilla Firefox or Google Chrome*

3.) The information you need to access is on the **RIGHT** side of the screen. To see this more clearly, place your cursor over the center vertical line and pull to the left.

4.) On the **RIGHT,** you will be able to view the binder's assessment forms*:

Student Teaching Evaluation Rubric - Your assessment of the student teacher

Supervisor Evaluation – Your assessment of the student teacher's college supervisor

**Both of these evaluations need to be completed.*

COMPLETING THE EVALUATION FORMS:

1.) Click on the form that you wish to complete.
(Student Teaching Evaluation Rubric/Supervisor Evaluation)

2.) Complete the assessment by selecting the radio button for each of the criteria within the rubric, as well as any additional questions. **YOU DO NOT NEED TO COMPLETE THE SCORING OR GRADE SECTIONS OF THE FORM.**

3.) After you have completed the form, choose from one of the following actions:

a.) Save Draft – save work and return at a later time

b.) Save Draft – Submit (if you have completed the form in its entirety and are ready)*

b.) Cancel without Saving – exit the assessment tool without saving any changes

Repeat this process until you have finished all the assessments.

***Please note: You will need to "Save Draft" in order for the submit button to appear.** *If you get an error that says your values do not match, you will have two options:*

a.) Click Cancel and go back and review the form

b.) Click OK to proceed

Please click "OK to proceed" to submit the form.

TO PRINT:

You will have to complete and submit BOTH the Student Teaching Evaluation Rubric and the Supervisor Evaluation in order to print a hard copy. Once you have done this, you can click back into the submitted form you wish to print; a little print button icon will now appear in the right corner of the form. Click on the Print icon to print.

CONTACT:

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Jennifer.Mancke@oneonta.edu

or by phone: (607) 436-2538.

Thank you!

Evaluation of College Supervisor

(SAMPLE ONLY – Must be completed electronically via Tk20, paper copies not accepted)

	Very Poor	2	3	4	Very Good
1. Clarity of college rules, requirements, and supervisor's expectations.					
2. Supervisor's availability for consultation (school visits, conferences, phone calls)					
3. Supervisor's enthusiasm for and interest in working with candidates.					
4. Supervisor's preparation for conferences.					
5. Supervisor's mastery in the field of education.					
6. Supervisor's awareness of newer methods and theories and ability to suggest ways to implement.					
7. Supervisor's ability to offer relevant feedback and practical suggestions to move the candidate's performance forward.					
8. Supervisor's awareness of unique aspects of your classroom, as well as your relationship with the candidate/cooperating teacher.					
9. Supervisor's encouragement of reflective and self-evaluative practices in the candidate.					
10. Supervisor's example as a professional.					
11. Supervisor's encouragement of professionalism in the candidate.					
12. Supervisor's desire to shape a student teaching experience that benefits and supports all who are involved.					
13. Supervisor's cooperation with the cooperating teacher in guiding the candidate's progress.					
14. Relationship of mutual respect between the supervisor and the cooperating teacher.					
15. Conference procedures were helpful and effective.					

Comments (optional):

Evaluation of Cooperating Teacher

(SAMPLE ONLY – Must be completed electronically via Tk20, paper copies not accepted)

	Very Poor 1	2	3	4	Very Good 5
1. The cooperating teacher was aware of the placement.					
2. The cooperating teacher was familiar with the handbook prior to the arrival of the candidate.					
3. The cooperating teacher had materials prepared for the candidate's arrival.					
4. The cooperating teacher prepared a work area or desk of the candidate.					
5. The cooperating teacher made the candidate feel welcome and provide a supportive environmental for the candidate.					
6. The cooperating teacher was available to the candidate and supervisor.					
7. The cooperating teacher allowed the candidate to participate and turned over the classroom within a reasonable time.					
8. The cooperating teacher found positive aspects of the candidate's ability.					
9. The cooperating teacher professionally mentored the candidate.					
10. The cooperating teacher offered useful suggestions for the candidate to improve.					
11. The cooperating teacher was well-versed in current research and teaching methods.					
12. The cooperating teacher helped the candidate to network with others in the building, who could assist the candidate.					

Comments (optional):

Bloom's Revised Taxonomy Planning Framework

Higher-order thinking

	Actions—what they will do	*Products—the 'thing' through which the action ("be able to do") takes place*	*Some model questions during instruction*	*Some Instructional Strategies the teacher does*
Create Synthesis: Combining/putting together ideas or elements in a pattern not clearly there before; to engage in creative thinking	Design Construct Plan Produce Invent Devise Make Compose Develop Formulate Hypothesize Originate	Film Story Project Plan New game Song Media product Advertisement Painting Role Play	How would you test…? Propose an alternative. Solve the following. How else would you…?	Challenging their assumptions Journaling Debates Discussions and other collaborative learning activities Decision-making situations
Evaluate According to some set of criteria, evaluate the…, and state why; judge the value of ideas, materials, methods	Check Hypothesize Critique/criticize Experiment Judge Test Detect Defend Compare Appraise	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, logical, valid, appropriate? Find the errors.	Challenging their assumptions Journaling Debates Discussions and other collaborative learning activities Decision-making situations
Analyze Breaking information down into its component elements/parts	Compare Organize Deconstruct Attribute Analyze Categorize Differentiate Distinguish Infer	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	What is the function of…? What's fact? Opinion? What assumptions…? What statement is relevant? What motive is there? What conclusions? What's related to, extraneous to, not applicable…? What does the author believe? What does the author assume? Make a distinction.	Models of thinking Challenging their assumptions Retrospective analysis Reflection through journaling Debates Discussions and other collaborative learning activities Decision-making situations

				State the point of view of... What is the premise? What ideas apply? What ideas justify the conclusion? What's the relationship between…? The least essential statements are… What's the main idea? Theme? What are the inconsistencies? Fallacies? What literary form is used? What persuasive technique is used? Implicit in the statement is…	
Lower-order thinking	**Apply** Using strategies, concepts, principles and theories in new situations; recognize patterns of transfer to situations that are new, unfamiliar, or have a new slant for students; knowing when and why to apply	Implement Carry out Use Execute Choose Generalize Judge Organize Select Sketch	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal Dramatize	Predict what would happen if… Choose the best statements that apply Judge the effects Tell what would happen Tell how, when, where, why Tell how much change there would be Identify the results of…	Modeling Part and whole sequencing Case studies Simulations Algorithms Authentic situations
	Understand (Comprehension) Understanding of given information through translating (the ideas), interpreting and extrapolating	Interpret Exemplify Summarize Infer Paraphrase Classify Compare Explain Defend Distinguish Give example Illustrate Indicate	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	State in your own words… Which are facts? What does this mean? Give an example. Select the best definition. Condense this paragraph. What would happen if…? State in one word… Explain what is happening. What part doesn't fit? Explain what is meant. What expectations are there? Read the graph, table.	Key examples Emphasize connections Elaborate concepts Summarize Paraphrase STUDENTS explain STUDENTS state the rule "Why does this example…? Create visual representations (concept maps, outlines, flow charts, organizers, analogies, pro/con grids)

		Interrelate Judge Represent Restate Rewrite Translate (not from one language to another *unless* you're teaching a foreign language)		Show in a graph, table. What are they saying? This represents… What seems to be…? Is it valid that…? What seems likely? Which statements support…? What restrictions would you add?	PRO/CON note: *The teacher can show the grid, but the student has to do it.*
	Remember Testing recall or recognition of specific information; shallow processing; drawing out factual answers	Recognize List Describe Identify Retrieve Name Locate Find Label Match Recite Select Match Memorize Omit State	Quiz Definitions Fact Worksheet Test Label List Workbook Reproduction	Who? Where? Which one? What? How? What is the best one? Why? How much? When? What does it mean?	Highlighting Rehearsal Memorizing (having the students do this through activities that promote memorization) Mnemonics

NAME: _____ MAJOR: _____

CONCENTRATION: _____

FIELD EXPERIENCE AND VOLUNTEER MATRIX

Dates Month/Year	**Course – Number**	**Grade Level - Subject**	**Grouping Class, 1/1**	**Name of School and Cooperating Teacher**	**Hours Completed**	**Content Focus**

Office of Education Advisement & Field Experience - SUNY Oneonta – (607)436-2538

NAME: _____ MAJOR: _____

FIELD EXPERIENCE AND VOLUNTEER MATRIX

Dates Month/Year	**Course – Number**	**Grade Level - Subject**	**Grouping Class, 1/1**	**Name of School and Cooperating Teacher**	**Hours Completed**	**Content Focus**

Office of Education Advisement & Field Experience - SUNY Oneonta – (607)436-2538

New York State Code of Ethics for Educators

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 means 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 identify, 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.

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 understanding 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 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 to be 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.

ELEMENTARY EDUCATION SECTION

Student Teaching Performance Tasks and Assessments

Student Teaching Performance Tasks

A. Planning, Teaching and Reflecting

1. Lesson Plans

Throughout student teaching, the candidate is expected to write detailed lesson plans with behavioral objectives tied to the New York State Learning Standards. The lesson plans should incorporate the use of multiple assessments, both qualitative and quantitative (e.g., observations, questioning strategies that result in students' oral and written responses, quiz items), the use of technology as a tool to facilitate student learning, adaptations for students with special needs, and ideas for family outreach. The actual written plan must follow a format upon which the student teacher and the cooperating teacher have mutually agreed. Unless otherwise stated, plans should be submitted to the cooperating teacher two days in advance of teaching the lesson.

Post-Lesson Reflections – Since some of the candidate's most important learning will come from reflections on lessons already taught, it will be important to use all these teaching experiences to the best advantage. After each lesson, the candidate is asked to write a brief reflection, sharing what was learned from the experience. This may take the form of a journal entry or a reflection page attached to the lesson plan. Consider whether objectives were met, what strategies worked well, what follow-up measures need to occur, and what modifications should be made if the lesson was taught again.

(See page 26: General Guideline for Planning and Reflecting)

(See pages 67-68: Elementary Personal Lesson Analysis Form)

2. Unit Plan

The candidate is expected to design a unit which reflects curriculum goals and is aligned with the New York State Learning Standards. The candidate should work with the cooperating teacher to determine the content area, and to establish an appropriate time frame to implement the unit and evaluate. The candidate must submit the unit plan to the cooperating teacher and college supervisor for review and approval, prior to implementation.

(See pages 72-73)

The candidate is required to provide evidence that s/he has had a positive effect on the learning of K-6 students. This evidence is provided through an

edTPA. Much of the information may be abstracted directly from the unit plan.

The candidate can decide whether to complete the edTPA assignment during the first **or** second placement. The edTPA will be evaluated by State Ed.

In summary, one edTPA is required, and can take place during either placement. One unit is required for each placement; however, during one of the placements a unit may be substituted with a learning center.
(See pages 69-71 for Learning Center components, submitted by Anita Tobler, College Supervisor at SUNY Oneonta).

B. Classroom Research

1. Child Study/Action Plan Project

In consultation with the cooperating teacher, the candidate will select a child of interest to focus on, and keep daily anecdotal records for a minimum of two weeks. (See page 61: Things to Look for when Observing a Child: A List). The candidate will consult student records and draw upon the cooperating teacher's knowledge and expertise. The candidate will provide observations and preliminary conclusions based on evidence. Anecdotal notes should be no less than three pages. This is the first part of the Action Plan Project.

The second part of the Action Plan Project should include the preliminary analysis of the child selected above, and incorporate research done by the candidate relevant to this case. For example, if the candidate were to select a child with attention deficit, it would be expected that the candidate would locate and review at least two research articles on that topic. The candidate would decide on an "action plan" for dealing with the child's problem, and implement a realistic plan. The candidate would write a detailed account of what was implemented to effectively work with the child, and what took place as a result of these actions. The candidate would include a brief self-evaluation of his/her role in this study along with ideas for future study and/or modifications. The account should be about three pages in length. (See page 62: Child Study/Action Plan Project Guide.)

The Child Study/Action Plan Project will be evaluated by the College Supervisor using the Child Study/Action Plan Project Checklist. (See page 63.)

C. Professional Exit Portfolio

Beginning with the first education course and continuing through methods and student teaching, candidates compile a Developmental Portfolio to document their knowledge, skills, dispositions and professional growth. The Developmental Portfolio is reviewed at the end of EDUC 106, 253 & 254 and at the end of the methods semester. Towards the end of the student teaching semester, candidates select their best work in the designated categories below to compile a "showcase" Professional Exit Portfolio:

I. Table of Contents
II. Introduction
    - Resume
    - Philosophy of teaching
    - Field work matrix
III. Academic and Professional Excellence
    - Representative work in specific content areas
    - Evidence of pedagogical knowledge (e.g., lesson observations and reflections)
    - Connections to the appropriate NYS Learning Standards
IV. Best Professional Practices
    - Statement on classroom environment
    - Statement on classroom motivation and management
    - Representative samples of best practices as a teacher and resulting samples of student work (e.g., lesson plans, unit plan, teacher work sample)
    - Evidence of technology integration in teaching and resulting evidence of student learning
    - Samples of multiple forms of assessment and resulting evidence of student learning
V. Empowerment, Diversity and Social Justice
    - Evidence of fostering collaboration with family and community
    - Statement of teaching to diverse populations
    - Samples of instructional strategies and assessment adapted for diverse populations (e.g., child study/action plan project)
    - Evidence of awareness and involvement in social justice issues
    - Realistic plan for promoting social justice

It is intended that candidates will present their portfolios to the college supervisor during a final session held with all the supervisor's student teachers. The college supervisor will randomly select one or two sections for each candidate to orally present, with the supportive documentation. The group should provide supportive feedback and constructive suggestion to each candidate for presenting the portfolio in future job interviews.

The Professional Exit Portfolio will be evaluated by the College Supervisor using the Professional Exit Portfolio Rubric. (See page 64.)

II. Student Teaching Assessments

A. Midpoint/Final Conferences and Evaluations

The college supervisor is expected to schedule a 3-way (Candidate, Cooperating Teacher and College Supervisor) midpoint conference and final conference for each placement. The Supervisor's Report form will serve as the midpoint evaluation form (See page 35). It is expected that each individual will complete the form prior to each 3-way conference. Items on the Supervisor's Report form are directly tied to the Division of Education Teacher Candidate: Final Evaluation Rubric (See pages 30-33). During each conference, participants will compare evaluations of the candidate in terms of evidence in planning and instruction. Those areas in need of work should be highlighted along with plans and strategies for improvement. The Teacher Candidate: Final Evaluation form needs to be completed & submitted electronically using Tk20 at the end of each placement by the cooperating teacher and college supervisor (See pages: 39-45). The candidate's final evaluation form should be placed in his or her Exit Portfolio.

College supervisors may schedule individual conferences and/or group seminars with candidates as needed. Candidates will have individual conferences with their cooperating teachers as well.

B. Solo Week (If host school permits)

Solo Week is defined as the time when the candidate takes the primary responsibility for organization and procedures of the class under the continued observation of the cooperating teacher. Please note, if the cooperating teacher is absent, a substitute teacher needs to be present for liability reasons. The candidate, in consultation with the cooperating teacher should plan for a solo week. (Check school calendar to avoid testing dates, field trips and assemblies). Generally, the unit plan takes more than a week to implement; therefore, the candidate should begin the implementation of the unit plan before solo week. It is suggested, that at least a few days be left after solo week and before the end date of the placement to allow time to return the class to the cooperating teacher and to observe other teachers in other classes.

C. Cumulative Record

The college supervisor will complete the Cumulative Record for each candidate. The Cumulative Record is due to the Office of Education Advisement and Field Experience at the end of the second placement. (See page 60.)

Student Teaching Cumulative Record for: _____

Name of Teacher Candidate

		Not Acceptable	Acceptable	Exceptional
I.	Lesson Plans			
	Placement One	____	____	____
	Placement Two	____	____	____
II.	Unit Plan/Learning Center			
	Placement One **or** Two	____	____	____
III.	edTPA			
	Placement One **or** Two	____	____	____
IV.	Child Study/Action Plan Project			
	Placement One **or** Two	____	____	____
V.	Professional Exit Portfolio			
	Placement Two	____	____	____
VI.	Teacher Candidate: Final Evaluation Form			
	Placement One	____	____	____
	Placement Two	____	____	____

Recommendation for grade (please circle): Pass Fail

Signature of College Supervisor Date

Things to Look for When Observing a Child: A List

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Cognitive Dimension

- degree to which the child attends to the task at hand
- asks questions or shows curiosity
- listens and applies new information
- what problem-solving strategies the child uses
- how the child uses language and to what purposes
- does the child favor expressing ideas as visual images, in words, with physical movement
- how the child involves self in reading and writing
- signs of reflective thinking
- pleasure in learning
- how much order or what kind of direction the child needs
- how much time and what kind of repetition the child needs
- how does the child respond to making visual images
- how does the child respond to making music and dancing
- child's imagination is easily triggered
- whether the child goes for the big picture or becomes involved in small details

Social/Emotional Dimensions

- in a frustrating situation, cries or gets angry
- handles conflict by using force, giving in, or negotiating
- acts impulsively
- how much and what kind of responsibility child can take on
- is the child satisfied when creating something
- how and with whom does s/he like to share something
- show sensitivity to other living things
- can accept differences in people's feelings and ideas
- can be a leader or a team member as appropriate
- participates in decisions made by the group
- respects others' possessions and classroom equipment
- considers the feelings of others and acts appropriately
- can work or play independently
- can work or play cooperatively and under what circumstances
- the peer models and friends child chooses

Physical Dimension

- how much control there is of fine and gross motor skills
- handles toys, tools, and equipment requiring good eye-hand coordination and small muscle control
- degree of the child's body and spatial awareness
- child's nutritional and health habits
- shows an awareness of appropriate safety measures
- how the child responds to sports and physical activity

6/13
~~~~~~

Child Study/Action Plan Guide

1. Introduction

In about three pages, explain the topic you chose to research (attention deficit, gifted, peer cruelty, etc.). Explain why you chose this issue. Describe the student including his/her age, gender, grade level, and other pertinent information (such as social/emotional, physical, cognitive dimensions). Much of this project will be rooted in the written anecdotes on the chosen child.

2. Data collection on the child

Explain how you gathered your data on the child. Your anecdotal observations are part of your data. Use appropriate anecdotes in your write-up.

3. Analysis of Findings

Explain what you found: what the research said; what you saw in your observations; explain what was said in your interviews with the classroom teacher and others. Present your data in narrative form that is readable and interesting. You do not need to include every detail that you discovered. Summarize the data looking for trends, patterns, or extremely interesting findings.

4. Action Plan and Recommendations

Using your research and observations, explain what you actually did, and what actions you developed for effectively dealing with your student. Explain how the implementation of the plan went (what was good, what might have been better, how would you modify it in the future). State what other issues this project leads you to inquire about, and how it would impact your teaching in the future. Finally, state how you might have looked at this issue with greater depth if you had more time and resources.

Child Study/Action Plan Project Checklist

	Not Acceptable	Acceptable	Exceptional
I. **Child Study**			
Anecdotal Notes	_____	_____	_____
Observations	_____	_____	_____
Preliminary Conclusions	_____	_____	_____
II. **Action Plan**			
Review of Research	_____	_____	_____
Proposed Action Plan	_____	_____	_____
Results of Action Plan	_____	_____	_____
Self-Evaluation	_____	_____	_____
OVERALL RATING FOR Child Study/Action Plan Project (Transfer overall rating for Child Study/Action Plan Project to Cumulative Record)	_____	_____	_____

Professional Exit Portfolio Rubric

	Not Acceptable	Acceptable	Exceptional
I**. Introduction**	____	_____	_____
Resume Philosophy of teaching Field work matrix			
II. **Academic Excellence**	_____	_____	_____
Representative work in specific content areas Evidence of pedagogical knowledge (e.g., lesson observations and reflections) Connections to the appropriate NYS Learning Standards			
III. **Best Professional Practices**	_____	_____	_____
Statement on classroom environment Statement on classroom motivation and management Representative samples of best practices as a teacher and resulting samples of student work (e.g., lesson plans, unit plan) Evidence of technology integration in teaching and resulting evidence of student learning Samples of multiple forms of assessment and resulting evidence of student learning			
IV. Empowerment, Diversity and Social Justice	_____	_____	_____
Evidence of fostering collaboration with family and community Statement of teaching to diverse populations Samples of instructional strategies and assessment adapted for diverse populations (e.g., child study/action plan project) Evidence of awareness and involvement in social justice issues Realistic plan for promoting social justice			
OVERALL RATING FOR PROFESSIONAL EXIT PORTFOLIO **(Transfer overall rating for Professional Exit Portfolio to Cumulative Recor**	_____	_____	_____

Sample Short Lesson Plan Format (Revised Fall 2017)

Course		Date/ Time		Teacher	
LESSON OBJECTIVE(S) **What do I want students to learn as a result of this lesson?** *Be sure to clearly define the thinking students will do. The VERB you choose makes a difference.*					

QUESTIONS	Ensuring Participation of ALL Learners	CHECKING FOR UNDERSTANDING
• *What QUESTIONS will I ask the students to be sure that they are learning well?* • *How will the questions be sequenced?* • *Do my questions match the rigor and thinking of my objective(s)?*	*What strategies will you use as students answer the questions? How will you ensure that **ALL** students are "doing the thinking"?*	• *When will you check ALL students to be sure that they are ready to move on?* • *What evidence are you looking for to be sure they are ready to move on?*

Managing Routines and Procedures • *What directions will I need to give to ensure that all students are successful in accomplishing the tasks?* • *What routines have been established that I will use and reinforce in this lesson?*	

REFLECTION: *What went well? What will I do differently?*	

Personal Lesson Analysis Form

Name:_____Date:_____

Class:_____

Area 1 Did the students seem to grasp how the lesson was tied to previous learning?_____ Did the motivational activities seem to arouse students' interest successfully?_____ Why do you think they did or did not accomplish their goal?

_____
_____
_____

Area 2 Were the purpose and relevance of the lesson made clear to the students? _____ Why, or why not? _____
_____
_____

Area 3 Were your procedures effective for presenting the content? _____ Might some other procedures have been more effective?_____ Why do you think so? _____
_____
_____

Area 4 Were the lesson materials appropriate and effective? _____ Would other materials have been more effective? _____ Why do you think so? _____
_____
_____

Area 5 Was your teaching style effective with this particular group and for this particular lesson? _____ Why do you think so?_____
_____
_____

Area 6 Did you have adequate knowledge of the subject matter? _____ Was enough outside knowledge brought into the lesson? _____ If not, what else might have been included? _____
_____
_____

Was content effectively related to the students' lives? _____ If not, how might this have been accomplished? _____
_____

Area 7 Were adequate provisions made for individual differences? _____ If so, how?_____

If not, what steps might have been taken to improve the situation? _____
_____
_____

Area 8 Were disciplinary techniques appropriate and effective? _____ Why do you think so? _____
_____
If they were inappropriate or ineffective, what techniques might have been better? _____
_____
_____

Area 9 Did your personal qualities advance the lesson effectively? _____ Why do you think so? _____
_____

Might changes in this area be helpful to future lessons? _____ How?
_____
_____

Area 10 Was the conclusion of the lesson effective? _____ Why, or why not?
_____
_____If not, what might have been done to improve it? _____
_____
_____

Area 11 Were your evaluation techniques appropriate and effective? _____ Why do you think so? _____
_____
_____

If not, what techniques might have been better?
_____
_____
_____

WHAT IS A LEARNING CENTER?

Definition of a Learning Center

A learning center is an area in the classroom which contains a collection of activities and materials to teach, reinforce, and / or enrich a skill or concept. It is comprised of independent and/or cooperative activities for students. They may be permanent, on-going, or temporary depending on purpose. The purpose of a center is to provide students with the opportunities for exploration, problem solving, creativity, review, reinforcement, enrichment, responsibility, cooperation and evaluation.

Key Points for a Learning Center

A learning center must have a variety of activities for the children to do

The activities and materials within a learning center must cover the range from simple to difficult and from concrete to abstract.

A learning center should be geared to the abilities, interests, and needs of the students within the classroom.

Using a Learning Center

For the student, the learning center is used as:

- A self -selected activity for independent study.
- Follow-up for a teacher-taught lesson or unit.
- In place of a regular assignment.
- Or as an enrichment activity.

For the teacher, the learning center may be used as:

- A follow up for a lesson or unit taught.
- A small group instruction area.
- An individualized learning experience.

Components

I. Background/overview – briefly describe the purpose, theme and/or discipline.

II. Organization
   a. Arrangement of center – how presented (tubs, bulletin board, etc.)
   b. Physical area – where in the room.
   c. Time – when will students work on the activities
   d. Appearance – interesting, hands on, attractive, inviting

III. Activity (for each activity) – number, title
   a. Objective – what will students learn
   b. Materials
   c. Directions – posted, written, oral, number of participants, behavior, voice
   d. Mode of monitoring participation – agenda, charts, choices
   e. Evaluation – self/teacher correcting

IV. Assessment

   a. Record-keeping: portfolio, checklist, rubric
   b. Evaluation: Teacher-student conference, class-sharing, self-evaluation

Learning Centers

Bloom Level	Objective	Hands-on Activity/Manipulative	Assessment	Standards

Media integration?

Record keeping system - individual chart for young children
Individual folders for older children

Unit Plan

What is a Unit?
A Unit is a product that documents your ability to plan a major topic, problem issue or concept that will occupy approximately two to four weeks of instructional time. A sequential set of five or more lesson plans should be designed that include introductory, developmental, and culminating lesson experiences. There are seven elements that should be included in the unit. See items 1, 2, 3, 4, 5,6 and 7 below. In addition, you should include an annotated list of materials and resources.

Unit Title

1. **Competent Written Communication Skills**
   - Professionally formatted
   - Professionally organized
   - Follows a prescribed lesson plan format
   - Proper conventions of writing
   - Clear and understandable

2. **Learning Environment and Student Individual Differences**
   - Impact of relevant community characteristics on instructional planning
   - Impact of relevant school and classroom characteristics on instructional planning
   - Impact of relevant student characteristics on instructional planning, i.e., average ability, exceptional, prior knowledge, first language, specific needs.
   - Identify three specific students in need of your special attention (for edTPA)

3. **Learning Objectives and Rationale**
   - Clear and concise behavioral objectives
   - Objectives represent multiple levels of thought
   - Objectives are developmentally appropriate for all students
   - Objectives align with national, state, local or professional standards

4. **Assessment Plan**
   - Assessments aligned with criteria of lesson objectives
   - Multiple methods of assessment planned
   - Plans for assessing before, during, and after instruction
     Consider evidence available at the individual student level to help in the design of the lesson.
   - Adaptations to assessments appropriate for individual student needs
   - Copies of assessments, prompts, scoring keys or rubrics

5. **Rationale for Instructional Planning**
   - Knowledge of Students: personal/cultural/community assets
   - Examples of students' prior academic learning
   - Connections to research and/or theory

6. **Design of Instruction** (Include 5 or more lesson plans for the unit that include introductory, developmental and culminating lesson experiences.
    - Each day's lesson builds on the other, reflecting the central focus of the unit
    - Lesson plan components – use suggested *Lesson Plan Model for edTPA practice.*
    - Evidence that pre-instruction assessment data were used to guide instructional planning
    - A variety of instructional strategies and resources
    - Lesson activities connect content to real world applications and make subject matter meaningful to students
    - Lesson activities are appropriate, i.e., aligned with the objectives, consist of appropriate procedures and reasonable time allocations
    - Evidence that characteristics of the learning environment and individual students were used to plan instructional adaptations

7. **Assessment Data and Analysis of Student Learning**
    - Summary data on class performance is provided and analyzed for individual, groups, and whole class learning
    - Pre-instruction and post instruction assessment data is provided for each student to demonstrate extent of improvement
    - Assessment data is provided on the three identified/focus students, with an analytic explanation of their progress

8. **Reflections on progress and implications for future teaching**
    - Reflections on what worked well regarding student learning that is grounded in assessment of evidence, with implications for future teaching
    - Reflections on what did not work well regarding student learning that is grounded in assessment evidence, with implications for future teaching
    - Description of revisions made in the plans, during on-the-spot adjustments, or for future lessons with rationale
    - Reflections on own teaching strengths and areas in need of improvement, justified with principles from research and/or theory

Lesson Plan Model for edTPA practice

(3-5 lesson plan segments, or unit plan)

Teacher Candidate: Date:
Lesson (or unit) Topic (content area):
Lesson (or unit) Title:
Grade Level:

Planning: Learning Central Focus

Common Core/NY State Content Standard(s) What standard(s) are most relevant to the learning goals?	
Central Focus What is the central focus for the content in the learning segment or unit?	
Rationale *Why* is this skill (or topic) important for the students to learn?	
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies**[1] What are the specific learning goal(s) for students in this lesson?	

Adapted from Deborah Layzell, Illinois State University

Planning: Academic Language Demand(s)

What content specific terms (vocabulary) do students need to know in order to support the learning objective for this lesson?	
What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What specific way(s) will students need to use the language (discourse &/or syntax) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Planning: Prior Knowledge & Misconceptions

Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Adapted from Deborah Layzell, Illinois State University

Assessments

Attach a copy of the assessment and the evaluation criteria/rubric in the references section at the end of each lesson plan.

List type of assessment Pre-assessment Formative (Informal or Formal) Post-assessment or summative	Description of assessment (ex.: worksheet, survey, self-assessment, oral presentation, observation, exit ticket, etc.)	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning—related to the learning objectives and central focus—is reflected in the assessment? (ex.: something that delineates the measurement of the intended learning outcome)

Materials

What materials does the teacher need for this lesson? What materials do the students need for this lesson?	
Technology utilized to facilitate student learning	

Adapted from Deborah Layzell, Illinois State University

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	
Launch/Introduction _____ Minutes How will you start the lesson to engage and motivate students in learning? **Instruction** *remember*: input, modeling, checking for understanding, guided practice, independent practice _____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and ***their personal/cultural and community assets***? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives? How will you give students the opportunity to practice so you can provide feedback?	

How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives? **Student Interactions** *If applicable to your lesson:* How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	
Closure _____ Minutes How will you end the lesson?	
Home-school connection	
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Lesson Extension	

Adapted from Deborah Layzell, Illinois State University

Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow? **Proposed Changes** If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

References for resources used:

Adapted from Deborah Layzell, Illinois State University

Assessment Ideas

At the outset of your unit, ask yourself, "What are all of the things the student must know and/or be able to do to achieve the goal?" Then assess the students' prior knowledge in an organized and measurable way. Use the results to inform your instruction.

Assessing Prior Knowledge

The list below represents just a few ways that you can assess your students' prior knowledge. You should find that pre-assessment is time well spent because no matter how you choose to pre-assess, your instruction will be more effective if you build on and make connections to what your students already know. Your students will realize that what they bring to the classroom in terms of prior knowledge and experience is important. Instruction can be more focused and effective when you, as the teacher, have taken the time to diagnose entering strengths and weaknesses, and have identified students who do not remember, or may have never mastered pre-requisite skills and knowledge. Classroom instruction can then be based upon knowledge of student ability, rather than on what faculty members assume students know and can do.

1. KWL CHART

One way to begin is to engage students in a brainstorming session on the upcoming topic. Keep a list of student contributions as to "what we know", "what we want/need to know", and later, "what we learned" on a particular topic.

Example of a K-W-L chart about the heart:

We know...	We want / need to know…	We learned...
The heart is a muscle.	What causes a heart attack?	A heart attack is caused by damage to the muscle.
The heart pumps blood.	How big is your heart?	Your heart is as big as your fist.

2. WEB

Another way to begin is to write the topic to be studied in the center of a circle or square. Then ask students what they know about the topic, and write the information on lines that extend out from the center. This should also result in a general brainstorming of the group.

3. CONCEPT MAP

An extension of the web idea that is helpful in revealing each individual student's knowledge is the concept map. Provide students with the major concepts of the upcoming unit and ask how if and how those concepts relate to each other. Students can provide a web drawing of the concepts and draw in connecting arrows with descriptors.

4. CREATIVE WRITING

Another way to engage students individually is through a creative writing pre-assessment. Provide an interesting prompt to get students thinking, for example, in exploring the digestive system, you might ask students to write a description of what they think is inside their stomach right now, or ask them to describe the journey of a piece of hamburger as it goes through their body.

5. DRAWING

You can also ask students to represent their ideas about a particular topic in a drawing. This works particularly well for younger students. At the end of the unit, students can compare their drawings with what they have learned.

6. ANTICIPATION GUIDE

Give your students a preliminary survey on the upcoming topic, asking them to identify statements that they agree or disagree with. Another form of anticipation guide asks students to identify statements as fact or fiction. This type of guide works well for subjects about which many students have misconceptions.

Remember, the list above is just a beginning. Continue to add to this list as you explore some possibilities in assessing students' prior knowledge.

Once you have a better sense of what your students are bringing to the classroom in terms of prior knowledge and experience, it is time to **design your instruction**. The purpose of selecting an instructional method is to identify and employ teaching strategies and techniques that most effectively achieve the performance objectives. Current educational theory and research support the use of instructional methods that engage students as active learners (i.e., use a mix of lecture, lab, small group discussion, hands-on experiences, simulations, technology –related explorations, and independent study experiences).

Assessing Knowledge During and After the Lesson

Consider multiple ways to assess:

1. Individual assessments---written assignments, presentations, performance assessment tasks, tests, quizzes, "Muddiest point" etc.
2. Group assessments -- on social skills and cooperative learning processes and products
3. Self and peer assessments
4. Journal responses and quick-writes
5. Observations—(look for non-verbal clues) record in notes and on checklists
6. Individual interviews
7. Portfolios
8. Scoring rubrics

A quick way to gather end-of-the-lesson assessment data is to ask students one or two questions directly targeted to the lesson just taught and get their individual written responses.

Example: At the end of a first-grade cooperative dice game activity (which had the objective of adding two numbers), the student teacher handed out index cards, told students she had a challenge for them, and asked them to answer two questions written on the board. For the first question the student teacher drew a picture of two faces of a die (reflecting a 5 and a 3), and asked students for the total. For the second question, the student teacher drew one face of a die (reflecting a 6), and asked students what the second die must be for the total to equal 15. The student teacher said these were special dice! Basically, within three minutes, all students had written or drawn their response, and the student teacher had a stack of data indicating which students had met the addition objective (all were successful) and which students had made the leap on their own to subtraction (about half of the students).

Elementary Education Websites

Program Overview and Conceptual Framework
http://www.oneonta.edu/academics/ed/main/mission.asp

New York State Learning Standards
http://usny.nysed.gov/teachers/nyslearningstandards.html

Information regarding Teacher certification
www.nysed.gov

Information and registration for Teacher Certification Examinations
www.nystce.nesinc.com

Non-course requirements for SUNY College at Oneonta Education Majors
http://www.oneonta.edu/academics/ed/field/

Information to help teachers and teachers-in-training keep their voices healthy
www.voiceacademy.org

SECONDARY EDUCATION SECTION

Student Teaching Performance Tasks and Assessments

Student Teaching Performance Tasks

A. Planning, Teaching and Reflecting

1. Lesson Plans

Throughout student teaching, the candidate is expected to write detailed lesson plans with behavioral objectives tied to the New York State Learning Standards. The lesson plans should incorporate the use of multiple assessments, both qualitative and quantitative (e.g., observations, questioning strategies that result in students' oral and written responses, quiz items), the use of technology as a tool to facilitate student learning, adaptations for students with special needs, and ideas for family outreach. The actual written plan must follow a format upon which the student teacher and the cooperating teacher have mutually agreed. Unless otherwise stated, plans should be submitted to the cooperating teacher two days in advance of teaching the lesson.

Post-Lesson Reflections – Since some of the candidate's most important learning will come from reflections on lessons already taught, it will be important to use all these teaching experiences to the best advantage. After each lesson, the candidate is asked to write a brief reflection, sharing what was learned from the experience. This may take the form of a journal entry or a reflection page attached to the lesson plan. Consider whether objectives were met, what strategies worked well, what follow-up measures need to occur, and what modifications should be made if the lesson was taught again.

(See page 28: General Guideline for Planning and Reflecting)

2. Unit Plan

The candidate is expected to design a unit which reflects curriculum goals and is aligned with the New York State Learning Standards. The candidate should work with the cooperating teacher to determine the content area, and to establish an appropriate time frame to implement the unit and evaluate. The candidate must submit the unit plan to the cooperating teacher and college supervisor for review and approval, prior to implementation. (See page 90, Secondary)

The candidate is required to provide evidence that s/he has had a positive effect on the learning of 7-12 students. This evidence is provided through an edTPA. Much of the information may be abstracted directly from the unit plan. The candidate can decide whether to complete the edTPA assignment during the first **or** second placement. The edTPA will be evaluated by State Ed.

In summary, one edTPA is required, and can take place during either placement. One unit is required for each placement.

B. Student Teaching Assessments

1. Midpoint/Final Conferences and Evaluations

The college supervisor is expected to schedule a 3-way (Candidate, Cooperating Teacher and College Supervisor) midpoint conference and final conference for each placement. The Supervisor's Report form will serve as the midpoint evaluation form (See page 29). It is expected that each individual will complete the form prior to each 3-way conference. Items on the Supervisor's Report form are directly tied to the Division of Education Teacher Candidate: Final Evaluation Rubric (See pages 30-33). During each conference, participants will compare evaluations of the candidate in terms of evidence in planning and instruction. Those areas in need of work should be highlighted along with plans and strategies for improvement. The Teacher Candidate: Final Evaluation form needs to be completed & submitted electronically using Tk20 at the end of each placement by the cooperating teacher and college supervisor (See pages: 39-45). The candidate's final evaluation form should be placed in his or her Exit Portfolio.

College supervisors may schedule individual conferences and/or group seminars with candidates as needed. Candidates will have individual conferences with their cooperating teachers as well.

2. Solo Week (If host school permits)

Solo Week is defined as the time when the candidate takes the primary responsibility for organization and procedures of the class under the continued observation of the cooperating teacher. Please note, if the cooperating teacher is absent, a substitute teacher needs to be present for liability reasons. The candidate, in consultation with the cooperating teacher should plan for a solo week. (Check school calendar to avoid testing dates, field trips and assemblies). Generally, the unit plan takes more than a week to implement; therefore, the candidate should begin the implementation of the unit plan before solo week. It is suggested, that at least a few days be left after solo week and before the end date of the placement to allow time to return the class to the cooperating teacher and to observe other teachers in other classes.

Sample Unit Plan Form

Unit topic/theme:
Time frame:

Learning-Teaching Context: Community, School, Students

National/NY State Standards/Core Curriculum addressed

Alignment with Cooperating Teacher's Goals

Rationale for topic, activities, assessments (based upon context, standards, cooperating teacher goals)

Materials and Equipment needed

Unit objectives/achievement targets/outcomes:

Methods of Assessment (informal/formal; formative/summative; prior to, during, end of unit)

Unit learning activities and organizational patterns:

Introduction:

Developmental activities (general listing with block plan):

Culminating activities/conclusion:

Assessment of total unit:
Teacher
Students

Outreach to families

edTPA Template	Lesson Plan
Lesson 1 REQUIRED	**Subject:** **Grade level:** **Date:** **Time:**
Objectives (Specify skills/information that will be learned. These align with pre-assessment analysis) You must indicate the language function	**You can have multiple objectives**
Central Focus and Purpose for Content	
Language Demands Identify the target language function within the central focus and the instructional supports for this demand. Link to additional demand of *vocabulary* and *syntax or discourse*	
Information/Content List briefly in bullet form the key concepts and information to be covered	
Common Core / State / National Standards Briefly Explain and show clearly how objective ties to standard.	
Materials Needed List in annotated APA format (brief one to two line description of texts)	
Key Assessments List the key assessments for this lesson and identify as formal/informal, summative/formative. Link each with a specific objective	

Introductory Activity and Procedures (include time frames and must ask students to directly link to prior learning)	
Developmental Activity and Procedures (include time frames explain how it will contribute to students achieving objectives)	Be sure to include opportunities for students to display knowledge relative to comprehending and making meaning from complex text and interpreting and/or responding to complex text
Concluding Activity (Describe the independent/concluding activity to reinforce this lesson explain how it will contribute to students achieving objectives)	
Plans for students with diverse needs Explain why you use particular adaptations for students and cite professional literature. BE SURE THEY ARE THINGS YOU AS A TEACHER WILL DO	
Alternative activities (emergency plans/flexibility)	

edTPA Template	Lesson Plan
Lesson 2 REQUIRED	**Subject:** **Grade level:** **Date:** **Time:**
Objectives (Specify skills/information that will be learned. These align with pre-assessment analysis) You must indicate the language function	**You can have multiple objectives**
Central Focus and Purpose for Content	
Language Demands Identify the target language function within the central focus and the instructional supports for this demand. Link to additional demand of *vocabulary* and *syntax or discourse*	
Information/Content List briefly in bullet form the key concepts and information to be covered	
Common Core / State / National Standards Briefly Explain and show clearly how objective ties to standard.	
Materials Needed List in annotated APA format (brief one to two line description of texts)	
Key Assessments List the key assessments for this lesson and identify as formal/informal, summative/formative. Link each with a specific objective	

Introductory Activity and Procedures (include time frames and must ask students to directly link to prior learning)	
Developmental Activity and Procedures (include time frames explain how it will contribute to students achieving objectives)	Be sure to include opportunities for students to display knowledge relative to comprehending and making meaning from complex text and interpreting and/or responding to complex text
Concluding Activity (Describe the independent/concluding activity to reinforce this lesson explain how it will contribute to students achieving objectives)	
Plans for students with diverse needs Explain why you use particular adaptations for students and cite professional literature. BE SURE THEY ARE THINGS YOU AS A TEACHER WILL DO	
Alternative activities (emergency plans/flexibility)	

edTPA Template	Lesson Plan
Lesson 3 REQUIRED	**Subject:** **Grade level:** **Date:** **Time:**
Objectives (Specify skills/information that will be learned. These align with pre-assessment analysis) You must indicate the language function	**You can have multiple objectives**
Central Focus and Purpose for Content	
Language Demands Identify the target language function within the central focus and the instructional supports for this demand. Link to additional demand of *vocabulary* and *syntax or discourse*	
Information/Content List briefly in bullet form the key concepts and information to be covered	
Common Core / State / National Standards Briefly Explain and show clearly how objective ties to standard.	
Materials Needed List in annotated APA format (brief one to two line description of texts)	
Key Assessments List the key assessments for this lesson and identify as formal/informal, summative/formative. Link each with a specific objective	

Introductory Activity and Procedures (include time frames and must ask students to directly link to prior learning)	
Developmental Activity and Procedures (include time frames explain how it will contribute to students achieving objectives)	Be sure to include opportunities for students to display knowledge relative to comprehending and making meaning from complex text and interpreting and/or responding to complex text
Concluding Activity (Describe the independent/concluding activity to reinforce this lesson explain how it will contribute to students achieving objectives)	
Plans for students with diverse needs Explain why you use particular adaptations for students and cite professional literature. BE SURE THEY ARE THINGS YOU AS A TEACHER WILL DO	
Alternative activities (emergency plans/flexibility)	

edTPA Template	Lesson Plan
Lesson 4 OPTIONAL	**Subject:** **Grade level:** **Date:** **Time:**
Objectives (Specify skills/information that will be learned. These align with pre-assessment analysis) You must indicate the language function	**You can have multiple objectives**
Central Focus and Purpose for Content	
Language Demands Identify the target language function within the central focus and the instructional supports for this demand. Link to additional demand of *vocabulary* and *syntax or discourse*	
Information/Content List briefly in bullet form the key concepts and information to be covered	
Common Core / State / National Standards Briefly Explain and show clearly how objective ties to standard.	
Materials Needed List in annotated APA format (brief one to two line description of texts)	
Key Assessments List the key assessments for this lesson and identify as formal/informal, summative/formative. Link each with a specific objective	

Introductory Activity and Procedures (include time frames and must ask students to directly link to prior learning)	
Developmental Activity and Procedures (include time frames explain how it will contribute to students achieving objectives)	Be sure to include opportunities for students to display knowledge relative to comprehending and making meaning from complex text and interpreting and/or responding to complex text
Concluding Activity (Describe the independent/concluding activity to reinforce this lesson explain how it will contribute to students achieving objectives)	
Plans for students with diverse needs Explain why you use particular adaptations for students and cite professional literature. BE SURE THEY ARE THINGS YOU AS A TEACHER WILL DO	
Alternative activities (emergency plans/flexibility)	

edTPA Template	Lesson Plan
Lesson 5 OPTIONAL	**Subject:** **Grade level:** **Date:** **Time:**
Objectives (Specify skills/information that will be learned. These align with pre-assessment analysis) You must indicate the language function	**You can have multiple objectives**
Central Focus and Purpose for Content	
Language Demands Identify the target language function within the central focus and the instructional supports for this demand. Link to additional demand of *vocabulary* and *syntax or discourse*	
Information/Content List briefly in bullet form the key concepts and information to be covered	
Common Core / State / National Standards Briefly Explain and show clearly how objective ties to standard.	
Materials Needed List in annotated APA format (brief one to two line description of texts)	
Key Assessments List the key assessments for this lesson and identify as formal/informal, summative/formative. Link each with a specific objective	

Introductory Activity and Procedures (include time frames and must ask students to directly link to prior learning)	
Developmental Activity and Procedures (include time frames explain how it will contribute to students achieving objectives)	Be sure to include opportunities for students to display knowledge relative to comprehending and making meaning from complex text and interpreting and/or responding to complex text
Concluding Activity (Describe the independent/concluding activity to reinforce this lesson explain how it will contribute to students achieving objectives)	
Plans for students with diverse needs Explain why you use particular adaptations for students and cite professional literature. BE SURE THEY ARE THINGS YOU AS A TEACHER WILL DO	
Alternative activities (emergency plans/flexibility)	

Sample Short Lesson Plan Format (Revised Fall 2017)

Course		Date/ Time		Teacher	
LESSON OBJECTIVE(S) **What do I want students to learn as a result of this lesson?** *Be sure to clearly define the thinking students will do. The VERB you choose makes a difference.*					

QUESTIONS	Ensuring Participation of ALL Learners	CHECKING FOR UNDERSTANDING
• *What QUESTIONS will I ask the students to be sure that they are learning well?* • *How will the questions be sequenced?* • *Do my questions match the rigor and thinking of my objective(s)?*	*What strategies will you use as students answer the questions? How will you ensure that **ALL** students are "doing the thinking"?*	• *When will you check ALL students to be sure that they are ready to move on?* • *What evidence are you looking for to be sure they are ready to move on?*

Managing Routines and Procedures • *What directions will I need to give to ensure that all students are successful in accomplishing the tasks?* • *What routines have been established that I will use and reinforce in this lesson?*	
REFLECTION: *What went well? What will I do differently?*	

Non-Course Requirements for Secondary Education

Required to enter Professional Methods in Fall:

- Fingerprinting
- Minimum overall GPA* of B (3.0).
- Minimum GPA* 2.8 in content major.
- Minimum overall GPA* of B (3.0) in the core courses: EDUC 106, EDUC 201, EDUC 206, EDUC 213, EDUC 246, EDUC 346, EPSY 229, EPSY 250, EPSY 275.**
- No more than 3 grades below a "C" (2.0) in the Professional Education courses, content major and related work combined.

Required to enter Student Teaching:

- Fingerprinting
- All GPA requirements for Methods must be met for student teaching.
- Successfully completed required course work in general education, the major core, content major, and the related work.
- No more than 18 months between Methods and Student Teaching.
- Minimum overall GPA* of B- (2.67) in Methods course.

Recommended Before Graduation:

- Take EAS (Educating All Students).
- Take CST Exam (Revised Content Specialty Tests).
- Complete Diploma and Teacher Certification Applications.
- Establish Credentials Folder in Career Development Office.

Initial Certification Requirements:

- edTPA
- Pass the EAS (Educating All Students).
- Pass the CST (Revised Content Specialty Tests).
- Finger Printing.
- Complete Child Abuse Recognition and Reporting Seminar (included in EDUC 213).
- Complete School Violence Prevention and Intervention Seminar (included in EDUC 213).
- Complete Harassment, Bullying and Discrimination Prevention & Intervention.*
  * (now included in EDUC 213 – if EDUC 213 was completed **PRIOR** to Fall 2013, you will still need this training to apply for certification.

Required for Professional License:

- Complete Master's Degree (within five years) and three years of full time teaching.

The State University of New York at Oneonta reserves the right to make changes in policies, requirements, and regulations as conditions change and such revisions are necessary subsequent to the publication of the college catalog. This information is current as of November 2017.

*All GPA's per college policy are calculated on SUNY Oneonta grades only.

**** GPA calculated on those courses completed prior to methods. All must be completed prior to student teaching**

Secondary Education Websites

Program Overview
http://www.oneonta.edu/academics/ed/mission.asp

http://nysed.gov/teachers/nyslearningstandards.html

Information regarding Teacher Certification
www.nysed.gov

Information and registration for Teacher Certification Examinations
www.nystce.nesinc.com

Non-Course requirements for SUNY College at Oneonta Adolescence Education Majors
http://www.oneonta.edu/academics/ed/oeafe/non_course_ADOL.asp

National Council of Teachers of English – NCTE
www.ncte.org

National Science Teachers Association – NSTA
www.nsta.org

National Council for the Social Studies – NCSS
http://www.socialstudies.org/

American Council on the Teaching of Foreign Languages – ACTFL
www.actfl.org

American Association of Family and Consumer Science – AAFCS
www.aafcs.org

International Literacy Association – ILA
http://literacyworldwide.org

National Council of Teachers of Mathematics – NCTM
www.nctm.org