

ADELPHI UNIVERSITY

College of Education and
Health Sciences

Student Teaching Handbook

**Reference for:
Teacher Candidate
Mentor Teacher
University Supervisor**

**Office of Professional Experiences &
Community Engagement**

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How to Use This Handbook

This handbook has been designed for the Teacher Candidate, Mentor Teacher, and University Supervisor. It is helpful to read all the sections to gain awareness of not only your own expectations but of others as well. For your convenience, the most important information regarding your position has been consolidated into a section labeled with your title. Please refer to the Table of Contents to find your section. All forms and surveys can be found at the end in the Appendix Forms section.

Teacher Candidates

Most of the information contained in this handbook is relevant to your position. You should be aware of your own expectations, but also the expectations of your Mentor Teacher and University Supervisor. There are many suggestions in this handbook, but ultimately certain things are at the discretion of your Mentor Teacher/School District and your University Supervisor. It would be helpful to research additional information online or ask Mentor Teacher/University Supervisor/Office of School and Community Partnerships (OSCP). There is a checklist in the Appendix of the forms that must be filled out and sent or brought to OSCP. There is a wealth of information on the SOE Moodle Page as well. If you have any questions please contact the OSCP.

Mentor Teachers

This handbook details your responsibilities as a Mentor Teacher, which you should become familiar with. You should also become familiar with the responsibilities of your Student Teacher in order to figure out how to best aid them in their Student teaching experience. Teacher candidates will be completing the edTPA during their Student teaching, please be mindful of those additional expectations and responsibilities. If you have any questions please direct them to your Student Teacher, their University Supervisor, or the OSCP.

University Supervisors

This handbook serves as an informational aid and resource for your position as University Supervisor. Detailed are each position's responsibilities and expectations, as well as the various forms you must complete. If your students have not already read it, please recommend that they read this handbook.

**Part I: Required Understandings and
Professional Expectations**

Ruth S. Ammon School of Education Conceptual Framework

Philosophy, Purpose & Goals

The Adelphi University School of Education's mission, philosophy, and curricula focus upon the following two fundamental questions:

- 1) **What are our values? What do we cherish most in life and thereby in education?**
- 2) **What skills, understandings (knowledge), and dispositions should our teacher education graduates possess?**

These questions are based upon our belief that values form the foundation of any philosophy of education. Values translate into educational goals and purposes which in turn may be conceived in terms of the characteristics of the teacher candidates we graduate. Based upon an intensive exploration and discussion of these two fundamental questions the faculty articulated and agreed upon the following:

Core Values

The Adelphi University School of Education advocates the following **values**:

- Scholarship
- Reflective Practice
- Social Justice
- Inclusive Community
- Wellness
- Creativity and The Arts

Our core values determine our **purpose and goals**.

- **Scholarship:** we believe teachers must be scholars who value and engage in life-long learning.
- **Reflective Practice:** we understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.
- **Social Justice:** we recognize learning as a socio-cultural dynamic and therefore, seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.
- **Inclusive Community:** our conception of learning as a socio-cultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.
- **Wellness:** our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured.
- **Creativity and the Arts:** in line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just and beautiful.

These goals are conceived and presented as broad ideals to strive for rather than as fixed destinations. We acknowledge that, whereas teacher candidates may show variation in achieving these goals, the process of achievement is at the heart of their educational journey.

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 identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

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

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

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

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

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

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

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

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

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

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

Adelphi University Teacher Candidate Code of Conduct

The following behaviors are expected of teacher candidates:

- Candidate demonstrates professional commitment in terms of knowledge, skills and dispositions necessary to help all students learn.
- Candidate prepares instructional materials such as lesson and unit plans in a timely manner.
- Candidate shows initiative as evidenced by her/his ability to prepare teacher made materials and to avoid the exclusive reliance on text or workbook activities.
- Candidate is open to suggestions from University Supervisor, Mentor Teacher, or other professionals.
- Candidate reports regularly to school, reports lateness or absence to Mentor Teacher/school, and, when absent, provides appropriate plans to ensure continuity of instruction.
- Candidate arrives to school on time and works within the time frame of the school day and the needs of the Mentor Teacher/class.
- Candidate establishes and maintains a professional relationship with adults/children in the school community.
- Candidate uses acceptable written/oral communication.
- Candidate is willing to assume teacher responsibilities beyond classroom instruction, such as preparing bulletin boards, lunchroom duty, or hall duty.

If these behaviors are not observed or are reported to be lacking, they will be addressed in the following manner:

Level 1: At a special meeting with the University Supervisor, the Mentor Teacher, and the teacher candidate, a professional development plan and a timeline for implementation will be created in order to help the teacher candidate to remediate the unacceptable behavior(s). This special meeting may be initiated by any of the triad members.

Level 2: If the unacceptable behavior continues without improvement, a second meeting will be convened with the University Supervisor, the teacher candidate, a member of the Office of School and Community Partnerships, and the appropriate Adelphi department chair. At this meeting, a second professional development plan will be created in order to help the teacher candidate remediate the unacceptable behavior. At this time, the teacher candidate will be informed that s/he has a two week time period to remediate the behavior or be subject to removal from the classroom.

Level 3: Teacher candidate who has passed through levels 1 and 2 and has shown little or no improvement will be removed from the classroom. If a grievance is filed by the candidate, the teacher candidate will be referred to the SOE Review Board.

The following behaviors are deemed egregious. Any teacher candidate exhibiting any of these behaviors will proceed immediately to Level 3, i.e., immediate removal from the classroom and referral to the School of Education Code of Conduct Committee for review and disposition.

- Using vulgar language or inappropriate contact with students/or colleagues.
- Hitting or otherwise touching a student in a violent manner.
- Insubordination, i.e., failure to do what is expected from school or university personnel.
- Substance abuse
- Dishonesty

School Safety Planning

Every school has a school safety plan specific to that school and a school safety committee that meets monthly. As a member of the school community, you must make yourself aware of safety issues and/or procedures as outlined in the school safety plan. These include:

- crisis response;
- student removal procedures;
- intruder alert procedures;
- medical emergency response;
- evacuation procedures;
- bomb scares; and
- fire drills.

Policies, Practices and Procedures that Support Working with Students from Diverse Backgrounds

Policies:

The Office of School and Community Partnerships (OSCP) places teacher candidates seeking teacher certification into school sites within our existing partnerships in New York City and/or Nassau /Suffolk County. In alignment with NYSED Office of Teaching Initiative, Part 52, Subdivision 52.21, these candidates are asked to complete diverse field observation and student teaching experiences which include at least one placement in a high needs/diverse site with the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

Practices:

In order to learn to establish goals and expectations for all students and allow for multiple pathways to achievement, teacher candidates are asked to submit fieldwork logs that confirm their experiences working with students of diverse backgrounds and needs. In addition, Mentor Teachers are asked to evaluate the candidate's involvement at the school site and these evaluations are shared with the teacher candidate and the candidate's course professor.

Candidates must also complete, a performance-based assessment (edTPA/TWS) that enables the teacher candidate to design and execute coherent learning experiences that support learning in the classroom while demonstrating an understanding of their learners' characteristics and needs.

Records of teacher candidate placements are maintained by the Office of School and Community Partnerships and feedback on a candidate's TWS provided to the teacher candidate by the University Supervisor.

Procedures:

Before beginning a school experience, the teacher candidate should:

- Consult the district's school report card. This will give you valuable information about the demographic make-up of the school population as well as other important information about the district. (<http://www.p12.nysed.gov/irs/reportcard>). You will need to be familiar with this document for your Teacher Work Sample as well.
- Consult the school district's website to obtain more specific information about the school and the district in which you will be working.
- Try to visit the school/take a tour of the community before you begin your work there.

When working at the school:

- Talk with a school administrator or guidance counselor about the demographic make-up of the school.
- Discuss with your mentor how the diversity of the student population in your classroom impacts planning and teaching.
- Discuss best practices for working with diverse populations.

Teacher Candidates should be mindful and respectful of the issues that diverse populations present:

- Students may be brought up in cultures which have different beliefs from one another and which may be different from your own. Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students' cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom. Examine attitudes that might reflect prejudices or bias.

- Tap into the resources of the community when possible by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for students and their families.

In all, teacher candidates should encourage students to respect each other and celebrate their diverse backgrounds.

Building Professional Relationships with Students and Adults

There are many areas in which you need to demonstrate professional competency. None is more important than your ability to develop and maintain positive working relationships with students, teachers, school staff, administrators, parents, and university personnel. The relationships that you build with students and adults in your environment will go a long way in making your preparation as a teacher a successful experience. Your future ability as a teacher and your perceived value as an employee have a great deal to do with the way in which you handle yourself in these relationships.

The following are some suggestions which will assist you in building and maintaining quality professional relationships:

- The classes you will be assigned or the case load you will assume will be culturally diverse. Treat students as individuals. Respect their contributions as worthy and important, and intentionally create a classroom climate that reflects a multicultural and individualized perspective with attention given to materials, activities, and positive interactions. Remember to use positive nonverbal behavior like smiling.
- Listen to and watch what is going on in your school, classroom, and community. Be a skillful observer, take notes, gather information, and ask questions which help you to grow towards understanding. This is your opportunity to tap the expertise of professional educators and learn as much as you can during this short time.
- The practices you observe in the field may not always conform to what you believe in or have learned in your formal coursework. If you have some concerns about a specific practice, ask questions in a non-judgmental manner to gain further insight.
- Often information shared in the school setting is not appropriate for other audiences. Not only is it important to respect the information you have about students and their families, but you also need to be discreet about sharing the experiences you encounter in the classroom or in the school with those outside of that environment. **Confidentiality is an expected professional attribute.**
- Be sure that you really do know your personal biases, particularly as they are going to affect your attitudes and actions toward students, parents, or other professionals in the school. You need to be sure that these biases do not interfere with your professional responsibilities.
- Recognize that you communicate through both verbal and nonverbal avenues. Be sure that both your verbal and nonverbal communication reflect a positive attitude and professional image.
- Recognize that others judge you and make decisions about you based upon your personal appearance and manner. Dress in appropriate business attire, e.g. shirt and tie for men, casual slacks, skirts, and appropriate tops for women. No jeans, no piercing except for ears.
- Often you will be expected to participate in collaborative activities with other teachers. In inclusive settings you may team teach with another educator. It is essential that you learn how to work effectively with others. Communicating openly and honestly, and being respectful of other views are essential attributes of a team player and will facilitate the maintenance of a healthy work environment.
- Your relationship with your Mentor Teacher is a vital one. The way you conduct yourself initially will have a significant influence upon your working relationship with your Mentor Teacher. Exhibit an interest in what goes on in the classroom. Taking notes, asking questions, becoming actively involved, and being responsive to requests for assistance will contribute to the Mentor Teacher's perception of your potential to assume increased responsibility.

- Observations will be conducted on a regular basis by your University Supervisor and Mentor Teacher. This may be a stressful experience for some Teacher Candidates. In order to make the observation less stressful and maintain a positive working relationship, consider the written and verbal feedback objectively, ask questions about points that may be unclear, and be willing to solve problems together. Suggest to your University Supervisor what you want to focus upon. Try not to react defensively or produce excuses for instruction that did not go as you intended. Instead, try to incorporate any suggestions into your teaching. Showing an interest in improving and learning will promote good relationships and make it easier for your University Supervisor and Mentor Teacher to be helpful.
- You may have the opportunity to interact with parents during your student teaching experience. Try to learn as much as you can about the community. Help parents to feel welcomed and appreciated when they visit the school. Always be courteous and professional. You should always have the Mentor Teacher or other certified professionals present when you conference with a parent either in person or by phone. **At no time should you contact a parent unless the Mentor Teacher 1) has asked you to do so 2) has discussed with you the appropriate instructions for communicating with parents.**

Teacher Candidate Considerations

As you begin your student teaching experience, the following are suggestions to consider prior to and throughout your student teaching experience.

- Read the student teaching handbook and to know its contents.
- Exchange contact information with your Mentor Teacher and University Supervisor as soon as your placement is confirmed.
- Be punctual and prompt in all your appointments and assignments.
- Be professional and mindful of the school's rules and regulations. Maintain respectful communication with your Mentor Teacher and University Supervisor.
- Confer regularly with your Mentor Teacher and University Supervisor regarding professional concerns, interests, questions or problems.
- Notify your Adelphi supervisor immediately when a problem arises.
- Learn the students' names and work to develop an appropriate rapport with students.
- Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences and after-school activities.
- Familiarize yourself with the community in which the students live, as well as the neighborhood of the cooperating school.
- Become acquainted with the existing curriculum and materials.
- Take the initiative for assuming increasing teaching responsibilities when appropriate and approved by the Mentor Teacher.
- Strive to implement the methods learned in your courses, with particular attention to technology-based support and assessment strategies.
- Participate in professional development with school faculty as well as pursue independently.

Part II: Information for the Mentor Teacher

The Role of a Mentor Teacher

Dear Mentor Teachers,

Thank you for agreeing to work with an Adelphi teacher candidate. As the Mentor Teacher you will be assuming the daily responsibility for the practical professional experiences of the teacher candidate.

In this role you will be *teaching* the candidate what you know about the teaching/learning process and *coaching* the candidate so that she/he begins to make the connection between what she/he has learned at the University to the 'real world' of the classroom. Both experiences provide a myriad of opportunities for the teacher candidate to reflect upon her/his practice. Additionally, as Mentor Teacher you are encouraged to discuss the teacher candidate's impact on student understanding and assessment outcomes.

Clearly as a Mentor Teacher you will have the greatest influence on the development of the teacher candidate as a new inductee to the teaching profession. This responsibility is a highly significant one and Adelphi University appreciates your involvement in this University-school partnership. By providing a climate for open and honest discussion related to the questions and concerns of the teacher candidate, you will create the environment and support system required for growth in the field.

We rely on you for your professional guidance. We urge you to trust your professional instincts and judgments, not only about delegating responsibility, but also about any reservations you may have about the teacher candidate's ability to be successful. Please inform the University Supervisor or the Office of School and Community Partnerships immediately if any concerns or problems arise.

During the teacher candidate's student teaching experience, they will be completing a Teacher Performance Assessment (edTPA), a subject-area-specific, performance based assessment for pre-service teacher candidates. Candidates will need to plan a learning segment of 3-5 lessons, instruct and engage students in the learning, assess student learning, and reflect on the impact of their teaching. For the purpose of self-reflection and to satisfy an edTPA requirement, teacher candidates will need to videotape lessons. You will be serving as a model of effective teaching practices as they work to complete this assessment.

Please keep in mind that the State Education Department also provided the opportunity for Mentor Teachers to receive additional points on the "other measures" portion of the Annual Professional Performance Review to acknowledge this professional contribution to the field. (See H11: <http://engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>).

If you have any questions or need assistance please do not hesitate to contact me.

Sincerely,

Mirella I. Avalos-Louie, Ed.D.
Director of School & Community Partnerships
mavalos-louie@adelphi.edu

Danielson: Suggestions for the Mentor Teacher

Please refer to the Full Charlotte Danielson Framework for Teaching in the Appendix

Planning (Domain 1):

- Allow teacher candidate to observe your colleagues' classes during the initial days of the experience.
- Encourage the teacher candidate to keep a plan book/notebook in which to organize ideas, plans, and other information that will be a useful resource during student teaching and beyond.
- Share your written lesson plans and provide the teacher candidate with a sample format for daily, weekly, and long-range plans.
- Provide access to curriculum guides; explain and model how these guides are to be used.
- Discuss the thinking behind your planning for instruction. For example, how are objectives determined; why do you select specific activities; and how do you assess student learning.
- Initially, model the lesson before you expect the teacher candidate to take over. Provide opportunity to reflect on the lesson.
- Plan daily for the next day. At the beginning of each day, review the day's schedule. Be sure the teacher candidate knows what s/he is to do that day.
- As the teacher candidate becomes more experienced, discuss how to formulate long-range goals and plans for a unit. Focus on curriculum areas and skill development.
- Help the teacher candidate develop plans for a unit of instruction that s/he will teach.
- Review and critique the teacher candidate's lesson plans—individual, daily and weekly.
- Plan cooperatively, but also require the teacher candidate to develop plans independently.
- Share resources for the teacher candidate to incorporate in planning for instruction.
- Show how to modify plans to provide for all students.
- Discuss how to provide for a variety of learning styles when planning for instruction.
- Share ideas for integrating subject matter.
- Reflect on the effectiveness of daily, weekly, and long-range plans.
- Help teacher candidate modify and revise plans as appropriate.

Assessment (Domains 1, 3)

- Familiarize your teacher candidate with various methods and tools used in diagnostic evaluation/assessment.
- Discuss how to use assessment results as an effective teaching tool.
- Assist the teacher candidate in writing and administering teacher-made tests.
- Discuss authentic methods of assessment to determine student learning.
- Share grading procedures, grade book, and how to keep accurate records of student learning.
- Record report card grades and comments together (if applicable).
- Discuss outcomes for student learning so that the teacher candidate understands your performance expectations for all students.
- Provide opportunities for reflection on the teacher candidate's effectiveness in assessment of student learning. We encourage our teacher candidates, with approval from the district/school administrators and the cooperation of the Mentor Teachers, to use video-taping of their lessons for self-reflection.

Classroom Management and Discipline (Domain 2)

- Share a plan for management and discipline and explain the rationale behind it.
- Furnish a copy of discipline procedures and consequences.
- Model techniques of management and discipline for the teacher candidate.
- Encourage your teacher candidate to develop his/her own management techniques.
- Observe the teacher candidate implementing management strategies.
- Reflect on the effectiveness of the techniques.
- Discuss other possible discipline techniques and ideas for management.

Instruction (Domain 3)

- Model instructional techniques and strategies:
 - for individual, small group, and whole class instruction.
 - that appeal to a variety of learning styles
 - that demonstrate integration of subject matter
 - that reflect a multi-cultural approach
 - that utilize technology
 - that create a positive classroom climate
- Help teacher candidate modify and revise plans as appropriate.
- Discuss your instructional delivery with the teacher candidate and provide opportunity for questions and reflection on teaching experience.
- Encourage your teacher candidate to try her/his own ideas/techniques and develop her/his own teaching style.
- Observe the teacher candidate delivering instruction and provide formative feedback during a conference to highlight specifics of teaching effectiveness and identify areas for continued growth. Please write up at least two formal observations and one summative evaluation for each eight week experience.
- Use videotaping of the teacher candidate to promote self-reflection and the development of assessment strategies that provide for the differentiation of instruction.
- Provide opportunities for the teacher candidate to observe in other classrooms.
- Share your favorite time-tested teaching ideas and suggestions for beginning that challenging first year of teaching. Explain in detail how to set up a classroom at the beginning of the school year.
- Discuss available special education resources and services.

Professional Responsibilities (Domain 4)

- Help teacher candidate to reflect upon his/her teaching in order to plan for future instruction and promote student achievement.
- Work with teacher candidate to review student assignments and to keep records that provide evidence of student achievement.
- Provide constructive feedback that will promote professional development.
- Provide an opportunity for the teacher candidate to meet parents when appropriate.
- Allow the teacher candidate to observe you conducting a parent conference and to participate where appropriate. Share parent-conferencing tips with teacher candidates.
- Oversee all communication with parents, whether written or by phone. Emphasize that all decisions concerning phone and written communication with parents must be a joint effort with the Mentor Teacher.
- Discuss confidentiality regarding sharing information with parents about other students.
- Provide opportunities for the teacher candidate to participate in school functions where parents are present.
- Discuss and reflect upon the teacher candidate's interpersonal skills with adults and students.

Continue the process of teaching, coaching, and reflection until the teacher candidate is able to plan, deliver, and assess instruction independently. Continue to observe and provide formative feedback regarding all aspects of the teacher candidate's role throughout the entire student teaching experience.

Conferences

Regularly Scheduled Conferences

1. A definite time, at least once a week, should be set aside for a supervisory conference between the Mentor Teacher and the Teacher Candidate. This time is reserved for discussing problems related to the individual teaching assignment.
2. It is recommended that in the weekly conferences between the Teacher Candidate and the Mentor Teacher, time is spent on the immediacy of the teaching and the long-range goals listed in the timeline. These goals will vary slightly with different programs, but should be evaluated at regular intervals during the assignment.
3. Much emphasis on evaluation is needed. [The Charlotte Danielson rubric](#) and the [accompanying evaluation](#) form are useful during conferences so that teacher candidate will know what qualities are considered important in teaching. The use of various methods of assessing children should also be studied in order to help plan for the individualization of instruction.

Non-Scheduled or Impromptu Conferences

There should be many non-scheduled or impromptu conferences. These should not take the place of regularly scheduled conferences but should take care of the immediate problems or situations as they arise. Both Mentor Teachers and teacher candidates should assume responsibility for initiating such conferences.

Three Way Conferences

1. Three way conferences with the Teacher Candidate, Mentor Teacher, and University Supervisor should be held throughout the teaching assignment as required. The initiative for requesting such conferences rests equally with the three participants. The Teacher Candidate should feel a special responsibility for requesting a three way conference when there are problems or new situations for which s/he seeks help, advice, assistance, or discussion.
2. Three way conferences may be devoted to any one or all of the following:
 - To evaluate the teaching competencies and personal growth of the teacher candidate
 - To make all cognizant of any special successes or problems
 - To aid the teacher candidate with self-evaluation
 - To exchange views and make plans for any necessary adjustments in the student teaching schedule
 - To provide a teaching and learning situation for all participants
 - To discuss new goals to be achieved

All conferences with the Teacher Candidate should be characterized by emphasis upon positive aspects of progress during this period of training. They should include a detailed review of the progress made in each of the four domains, with specific reference to items in which marked improvement has been made and to those which will require continued attention. Plans for improvement of instruction should be cooperatively formulated and revised as teacher candidates grow as learners.

Teach/Coach/Reflect Process

The following guidelines are suggestions that will help facilitate the process of mentoring.

1. Introductory Conference between Mentor Teacher and Teacher Candidate

- **Organize** an introductory conference to share your professional philosophy and goals.
- **Explain** classroom responsibilities and procedures and the role you want the Teacher Candidate to take in implementing them.
- **Discuss** professional expectations such as appropriate attire, school policies and procedures.
- **Discuss** and reflect on each other's expectations of this experience so that you can provide a foundation for building a professional working relationship.

2. Orientation to the Classroom

- **Introduce** the Teacher Candidate as a co-professional/teacher.
- **Provide** the Teacher Candidate with his or her own work space or desk, if possible.
- **Provide** a class list and seating chart and discuss any special needs of individuals in the classroom.
- **Plan** an activity that will engage the Teacher Candidate and the students in an informal conversation to become better acquainted.
- **Review** the class schedule, routines and procedures.
- **Orient** the Teacher Candidate to supplies, materials, and policies regarding the use of these materials.

3. Initial Conference with the University Supervisor

- **The University Supervisor** will arrange to have a conference either by phone or in person to clarify the roles, responsibilities, and expectations for this experience in order to:
 - **Discuss** school and university calendar, important dates, seminar times, observations, midpoint and final evaluation scheduling.
 - **Exchange** phone numbers and decide how the teacher candidate, the University Supervisor, and the Mentor Teacher will maintain ongoing communication during this time.

4. Orientation to School and Staff

- **Discuss** the general philosophy of the school.
- **Discuss** communities which compose the school population.
- **Introduce** the Teacher Candidate to all appropriate school personnel.
- **Give** the Teacher Candidate a copy of the school's handbook (if one is available). Familiarize the Teacher Candidate with the clerical and organizational procedures used at the school. Discuss policies regarding student conduct, and routines such as arrival and dismissal.
- **Inform** the Teacher Candidate of the special services offered by the school, support staff, including resource personnel such as the reading specialist, speech therapist, guidance counselor, and school psychologist.
- **Define** the extent of the Teacher Candidate's authority and responsibilities in the school building, including the general and specific expectations that conform with school policies and procedures related to the professional role of the teacher.

edTPA Information for the Mentor Teacher

What is the edTPA and Why Do I Need to Know About It?

The edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need in the classroom.

The Teacher Candidate will likely be completing their edTPA during their placement in your classroom. There are a number of ways to learn how to best support them during this time. One of the most important ways is to become familiar with the edTPA requirements for the Teacher Candidate and how that effects your classroom and instruction. It is important to have a conversation with the Teacher Candidate about how they will go about completing the edTPA and how they will work with you on it as well.

What are the requirements of the edTPA?

The edTPA requires Teacher Candidates to work with their Mentor Teachers during student teaching to identify a series of lessons (3-5 lessons on the same topic) that they plan and teach to students. Teacher Candidates are asked to write lesson plans on their own. In the course of planning and implementing these lessons, they are expected to demonstrate knowledge about the research base that underlies their teaching and craft their plans to target particular groups of students taking into account the students' specific strengths and weaknesses. Teacher Candidates are asked to videotape 15-minutes of their teaching in no more than 2 consecutive video clips, as part of their edTPA portfolios. Teacher Candidates are also assessed on their ability to design, administer, and evaluate student learning through assessment following each lesson and at the conclusion of the lesson series. They submit examples of assessments completed by students (e.g., writing samples, quizzes, assessment tasks) and discuss each student's performance. Overall, Teacher Candidates are asked to reflect closely on their teaching and describe what they did, why they did it, what happened, how their students responded, and whether their students learned.

Procedures will be in place to address the security and confidentiality of candidate videos and portfolios. Students will not be videotaped without the written permission of a parent/guardian.

**Part III: Information for the University
Supervisor**

The Role of the University Supervisor

Dear University Supervisors,

Thank you for offering to supervise Adelphi University teacher candidates. As a University Supervisor, you serve as a crucial link between the theory disseminated in the university classroom and the practice applied in the classroom. The guidance, experience, expertise, and support you offer will have a profound effect on the teacher candidates with whom you work. Under your tutelage, these new teachers will develop the skills, knowledge, confidence, and capacity for reflection that will help them successfully make the transition from “student” to “teacher”.

Your role as a supervisor is multi-faceted. You are your students’ instructor, advocate, and coach. In addition, you also serve as a liaison between the University and the cooperating school, clarifying the goals of the field experience to school faculty and administrators. Your presence in the school and the subsequent relationships that are built because of your efforts are the cornerstone upon which successful university/school partnerships are built. You will also be providing our candidates with acceptable support on the Teacher Performance Assessment known as the edTPA. In all, you are helping our candidates to grow professionally to positively impact P-12 learning.

We welcome your input related to our students’ teaching experiences and thank you for your support of our teacher candidates.

Sincerely,

Mirella I. Avalos-Louie, Ed.D.
Director of School & Community Partnerships
mavalos-louie@adelphi.edu

Program Assessments

Please be advised that OSCP and the Accreditation and Research Office have updated the links to submit evaluation forms during the student teaching experience. Many of you are familiar with this format and have submitted your forms via Survey Monkey. Effective immediately all forms will be submitted through this platform for University Supervisors, Mentor Teachers and Student Teachers.

Please see the appendix for the list of survey links and the checklist. You will be required to review this updated procedure with Mentor Teachers and your student teachers. If you complete a form twice a semester (2x), this implies that by the end of the first rotation period within the semester, the form should be completed.

Requests for Mentor Teachers to complete forms can be made from our office. If we are missing any information of mentor teachers or school administrators, we will request that information at the start of the semester and Mrs. Russo will update that information on our roster. You will be copied on these requests and reminders. We ask that you help us remind teachers to check their emails for the requests.

If you are need of technical assistance or require further information regarding this updated procedure, please contact OSCP at x4086.

Observations

Dependent on the student teaching program, the number of observations will vary.

Practicum:	2 observations
Traditional:	4 observations / 2 per placement
Model:	1 observation in Fall / 4 observations in Spring / 2 per placement
Bellmore-Merrick	4 observations / 2 per placement - in Fall/Spring
Residency	4 observations / 2 per placement with frequent informal observations

Student Teaching Seminars

A student teaching seminar accompanies the student teaching experience. The purpose of the seminar is to provide Teacher Candidates with the opportunity to learn more about topics that are pertinent to their professional development. Weekly seminars give the Teacher Candidates the opportunity to develop strategies for improving student learning and to confront issues of diversity that affect teaching. They provide the Teacher Candidates with the opportunity to raise questions and think critically about solutions to various problems associated with on-the-job realities.

Seminars and orientations scheduled in conjunction with the student teaching experience also provide an opportunity to discuss concerns raised by the Teacher Candidates, practices observed in the classrooms and teaching philosophy, and to integrate theory and practice. These seminars are intended to complement the student teaching experience and bridge the gap between the abstract and the authentic by allowing teacher candidates to participate in reflective conversations with other teacher candidates. Seminars follow the University calendar and are held once a week for 2 hour/sessions for the entire semester (16 weeks). **Attendance is mandatory.**

Common Topics for Seminar Discussions

- Planning (Lesson & Unit)
- Classroom Management
- Diagnostic-Perspective Teaching – Adelphi University’s Core Values
- Instructional Strategies
- Library Media Resources/Technology
- Effective Teaching/Learning
- Diversity Education
- Interviewing
- Writing a Resume/Cover Letter
- Assessment
- Problem Solving/Inquiry
- Differentiated Instruction
- Communication
- Inclusion/Special Education
- Motivation/Engagement
- Reflection
- Teaching Standards
- Interaction with Students & Faculty
- Portfolio Development
- Working with Parents

Completion of a **Teacher Work Sample (TWS)** is part of the Teacher Candidate’s responsibility. The purpose of this project is to aid in the promotion of effective teaching practices and to foster student learning. All 8 processes within the TWS will be discussed during seminar sessions.

Reflective Journals

Field Experience/ Student Teaching Journal

As University Supervisors, you are aware of the how intense and busy student teaching can become for our Teacher Candidates. Maintaining a student teaching journal is one tool Teacher Candidates can use to remember and properly reflect on their experiences. The journal may also serve as a place to jot down any questions they may have for you later on. It is suggested that you recommend your Teacher Candidates to keep some kind of journal or record for themselves and for discussions during your seminar. Although it is not required it is highly recommended. Teaching Candidates should come prepared to seminar with questions and anecdotes to facilitate a meaningful discussion.

Suggested Journal Formats

There is no one right way to organize and write a journal. The following are two suggested formats that you may present to your Teacher Candidates.

Format A

(Reflections on specific events which occurred during the week)

1. Topic – Major focus of the journal entry
2. Sequence of events - Includes a short list of what happened
3. Highlights of one or two notable events – Select one or two significant situations that occurred during the week, and describe in detail what happened. Focus especially on your impact on student learning. Four items to include in your description are: your role as the teacher, the student(s) involved, the subject matter being taught at the time, and the context in which the situation occurred.
4. Analysis of the event – This is a time for you to interpret what happened, including an assessment of what students learned, your own thoughts and feelings, questions that were raised, and what you learned that will help you be a more effective teacher. This section can be a particularly useful starting point for discussion when meeting with your supervisor.

Format B

(Reflections on general thoughts, ideas, and feelings which occurred during the week, focusing on helping students learn).

- Things I have done well this week that helped students learn:
- Thoughts I have had this week:
- Feelings I have had this week:
- One important thing I have learned this week:
- Things I want to remember to do in the future to help students learn:
- Things my University Supervisor should know:

It is important to remember that the journal is a great tool through which you can reflect upon your student teaching experience and grow as a beginning teacher. The effort and time you put into it now has the potential to improve your effectiveness as a teacher and to decrease problems, concerns, or issues substantially in your first teaching position.

Conferences

Regularly Scheduled Conferences

1. A definite time, at least once a week, should be set aside for a supervisory conference between the Mentor Teacher and the Teacher Candidate. This time is reserved for discussing problems related to the individual teaching assignment.
2. It is recommended that in the weekly conferences between the Teacher Candidate and the Mentor Teacher, time is spent on the immediacy of the teaching and the long-range goals listed in the timeline. These goals will vary slightly with different programs, but should be evaluated at regular intervals during the assignment.
3. Much emphasis on evaluation is needed. [The Charlotte Danielson rubric](#) and the accompanying evaluation form are useful during conferences so that Teacher Candidate will know what qualities are considered important in teaching. The use of various methods of assessing children should also be studied in order to help plan for the individualization of instruction.

Non-Scheduled or Impromptu Conferences

There should be many non-scheduled or impromptu conferences. These should not take the place of regularly scheduled conferences but should take care of the immediate problems or situations as they arise. Both Mentor Teachers and Teacher Candidates should assume responsibility for initiating such conferences.

Three Way Conferences

1. Three way conferences with the Teacher Candidate, Mentor Teacher, and University Supervisor should be held throughout the teaching assignment as required. The initiative for requesting such conferences rests equally with the three participants. The Teacher Candidate should feel a special responsibility for requesting a three way conference when there are problems or new situations for which s/he seeks help, advice, assistance, or discussion.
2. Three way conferences may be devoted to any one or all of the following:
 - To evaluate the teaching competencies and personal growth of the teacher candidate
 - To make all cognizant of any special successes or problems
 - To aid the teacher candidate with self-evaluation
 - To exchange views and make plans for any necessary adjustments in the student teaching schedule
 - To provide a teaching and learning situation for all participants
 - To discuss new goals to be achieved

All conferences with the Teacher Candidate should be characterized by emphasis upon positive aspects of progress during this period of training. They should include a detailed review of the progress made in each of the four domains, with specific reference to items in which marked improvement has been made and to those which will require continued attention. Plans for improvement of instruction should be cooperatively formulated and revised as teacher candidates grow as learners.

Part IV: Important Student Teaching Information

Student Teaching Experiences

Traditional Student Teaching

The Traditional Student teaching program has Teacher Candidates seeking Elementary or Adolescent Education certification complete two 8-week placements of student teaching (480 hours). The University Supervisor and Mentor Teacher each complete formal observations of the Teacher Candidate (four in each placement), a summative report for each candidate, and [dispositional assessments](#). Candidates meet with their University Supervisor for two-hour weekly seminars covering reflective practice and effect on student learning.

Traditional/Practicum Student Teaching

In-service teachers complete one 8-week placement of student teaching (240 hours). The University Supervisor and Mentor Teacher each complete two formal observations in this placement, a summative report for each candidate, and [dispositional assessments](#). Candidates meet with University Supervisor for two-hour weekly seminars covering reflective practice and effect on student learning.

Model Program

The Adelphi University Model Program gives Teacher Candidates, those seeking both Elementary and Adolescent Education certification, the opportunity to work over the course of a school year in one of the available school districts.

Fall

In the fall, candidates are considered participant observers and are at their school sites at least one day a week working in classrooms primarily with individual students and small groups. They must attend school at least one day a week (minimum 100 hours.) University Supervisor completes [one formal observation](#) and [dispositional assessment](#) at the end of the semester. Candidates meet with their University Supervisor for one-hour weekly seminars covering reflective practice and effect on student learning.

Spring

In the spring semester, as student teachers, they progress to teaching whole class lessons and units of instruction. They will complete two 8-week placements, totaling 240 hours each. The University Supervisor and Mentor Teachers each complete formal observations of the Teacher Candidate (four in each placement), a summative report for each candidate, and [dispositional assessments](#). Candidates meet with University Supervisor for two-hour weekly seminars covering reflective practice and effect on student learning.

Residency Program

Fall

Resident Teacher Candidates work in instructional rounds with attending teachers in Adolescent, Special Education, and English-Language Learning classrooms within the school four days each week (400 hours). The University Supervisors and Mentor Teachers collaborate to complete formal observations, summative reports, and [dispositional assessments](#) for each Teacher Candidate. The program begins in the preceding summer with an Adelphi University course taught for both the Mineola and Oceanside Residency candidates on site by personnel from the participating districts. Residency candidates are also expected to attend the Superintendent's Conference of the district in which they are placed. Residents meet with supervisor for two-hour weekly seminars covering reflective practice and effect on student learning.

Spring

Resident teacher candidates continue to work in instructional rounds with Mentor Teachers in Adolescent, Special Education, and English-Language Learning classrooms within the school full-time for 19 weeks (570 hours). The University Supervisor and Mentor Teachers collaborate to complete formal observations, summative reports, and [dispositional assessments](#) for each Teacher Candidate. Residents meet with supervisor for two-hour weekly seminars covering reflective practice and effect on student learning.

Bellmore-Merrick Internship Program (Only open to Adolescent Education students)

Established in the early 1990's, this internship involves a full year commitment by teacher candidates in the Adolescent Education program to student teach during the fall semester and serve as full-time interns in the Bellmore-Merrick Central High School District in the spring semester. The internship follows the Bellmore-Merrick District academic year calendar (August – June) and candidates are assigned to a particular school and department in their academic discipline and paid a modest stipend. Interns' work may include providing academic support to individual students, working with small groups in a teacher's classroom, and teaching classes as needed by the department

Student Teaching Time Commitment

Student teaching will be your full time job and an important opportunity to learn about the various duties and responsibilities of classroom teachers. It is important that you recognize the tremendous demands on your time that student teaching entails. Appropriate arrangements for your home and university responsibilities must be made so that you may concentrate on your student teaching experience.

Both the childhood and adolescent student teaching experiences extend for the entire 16 weeks of the semester. Teacher Candidates will be placed in 2 different 8 week experiences: one in the lower and one in the upper grade range of the certificate.

Hours of daily attendance for student teaching are determined by the schedule of each individual school district. Teacher candidates are expected to follow the [calendar of the cooperating school district](#) with respect to school holidays. This is often different from the university calendar.

The Teacher Candidate's daily schedule is the same as the Mentor Teacher's schedule. Teacher Candidates should attend required faculty meetings, PTA meetings, conferences, in-service workshops, duty assignments, and any other appropriate teacher requirements.

Absences

Absences should be limited to emergencies. It is the responsibility of the Teacher Candidate to notify the Mentor Teacher, University Supervisor and OSCP as soon as possible. The MAXIMUM number of absences allowed is 3 and all absence must have a written explanation or doctor's note.

For inclement weather, check local news outlets to be notified of school closings. In the event that Adelphi is closed when the school district is open, please report to school.

All student teaching experiences include mandatory attendance at a weekly two hour student teaching seminar for the entire semester.

Teacher Candidate Contract

Once you have read the entire Handbook and familiarized yourself with its contents, please sign and turn in the Teacher Candidate Contract. [The contract can be found on the final page of the Handbook](#). **The signed contract is to be turned in to your University Supervisor at the Student Teaching Orientation Meeting at the beginning of the semester.**

Suggested Guideline for Student Teaching

Suggested Tasks and Responsibilities for Teacher Candidates during their Student Teaching

These guidelines are intended to provide Teacher Candidates and Mentor Teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since Teacher Candidates develop at different rates, and we respect the individuality of Mentor Teachers and the culture of each school. Because student teaching is the capstone of the professional program, this general timeline ensures that all of our Teacher Candidates have extensive teaching experience prior to certification.

We expect our Teacher Candidates to participate in classroom activities, including working with individual students and small groups, from the first week of school. The more candidates are actively involved in helping to promote student learning, the more valuable their experiences will be. As the weeks progress, Teacher Candidates should be assuming more responsibilities and more instructional time.

Before student teaching begins:

- If your placement has been arranged, try to visit your school and meet your Principal, Department Chairperson, and Mentor Teacher prior to the beginning of the semester.
- **Read your edTPA handbook in its entirety and be familiar with the tasks and prompt requirements.** Teacher Candidates and University Supervisors should inform Mentor Teachers and School Administrators about the edTPA requirements. Access <http://edTPA.aacte.org> for more information about the edTPA and consider registering at this time and paying the \$300 fee required to take the assessment.



****For Conceptual, Pedagogical, and Technological Support, please visit the SOE Student teaching or SOE Fieldwork page on Moodle****

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes and during lunchtime activities
- Ask to participate in Open School Night
- Attend parent-teacher conferences
- Request permission to attend departmental meetings and full faculty meetings
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission
- Attend school-wide activities: assemblies, concerts, plays, sporting events, etc.
- Attend faculty meetings regularly
- Attend at least one Board of Education meeting

Week 1

Teacher Candidates should become familiar with:

- Administration and other school personnel who you will be working with
- Class routines, schedules, grading policies, school rules, etc.
- Grade level curriculum including general and special education curriculum/IEP goals
- Context for Learning Information (see edTPA Handbook for details)
- Names of students in class
- Class schedule
- Classroom management techniques used in the classroom
- Fire/Emergency evacuation routes
- Arrival and dismissal activities and school procedures
- [Common Core State Standards](#) for grade level (or [Next Generation Standards](#))
- edTPA literacy terms including the language demands students need to understand and/or use (vocabulary, syntax, discourse)

Teacher Candidate should:

- Work with individual students or small groups
- Assist the Mentor Teacher during their lesson
- Begin co-teaching one class
- Perform administrative tasks as requested by Mentor Teacher
- Review daily and weekly lesson plans with Mentor Teacher
- Begin to consider the central focus of their edTPA based on knowledge of the students, (what they know, what they can do, what they are still learning to do), cultural background and interests of students, input from teacher, and Common Core State Standards.
- Arrange a daily time to meet your Mentor Teacher to plan, reflect, and review your lessons and activities

Week 2

- Send out Parent/Guardian Permission Slips for Video Recording
- Review the edTPA required tasks and vocabulary
- Create a lesson, using the lesson plan format suggested, and review that lesson with the Mentor Teacher (pre-observation)
- Implement the lesson you have created with a small group or large group and discuss with Mentor Teacher (post-observation)
- Begin video recording all lessons that you give as soon as you receive all permission slips
- Decide on your lesson segment of 3-5 lessons (mindful of the needs of all students in the class) and begin to prepare those lessons
- Prepare data collection procedures and create pre-assessments and formative assessments
- Prepare lesson commentary (see edTPA Assessment Handbook)
- Discuss IEPs/special needs of students in your class with your Mentor Teacher so as to effectively plan your teaching

Week 3

- Continue to write and implement lesson plans using the format given to you by your supervisor
- Determine your central focus and requisite skills within your lesson segment, share with your Mentor Teacher and supervisor, and demonstrate in your lessons for edTPA
- Continue to prepare instructional commentary (see edTPA handbook)
- Continue to video record your lessons
- Teach small groups and full class lessons
- Look for research and theorists to support your instructional decisions
- Continue to demonstrate how you are monitoring student learning (formative assessments)
- Review the evidence of your teaching practice: Artifacts and Commentaries include lesson plans, copies of instructional and assessment materials, video clips, and student work samples

Week 4

- Increase teaching responsibilities by teaching whole class lessons, as well as group lessons on a daily basis, after reviewing the week's lessons with teacher
- Analyze assessment data to inform future instruction and consider the specific learning objectives and standards measured by the assessment you chose
- Create additional assessments as needed
- Create a graphic (table or chart) or narrative that summarizes student learning for your whole class as well as your focus learners

- Review your videos and look for student engagement, examples of how you deepened student learning during instruction, and consider the changes that you would make in your instruction in terms of whole class and individual student learning if you did the lesson again

Week 5

- Determine which assessment from your learning segment you will use to evaluate your students' developing knowledge and skills of the essential literacy strategy and requisite skills
- Define the evaluation criteria you will use to analyze student learning
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class
- Select 3 student work examples (focus learners) that represent the patterns of learning, with at least one of the students having specific learning needs
- Document the feedback that you gave to the 3 focus learners and provide plans for what you will expect learners to do with the feedback you provide, explaining how these next steps follow your analysis of student learning and are supported by principles from research and/or theory
- Be specific about any changes you would make if you would teach the lesson(s) again by focusing on how you would improve the instruction, learning task(s) and/or materials to address and support students' individual and collective learning needs in relation to the central focus

Week 6

- Review the edTPA rubrics to be sure that you have addressed the central questions
- Continue to share your writing with your supervisor and Mentor Teacher in order to receive acceptable support
- Use your seminar time to reflect with your fellow teacher candidates and University Supervisor on your teaching strategies
- Read your edTPA handbook carefully to be sure that the video clips you select are the appropriate length and that they feature the teaching and learning emphasis for your subject area
- Continue to collect and analyze assessment data in order to inform the planning of further instruction
- Continue to teach small and large group lessons
- Take responsibility for putting together one or more bulletin boards with the students that reflect your teaching and their learning

Week 7

- Be responsible for full days of teaching
- Perform administrative tasks as requested
- Be responsible for evaluations and assessments
- Review all tasks and key concepts of edTPA rubrics and determine your edTPA submission date after conferring with University Supervisor and Mentor Teacher

Week 8

- Review your edTPA (all Tasks) to be sure that you addressed all prompts and considered the criteria for each rubric carefully
- Determine your edTPA submission date
- Take over a full teaching schedule

Activities for Teacher Candidates

The following list of suggested activities is presented to facilitate your growth and development during the student teaching experience.

Initial Activities

- Handle classroom routines such as attendance, collection of forms, arrival and dismissal, movement of students for special groupings.
- Assume Mentor Teacher's duties—cafeteria, recess, hall duty, study halls.
- Order supplies and audiovisual equipment within the school; duplicate materials.
- Check students' written work and keep necessary records.
- Learn school health and safety procedures (fire drill, health room use, procedure for handling accidents).

Organizational Activities

- Keep a notebook or idea file.
- Make directed observations of classroom activities.
- Plan a design for a classroom. Help the Mentor Teacher set up and arrange the classroom or small group area.
- Help group students for instructional purposes.
- Become responsible for the general appearance of the classroom.
- Prepare bulletin boards. Plan a class party (childhood), assembly or special school activity.
- Develop a repertoire of techniques for class management (handling individual behavior problems).

Instructional activities

- Prepare individual written lesson plans that reflect the needs of all students in the class. Format and detail should be decided with the Mentor Teacher and University Supervisor.
- Plan and teach a unit of instruction as appropriate for the students in the classroom. Be sure to include use of technology to promote learning.
- Participate in team lesson planning sessions.
- Participate in CSE and IEP meetings as requested by school personnel.
- Prepare and direct the use of learning centers or computer activities.
- Prepare original teaching materials, such as an instructional game, a review activity. etc.
- Work with individuals, small groups, and large groups based upon assessment of student learning.
- Help evaluate students' progress, including decision making from data collected, preparation of report cards, and the evaluation of progress towards an IEP goal.
- Help administer standardized and teacher-made tests. Design original tools for diagnosing problems and/or evaluating progress.
- Eventually assume full teaching responsibilities according to a plan developed with the Mentor Teacher. Take complete charge for a designated period of time.

Professional Activities

- Eventually assume full teaching responsibilities according to a plan developed with the Mentor Teacher. Take complete charge for a designated period of time.
- Attend school during regular teachers' hours as well as all faculty, team, grade level meetings.
- If you must be absent, notify the Mentor Teacher and University Supervisor. Prepare plans for lessons to be taught.
- Under the guidance of the Mentor Teacher, communicate with parents in writing and participate in parent/teacher conferences.
- Become familiar with professional teachers' organizations and professional books and magazines. Read recent articles concerning education especially those which pertain to issues which concern/interest you.
- Attend a P.T.A. meeting.

- Attend a school board meeting.
- Learn about the school system's special services and resources, such as pupil personnel staff and resource teachers.
- Become familiar with curriculum materials, curriculum guides, and diagnostic tools.
- Visit other classrooms and observe different teaching techniques as well as characteristics of students of various levels.
- Participate in informal faculty activities. Develop open and friendly staff relationships.
- Become familiar with the varied responsibilities of the special educators and other specialists in your building. If you are a special educator, become familiar with the responsibilities of other professionals in your building.

Student Teaching Seminars

A student teaching seminar accompanies the student teaching experience. The purpose of the seminar is to provide Teacher Candidates with the opportunity to learn more about topics that are pertinent to their professional development. Weekly seminars give the Teacher Candidate the opportunity to develop strategies for improving student learning and to confront issues of diversity that affect teaching. They provide the Teacher Candidate with the opportunity to raise questions and think critically about solutions to various problems associated with on-the-job realities.

Seminars and orientations scheduled in conjunction with the student teaching experience also provide an opportunity to discuss concerns raised by the Teacher Candidate, practices observed in the classrooms and teaching philosophy, and to integrate theory and practice. These seminars are intended to complement the student teaching experience and bridge the gap between the abstract and the authentic by allowing teacher candidates to participate in reflective conversations with other Teacher Candidates. Seminars follow the University calendar and are held once a week for 2 hour/sessions for the entire semester (16 weeks).

Attendance is mandatory.

Completion of a [Teacher Work Sample \(TWS\)](#) is part of the Teacher Candidate's responsibility. The purpose of this project is to aid in the promotion of effective teaching practices and to foster student learning. All 8 processes within the TWS will be discussed during seminar sessions.

Supervisory Observations

Up to this point in your teacher preparation program you have learned about teaching through participating in college courses and field experiences. Student teaching is an extension of this learning with a primary focus on performance. As you gradually assume the many responsibilities of a teacher you will be expected to demonstrate growth and competency in the areas of:

- Subject matter knowledge
- Planning for instruction
- Delivery of instruction
- Assessment of student learning
- Classroom management and organization
- Interpersonal skills and collaboration
- Professionalism

In order to determine whether you have the potential to be an effective BEGINNING TEACHER, you will be observed on a regular basis both formally and informally. These observations will be conducted by the following individuals:

- Mentor Teacher(s)
- University Supervisors
- School administrators
- Other teachers

Most of your observations are conducted by your Mentor Teacher and occur on a regular basis as you perform your classroom responsibilities. These observations are usually daily, informal, and provide ongoing written or oral feedback. There will also be other observations that are scheduled with a pre and post conference and written feedback.

Your University Supervisor will also observe your teaching. These observations will be scheduled, formal observations. You will be expected to provide a written lesson plan for the supervisor to review before the lesson. The observation will be followed by a post observation conference with written feedback using criteria and rubrics developed or adapted from the [Pathwise: Components of Professional Practice](#). You can expect to be observed by your supervisor at least twice during each eight week experience.

Observations by school administrators or other classroom teachers occur on occasion. These observations are usually informal in nature. It is advisable for you to ask the principal, assistant principal or department chair to observe you during your student teaching experience. Make sure you clear this with your Mentor Teacher and ask for his/her assistance in arranging the observation.

Regardless of who is observing you, the main purpose of the observation is to facilitate growth. This is a time to analyze both verbally and in writing your own performance, generate alternative strategies, and commit to self-examination and self-improvement.

Teacher Work Sample (TWS) Guidelines

The Teacher Work Sample (TWS) is a way of assessing Teacher Candidate impact on student learning and a means for Teacher Candidates to synthesize their professional development. The TWS also enables faculty to analyze and reflect on the effectiveness of their teacher preparation program. The first part of the TWS focuses on school culture, the second on student learning goals, and the third relies extensively on teacher candidates collecting data from their classrooms, analyzing it in terms of learning objectives, and designing/executing interventions in order to address their findings.

Assessment of the TWS will be completed by the field supervisor, working with the Teacher Candidate and using the appropriate TWS rubric. The TWS rubric is meant to measure Teacher Candidate competencies in the eight following categories.

Contextual Factors

The Teacher Candidate uses information about the learning-teaching context and individual student differences to set learning goals and plan instruction and assessment.

Learning Goals

The Teacher Candidate sets significant, challenging, varied, and appropriate learning goals.

Assessment Plan

The Teacher Candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Design for Instruction

The Teacher Candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts and includes the use of technology as appropriate.

Instructional Decision-Making

The Teacher Candidate uses on-going analysis of student learning to make instructional decisions.

Analysis of Student Learning

The Teacher Candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Reflection and Self-Evaluation

The Teacher Candidate reflects on his or her instruction and student learning in order to improve teaching practice.

Writing and Communication

The Teacher Candidate writing skills indicate competency.

Planning for Effective Instruction

Planning is acknowledged to be one of the most influential factors in successful teaching. Planning that is clearly thought through will increase the probability of student engagement and learning. Good planning has the potential to build confidence and make you feel more secure in lesson execution.

Teacher Candidates will be expected to write lesson plans for all lessons they teach. Creating meaningful lessons will require a significant amount of time. Scheduling cooperative planning sessions between the Teacher Candidate and Mentor Teacher will provide quality time to discuss instructional issues and maintain ongoing communication. You must make a commitment to set aside enough time to plan for effective instruction rather than leaving it to chance. As a Teacher Candidate you need to set yourself up for success. Written lesson plans provide a clear delineation of the flow of activities in a lesson so that you do not have to rely on memory alone. As Madeline Hunter stated, “The more you think on your seat, the less you have to think on your feet.” A written document helps the Mentor Teacher and University Supervisor understand your thinking in the design, the delivery, and assessment of instruction. They can then provide formative feedback before or after the instruction occurs.

Your Mentor Teacher or University Supervisor should provide you with a model lesson plan format so that teaching expectations are congruent. The lesson plan format is to be viewed as a teaching tool. There are many formats available for use, and we suggest that you try the format of the school where you are student teaching. No matter which lesson design format you select there are several elements that need to be considered and questions that need to be addressed when making decisions about instruction.

edTPA Lesson Plan Template

The edTPA requires a specific template that must be used and filled out when completing the portfolio. Each subject area/grade level has its own different template. It is **highly** recommended that you utilize this template during the entirety of your student teaching experience. Please refer to your corresponding edTPA handbook for the required template. Some templates are also on the SOE Moodle as well.

Suggested Guide to the Lesson Plan

A lesson plan has three basic parts. Educators name these parts in different ways, but there are really only three different parts.

1. Where do you and your students want to go?
2. How are you going to get there?
3. How are you going to know you got there?

Here are some terms associated with each of these three parts:

1. Where do you want to go?
 - Aim/Teacher Aim/Student Aim
 - Objective/Behavioral Objective/Performance Objective
 - Goal/Curricular Objective
 - Standards/Competencies
2. How are you going to get there?
 - Materials/Resources - including effective use of technology
 - Prior Assessment
 - Do Now
 - Motivation Activity
 - Strategy
 - Learning Activity
 - Procedure

- Summary/Closure
 - Follow-up
3. How are you going to know you got there?
- Assessment/Post Assessment
 - Application/Homework/Independent Practice
 - Follow Up
 - Guided Practice

Elements of Lesson Design

The following elements of lesson design are applicable to any model of teaching. Simply knowing these elements when you plan for instruction will not ensure that the lesson is well thought out. Deliberate consideration of these elements should provide you with a structure for reflection when planning instruction, and, if implemented artistically, should increase the probability of student learning. Here are some questions to consider:

Standards: How do these goals support the district's curriculum or state standards? (List specific standards)

Instructional Objective: What is it that you want the learner to be able to do or know by the end of the lesson? What is the rationale for selecting this objective?

Prior Assessment: How do you know students are ready for this lesson? Why are these goals suitable for this group of students? What are the students in the class like? Are there any outstanding special needs or learning styles to be addressed? How will you differentiate instruction to meet students' needs?

Instructional Aids: What materials, supplies, equipment, etc. will you need or use to enhance instruction and/or appeal to a variety of learning styles? (Visual, auditory, tactile, Smartboard, videotaping etc.) How the use of technology can help individualize instruction!!

Classroom Management: What will you need to think through in order to have a smooth flow of instruction with minimal disruption (seating arrangement, transitions, student special needs, rules, time, etc.)? If you are team teaching, what is each person's responsibility for lesson implementation? Can you interrupt each other or not, etc.?

Instructional Input: What essential information will the students need to know and how will you present or organize instruction so that students gain this information?

Modeling: Will students need to see a product or process in order to achieve the instructional objective?

Check for Understanding (during the lesson): How will you determine whether students understand the information/task/skill before engaging them in further instruction or practice (ongoing diagnosis and assessment)?

Application/Guided Practice: What activities will the student do with your presence to practice or work toward the desired learning outcome? What will you do to mentor or monitor while students practice?

Closure: How will you end the lesson? How will you determine whether the desired learning outcomes (instructional objectives) have been achieved? How will you plan for individualization of instruction based on your assessment of the lesson?

Post-assessment: What pattern of student learning did you notice? How did you use student work samples to identify student struggles (errors, confusions, or partial learning)? How do you plan for reengagement of learning?

Follow-up/Homework: Once students can perform without major errors, discomfort or confusion, what assignments will you give for students to practice "on their own" to maintain what has been learned?

Reflection: What was successful in this lesson? What do you need to change in order to achieve lesson objectives? What lessons need to be planned to meet the needs of those students who need reinforcement of the learning/enrichment?

Part V: Student Teaching Survival Tools

Ordering Your Priorities

Personal and Professional Transitions

Moving from being a student to becoming a teacher may require a significant change in your lifestyle. The beginning Teacher Candidate who is presently concerned with the stresses of reading textbooks, attending classes, passing tests, and earning grades, will now become concerned with the stresses of interpreting curriculum guides, creating lessons, and assessing student learning. This transition is an exciting one, but one which may require modification of how you use your time and your energy. In the following sections we have incorporated some thoughts to be considered as you engage in the process of preparing for this important transition. The decisions you make about how you will modify your lifestyle and how you will change the ways in which you manage your time and information can make the difference between an adequate student teaching experience and an exceptional one.

As a Teacher Candidate you will have many demands on your time. Planning for daily instruction, attending after-school or evening meetings, and being available for unexpected parent conferences make student teaching a full-time commitment. As a novice you will have to spend significant amounts of time in the planning, delivery, and evaluation of your instruction. Time which used to be available evenings and weekends may no longer exist. You will need to make decisions about how to order your priorities, and manage your time based on what is critical and essential in learning how to teach. This will allow you to obtain maximum benefits from the student teaching experience.

You will need to consider:

- the effects of working during student teaching.
- the consequences of taking time off for vacations or personal events.
- how to schedule travel time and transportation arrangements.
- how to balance personal and professional responsibilities.

Managing Time and Organizing Information

Using the Teacher's Planning Book to Manage your Time

A teacher's planning book can be purchased at most office supply or teacher bookstores, or can be obtained from the school district. Some teachers use digital planning books as well. Ask your Mentor Teacher to show you how they use their planning method. The purpose of a teacher's planning book is to:

- quickly summarize your daily/weekly lesson plans.
- jot down reminders (e.g. equipment or materials you must have on hand for a particular lesson) or changes in schedules that can be expected to affect your instructional day.
- keep track of personal obligations to assure they do not interfere with your professional obligations.

Useful Websites and Mobile Applications for Student Teaching

This is not a comprehensive list of all the websites and apps that can help your teaching, a general google search will return more suggestions as will a specific search with your grade/subject area.

Organizational

- <https://www.planbook.com/>
- <https://www.chalk.com/planboard/>
- <http://www.commoncoresheets.com/>
- <https://coggle.it/>
- <https://www.classdojo.com/>

Instructional

- <https://www.education.com/>
- <http://www.kutasoftware.com/>
- <https://jr.brainpop.com/>
- <http://www.teachhub.com/>
- <https://www.engageny.org/>
- <https://www.khanacademy.org/>
- <https://nearpod.com/>
- <https://info.flipgrid.com/>
- <https://piazza.com/>
- <https://ed.ted.com/>

Assessment

- <https://kahoot.com/>
- <https://www.khanacademy.org/>
- <https://www.socrative.com/>
- <https://goformative.com/>
- <https://edpuzzle.com/>
- <https://www.peergrade.io/>
- <https://www.plickers.com/>

Inspiration & Resources

- <https://www.teacherspayteachers.com/>
- <http://www.scholastic.com/home/>
- <https://www.teachingchannel.org/>
- <https://learninglab.si.edu/>
- <http://teachersnetwork.org/>
- <https://www.educationworld.com/>
- <http://www.discoveryeducation.com/teachers/>
- <https://www.pbslearningmedia.org/>
- <https://www.edutopia.org/>
- <https://www2.ed.gov/teachers/become/about/survivalguide/index.html>

Applications

- Remind
- Nearpod
- Google Suites: Docs, Slides, Sheets, Forms, etc.
- ClassKick
- Pick Me!
- Chegg
- Zipgrade
- Quizlet

Making Introductions

Getting to know the other school personnel (in addition to your Mentor Teacher) can be very helpful during your placement and your first year teaching. Some of the people that you need to get to know are:

- **School Secretary:** can help you with all the paper materials that cross your path and inform you of the established school procedures you might need to know.
- **Custodian:** can help you with furniture moving, book deliveries and many other difficult jobs. Making friends with the school's custodial staff is invaluable.
- **Librarian:** can help you with research projects and can help in the gathering of materials for future research projects. Remember that the librarian is a library media specialist and can inform you of technological resources as well. If you are leveling your library, the librarian can serve as your guide.
- **Veteran teacher:** every new teacher needs to be able to talk to someone who has been in the profession awhile. Try to find an experienced teacher to talk to about teaching and learning. Listen carefully because this person's advice will be of great help to you.
- **New teacher:** new teachers also need to be able to talk to other teachers who are going through the first difficult years of teaching. New teachers can give each other support and understanding because they are going through the same life changing professional experience.
- **Audio Visual Coordinator:** when you need a VCR, overhead, a Smartboard or a flip-camera, you need one that works. Taking time to get to know your AV coordinator is important as the AV person is an excellent resource as you plan your lessons and can be of immeasurable assistance when machines aren't working properly.
- **Principal:** getting along with the administrator as a non-tenured teacher should go without saying. Be honest and go to your principal with your concerns and updates of how you are doing.
- **Guidance counselor:** when you are having a serious problem with a student, you should always contact the guidance counselor and/or assistant principal. You need to understand that working with students is a team effort.
- **Pupil Personnel Team:** besides the guidance counselor, other resources on the Pupil Personnel team include the school social worker, the psychologist and the school nurse. These people can provide you with important information as well.
- **Coaches:** an often neglected resource in dealing with a difficult student is his/her coach/advisor. Most coaches/advisors are willing to work with teachers to help improve a student's performance. It also helps to attend students' sporting events and extra-curricular activities.
- **Special Education Teacher:** the Special Education teacher serves as an important resource in helping teachers differentiate instruction for all students, but especially those who are having difficulty learning.
- **Technology Specialist:** technology is a major part of today's educational scene. The computer person can help you with the inevitable equipment problems as well as function as a great resource. Always consider what sources of technology can be used to enhance your lesson or individualize your instruction.
- **ESL Teacher:** there will usually be students in your class whose primary language is not English. It is important that you work with the ESL teacher to develop strategies in the classroom that will promote the learning of these students. The goal is always to integrate these students into the classroom as soon as possible.

Advice for Student Teaching

You need to think of your student teaching experience as your first job. Your work ethic, your willingness to do new things and your ability to get along with others are attributes that are important to your success as a teacher. When you go to find a job, the references principals usually call are people you worked with during your student teaching experience. So it is important that you view your student teaching as a “job interview.”

- Be positive! Don't complain about students or other teachers.
- SMILE and introduce yourself to the administrators and staff you meet.
- Handwrite a thank you note to your Mentor Teacher when you are done student teaching. Remember, this teacher gave you the opportunity to teach in her/his and to grow in your profession. A sincere “thanks” will go a long way.
- Make photocopies early in the day before the rest of the world gets there.
- Plan your lesson carefully. Get all the materials you will need ready before the lesson.
- Try not to take on too many responsibilities. If you can manage it, don't work after school or take additional courses.
- Prepare! Prepare! Prepare! Those are the three most important words in student teaching.
- Find out how much your Mentor Teacher will want you to follow his/her lesson plans. Every Mentor Teacher is different. Some want you to follow their lesson plans and others encourage you to come up with your own.
- It is not true that veteran teachers are stuck in their old ways. Most veteran teachers like the new, fresh approaches that Teacher Candidates bring to the table. Don't be shy. Share your ideas.
- Continually assess your teaching. Student teaching is a completely new learning experience unlike anything you have experienced in your college courses. Be ready to make mistakes and grow from them.
- Make copies of everything, from the units you do and do not teach and work from your Mentor Teacher and other teachers as well. When you get your own teaching position, you have no idea what you will be teaching. The more resources you have the easier it will be. You can revise others' ideas to meet your own needs. You don't need to reinvent the wheel!
- Be ready to think on your feet. Students will often take you on a roller coaster ride. Be ready to adjust your teaching/lesson to the students' needs as soon as you see the need. Also prepare for technology failures with paper backups.
- Keep a “Positive File” that has positive memories, letters from students, a good evaluation, and anything else that will help cheer you up on a day when things aren't going so well. These are also good things to put in a “Teacher Binder” to bring on interviews.
- Write a short one-page paper that explains your reasons for going into education. Keep this paper handy, and as you become more experienced, take it out to remind yourself of the reasons you became a teacher. This should be your Educational Philosophy.

- Student teaching is enough to think about, but getting your own teaching job should also be a priority. Network with teachers at your school and start developing materials to go into a portfolio for interviews. Be sure to include some units you did during student teaching. It is a good idea to see if the principal would be willing to do a mock interview with you.
- Plan your lessons in terms of the bigger picture. Think about the unit/curriculum in terms of its entirety. What are your overall goals for the unit? What is your culminating activity?
- Get organized the first day. DOCUMENT everything.
- Take on as much responsibility as you can early on. If not, it will hit you like a ton of bricks.
- As long as you can handle it, get ahead of the student teaching time line. This will give you more opportunities to teach while you still have the luxury of a University Supervisor and Mentor Teacher(s).
- Realize that just as it takes time to adjust to student teaching- students, hours, work, etc. It also takes time for students to adjust to you. Indeed, they will probably not respond to you until they begin to see that you're sincere and serious about teaching them
- Get plenty of sleep.
- Do not hesitate to ask questions. I often found that even minor questions led to unexpected discoveries or insights from teachers, administrators, or other personnel. Sometimes these answers did not even relate to my original question
- Take advantage of being in a school. Observe as many teachers as you can, and ask people to observe you.
- Consider videotaping yourself teaching. (Long before and after you complete the edTPA tasks.) It is a wonderful way to self-reflect on your teaching. Remember, of course, to seek the permission of all those involved in the process.
- Do lesson planning at the school, as well as at home. If you can stay after school to speak with other teachers, you can often get their advice and assistance with lessons and units of instruction.
- Find out the expectations of your Mentor Teacher at the beginning. It helps to establish what you need to do from the start.
- When you feel overwhelmed, take a step back and realize how much you have accomplished!
- Completing a successful student teaching experience is reason to congratulate yourself. Continue to find opportunities to grow professionally. Remember that your goal is to help each child grow as a learner.
- Keep an "Idea File" filled with index cards. Keep track of information that may be useful in the future. To provide yourself with resources for unit writing and lesson planning. Write down: Things you see your Mentor Teacher or other educators do, Ideas from conferences with your Mentor Teacher or other educators, Ideas from conferences with your University Supervisor, Ideas from seminars, conferences and workshops, Professional reading (books, magazines, websites, etc...), and overall any ideas gathered from your own experience

Frequently Asked Questions and Answers

Regarding Your Mentor Teacher

What should I discuss with my Mentor Teacher before the placement starts?

Each situation is different, but if you are lucky and can meet with your Mentor Teacher, there are some things that you may want to discuss. The first thing you should ask about is the class. What is the general makeup of the class, what ability levels exist, what are the backgrounds of the student, and what prior knowledge does the class have? Ask the teacher if there are any students that receive special services, such as reading or speech. This is valuable information that will give you a good place to start.

If you are entering a placement mid-year, you should also find out as much information about the first half in order to have an idea about the class.

- Suggested Questions to Ask Your Mentor Teacher

- What are the requirements for lesson plans? Do you have a particular format that you would prefer for me to use?
- How often will we meet for planning?
- What are your goals for the semester, and how can I help you meet your goals?
- How do you group students in the classroom? Is there any methods that you use?
- What are your grading procedures? How do you track grades for your students?
- Do you have any ESL students or students with IEPs? Is it possible to see the IEP?
- What is your classroom discipline policy? What strategies do you use when one of your students misbehaves?
- Do you have any classroom bulletin boards or displays? Would you like me to change them while I'm student teaching?
- How do you communicate with parents? How often do you communicate with parents?
- What is your field trip policy? Will I be responsible for planning a field trip during my time as a student teacher?
- What are some of the specific challenges that you face in this grade or specific subject?
- What resources do you use in your classroom? Are there any websites, books, or other resources that I can peruse before starting my time as a student teacher?
- What are your expectations as far as my independent teaching time?
- How does your school or school district view standardized testing? What can I do to prepare the students for the exams?
- What is your contact information? What's the best way to reach you outside of school hours?
- How do I approach the topic of taking over the classroom full-time?

After my placement ends, should I do something as a thank you to my Mentor Teacher, and what?

It is appropriate to do something for your Mentor Teacher, but not mandatory. At the very least, you should send a written thank you to all the teachers and supervisors that you worked with, not just your own Mentor Teacher. You should also do thank you notes for people that helped you, like other teachers at your grade level, the librarian, and aids that worked in your room. This is professional and also common courtesy. You may also want to keep in contact with your Mentor Teacher as you do your job search, for advice and to let them know where you end up.

Regarding Student Teaching

What types of questions should I be asking?

A good recommendation is to keep a notepad nearby and any time you have an idea or question, write it down. This could be a question for your University Supervisor, your Mentor Teacher, or any other professional. When your Mentor Teacher or University Supervisor asks if you have questions, you will then have something to ask.

Some topics you will want to question are: lesson pacing, assessment, quality of instruction, meetings/school events, and other areas of your performance. The more feedback you get, the better. You may also want to ask if there are any publications that you should be reading or resources you should consult. The more information you can find about your profession the better.

What types of materials should I save?

While the temptation is to save everything, that is not always possible. A good rule of thumb is to keep one copy of all information (handouts, work sheets etc.) that you give to students. Keep copies of all teacher made materials. Also, ask to photocopy any materials that you find useful. While you may want to copy selected activities, remember that texts are copyrighted. Keep copies of selected student work which shows the range of student achievement. This will be helpful when completing the edTPA tasks. Always ask the students if you can keep copies of their work. Make sure to eliminate the student's name and any identifying factors. Try to limit yourself to the creative things and general samples. Remember to keep a copy of how each assignment was assessed, such as a rubric.

Should I be left alone in my classroom?

It is unrealistic to think that you will never be left alone in the classroom. If this occurs, it is a policy that another teacher or administrator be available to you for emergencies.

Should I be left alone with students for activities such as recess, cafeteria duty, or such large group activities as field trips?

It is not recommended that you assume the responsibility for supervision of large groups of students. At least one other teacher or administrator should be present during these times. For field trips, a rule of thumb is that there should be one supervisor for every ten students.

Do I have to report suspected child abuse?

In most states, teachers are responsible by law for reporting suspected child abuse. As a teacher candidate, you must report any suspected child abuse to your Mentor Teacher. Physical abuse, neglect, sexual abuse, and emotional abuse are some of the major categories of child abuse about which you should be aware.

Can I transport students in my car?

The standard response to this question is ALWAYS no.

What if I am asked to give medications to a child?

Teachers and Teacher Candidates are not responsible for issuing medication to students. You, as a Teacher Candidate should NEVER under any circumstances administer any kind of medication (including over the counter medications such as aspirin). Send students requiring medications to the nurse.

Are Teacher Candidates required to attend all student teaching seminars and meetings?

Seminars and meetings are a part of your program and you are expected to attend all seminars. The Office of School and Community Partnerships will also be scheduling professional development workshops each semester that you should attend.

Are Teacher Candidates expected to attend school related meetings such as PTA, faculty and team meetings, professional meetings or workshops?

It is up to the discretion of the Mentor Teacher, University Supervisor, and school administrator to make decisions about which meetings are appropriate for the Teacher Candidate to attend. It is not unusual for a Teacher Candidate to be expected to attend all school functions required of the Mentor Teacher. Being a teacher does not only involve what happens inside the classroom, it is recommended to attend functions outside of class time to gain a full perspective of the profession.

Who assigns the student teaching grade?

The University Supervisor is technically responsible for the student teaching grade of pass or fail. The recommendation of the Mentor Teacher is an important factor in determining the pass or fail grade for the teacher candidate.

When and how should I ask for recommendations?

At the beginning of your last week is a good time to ask both your Mentor Teacher and your University Supervisor for recommendations. To do this, you will first want to open a folder at Career Services. This folder will be the place that all of your letters are kept, and will be sent at the request of possible employers. You will receive all of the information you need for the letters from Career Services. Provide each person that you ask to write the letter with the appropriate form and a stamped addressed envelope. This may sound like common sense, but many people forget this! Different people may ask for different materials when they write your evaluations. Some may ask you to provide a list of goals and achievements, and others may ask that you write a recommendation for yourself first. Whatever you are asked for, provide it immediately. Once completed, your letters will be kept safe and sound in your career file.

How can I best prepare for my placement?

Firstly, do some research on the school district: what makes it unique, what programs are they known for, have they received any awards, and look up the School Report Card online. You should have an idea of the community's demographic makeup as well. Find out specific school policies and procedures.

Once you know what subject(s) you will be teaching it would also be a good idea to review the topics that will be covered in the class so you are freshly prepared. Your Mentor Teacher may have an outline listing all the topics that will be covered or you can ask to see the textbook the district uses for the table of contents. A good idea is also to explore the building, get a building map, or ask for a tour. Make sure to have the bell/period or transition schedule times.

How to decide what is appropriate attire to wear to school?

Another thing that you may want to look at is building your professional wardrobe. Start looking for clothes and shoes that will not only be appropriate for your position, but also for interviewing situations. Always dress just a little better than is expected, you don't have a job yet. No matter what they say, the first impression always counts. You should be dressed neatly, in clean clothes that are professional. Even if the school dress code allows it, jeans are not acceptable, even on dress down Fridays. Invest in some comfortable shoes that you can spend a long time on your feet in. Many shoes that are in style are not conducive to wearing for long times, so make sure you find something both professional and comfortable. Always remember to look professional, *you do not have a job yet*.

Items not to wear: short skirts, stiletto heels, jeans, baggy pants, sneakers, low cut shirts, or sweats.

Directory

This handbook has been developed by the Office of School and Community Partnerships to be used as a guide for Teacher Candidates, Mentor Teachers, and University Supervisors throughout the clinical components of their Adelphi experiences.

RUTH S. AMMON SCHOOL OF EDUCATION			
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Educational Theater	Diane Caracciolo	877-4099	caraccio@adelphi.edu
Educational Technology	Matthew Curinga	877-8623	mcuringa@adelphi.edu
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Part VI: Appendix

Appendix A: Charlotte Danielson's Framework for Teaching

In her book, *Enhancing Professional Practice: A Framework for Teaching*, Charlotte Danielson outlines measures relating to quality teaching. The framework is a research-based set of components for instruction which are aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and grounded in a constructivist view of teaching and learning. As you become familiar with the language of the framework, you will realize the framework's full value is achieved when it becomes the foundation for professional conversations between practitioners and supervisors as they seek to develop the complex skills associated with the task of teaching.

By providing an agreed upon framework for achieving excellence, a framework for professional practice serves to structure conversations among educators about exemplary practice. Adelphi University is presently using the Pathwise Rubric as baseline for discussing teacher performance. However, since the expectations in the rubric are appropriate for experienced leaders in the field, we have modified the rubric to make it more applicable to Teacher Candidates.

The following are the components that form the basis of the *Framework for Teaching* with the revisions we have made. The components are organized into four domains, each with several elements.

Domain 1: Planning and Preparation:

Within this domain are the organizational aspects of planning activities, materials, lesson delivery, evaluation of student learning, and their alignment with each other.

The Teacher:

1. Demonstrates knowledge of subject matter.
2. Demonstrates knowledge of pedagogy.
3. Plans with knowledge of students' background, skills and interests.
4. Selects appropriate instructional goals, those that have value, clarity and balance and are suitable for diverse students.
5. Demonstrates knowledge of teaching resources.
6. Designs coherent instruction.
7. Assesses student learning using techniques that are congruent with instructional goals, criteria and standards, and uses assessment for planning.

Domain 2: The Classroom Environment:

Creating an environment for student learning is found on the notion that, at the minimum, the social and emotional components of learning form the basis for academic achievement.

The Teacher:

1. Creates a classroom environment of respect and rapport in both student-teacher and student-student interactions.
2. Establishes high expectations.
3. Manages classroom procedures, including instructional groups, transitions, materials and supplies.
4. Manages student behavior by setting expectations, and monitoring behavior. Responds to misbehavior appropriately.
5. Uses physical space to support learning activities.

Domain 3: Instruction:

In this domain, learning goals and instructional procedures are made clear to students. Students are encouraged to extend their thinking, and understanding of content.

The Teacher:

1. Communicates clearly and accurately in oral and written directions.
2. Uses high level, open ended questions.
3. Engages students in learning using a multi-faceted approach to present content, activities and assignments within groups.
4. Paces instruction and provides closure.
5. Provides feedback to students in a timely fashion that is accurate, substantive, constructive, and specific.

6. Demonstrates flexibility and responsiveness in adjusting lessons, responding to students, and displaying persistence.

Domain 4: Professional Responsibilities:

Teacher Professionalism rounds out the four domains of teaching.

The Teacher:

1. Reflects on teaching.
2. Reflects on student achievement and uses information to improve future instruction.
3. Provides evidence of student achievement and uses information to improve instruction.
4. Accepts constructive feedback, incorporating information to improve instruction.
5. Exhibits professional demeanor, acting as a role model for students/peers.
6. Exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with colleagues.
7. Works cooperatively with other professionals and makes contributions to school activities.

Reference: Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development: Alexandria, VA, 1996.

Appendix B: Frameworks for Teaching

Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed. The *Framework for Teaching* represents years of research on what behaviors constitute good teaching. The research on teaching and the Framework were summarized by Charlotte Danielson in her book, *Enhancing Professional Practice: A Framework for Teaching* published by ASCD (1996). The Framework identifies four domains of good instructional practice: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Elements of good teaching practice are defined within each of the domains. The Educational Testing Service (ETS) has expanded Danielson’s work to formalize the evaluation of teacher performance. Adelphi University is presently using an adaptation of Charlotte Danielson’s rubric.

The Student teaching Observation Rubric on the next page summarizes the four domains and includes the modifications we have made to the components in order to have a more effective framework for Teacher Candidates. It defines what teacher candidates should know and be able to do. These rubrics will be shared with students during seminar sessions.

Planning and Preparation, Domain 1:

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable	Basic: Novice Teacher Candidate	Proficient: Effective Teacher Candidate	Distinguished: Advanced Teacher Candidate
1a: Demonstrates Content Knowledge; Scholarship	Teacher Candidate displays little understanding of subject matter and makes no connection to other disciplines.	Teacher Candidate has basic understanding of subject matter and attempts to connect with other disciplines.	Teacher Candidate has a solid understanding of subject matter and extends connections to other disciplines.	Teacher Candidate has an extensive understanding of subject matter and makes meaningful connections to other disciplines.
1b: Demonstrates Knowledge of Pedagogy; Scholarship	Teacher Candidate displays little understanding of pedagogical content knowledge and does not address students’ misconceptions.	Teacher Candidate displays partial understanding of pedagogical content knowledge and attempts to address students’ misconceptions.	Teacher Candidate has solid knowledge of pedagogical content and anticipates most student misconceptions.	Teacher Candidate has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
1c: Plans with Knowledge of Students’ Background, Skills, and Interests; Reflective Practice, Inclusive Community	Teacher Candidate does not use knowledge about student background, skills, and interests to plan lessons.	Teacher Candidate attempts to use student information to plan activities.	Teacher Candidate demonstrates knowledge of students and uses this information to plan appropriate activities.	Teacher Candidate demonstrates thorough knowledge of students and consistently uses this information to plan engaging activities.
1d: Selects Appropriate Instructional Goals; Scholarship	Teacher Candidate’s instructional goals are inappropriate for student learning level and do not address standards.	Teacher Candidate’s instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Teacher Candidate’s instructional goals are consistently appropriate. Standards are consistently incorporated.	Teacher Candidate’s instructional goals reflect high-level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources; Inclusive Community	Teacher Candidate is unaware of teaching resources available for whole class, small group, and individualized instruction.	Teacher Candidate uses teaching resources sparingly.	Teacher Candidate consistently makes use of teaching resources.	Teacher Candidate makes use of a variety of teaching resources (e.g. texts, visuals, and internet) and seeks out new sources of material.
1f: Designs Coherent Instruction; Scholarship	Teacher Candidate designs lessons/units that do not support instructional goals and do not contain a logical structure.	Teacher Candidate’s lessons/units are sometimes logical and some elements support instructional goals.	Teacher Candidate lesson/unit design contains a logical structure and elements support instructional goals.	Teacher Candidate’s lesson/unit design is highly coherent and all elements support instructional goals.
1g: Assesses Student Learning; Reflective Practice	Teacher Candidate’s design lacks a plan for appropriate assessment.	Teacher Candidate’s assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Teacher Candidate’s assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Teacher Candidate’s assessment plan will yield quality information about students’ understanding of stated goals, and Teacher Candidate consistently uses information to plan future lessons.

Classroom Environment, Domain 2:

Domain 2: Classroom Environment	Unsatisfactory: Unacceptable	Basic: Novice Teacher Candidate	Proficient: Effective Teacher Candidate	Distinguished: Advanced Teacher Candidate
2a: Creates an Environment of Respect and Rapport; Social Justice	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
2b: Establishes High Expectations; Inclusive Community	Teacher Candidate has low expectations for student achievement.	Teacher Candidate may have high expectations, but students do not clearly understand what is expected of them.	Teacher Candidate has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Teacher Candidate has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
2c: Manages Classroom Procedures; Wellness	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior; Inclusive Community	Standards of classroom behavior are not communicated, and Teacher Candidate does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently, and Teacher Candidate responses are not always successful.	Teacher Candidate has established clear standards of behavior and responds appropriately.	Teacher Candidate establishes clear standards of behavior and is proactive in preventing student misbehavior.
2e: Uses Physical Environment to Support Learning Activities; Creativity and the Arts	Physical environment is unsafe or inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Teacher Candidate's classroom is safe, accessible, and supports learning.	Teacher Candidate makes it a priority to use physical environment to support learning.

Instruction, Domain 3:

Domain 3: Instruction	Unsatisfactory: Unacceptable	Basic: Novice Teacher Candidate	Proficient: Effective Teacher Candidate	Distinguished: Advanced Teacher Candidate
3a: Communicates Clearly and accurately; Scholarship	Teacher Candidate's oral and written communication is unclear, contains errors, or is inappropriate.	Teacher Candidate's oral and written communication is appropriate, generally free from error, but may require further explanation.	Teacher Candidate's oral and written communication is clear, appropriate, and accurate.	Teacher Candidate's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions; Wellness	Teacher Candidate uses close-ended, low level questions that allow for little student discussion.	Teacher Candidate uses high level, open-ended questions, and discussion techniques unevenly, which lead to moderate student discussion.	Teacher Candidate uses high level, open-ended questions and discussion techniques, which lead to full student participation.	Teacher Candidate encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
3c: Engages Students in Learning; Reflective Practice, Inclusive Community	Teacher Candidate does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Teacher Candidate attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Teacher Candidate is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Teacher Candidate is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure; Reflective Practice, Inclusive Community	Teacher Candidate's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Teacher Candidate's pacing is uneven, and s/he does not always provide closure.	Teacher Candidate's pacing is on target and s/he brings closure to the lesson.	Teacher Candidate consistently paces instruction and effectively provides closure to each lesson.
3e: Provides Appropriate Feedback to Students; Scholarship	Teacher Candidate's feedback is negative and not timely. No attempt is made to make use of it in the learning process.	Teacher Candidate's feedback is of uneven quality, inconsistently timed and minimally incorporated into the learning process.	Teacher Candidate's feedback is timely and of consistently good quality, and incorporated into the learning process.	Teacher Candidate's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness; Inclusive Community	Teacher Candidate proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Teacher Candidate attempts to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Teacher Candidate successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Teacher Candidate successfully modifies lessons to meet student needs, interests, and questions and ensures that lesson objectives are met.

Professional Responsibility, Domain 4:

Domain 4: Professional Responsibility	Unsatisfactory: Unacceptable	Basic: Novice Teacher Candidate	Proficient: Effective Teacher Candidate	Distinguished: Advanced Teacher Candidate
4a: Reflects on Teaching; Reflective Practice	Teacher Candidate does not attempt to reflect on his or her own performance.	Teacher Candidate's self-reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Teacher Candidate reflects thoughtfully and accurately and applies reflection to practice.	Teacher Candidate reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement; Reflective Practice	Teacher Candidate does not attempt to reflect on student achievement.	Teacher Candidate begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Teacher Candidate reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Teacher Candidate consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement; Scholarship	Teacher Candidate provides no evidence of student achievement.	Teacher Candidate provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Teacher Candidate provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Teacher Candidate provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback; Social Justice, Wellness	Teacher Candidate is defensive about mentor and supervisor feedback and does not use information to improve performance.	Teacher Candidate listens to mentor and supervisor feedback but does not use information to improve performance.	Teacher Candidate accepts mentor and supervisor feedback and uses information to improve performance.	Teacher Candidate seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
4e: Exhibits Professional Demeanor; Social Justice	Teacher Candidate exhibits unprofessional demeanor with regard to dress, language, etc.	Teacher Candidate has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Teacher Candidate exhibits professional demeanor with regard to dress, language, etc.	Teacher Candidate is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility; Social Justice	Teacher Candidate is not a responsible professional: exhibits poor attendance/ lateness/ disrespect for students, colleagues, parents, and district.	Teacher Candidate needs to be reminded of professional responsibilities, e.g. poor attendance/lateness/ disrespect for students, colleagues, parents, and district.	Teacher Candidate exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.	Teacher Candidate is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.
4g: Works Cooperatively with Other Professionals; Social Justice	Teacher Candidate's relationships with colleagues are negative or insensitive. Teacher Candidate does not participate in school activities	Teacher Candidate's relationships with colleagues are cordial. Teacher Candidate participates in school activities only when asked.	Teacher Candidate maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Teacher Candidate helps to build collaborative relationships with colleagues and contributes to school activities.

Appendix C: Common Core State Standards Initiative

The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Centre for Best Practices and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce. The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. Indeed, consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

The Common Core State Standards focus on learning expectations for students and provide educators, parents, and students with clear, focused guideposts. The standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards. The Standards are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

Cross-cutting Principles of the Common Core

Across all domains and grade levels, the following principles define the curricular characteristics;

1. Integration of literacy skills including writing, listening and speaking;
2. Students use evidence to support claims;
3. Construction of arguments using academic language;
4. Critiquing the work of others;
5. Use of complex and authentic texts for information gathering.

Key Points in English Language Arts

Reading:

1. Establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
2. Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.
3. The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.
- 4.

Writing:

1. The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

2. Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research.
3. Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening:

1. Students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
2. An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings.

Language:

1. The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.
2. The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
3. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology:

1. Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Key Points in Mathematics

Grades K-5:

1. Solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals.
2. Build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
3. learning how numbers correspond to quantities, and learning how to put numbers together and take them apart

Middle School:

1. Not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels.
2. students can do hands on learning in geometry, algebra and probability and statistics
3. The middle school standards are robust and provide a coherent and rich *preparation for high school mathematics*.

High School:

1. The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
2. The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
3. *Emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.

For more information visit:

www.corestandards.org.

http://www.p12.nysed.gov/ciai/common_core_standards/

The website below provides information on the Common Core Standards as well as tasks and unit plans aligned with the Common Core. <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm>

- See New York State Next Generation Learning Standards for future/updated State Standards

Appendix D: New York State Learning Standards

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding

- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

- Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and

writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Note: All school districts are expected to have their local curriculum aligned to the [P-12 Common Core Learning Standards for English Language Arts & Literacy](#) by school year 2012-13. During the 2012-13 school year, student achievement expectations for English Language Arts will be based on the P-12 Common Core Learning Standards for English Language Arts & Literacy. The timeline for district implementation is available at <http://engageny.org/resource/common-core-implementation-timeline/>

Health, Physical Education, and Family and Consumer Science

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

Languages Other Than English

Standard 1: Communication Skills

- Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

- Students will develop cross-cultural skills and understandings.

Mathematics, Science, and Technology Education

Standard 1: Analysis, Inquiry, and Design

- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

- Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

- Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Standard 4: Science

- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Note: All school districts are expected to have their local curriculum aligned to the [P-12 Common Core Learning Standards for Mathematics](#) by school year 2012-13. During the 2012-13 school year, student achievement expectations for Mathematics will be based on the P-12 Common Core Learning Standards for Mathematics. The timeline for district implementation is available at <http://engageny.org/resource/common-core-implementation-timeline/>

Social Studies

Standard 1: History of the United States and New York

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Appendix E: New York State Next Generation Learning Standards

New York State Next Generation English Language Arts Learning Standards Introduction

In 2015, New York State (NYS) began a process of review and revision of its current English Language Arts (ELA) Learning Standards adopted in January 2011. The New York State Next Generation English Language Arts Learning Standards (Revised 2017) were developed through numerous phases of public comment as well as virtual and face-to-face meetings with committees consisting of NYS educators, teachers of English Language Learners/Multilingual Learners and Students with Disabilities, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research. These revised standards reflect the collaborative efforts and expertise among all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences.

For the detailed learning standards please visit:

<http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

New York State Next Generation Mathematics Learning Standards Introduction

In 2015, New York State (NYS) began a process of review and revision of its current mathematics standards adopted in January of 2011. Through numerous phases of public comment, virtual and face-to-face meetings with committees consisting of NYS educators (Special Education, Bilingual Education and English as a New Language teachers), parents, curriculum specialists, school administrators, college professors, and experts in cognitive research, the *New York State Next Generation Mathematics Learning Standards* (2017) were developed. These revised standards reflect the collaborative efforts and expertise of all constituents involved.

The *New York State Next Generation Mathematics Learning Standards* (2017) reflect revisions, additions, vertical movement, and clarifications to the current mathematics standards. The Standards are defined as the knowledge, skills and understanding that individuals can and do habitually demonstrate over time because of instruction and learning experiences. These mathematics standards, collectively, are focused and cohesive—designed to support student access to the knowledge and understanding of the mathematical concepts that are necessary to function in a world very dependent upon the application of mathematics, while providing educators the opportunity to devise innovative programs to support this endeavor. As with any set of standards, they need to be rigorous; they need to demand a balance of conceptual understanding, procedural fluency and application and represent a significant level of achievement in mathematics that will enable students to successfully transition to post-secondary education and the workforce.

For the detailed learning standards please visit:

<http://www.nysed.gov/common/nysed/files/nys-next-generation-mathematics-p-12-standards.pdf>

Appendix F: New York State Teaching Standards

Standard I: Knowledge of Students and Student Learning

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

- **Element I.1:** Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
 - **Performance Indicators:**
 - a) Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
 - b) Teachers create developmentally appropriate lessons that address students' learning differences and needs.
 - c) Teachers implement lessons and modify instruction based upon students' developmental needs.

- **Element I.2:** Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.
 - **Performance Indicators:**
 - a) Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
 - b) Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
 - c) Teachers explain their instructional decisions citing current research.

- **Element I.3:** Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
 - **Performance Indicators:**
 - a) Teachers vary and modify instruction to meet the diverse learning needs of each student.
 - b) Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

- **Element I.4:** Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
 - **Performance Indicators:**
 - a) Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
 - b) Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

- **Element I.5:** Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.
 - **Performance Indicators:**
 - a) Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
 - b) Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
 - c) Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

- **Element I.6:** Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.
 - **Performance Indicators:**
 - a) Teachers use technological tools and a variety of communication strategies to engage each student.

- b) Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

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

- **Element II.1:** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).
 - **Performance Indicators:**
 - a) Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
 - b) Teachers engage students to use key disciplinary language with comprehension through instruction.
 - c) Teachers demonstrate the effective use of current developments in pedagogy and content.
 - d) Teachers design learning experiences that foster student understanding of key disciplinary themes.
 - e) Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.
- **Element II.2:** Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
 - **Performance Indicators:**
 - a) Teachers facilitate students' ability to develop diverse social and cultural perspectives.
 - b) Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
 - c) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - d) Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
 - e) Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
- **Element II.3:** Teachers use a broad range of instructional strategies to make subject matter accessible.
 - **Performance Indicators:**
 - a) Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
 - b) Teachers adapt instruction in response to various levels of student understanding.
 - c) Teachers make meaningful connections between content and students' life experiences.
 - d) Teachers create opportunities for students to engage in self-directed learning.
- **Element II.4:** Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.
 - **Performance Indicators:**
 - a) Teachers design learning experiences that are aligned with learning standards.
 - b) Teachers articulate clear learning objectives that align with learning standards.
 - c) Teachers include opportunities for students' to achieve learning goals in a variety of ways.
- **Element II.5:** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
 - **Performance Indicators:**
 - a) Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
 - b) Teachers address common misconceptions in the content area through instructional methods.

- c) Teachers design learning experiences that connect students' prior knowledge and instruction to new content.
- d)
- **Element II.6:** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.
 - Performance Indicators:
 - a) Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
 - b) Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
 - c) Teachers organize and effectively use time to achieve learning goals.
 - d) Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
 - e) Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

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

- **Element III.1:** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.
 - Performance indicators:
 - a) Teachers align instruction to standards.
 - b) Teachers implement instruction proven to be effective in prior research.
 - c) Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.
- **Element III.2:** Teachers communicate clearly and accurately with students to maximize their understanding and learning.
 - Performance indicators:
 - a) Students understand directions and procedures.
 - b) Teachers use a variety of questioning techniques to advance student learning and reflection.
 - c) Students' comments and questions are acknowledged and utilized to advance learning.
 - d) Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
 - e) Teachers adjust communication in response to student needs.
- **Element III.3:** Teachers set high expectations and create challenging learning experiences for students.
 - Performance indicators:
 - a) Teachers articulate high expectations for all students.
 - b) Students have a clear understanding of measures of success.
 - c) Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.
- **Element III.4:** Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.
 - Performance indicators:
 - a) Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
 - b) Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
 - c) Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

- **Element III.5:** Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
 - Performance Indicators:
 - a) Students synthesize and express ideas both in written and oral formats.
 - b) Students work effectively with others, including those from diverse groups and with opposing points of view.
 - c) Students make decisions, solve problems, and take actions as appropriate.
 - d) Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
 - e) Students utilize technologies and resources to solve real world problems.
- **Element III.6:** Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.
 - Performance Indicators:
 - a) Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
 - b) Teachers seek and provide feedback during and after instruction.
 - c) Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

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

- **Element IV.1:** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
 - Performance Indicators:
 - a) Teachers are caring and respectful in their interactions with students.
 - b) Teachers embrace student diversity as an asset in the classroom.
 - c) Teachers recognize and reinforce positive interactions among students.
 - d) Teachers create a climate of acceptance and respect.
 - e) Teachers create an environment where students show responsibility to and for one another.
- **Element IV.2:** Teachers create an intellectually challenging and stimulating learning environment.
 - Performance Indicators:
 - a) Teachers encourage students to set high standards and expectations for their own performance.
 - b) Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
 - c) Teachers promote students' curiosity and enthusiasm for learning.
 - d) Students are actively engaged in learning.
 - e) Students openly express their ideas.
 - f) Students show pride in their work and accomplishments.
- **Element IV.3:** Teachers manage the learning environment for the effective operation of the classroom.
 - Performance Indicators:
 - a) Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
 - b) Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
 - c) Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
 - d) Students exhibit respectful classroom interactions.
- **Element IV.4:** Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.
 - Performance Indicators:

- a) Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b) Teachers ensure that all students have equitable access to available resources and technologies.
- c) Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d) Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

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

- **Element V.1:** Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.
 - **Performance Indicators:**
 - a) Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
 - b) Teachers use formative assessment to inform teaching and learning.
 - c) Teachers use summative assessment to measure and record student achievement.
 - d) Teachers design assessments that are aligned with curricular and instructional goals.
 - e) Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
 - f) Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
 - g) Teachers implement required testing accommodations.
- **Element V.2:** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.
 - **Performance Indicators:**
 - a) Teachers analyze data accurately.
 - b) Teachers provide timely feedback to engage students in self-reflection and self-improvement.
 - c) Teachers use assessment data to set goals and design and differentiate instruction.
 - d) Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.
- **Element V.3:** Teachers communicate information about various components of the assessment system.
 - **Performance Indicators:**
 - a) Teachers provide access to information on student assessments.
 - b) Teachers provide appropriate information and interpretation of various assessment data.
- **Element V.4:** Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.
 - **Performance Indicators:**
 - a) Teachers demonstrate an understanding of assessment measures, grading, and procedures.
 - b) Teachers develop a plan for their overall assessment system.
 - c) Teachers use their plans and assessment data to adjust teaching and assessment practices.
- **Element V.5:** Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.
 - **Performance Indicators:**
 - a) Teachers communicate the purposes of the assessments they use.
 - b) Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
 - c) Teachers articulate assessment criteria to students and provide parameters for success.
 - d) Teachers equip students with assessment skills and strategies.
 - e) Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

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

- **Element VI.1:** Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.
 - **Performance Indicators:**
 - a) Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
 - b) Teachers are proactive and advocate to meet the needs of students.
 - c) Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
 - d) Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
 - e) Teachers complete training in response to state and local requirements and jurisdictions.

- **Element VI.2:** Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
 - **Performance Indicators:**
 - a) Teachers support and promote the shared school and district vision and mission to support school improvement.
 - b) Teachers participate actively as part of an instructional team.
 - c) Teachers share information and best practices with colleagues to improve practice.
 - d) Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
 - e) Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
 - f) Teachers collaborate with the larger community to access and share learning resources.

- **Element VI.3:** Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.
 - **Performance Indicators:**
 - a) Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
 - b) Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
 - c) Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

- **Element VI.4:** Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.
 - **Performance Indicators:**
 - a) Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
 - b) Teachers manage time and attendance in accordance with established guidelines.
 - c) Teachers maintain classroom and school resources and materials.
 - d) Teachers participate in school and district events.

- **Element VI.5:** Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.
 - **Performance Indicators:**
 - a) Teachers communicate relevant regulations and policies to stakeholders.
 - b) Teachers maintain confidentiality regarding student records and information.
 - c) Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
 - d) Teachers adhere to board policies, district procedures, and contractual obligations.

- e) Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

- **Element VII.1:** Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.
 - **Performance Indicators:**
 - a) Teachers examine and analyze formal and informal evidence of student learning.
 - b) Teachers recognize the effect of their prior experiences and possible biases on their practice.
 - c) Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

- **Element VII.2:** Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.
 - **Performance Indicators:**
 - a) Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
 - b) Teachers engage in opportunities for professional growth and development.

- **Element VII.3:** Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.
 - **Performance Indicators:**
 - a) Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
 - b) Teachers participate actively as part of an instructional team to improve professional practice.
 - c) Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

- **Element VII.4:** Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.
 - **Performance Indicators:**
 - a) Teachers benefit from, contribute to, or become members of appropriate professional organizations.
 - b) Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
 - c) Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix G: Types of Certification and Licenses

The information below describes the types of certificates that are most commonly sought.

INITIAL CERTIFICATION:

Description	The entry-level certificate for classroom teachers, issued in specific subject/grade titles, and the entry-level certificate for School Building Leader (SBL)
Validity	Valid for 5 years
Leads to	Professional Certificate

PROFESSIONAL CERTIFICATION:

Description	The advanced-level certificate for classroom teachers, issued in specific subject/grade titles and School Building Leaders (SBL)
Validity	Continuously valid with completion of required professional development hours on a five-year professional development cycle
Requirements	<ol style="list-style-type: none">1. Completion of a Master's Degree2. Completion of all NYSTCE testing requirements3. Fingerprinting4. Three years of paid full-time teaching experience that includes one year of mentored teaching experience.5. Satisfaction of all required NYS workshops.

Adelphi University is only authorized to recommend you for certification in the area of your program of studies. If you desire additional certifications, you must apply directly on NYSED. Please consult the NYS DOE website or any regional BOCES certification office to learn more about certification routes and requirements in other areas.

Contact Information

JeanMarie Ignatiadis
Director of Certification & Student Records
Harvey Hall, Room 118
516-877-4081
jmignatiadis@adelphi.edu

Susan Scarola
Assistant Director of Certification
Harvey Hall, Room 117
516-877-3816
schmidt2@adelphi.edu

For more information: education.adelphi.edu/certification-and-records

Appendix G.1: New York State Requirements

New York State Teacher Certification Exams

Teacher certification candidates must take and pass the applicable New York State Teacher Certification Examinations (NYSTCE) required for their particular area of certification. Please see your program of study for specific testing requirements. Please note: although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTE are now required for all applicants seeking certification in an additional area.

For the most updated requirements, please consult your advisor or the New York State Education Department website at www.highered.nysed.gov/tcert. You can check the New York State Teacher Certification Exams (NYSTCE) website for general information concerning preparations for tests, test registration, registering for alternative testing arrangements, dates of tests, score reports, forms and new test requirements at www.nystce.nesinc.com. You may also wish to visit our Certification Officer in Harvey Hall, rm. 125 with any questions related to certification that you may have.

New York State Mandate Workshops

1. All applicants for certification are required to complete two clock hours of coursework or training in the **“Identification and reporting of suspected child abuse and maltreatment.”** In addition, all applicants applying for a certificate on or after February 2, 2001 are required to complete two clock hours of course work or training in **“School violence prevention and intervention”** in accordance with section 3004 of the Education Law. All applicants must:

- Complete the Health Preparation for Teachers course or the equivalent through Adelphi University. This course will provide the required training as part of your teacher education program.

Or

- Submit to the University Certification Office documentation that the Child Abuse and Violence Prevention seminars have been satisfied. Upon completion of the workshops, the applicant will receive a Certificate of Completion from the service provider.

2. As an upcoming Ruth S. Ammon School of Education (RSASOE) Graduate, you are probably already aware that you must complete a New York State (NYS) mandated 6-hour DASA (Dignity for All Students Act) training workshop in order to graduate with initial or professional NYS Certification. DASA Training is an important graduation and certification requirement for all students enrolled in a NYS approved teacher, leadership, or pupil personnel preparation program. This includes Masters (MA & MS) and Advanced Certificate Programs in teaching and leadership certification programs as well as Physical Education, Health, Art and Music Education (BA/BS/BFA graduates).

RSASOE will again be offering DASA workshops each semester to ensure our candidates meet the NYS DASA mandate. Check your Adelphi email accounts for updates on the DASA workshops that will be available, their format and cost.

3. Effective September 1, 2009, candidates for a Classroom Teaching certificate in all areas of Special Education are required to complete coursework or training in the Needs of Children with Autism. Students enrolled in the following programs of study: Students with Disabilities (Birth-Grade 2; Grade 1-6; or Grade 7-12) or Speech and Language

Disabilities must meet this requirement. All applicants must:

- Complete one of the following courses which will satisfy the NYS mandated training as part of your teacher education program:
 - 0810-540 Introduction to Special Education
 - 0810-640 The Child With Special Needs
 - 0820-720 Applied Behavioral Analysis & Positive Behavior Support
 - 0878-673 Lang Assessment/Intervention: Autism Spectrum Disorders

Citizenship Requirement for Professional Certification

New York Education Law now permits individuals with United States Citizenship or **Permanent Residence status** to qualify for a permanent/professional NYS Teaching Certificate. To verify your permanent residence status, submit ONE of the following with your application:

- A photocopy of your permanent resident card (“Green Card”) OR
- A photocopy of your passport stamped with “Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence” OR
- A certified and sealed copy of a letter from the United States Citizenship and Immigration Services (USCIS) verifying permanent residence or United States Citizenship.

Appendix G.2: Certification Application Process

1. In order to receive an Institutional Recommendation for certification through Adelphi University, you must complete the Certification Application that you will access through eCampus Services. You will see an icon titled “NYS Certification Application.”

You will only have access to this application in the semester you are graduating. If you cannot access the application, please contact JeanMarie Ignatiadis, Director of Certification at jmignatiadis@adelphi.edu.

You may create a login and password for the NYS TEACH system at any time. Keep the password in a safe place. Adelphi will not be able to help you obtain a new password. If lost; you will need to contact NYS Technical Support Services.

2. Once you access the NYS Certification Application, please review the information in the application. Make sure that the pre-filled fields display your correct information. If the information is incorrect, please notify the Certification Office as soon as possible.

3. Fill out your undergraduate and graduate (if applicable) degree fields. Be sure to provide the school name, type of degree (i.e., Bachelor, Master, Advanced Certificate) and the date/expected date of completion (i.e., Semester, YYYY).

4. Indicate from the drop-down menu if you completed the DASA workshop and provide the name of the provider.

5. Lastly, check the authorization box and submit the application.

6. Upon submission of the NYS Certification Application, you will receive a Student Information Sheet email with instructions and your 5-digit program code used to apply for your certification via the TEACH website. Retain this email for your records. You will need this information when applying for professional certification (after 3+ years of paid, full-time teaching).

7. Once the recommendation process is complete and all certification requirements have been met, you will be able to view the NYS TEACH online records indicating that the certification has been issued. This will appear approximately 2-3 days after the completion of the process for Initial Certificates only. Professional and Permanent Certificates will take longer due to the need to manually review the applicant’s file by NYSED.

8. Effective February 1, 2010, the Office of Teaching Initiatives has discontinued the printing of time limited certificates (e.g., Initial, Provisional). The TEACH online system will service will serve as the official record for all issued certificates.

Appendix H: School Calendars 2018 – 2019

BELLMORE-MERRICK CHSD - SCHOOL CALENDAR 2018-2019

SEPTEMBER 2018						
S	M	T	W	TH	F	SA
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018						
S	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2019						
S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24*	25
26	27	28*	29	30	31	

JUNE 2019						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SHADED: SCHOOL NOT IN SESSION

/ - Indicates that School Buildings/Offices are Closed

○ - Superintendent's Conference Day - no classes for students

*One inclement weather day has been built into the calendar. If there are two (2) inclement days, school will be in session May 28. If there are three (3) inclement weather days, school will be in session on May 24.

- | | |
|--|--|
| <ul style="list-style-type: none"> August 28 August 29 & 30 September 3 September 4 September 10-11 September 19 October 8 November 6 November 12 November 22-23 December 24 - January 1 January 21 February 18-22 April 18-26 May 27 June 26 June 26 | <ul style="list-style-type: none"> 7th & 9th Grade Orientation Superintendent's Conference Days Labor Day First Day of School Rosh Hashanah Yom Kippur Columbus Day Superintendent's Conference Day Veterans Day Thanksgiving Recess Holiday Recess Martin Luther King Day Winter Recess Spring Recess Memorial Day Last Day of School - Students Last Day of School - Teachers |
|--|--|

Adopted by the Board of Education on:
February 7, 2018

Date: 2-08-18 R



Freeport Public Schools 2017-2018 School Calendar

August	30 & 31	Teachers Report – Supt. Conference Days
September	4	Labor Day – school closed
	5	First Day of School for Students
	21 & 22	Rosh Hashanah – school closed
October	9	Columbus Day – school closed
November	7	Election Day and Superintendent’s Conference Day – no school for students
	10	Veterans Day Observed – school closed
	23-24	Thanksgiving Recess
December	25-29	Holiday Recess
January	1	New Year’s Day – school closed
	15	Martin Luther King Day – school closed
February	19-23	Winter Recess
March	29*-30	Spring Recess
April	2-6	Spring Recess
	TBD	Superintendent’s Conference Day for K-8 Teachers Only (if necessary)
May	28-29*	Memorial Day Recess
June	22	Last Day of School for Students

*If no snow days are used, school will be closed March 29 and May 29.

If 1 snow day is used school will be open May 29 and closed March 29.

If 2 snow days are used, school will be open March 29 and May 29.

Dates of Parent/Teacher Conferences to be announced.

Additional Emergency Make-Up Days will be used during February and/or March-April recess

GARDEN CITY UNION FREE SCHOOL DISTRICT
2018/2019 School Session Calendar

September				
M	T	W	T	F
		29	30	
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 [^]	27	28	29	30

December				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 [^]	26	27	28	

March				
M	T	W	T	F
		6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18*	19
22	23	24	25*	26*
29	30			

Summary Days in School		
	Student	Teacher
August	0	2
September	16	16
October	22	22
November	18	19
December	15	15
January	21	21
February	15	15
March	20	21
April	15	15
May	22	22
June	18	18
Total	182*	186*

May				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24*
27	28*	29	30	31

June				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Holidays and Observances:			
August 29th and 30th	Superintendent's Conference Days	November 22nd and 23rd	Thanksgiving Recess
September 3rd	Labor Day	December 24th to January 1st	Holiday Recess
September 4th	School Opens - First Student Day	January 21st	Martin Luther King Day
September 10th and 11th	Rosh Hashanah	February 18th to 22nd	Winter Recess
September 19th	Yom Kippur	February 25th	Two-hour Delay
October 8th	Columbus Day	March 6th	Parent Teacher Conferences
November 6th	Election Day/Parent Teacher Conferences	April 18th to 26th	Spring Recess
November 12th	Veteran's Day Observance	May 27th	Memorial Day
November 26th	Two-hour Delay	June 26th	Last Student Day

Note: Evening Parent/Teacher Conference schedules will be established at a later date.

- Code:
-  Teacher Work Day (no classes)
 -  Schools Closed
 -  First/Last Student Day
 -  Two Hour Delay

*This calendar contains two extra days. Therefore, if no emergency closings occur, May 24th and May 28th will not be days of school (snow make-up days). If one emergency closing occurs, May 28th will be a day of school. If two emergency closings occur, May 24th will also be a day of school.

In the event that additional teacher work days are necessary, they will be added in June, starting with June 27th, then June 28th.

In the event that additional student instruction days are necessary, they will be added during the Spring break, starting with April 18th, then April 26th, then April 25th.

Adopted: 2/13/18
Revised: 4/17/18

School Calendar 2018–2019

Sept 5	First Day of School Early dismissal for non-District 75 kindergarten students only. Partial school time for pre-kindergarten public school students.
Sept 6	First Full Day for Non-District 75 Kindergarten Students Partial school time for pre-kindergarten public school students.
Sept 10–11	Rosh Hashanah (schools closed)
Sept 13	Elementary School: Evening Parent-Teacher Conferences*
Sept 19	Yom Kippur (schools closed)
Sept 20	Middle School: Evening Parent-Teacher Conferences*
Sept 26	High School: Evening Parent-Teacher Conferences*
Oct 8	Columbus Day Observed (schools closed)
Nov 6	Election Day Students do not attend school. Chancellor's Conference Day for Staff Development.
Nov 12	Veterans Day Observed (schools closed)
Nov 14–15	Elementary School: Parent-Teacher Conferences*
Nov 19–20	District 75 School Programs: Parent-Teacher Conferences*
Nov 22–23	Thanksgiving Recess (schools closed)
Nov 27–28	Middle School: Parent-Teacher Conferences*
Nov 29–30	High School: Parent-Teacher Conferences*
Dec 24–Jan 1	Winter Recess (schools closed)
Jan 2	School Resumes

Jan 21	Dr. Martin Luther King Jr. Day (schools closed)
Jan 28	Chancellor's Conference Day for High Schools High School students do not attend school, except those enrolled at D75 school programs.
Jan 29	Spring Term Begins for High School Students
Feb 5	Lunar New Year (schools closed)
Feb 18–22	Midwinter Recess (schools closed)
Mar 4–5	District 75 School Programs: Parent-Teacher Conferences*
Mar 7–8	High School: Parent-Teacher Conferences*
Mar 13–14	Elementary School: Parent-Teacher Conferences*
Mar 26–27	Middle School: Parent-Teacher Conferences*
Apr 19–26	Spring Recess (schools closed)
May 9	High School: Evening Parent-Teacher Conferences*
May 15	Elementary School: Evening Parent-Teacher Conferences*
May 16	Middle School: Evening Parent-Teacher Conferences*
May 27	Memorial Day (schools closed)
Jun 4	Eid al-Fitr (schools closed)
Jun 6	Anniversary Day Students do not attend school. Chancellor's Conference Day for Staff Development.
Jun 11	June Clerical Day Elementary school, middle school, and D75 students do not attend school.
Jun 26	Last Day For All Students Early Dismissal.

*Parent-teacher conference dates are citywide however, some schools may hold their conferences on alternative dates. Most schools will hold an evening conference for families in September and May. Please check with your school for specific schedules. For assessment dates and other calendars, please visit schools.nyc.gov/calendar.



OCEANSIDE SCHOOL DISTRICT
OCEANSIDE, NEW YORK
SCHOOL CALENDAR
2018-2019

Approved 1/17/18

AUGUST 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

30 Superintendent's Conf. Day

SEPTEMBER 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day
4 1st Day of School for Students
10-11 Rosh Hashanah
19 Yom Kippur

OCTOBER 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Columbus Day

NOVEMBER 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 Superintendent's Conf. Day
12 Veterans Day
22-23 Thanksgiving Day

DECEMBER 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24-31 Christmas/New Year's Recess

JANUARY 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 New Year's Recess
21 Martin Luther King, Jr. Day

FEBRUARY 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 President's Day
18-22 Winter Recess

MARCH 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-26 Easter/Passover Recess

APRIL 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day

JUNE 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

26 Last Day of School



Closed for Students and Teachers
Teachers Only Report



If there are no inclement weather days, school will be closed on Friday, May 24, 2019

Part VI: Appendix
Forms

Survey Monkey- SOE Student Survey Links

Summative Evaluations

- 1) Summative Evaluation Form (Pathwise)
 - For Mentor Teacher and University Supervisor
https://www.surveymonkey.com/r/Pathwise_Summative
- 2) Summative Evaluation Form (Science Addendum)
https://www.surveymonkey.com/r/Science_Summative
- 3) Summative Evaluation Social Studies Addendum
https://www.surveymonkey.com/r/SocialStudies_Summative

Formative Evaluations

- 4) Single Lesson/Unit of Study
https://www.surveymonkey.com/r/SingleLesson_UnitofStudy
- 5) Formative Evaluation Form (Special Education Addendum)
https://www.surveymonkey.com/r/Special_Ed_Formative
- 6) Formative Evaluation Form (Math Addendum)
https://www.surveymonkey.com/r/Math_Formative
- 7) Formative Evaluation Form (ELA Addendum)
https://www.surveymonkey.com/r/ELA_Formative
- 8) Formative Evaluation Form (TESOL Addendum)
https://www.surveymonkey.com/r/TESOL_Formative
- 9) Formative Evaluation Form (Early Childhood Special Education Addendum)
https://www.surveymonkey.com/r/ECSE_Formative

Student teaching Surveys

- 10) Mentor Teacher Survey
https://www.surveymonkey.com/r/Teacher_Mentorsurvey
- 11) Student teaching Exit Survey
https://www.surveymonkey.com/r/StudentTeaching_ExitSurvey
- 12) Certified/Tenured Form
https://www.surveymonkey.com/r/Certified_Tenured_Form

Teacher Work Samples (TWS)

- 13) TWS Scoring Sheet
https://www.surveymonkey.com/r/TWS_Scoring
- 14) TWS Scoring Sheet Special Education Addendum
https://www.surveymonkey.com/r/TWS_Scoring_SpecialEducation
- 15) TWS Scoring Sheet Early Childhood Special Education Addendum
https://www.surveymonkey.com/r/TWS_Scoring_ECSE

Dispositions

- 16) Teacher Candidate Professional Dispositions (Student teaching/Field-Based)
https://www.surveymonkey.com/r/Teacher_Candidate_Professional_Dispositions_Student_Teaching_Field-based

Full view of the surveys can be found in this section.

Evaluation & Survey Checklist

SURVEY MONKEY EVALUATIONS & SURVEYS

FORM	Type of Assessment	Supervisor	Mentor Teacher	Teacher Candidate	Other
<i>Single Lesson/Unit of Study</i>	<i>Formative</i>	4x	2x TM A 2x TM B	-----	-----
<i>Mentor Teacher Summative Evaluation (Pathwise)</i>	<i>Summative</i>	-----	1x TM A 1x TM B	-----	-----
<i>University Supervisor Summative Evaluation (Pathwise)</i>	<i>Summative</i>	1x	-----	-----	-----
<i>Early Childhood/special Education Evaluation (Pathwise Addendum)</i>	<i>Formative</i>	2x	-----	-----	-----
<i>English Language Arts Specific Lesson Evaluation (Pathwise Addendum)</i>	<i>Formative</i>	2x	-----	-----	-----
<i>Mathematics Specific Lesson Evaluation (Pathwise Addendum)</i>	<i>Formative</i>	2x	-----	-----	-----
<i>Science Safety and Welfare Specific Lesson Evaluation (Pathwise Addendum)</i>	<i>Summative</i>	1x	-----	-----	-----
<i>Social Studies NCSS Chart - Self Evaluation (Pathwise Addendum)</i>	<i>Summative</i>	-----	-----	1x	-----
<i>Special Education for Childhood/Adolescent Specific Lesson Evaluation (Pathwise Addendum)</i>	<i>Formative</i>	4x	-----	-----	-----
<i>Teacher Candidate Exit Survey</i>	<i>Summative</i>	-----	-----	1x	-----
<i>Teacher Candidate Preparation Program Evaluation (Mentor Teacher Survey)</i>	<i>Summative</i>	-----	1x TM A 1x TM B	-----	-----
<i>Teacher Candidate Professional Disposition (Classroom)</i>	<i>Summative</i>	-----	-----	-----	1x Faculty
<i>Teacher Candidate Professional Disposition (Field Based)</i>	<i>Summative</i>	1x	1x TM A 1x TM B	-----	-----
<i>Teacher Work Sample (TWS)</i>	<i>Summative</i>	1x	-----	-----	-----
<i>Teacher Work Sample (TWS) - Early Childhood/Special Education (Addendum)</i>	<i>Summative</i>	1x	-----	-----	-----
<i>Teacher Work Sample (TWS) - Special Education (Addendum)</i>	<i>Summative</i>	1x	-----	-----	-----
<i>TESOL Specific Lesson Evaluation (Pathwise Addendum)</i>	<i>Formative</i>	4x	-----	-----	-----
<i>Certified/Tenured Form</i>	<i>For OSCP</i>	-----	-----	-----	1x School Administrator
<i>Hours Log</i>	<i>For OSCP</i>	-----	-----	1x	-----

Summative Evaluation form for the University Supervisor

Teacher Candidate: _____ Student ID: _____

School, District: _____

University Supervisor: _____ Certification: _____

This version of Charlotte Danielson's Framework for Teaching is used to measure a teacher candidate's professional growth in four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Danielson's Framework aligns with the Core Values of the Ruth S. Ammon School of Education: Scholarship, Reflective Practice, Social Justice, Inclusive Community, Wellness, and Creativity and the Arts.

Please use the observation rubric (Pathwise) as reference when completing this form for complete behavioral definitions for each level of evaluation.

Domain 1: Planning and Preparation		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.a	Demonstrates knowledge of subject matter: <i>Scholarship</i>	1	2	3	4
1.b	Demonstrates knowledge of pedagogy: <i>Scholarship</i>	1	2	3	4
1.c	Plans with knowledge of students' background, skills, and interests: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
1.d	Selects appropriate instructional goals: <i>Scholarship</i>	1	2	3	4
1.e	Demonstrates knowledge of teaching resources: <i>Inclusive Community</i>	1	2	3	4
1.f	Designs coherent instruction: <i>Scholarship</i>	1	2	3	4
1.g	Assesses student learning: <i>Reflective Practice</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 2: Classroom Environment		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.a	Creates an atmosphere of respect and rapport: <i>Social Justice</i>	1	2	3	4
2.b	Establishes High Expectations: <i>Inclusive Community</i>	1	2	3	4
2.c	Manages Classroom Procedures: <i>Wellness</i>	1	2	3	4
2.d	Manages Student Behavior: <i>Inclusive Community</i>	1	2	3	4
2.e	Uses physical environment to support learning activities: <i>Creativity and the Arts</i>	1	2	3	4

Comments & Suggestions for Future Work:

Summative Evaluation form for the University Supervisor

Domain 3: Instruction		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
3.a	Communicates clearly and accurately: <i>Scholarship</i>	1	2	3	4
3.b	Uses high level, open ended questions: <i>Scholarship</i>	1	2	3	4
3.c	Engages students in learning: <i>Wellness</i>	1	2	3	4
3.d	Paces instruction and provides closure: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
3.e	Provides Appropriate Feedback to Students: <i>Scholarship</i>	1	2	3	4
3.f	Demonstrates flexibility and responsiveness: <i>Inclusive Community</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 4: Professional Responsibility		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.a	Reflects on teaching: <i>Reflective Practice</i>	1	2	3	4
4.b	Reflects on student achievement: <i>Reflective Practice</i>	1	2	3	4
4.c	Provides evidence of student achievement: <i>Scholarship</i>	1	2	3	4
4.d	Accepts constructive feedback: <i>Social Justice, Wellness</i>	1	2	3	4
4.e	Exhibits professional demeanor: <i>Social Justice</i>	1	2	3	4
4.f	Exhibits professional responsibility: <i>Social Justice</i>	1	2	3	4
4.g	Works cooperatively with other professionals: <i>Wellness</i>	1	2	3	4

Comments & Suggestions for Future Work:

Using both the Mentor Teacher and University Supervisor ratings in each domain (use the summative rating only), please determine the most frequent rating (mode) for each domain. If there is more than one mode in any domain, the University Supervisor will determine which of the equal ratings best represents the Candidates' level of performance. Write the mode in the boxes below.

Domain 1: Domain 2: Domain 3: Domain 4:

THE CANDIDATE RECEIVED A: **PASS** **INCOMPLETE** **FAIL**

All candidates will receive a passing grade if they do not meet the following exceptions: More than one score of "1" in any domain will result in a failure of the course and, under advisement, may be able to retake the student teaching courses. A score of "1" in any domain will result in an incomplete and the candidate must continue with the current student teaching experience until they have sufficiently developed the appropriate skills.

University Supervisor Signature: _____ **Date:** _____

Summative Evaluation form for the Mentor Teacher

Teacher Candidate: _____ Student ID: _____

School, District: _____

University Supervisor: _____ Certification: _____

This version of Charlotte Danielson's Framework for Teaching is used to measure a teacher candidate's professional growth in four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Danielson's Framework aligns with the Core Values of the Ruth S. Ammon School of Education: Scholarship, Reflective Practice, Social Justice, Inclusive Community, Wellness, and Creativity and the Arts.

Please use the observation rubric (Pathwise) as reference when completing this form for complete behavioral definitions for each level of evaluation. Circle the appropriate number (1,2,3,4) for each element within the domains.

Domain 1: Planning and Preparation		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.a	Demonstrates knowledge of subject matter: <i>Scholarship</i>	1	2	3	4
1.b	Demonstrates knowledge of pedagogy: <i>Scholarship</i>	1	2	3	4
1.c	Plans with knowledge of students' background, skills, and interests: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
1.d	Selects appropriate instructional goals: <i>Scholarship</i>	1	2	3	4
1.e	Demonstrates knowledge of teaching resources: <i>Inclusive Community</i>	1	2	3	4
1.f	Designs coherent instruction: <i>Scholarship</i>	1	2	3	4
1.g	Assesses student learning: <i>Reflective Practice</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 2: Classroom Environment		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.a	Creates an atmosphere of respect and rapport: <i>Social Justice</i>	1	2	3	4
2.b	Establishes High Expectations: <i>Inclusive Community</i>	1	2	3	4
2.c	Manages Classroom Procedures: <i>Wellness</i>	1	2	3	4
2.d	Manages Student Behavior: <i>Inclusive Community</i>	1	2	3	4
2.e	Uses physical environment to support learning activities: <i>Creativity and the Arts</i>	1	2	3	4

Comments & Suggestions for Future Work:

Summative Evaluation form for the Mentor Teacher

Domain 3: Instruction		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
3.a	Communicates clearly and accurately: <i>Scholarship</i>	1	2	3	4
3.b	Uses high level, open ended questions: <i>Scholarship</i>	1	2	3	4
3.c	Engages students in learning: <i>Wellness</i>	1	2	3	4
3.d	Paces instruction and provides closure: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
3.e	Provides Appropriate Feedback to Students: <i>Scholarship</i>	1	2	3	4
3.f	Demonstrates flexibility and responsiveness: <i>Inclusive Community</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 4: Professional Responsibility		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.a	Reflects on teaching: <i>Reflective Practice</i>	1	2	3	4
4.b	Reflects on student achievement: <i>Reflective Practice</i>	1	2	3	4
4.c	Provides evidence of student achievement: <i>Scholarship</i>	1	2	3	4
4.d	Accepts constructive feedback: <i>Social Justice, Wellness</i>	1	2	3	4
4.e	Exhibits professional demeanor: <i>Social Justice</i>	1	2	3	4
4.f	Exhibits professional responsibility: <i>Social Justice</i>	1	2	3	4
4.g	Works cooperatively with other professionals: <i>Wellness</i>	1	2	3	4

Comments & Suggestions for Future Work:

Additional Comments & Suggestions:

Mentor Teacher Signature: _____ **Date:** _____

***Teacher Candidate Signature:** _____ **Date:** _____

**Signature indicates receipt of information contained herein*

Evaluation form for Single Lesson/Unit of Study

Teacher Candidate: _____ Grade/Subject: _____

School, District: _____

Evaluator, Title: _____ Obs. #/Date: _____

This version of Charlotte Danielson's Framework for Teaching is used to measure a teacher candidate's professional growth in four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Danielson's Framework aligns with the Core Values of the Ruth S. Ammon School of Education: Scholarship, Reflective Practice, Social Justice, Inclusive Community, Wellness, and Creativity and the Arts.

Summary of Lesson:

Domain 1: Planning and Preparation		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.a	Demonstrates knowledge of subject matter: <i>Scholarship</i>	1	2	3	4
1.b	Demonstrates knowledge of pedagogy: <i>Scholarship</i>	1	2	3	4
1.c	Plans with knowledge of students' background, skills, and interests: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
1.d	Selects appropriate instructional goals: <i>Scholarship</i>	1	2	3	4
1.e	Demonstrates knowledge of teaching resources: <i>Inclusive Community</i>	1	2	3	4
1.f	Designs coherent instruction: <i>Scholarship</i>	1	2	3	4
1.g	Assesses student learning: <i>Reflective Practice</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 2: Classroom Environment		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.a	Creates an atmosphere of respect and rapport: <i>Social Justice</i>	1	2	3	4
2.b	Establishes High Expectations: <i>Inclusive Community</i>	1	2	3	4
2.c	Manages Classroom Procedures: <i>Wellness</i>	1	2	3	4
2.d	Manages Student Behavior: <i>Inclusive Community</i>	1	2	3	4
2.e	Uses physical environment to support learning activities: <i>Creativity and the Arts</i>	1	2	3	4

Comments & Suggestions for Future Work:

Evaluation form for Single Lesson/Unit of Study**UNIVERSITY**

Ruth S. Ammon School of Education

Domain 3: Instruction		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
3.a	Communicates clearly and accurately: <i>Scholarship</i>	1	2	3	4
3.b	Uses high level, open ended questions: <i>Scholarship</i>	1	2	3	4
3.c	Engages students in learning: <i>Wellness</i>	1	2	3	4
3.d	Paces instruction and provides closure: <i>Reflective Practice, Inclusive Community</i>	1	2	3	4
3.e	Provides Appropriate Feedback to Students: <i>Scholarship</i>	1	2	3	4
3.f	Demonstrates flexibility and responsiveness: <i>Inclusive Community</i>	1	2	3	4

Comments & Suggestions for Future Work:

Domain 4: Professional Responsibility		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.a	Reflects on teaching: <i>Reflective Practice</i>	1	2	3	4
4.b	Reflects on student achievement: <i>Reflective Practice</i>	1	2	3	4
4.c	Provides evidence of student achievement: <i>Scholarship</i>	1	2	3	4
4.d	Accepts constructive feedback: <i>Social Justice, Wellness</i>	1	2	3	4
4.e	Exhibits professional demeanor: <i>Social Justice</i>	1	2	3	4
4.f	Exhibits professional responsibility: <i>Social Justice</i>	1	2	3	4
4.g	Works cooperatively with other professionals: <i>Wellness</i>	1	2	3	4

Comments & Suggestions for Future Work:Overall Lesson Evaluation:Overall Lesson Score:
(Score Range: 1-4)

Evaluator Signature: _____ Date: _____

*Teacher Candidate Signature: _____ Date: _____

*Signature indicates receipt of information contained herein

Adolescent English Language Arts (ELA) Key Assessment 4**Addendum**

CRITERIA	Standards		Unsatisfactory:	Basic:	Proficient:	Distinguished:
	NCTE	InTasc	Unacceptable 1	Novice Teacher Candidate 2	Effective Student Teacher 3	Advanced Teacher Candidate 4
Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	6.1	7	Candidate does not plan or implement English language and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate plans and implements English language and literacy instruction that addresses issues of social justice, but does not engage the students deeply and critically with complex issues related to maintaining a diverse, equitable society.	Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate plans and implements English language arts and literacy instruction that promotes social justice by interrogating power/privilege in texts, society, and the students' own community by critically engaging with complex issues relating to maintaining a diverse, inclusive and equitable society.

Updated Fall 2017

Pathwise Lesson Observation Rubrics for Mathematics Addendum - Rubrics A and B

- These rubrics are to be used to evaluate all students in the mathematics education program during their clinical practice teaching.
- Rubrics A and B are to be used to ensure that candidates have met standards associated with their mathematical field experiences.
- Please complete and submit this assessment along with the Pathwise rubrics.

Updated Spring 2018

RUBRIC A: Mathematical Practices

NCTM CAEP element	Target (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Problem Solving: Use problem solving to develop conceptual understanding, make sense of a wide variety of problem solving, and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.				
2a.1	Mathematical activities provide students with opportunities to develop conceptual understanding	Problem solving activities use robust problems to build conceptual understanding in depth.	Problem solving activities use problems to build conceptual understanding.	Problem solving activities fail to attend to conceptual understanding, and focus only on procedural skills.
2a.2	Instructional strategies explore multiple solution paths into problems	Problems are explored as open invitations for diverse solution methods. Different methods are compared.	Problems are explored using more than one method.	Problems are only presented as mastery of isolated skills.
2a.3	Problem solving activities include problems within mathematical domains and real-world contexts	A wide variety of problem solving is explored in classroom activities, both within mathematics proper and in real-world contexts.	Problem solving is explored both within mathematics proper and in real-world contexts.	A narrow selection of problems are used in classroom activities, limiting the relevance of the problem solving strategies.
2a.4	Students are invited to explore links between problems, to pose new problems, and to revisit unsolved problems.	Problem solving habits are cultivated by giving students opportunities to make links with other problems, persevere, and pose new problems.	Problem solving habits are cultivated by giving students opportunities to make links with other problems and persevere.	Problem solving activities are without links to prior problems, and are not explored as generative of new problems.
2a.5	Problem solving activities invite conjecture, and give students opportunities to test their conjectures and justify generalizations.	Students are invited to conjecture about possible generalizations within and across problems, and are asked to justify these conjectures mathematically.	Students are invited to conjecture, and are asked to justify these conjectures with reference to the problem context.	Little to no conjectures are invited during problem solving activities; generalizations are only of the rule-following kind.

Reasoning: Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning. (see below for more 2b relevant elements)

2b.1	Reasons abstractly, reflectively and quantitatively with attention to units, constructing viable arguments and proofs.	Communicates mathematical reasoning with clarity, precision, and logical order; constructs and represents efficient arguments and proofs using different forms of representation.	Communicates mathematical reasoning with basic clarity and logical order; constructs and represents viable arguments and proofs.	Uses flawed or imprecise logic to communicate mathematical reasoning; offers inappropriate or limited justification or argument for mathematical practice.
2b.2	Critiques the reasoning of others, and offers guidance to students in habits of mathematical reasoning.	Identifies correct and critiques incorrect logical components of students' reasoning; offers appropriate guidance on different forms of mathematical reasoning, and communicates expectations that students are to communicate their reasoning.	Identifies correct and incorrect logical components of students' reasoning; offers basic guidance on different forms of mathematical reasoning.	Does not identify incorrect reasoning in student contributions; low expectations around student communication of reasoning, and limited communication about why responses are incorrect.
2b.3	Represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning.	Models how to generalize and identify patterns. Explains different structures of mathematical argument and proof; gives students opportunities to abstract from particular tasks, and reflect on mathematical reasoning.	Models how to identify patterns. Different structures of mathematical argument and proof are explained; asks students to reflect on mathematical reasoning.	Fails to abstract from tasks to generalizations; structural similarities across mathematical reasoning are not expressed.

Modeling: Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

2c.1	Designs experiences that allow students to formulate and represent mathematical models derived from a variety of real world contexts.	Designs tasks that allow students to formulate models, and motivates the models by illustrating how they are derived from real-world contexts.	Designs tasks that give students basic experiences in modeling real world contexts using mathematics.	Students are not expected to formulate models.
2c.1	Designs experiences that allow students to analyze and interpret mathematical models derived from a variety of real-world contexts.	Activities give students opportunities to analyze, interpret and use models to explore quantitative relationships in a variety of contexts.	Activities give students basic opportunities to analyze, interpret and use models to explore quantitative relationships in some contexts.	Activities do not give students opportunities to analyze and interpret mathematical models of real world contexts.

Communication: Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences. Use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

2d	Organizes mathematical thinking and communicates mathematical ideas and processes precisely, both orally and in writing, to multiple audiences	Organizes mathematical thinking by communicating precisely, using verbal, written, diagrammatic, and gestural forms of communication, to reach diverse learners.	Organizes mathematical thinking by communicating precisely, using oral and written forms of communication, to address most learners.	Imprecise and/or incorrect communication; primarily uses only one mode of communication (verbal, written, diagrammatic, gestural).
2b.4	Communicates mathematical ideas to others using appropriate vocabulary and symbols	Appropriate vocabulary and symbols are used; classroom discourse involves re-voicing in mathematical terms; correct symbols and definitions are motivated and reiterated.	Basic vocabulary and symbols are used; classroom discourse involves some re-voicing in mathematical terms; correct symbols and definitions are used.	Frequent misuse of mathematical vocabulary and symbols; fails to introduce appropriate mathematical vocabulary and symbols to enhance student learning.
2b.5	Describes and models mathematics using multiple representations	Multiple representations (graphical, algebraic, numerical, various notations, etc.) are used frequently during instruction; students are given multiple opportunities to understand relationships between representations.	Multiple representations (graphical, algebraic, numerical, various notations, etc.) are used during instruction; students are given a few opportunities to understand relationships between representations.	Communicates ideas using a single representation.

Connections: Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts. Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

2e	Demonstrate the interconnectedness of mathematical ideas and how they build on one another; recognize and apply mathematical connections across mathematics and across real-world contexts.	Recognizes diverse connections between mathematical ideas, frequently inviting students to explore how ideas build on one another, and are linked to real-world contexts.	Recognizes connections between mathematical ideas, inviting students to explore how ideas build on one another, and are linked to real-world contexts.	Ideas are discussed in isolation, without connecting them to other ideas.
2f	Model how the development of mathematical understanding within and among mathematical domains is strongly linked to mathematical practices.	Lesson includes synthesis activities that help students understand how mathematical practices (reasoning, modeling, etc.) are shared across mathematical domains.	Lesson includes some reflection that help students understand how mathematical practices are shared across mathematical domains.	Lesson does not synthesize learning about mathematical practices as shared across mathematical domains.

Rubric B: Mathematics classroom experience

NCTM CAEP element	Target (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p>Standard 3 Mathematical content pedagogy: Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>				
3a	Curriculum standards: Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Instruction engages students in developmentally appropriate mathematical investigations, linking learning outcomes to the common core standards.	Instruction engages students in mathematical investigations. Most learning outcomes are linked to the common core standards.	Goals of instruction are vague, too broad or too narrow, and not developmentally appropriate.
3c	Differentiated instruction: Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific instructional technologies in building students conceptual understanding and procedural proficiency.	Lesson plan uses many differentiated strategies responsive to the diverse language and cultural experiences of students. Many math-specific technologies (i.e. calculators, graphing software, iPad math apps, statistical and calculus software, etc.) are used appropriately to develop all students' conceptual understanding and procedural proficiency.	Lesson plan uses some differentiated strategies responsive to the diverse language and cultural experiences of students. Some math-specific technologies (i.e. calculators, graphing software, iPad math apps, statistical and calculus software, etc.) are used appropriately to develop all students' conceptual understanding and procedural proficiency.	No differentiated instruction is used. Technologies are not used to develop conceptual understanding in addition to procedural proficiency.
3d	Connections & communication: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	Opportunities to communicate mathematically in verbal, written, diagrammatic and other visual forms are structured into lesson plan. Lesson tasks give students opportunities to make connections across mathematical domains (i.e. links between geometry and algebra, and links between different modes of communication). Students are given opportunities to mathematize and model	Opportunities for students to communicate mathematically are structured into lesson plan. Students are given a few opportunities to make connections across mathematical domains and everyday life (i.e. links between geometry and algebra, and links between different modes of communication and experience).	Students have few opportunities to communicate mathematically; low expectations about communicating reasoning; tasks are isolated and not connected to enduring ideas and cross-domain concepts.

		everyday life, workplace and scientific processes.		
3e	Engagement & communication: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	Lesson plan includes questioning strategies to engage students in high quality tasks. Instruction involves guiding mathematical discussion, and questioning techniques that ask “why?” and “what do you notice?” and “how is this like this?” to investigate key mathematical ideas and student misconceptions.	Lesson plan includes some basic questioning strategies to engage students in quality tasks. Instruction involves guiding mathematical discussion, and questioning techniques that ask “why?” and “what do you notice?” and “how is this like this?”	No attempt to motivate and engage students in learning, nor to identify student misconceptions, and guide students to key ideas. Tasks are low level. Little to no mathematical discussion through questioning strategies, and students are rarely asked to explain their reasoning.
3f	Assessment plan: Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	Lesson plan entails formative and summative assessment (i.e. pre-tests, exit tasks, applications) that inform the questioning sequences and differentiated responses to students. Questioning sequence is crafted to draw out and diagnose student thinking. Reflections post-lesson, citing specific examples from lesson, indicate strong awareness of the progress of all students in mathematical proficiencies.	Lesson plan entails basic assessment instruments (i.e. pre-tests, exit tasks, applications) that address most objectives. Questioning sequence is crafted to draw out and diagnose student thinking. Basic reflections post-lesson indicate basic awareness of the progress of all students in mathematical proficiencies.	Limited use of formative assessments during lesson; assessments do not measure the proficiencies associated with learning outcomes. Questioning strategies focus on recall of facts and algorithms, and fail to uncover student mathematical thinking about concepts.
3g	Monitoring students: Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.	Implements a coherent assessment plan used to monitor student progress over a set period of time. Reflections post-lesson present appropriate instruments used and data documented, recording student performance on both content knowledge and mathematical practices. Instructional decisions for future lessons are made based on the data, to address diverse needs of students.	Basic assessment plan used to monitor student progress over a set period of time. Reflections post-lesson include some basic instruments used to record student performance on both content knowledge and mathematical practices. Instructional decisions for future lessons are made based on the data, to address diverse needs of students.	Unable to explain during post-lesson reflection how assessment data was used to inform instruction. Limited to no evidence that student data is monitored.
Standard 4: Mathematics Learning Environment: Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.				
4a	Disposition towards learning Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Organizes classroom and tasks with adolescents in mind. Develops a positive disposition towards mathematics processes and learning during the adolescent years.	Organizes classroom and tasks with adolescents in mind. Develops a positive disposition towards mathematics learning during the adolescent years.	No effort to organize classroom for age appropriate activities, and fails to consider adolescent learners. Negative disposition towards mathematical processes and learning.
4b	Sequential and challenging curriculum Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in	Learning environment is structured around developmentally appropriate, well sequenced tasks, described in lesson plans and based on mathematics education research, and offering adequate challenge for all students to build new knowledge.	Learning environment is structured around developmentally appropriate well sequenced tasks, offering most students opportunities to build new knowledge from prior knowledge.	Learning environment does not offer developmentally appropriate well sequenced tasks to students, and there is no attention to prior learning and different learning trajectories.

	building new knowledge from prior knowledge and experiences.			
4c	Culturally responsive pedagogy Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.	Learning environment includes culturally relevant materials and diverse applications to help motivate and engage students. Diverse language, cultural experiences, and life perspective are publically validated; relations between mathematics and diverse experiences in real world are explored.	Learning environment includes some basic evidence of knowledge of individual differences and cultural and language diversity; Diverse language, cultural experiences, and life perspective are identified; relations between mathematics and real world are explored.	Learning environment does not include evidence of candidate knowledge of individual differences; culturally relevant materials and contexts are not used to help motivate and engage students.
4d	Equitable and high expectations Demonstrate equitable and ethical treatment of and high expectations for all students.	High expectations are in place for all students; candidate demonstrates equitable and ethical treatment of different learners; Instruction shows expectations of both conceptual and procedural knowledge for all learners.	High expectations are in place for all students; candidate demonstrates equitable and ethical treatment of different learners.	Candidate demonstrates low expectations for some students.
4e	Instructional tools and mathematics-specific technologies Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	Selects and uses different math-specific technologies and instructional tools, for both exploration and practice. Math-specific technologies include a variety (i.e. graphing tools, interactive graphing software (geogebra), iPad math apps, statistics software, computer algebra software, etc.) and are used appropriately, integrated when they enhance the mathematics learning.	Selects and uses different math-specific technologies and instructional tools, for both exploration and practice. A few different math-specific technologies are used, mostly integrated appropriately but sometimes without adequate rationale.	Does not use math-specific technologies to build mathematics learning, and fails to integrate tools into lesson goals and learning outcomes.
<p>Standard 5: Impact on Student Mathematical Learning: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.</p>				
5a	Evaluate Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.	Post-lesson reflection offers strong evidence that candidate verified student conceptual understanding and procedural fluency, and documented student ability in mathematical practices – problem solving, reasoning, modeling, connections – and disposition towards mathematics.	Post-lesson reflection offers basic evidence that candidate verified student basic conceptual understanding and procedural fluency, and documented student ability in mathematical practices – problem solving, reasoning, modeling, connections – and disposition towards mathematics.	Post-lesson reflection offers little to no evidence that candidate verified progress of student learning.

5b	Engage Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	Post-lesson reflection offers strong evidence (video or other) that candidate engaged students during lesson in order to build new knowledge. Engagement was with developmentally appropriate mathematical activity and included engagement with mathematics-specific technology and tools.	Post-lesson reflection offers basic evidence (video or other) that candidate engaged students during lesson in order to build new knowledge. Engagement was mostly with developmentally appropriate mathematical activity and included occasional engagement with mathematics-specific technology and tools.	Post-lesson reflection offers no evidence that candidate is concerned with student engagement insofar as it builds student knowledge. Any student engagement was not with the mathematical activity, tools and ideas.
5c	Analyze student learning & progress Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	Post-lesson reflection offers strong evidence that candidate collected, organized, analyzed and reflected on assessment data to determine whether lesson goals were met, and the extent of increase in student mathematical proficiencies.	Post-lesson reflection offers basic evidence that candidate collected, organized, analyzed and reflected on assessment data to determine whether lesson goals were met, and the extent of increase in student mathematical proficiencies.	Post-lesson reflection offers limited evidence that candidate is collecting adequate data. Limited to no analysis and reflection on student data.

Updated Spring 2018

TESOL Key Assessment 4

**TESOL Specific Lesson Evaluation Criteria:
Addendum to Pathwise (A4) Rubric**

Updated Spring 2018

TESOL Standards	InTasc Standards	Does Not Meet Standards (1)	Approaches Standard (2)	Meets Standards (3)	Exceeds Standards (4)
Language Acquisition Theories/Research Application 1.b.1	1,4	Candidate does not apply L1 and L2 language acquisition theories to his/her planning and instruction.	Candidate applies one L1 or L2 language acquisition theory to his/her planning and instruction.	Candidate applies L1 and L2 language acquisition theories to his/her planning and instruction.	Candidate applies multiple L1 and L2 language acquisition theories and research and uses his/her understanding to plan and provide optimal learning environments for ELLs.
Culture, Home Language, and Family Integration 2.a; 2d; 2.g	2	Candidate does not design instruction that integrates students' cultural backgrounds, home languages, and family participation.	Candidate designs instruction that minimally integrates students' cultural backgrounds, home languages, and family participation.	Candidate includes strategies to incorporate students' cultural backgrounds, to build on students' home languages and funds of knowledge, and to communicate with families.	Candidate consistently designs and delivers instruction that incorporates students' cultural values, beliefs, and experiences, builds on home languages and funds of knowledge, and establishes partnerships and opportunities with students' families and communities.
Content-Based ESL Instruction Objectives 3.a.1; 3.b.1	4,7	Candidate does not plan or instruct using standards-based and content-based ESL instruction.	Candidate's plans and instruction include content standards and language objectives.	Candidate's plans and instruction include standards-based as well as content-based ESL instruction, language objectives, and supports for language demands.	Candidate works with colleagues to plan student-centered instruction and implements appropriate content-based ESL instructional models using relevant local, state and national standards and specific language objectives, providing strategic supports for language demands.
Differentiation 3.a.3; 3.a.4; 3.a.5	2,3	Candidate does not plan, instruct, or assess considering the needs of different levels of language proficiency.	Candidate plans and instructs considering the needs of different levels of language proficiency through cooperative activities.	Candidate plans, instructs, and assesses considering the needs of different levels of language proficiency, providing a supportive and collaborative environment for learning.	Candidate plans, instructs, and assesses considering the needs of different levels of language proficiency and groups, including SIFE students, consistently providing a supportive and positive climate for learning through collaboration among peers and flexible grouping.

Scaffolds 3.b.2; 3.b.3	8	Candidate does not apply strategies to scaffold for reading, writing, listening, and speaking.	Candidate applies one strategy to scaffold for reading, writing, listening, or speaking.	Candidate applies a variety of strategies to scaffold for reading, writing, listening, and speaking, providing authentic experiences for students to use of content-area language and vocabulary.	Candidate applies targeted strategies to scaffold for reading, writing, listening, and speaking, providing authentic experiences for students to use of content-area language and vocabulary for students at different levels of language proficiency.
Technology 3.c.4	8	Candidate does not integrate technology into planning and instruction.	Candidate integrates one type of technology into planning and instruction.	Candidate integrates a variety of technology into planning and instruction.	Candidate integrates technology to promote academic and social learning in planning and instruction.
Classroom-Based Assessment 4.c.1; 4.c.2; 4.c.3	6	Candidate does not use appropriate formative and summative assessment measures to assess ELLs' language and content learning.	Candidate uses one summative measure to assess ELLs' language and content learning, which does not include criterion-referenced or performance-based assessments.	Candidate uses appropriate formative and summative assessment measures to assess ELLs' language and content learning, including criterion-referenced and/or performance-based assessments.	Candidate uses and modifies multiple and appropriate formative and summative assessment measures for a variety of purposes, constructing and evaluating a range of performance-based assessments, criterion-referenced measures, and item types to assess ELLs' learning.
ELL Identification 4.b.2	9	Candidate does not demonstrate understanding of appropriate diagnostic processes and is able to document ELL growth and performance.	Candidate demonstrates limited understanding of appropriate diagnostic processes and is able to document ELL growth and performance.	Candidate understands appropriate diagnostic processes and is able to document ELL growth and performance.	Candidate is proficient at using appropriate diagnostic processes to document ELL growth and performance, working collaboratively with assessment personnel to assess ELLs who are gifted, talented and/or have special learning needs.
Advocacy 5.b.5; 5.b.6	9	Candidate does not provide ELLs and their families with information, support, and assistance.	Candidate provides access to some resources available for ELLs and their families.	Candidate provides ELLs and their families with information, support, and assistance.	Candidate helps create empowering circumstances and environments for ELLs and their families, acting as an advocate for ELLs and their families and facilitating students' and families' access to educational resources, including technology.
Laws, Policy, and Guidelines 5.a.2	9	Candidate does not provide instruction according to laws, judicial decisions, policies, and guidelines that have influenced the ESL profession.	Candidate provides instruction according to general school policies and guidelines.	Candidate provides instruction according to laws, judicial decisions, policies, and guidelines that have influenced the ESL profession.	Candidate provides and designs optimal learning environments and instruction for ELLs using his/her knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession.
Co-Teaching Strategies 5.b.4; 5.b.7	10	Candidate does not teach collaboratively with other general, special education or content area teachers.	Candidate engages in one type of collaborative teaching model.	Candidate teaches collaboratively with other general, special education or content area teachers.	Candidate shares skills for working with ELLs with other teachers and school administrators and provides leadership to staff in developing collaborative instructional models for ELLs.

Updated Spring 2018

Student Teaching Observation Addendum Form

Special Education (Adolescence & Childhood)

Specific Lesson Evaluation Criteria/Danielson Supplement

Teacher Candidate _____

Grade/Subject _____

School, District _____

Observer _____

Date _____

<i>Adolescence Special Education Specific Criteria</i>	Standards		Unsatisfactory:	Basic:	Proficient:	Distinguished:
	CEC	InTasc	Unacceptable Student Teacher 1	Novice Teacher Candidate 2	Effective Teacher Candidate 3	Advanced Student Teacher 4
1. Higher Order Questioning and Critical Thinking Skills Domain 1	5.7	5,7,8	1	2	3	4
2. Content-Based Individual Learning Differences Domain 1	1.1, 1.2	1,2	1	2	3	4
3. Language and Communication Domain 3	5.4	5,7,8	1	2	3	4
4. Accessible Curriculum Domain 3	3.3	4	1	2	3	4
5. Evidenced-Based Strategies Domain 3	5.0	5,7,8	1	2	3	4
6. Professional Practice Domain 4	6.2	9	1	2	3	4
7. Diversity Domain 4	6.3	9	1	2	3	4

Updated Spring 2018

Adolescent Science (STEP + MA)
Science Safety and Welfare Summative Field Assessment
Student teaching in Adolescence Education: Science

Science Safety and Welfare: Student Teaching Summative Observation Form

Teacher Candidate: _____ Dates of Four Formal Observations: _____

School(s): _____ Grade Level(s)/Subject(s): _____

Observing Supervisor: _____ Title: _____

Standards			
NSTA	InTasc	With respect to safe and responsible practice in the classroom, the candidate demonstrates that s/he:	SCORE
3d	4,7	Understands the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	
4a	4,7	Knows and practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.	
4b	4,7	Knows and follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.	
4c	4,7	Treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.	

Standards		Description	LEVELS OF PERFORMANCE			
NSTA	InTasc	With respect to safe and responsible practice in the classroom, the candidate demonstrates that s/he:	4 –Standard met, exemplary performance	3 –Standard met, proficient performance	2 –Standard met, proficiency emerging	1 –No evidence of meeting standard
3d	4,7	Understands the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	<p>Consistently follows the legal and ethical precedents for the welfare of students in the science classroom and discusses reasons for such rules with students AND</p> <p>Has read, keeps, and can easily navigate through a copy of the local and/or state science safety manual AND</p> <p>Demonstrates an ability to respond to issues and emergencies in the classroom in ways that are consistent with the school and local regulations (this may include responding to hypothetical situations posed by the CT or FS) AND</p> <p>Has flow chart for procedures for emergency situations in the classroom.</p>	<p>Consistently follows the legal and ethical precedents for the welfare of students in the science classroom and discusses reasons for such rules with students AND</p> <p>Has read and keeps a copy of the local and/or state science safety manual AND</p> <p>Maintains a readily accessible sheet for emergency numbers.</p>	<p>Knows but does not consistently follow the legal and ethical precedents for the welfare of students in the science classroom AND</p> <p>Occasionally needs prompts from supervisor or Mentor Teacher to ensure safety and welfare procedures are followed AND</p> <p>Has read and keeps a copy of the local and/or state science safety manual.</p>	<p>Has not responsibly followed the legal and ethical precedents for the welfare of students in the science classroom AND/OR</p> <p>Does not maintain a state or local copy of a science safety manual AND/OR</p> <p>Needs constant and/or frequent prompts from Mentor Teacher and/or field supervisor to maintain safety and welfare in the classroom.</p>

4a	4,7	Knows and practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.	<p>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND</p> <p>Maintains an up-to-date and readily available MSDS file for all materials used in the classroom AND</p> <p>When asked, locates MSDS sheets for given material AND</p> <p>Stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems.</p>	<p>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND</p> <p>Maintains an up-to-date and readily available MSDS file for all materials used in the classroom AND</p> <p>Provides evidence that the sheets were read referenced before using materials in the classroom.</p>	<p>Occasionally needs prompts from supervisor or Mentor Teacher to ensure procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials safety are followed AND</p> <p>Maintains an up-to-date and readily available MSDS file for all materials used in the classroom but provides no evidence that the sheets were reviewed and/or understood before using materials in the classroom.</p>	<p>Needs constant and/or frequent prompts from supervisor or Mentor Teacher to ensure procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials safety are followed AND/OR</p> <p>Does not maintain an up-to-date and readily available MSDS file for all materials used in the classroom AND provides no evidence that the sheets were reviewed and/or understood before using materials in the classroom.</p>
4b	4,7	Knows and follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.	<p>Consistently plans, practices and enforces safety procedures in all activities in the classroom AND</p> <p>Demonstrates in the classroom that safety is a priority in science AND</p> <p>Appropriately responds hazardous situations once identified (including hypothetical situations posed by the CT and/or FS) AND</p> <p>Takes action to prevent hazards and communicates needs and potential problems to administrators.</p>	<p>Plans, practices and enforces safety procedures in all activities in the classroom AND</p> <p>Knows actions to take during an emergency and to prevent or report an emergency AND</p> <p>Appropriately responds hazardous situations once identified (including hypothetical situations posed by the CT and/or FS).</p>	<p>Occasionally needs prompts from supervisor or Mentor Teacher to address safety issues in the classroom AND</p> <p>Knows but may not respond quickly and appropriately to hazardous situations once identified (including hypothetical situations posed by the CT and/or FS).</p>	<p>Needs constant and/or frequent prompts from supervisor or Mentor Teacher to address safety issues in the classroom AND/OR</p> <p>Does not respond quickly and appropriately to hazardous situations once identified (including hypothetical situations posed by the CT and/or FS).</p>
4c	4,7	Treats all living organisms used in the classroom or found in	Consistently attends to, obeys and enforces rules for the safe, proper and	Attends to, obeys and enforces rules for the safe, proper and ethical	Occasionally needs prompts from supervisor or Mentor Teacher for the	Needs constant and/or frequent prompts from supervisor or Mentor

the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

ethical treatment of living organisms **AND**

Engages students in a dialogue for the need of respect in the classroom with regard to all living organisms **AND**

Ensures that the rules and regulations for the treatment of living organisms are posted publicly and highly visible in the classroom **AND**

Ensures the proper relocation and/or removal of living organisms from the classroom when necessary **AND**

Engages students in a dialogue for the need of respect in the classroom with regard to all living organisms.

treatment of animals **AND**

Maintains records of care (i.e. feeding and watering) of living organisms in the classroom **AND**

Ensures that the rules and regulations for the treatment of living organisms are posted publicly and highly visible in the classroom.

safe, ethical, and humane treatment of living organisms in the classroom **AND**

Maintains records of care of living organisms, but may not keep the records consistently updated.

Teacher for the safe, ethical, and humane treatment of living organisms in the classroom **AND/OR**

Does not maintain records of care of living organisms **AND** does not keep the records consistently updated.

Updated Fall 2017

Teacher Work Sample – Inclusive Early Childhood Addendum

Teacher Candidate: _____

Semester/School Year: _____

CEC Alignment	NAEYC Alignment	INTASC Alignment	Content	3 Advanced	2 Proficient	1 Unsatisfactory
CEC 1.2 ECSE.S1.2 ECSE.S1.1		4	Candidate <i>understands</i> how <i>exceptionalities</i> may <i>interact with development and learning</i> and use this <i>knowledge</i> to provide meaningful lessons.	Candidate demonstrates an <i>understanding of development & individual differences</i> as they relate to learning goals. Candidate matches learning experiences and strategies to characteristics of identified student population. <i>Candidate Develops, implements, and evaluates learning experiences and strategies that respect the diversity</i> of their classroom.	Candidate demonstrates an <i>understanding of development & individual differences</i> as they relate to learning goals. Candidate matches learning experiences and strategies to characteristics of identified student population.	Candidate demonstrates an <i>understanding of development & individual differences</i> as they relate to learning goals. Goals are not clearly stated and do not directly relate to individual learner needs.
CEC 2.2 ECSE.S2.1 ECSE.S2.2 ECSE.S2.5		2.3	Candidate <i>creates safe, inclusive, culturally responsive learning environments</i> to engage <i>individuals with exceptionalities</i> in meaningful	Teaching materials are developmentally appropriate and sufficient in supporting the teaching goals of the lesson. The available educational and technological community resources provided a <i>stimulus-rich Learning environment</i> .	Teaching materials are developmentally appropriate and support the teaching goals of the lesson. However, available educational and technological community resources are not utilized.	Teaching materials are not developmentally appropriate, or do not support the teaching goals of the lesson, or are not connected with available community resources.

			lessons and activities.			
CEC 3.1 ECSE.K3.1 CEC 3.2 CEC 3.3 ECSE.S3.2 ECSE.S3.4	NAEYC 5c NAEYC 5b	4.8	Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Step by step procedures are described in a clear and concise format. Candidate uses <i>general and specialized content knowledge</i> and broad repertoire of developmentally appropriate teaching /learning approaches for teaching across curricular content areas to individualize learning for individuals with exceptionalities <i>and makes modifications and adaptations to make them accessible to individuals with exceptionalities.</i>	Candidate uses <i>general and specialized content knowledge</i> and broad repertoire of developmentally appropriate teaching /learning approaches for teaching across curricular content areas to individualize learning for individuals with exceptionalities <i>and makes modifications and adaptations to make them accessible to individuals with exceptionalities.</i>	Candidate includes a basic outline of the steps involved in teaching the lesson. Candidate does not demonstrate the use of modifications and/or adaptations.

Spring 2018

KA4 Pathwise Addendum

Student Teaching Evaluation

Teacher Candidate: _____

Semester/School Year: _____

NAEYC Alignment	CEC Alignment	INTASC Alignment	Content	3 Advanced	2 Proficient	1 Unsatisfactory
6b	6.1 ECSE6S3	9	Candidate demonstrates commitment to upholding and advancing professional <i>ethical principles and practice standards</i> through respectful and meaningful interactions with children with exceptionalities and their families.	Candidate regularly initiates and interacts with children with exceptionalities, demonstrating compassion and respect. And Regularly initiates and interacts with families of children with exceptionalities, providing respectful and meaningful communication and support.	Candidate interacts with children with exceptionalities, demonstrating compassion and respect. And Interacts with families of children with exceptionalities, providing respectful and meaningful communication.	Candidate seldom or never chooses to interact with children with exceptionalities or their families, or interactions are not always respectful.
6a	6.4 ECSE6S4	9	Candidate identifies and participates in <i>professional development</i> and <i>professional activity</i> opportunities in the early childhood or early childhood special education field that promote <i>professional practice</i> and demonstrate commitment to <i>lifelong learning</i> .	Candidate regularly attends school or district-wide <i>professional development</i> opportunities. And Identifies and regularly attends other school or district-wide <i>professional activities</i> that promote professional practice in the early childhood or early childhood special education field (e.g., SEPTA meetings, afterschool tutoring or support groups, coaching). And Identifies and participates in non-school sponsored <i>professional activities</i> that promote <i>professional practice</i> (e.g., college courses, community workshops, community education programs).	Candidate attends school or district-wide <i>professional development</i> opportunities. And Identifies and attends other school or district-wide <i>professional activities</i> that promote professional practice in the early childhood or early childhood special education field (e.g., SEPTA meetings, afterschool tutoring or support groups, coaching).	Candidate seldom attends or does not attend school or district-wide professional development opportunities or activities.

6e	6.5 ECSE6K4 ECSE6S6	10	Candidate identifies and <i>engages in advocacy or mentoring activities</i> for the children in the classroom, school, or community, and their families, particularly children with exceptionalities.	Candidate regularly identifies children or their families with specific needs in the classroom or school, then takes the initiative to <i>advocate for, mentor, or support</i> each child or family in meeting those needs. And Identifies needs of children or families in the community, then takes the initiative to <i>advocate for, mentor, or support</i> each child or family in meeting those needs.	Candidate identifies children or families with specific needs in the classroom or school, then takes the initiative to <i>advocate for, mentor, or support</i> each child or family in meeting those needs.	Candidate seldom identifies or does not identify children or families with specific needs in the classroom or school, or does not take the initiative to <i>advocate for, mentor, or support</i> those children in meeting those needs.
6c	7 ICSI7K1	10	Candidate engages in <i>continuous, collaborative learning</i> to inform practice.	Candidate regularly collaborates with the teacher mentor to inform practice, and utilizes this learning to effectively inform and revise practice. And Candidate regularly collaborates with other professionals (other teachers, staff, or service providers) to inform practice.	Candidate collaborates with the teacher mentor to inform practice, and utilizes this learning to inform and revise practice.	Candidate does not or seldom collaborates with teacher mentor or other professionals to inform practice.
6c	5.2 ICSI5S7	7, 8	Candidate identifies and <i>utilizes appropriate technology effectively</i> in teaching and working with children in the classroom, their families, or colleagues.	Candidate regularly demonstrates knowledge of or initiative to find <i>appropriate technology</i> for use in the classroom, for a wide variety of purposes such as communication, teaching, additional modalities, planning resources, learning supports, or management and organization. And Utilizes appropriate technology effectively in the classroom for these purposes, or demonstrates initiative and effort to meaningfully improve efficacy.	Candidate demonstrates knowledge of <i>appropriate technology</i> for use in the classroom, for possible purposes such as communication, teaching, additional modalities, planning resources, learning supports, or management and organization. And Utilizes appropriate technology effectively in the classroom, or demonstrates initiative and effort to meaningfully improve efficacy.	Candidate does not use technology in the classroom, or does not use technology effectively or demonstrate effort to improve efficacy.

Spring 2018

Social Studies Key Assessment 4 Addendum

Your Name: _____

The National Council for the Social Studies has developed ten standard themes for social studies with accompanying performance expectations to help teachers develop curriculum, lessons, and assessment for their classroom. The ten standards are the following:

What is the Title of Your Unit:	
Briefly describe:	
Which NCSS Standard do you cover? (please check all that apply)	
Culture and Cultural Diversity	
Time, Continuity, and Change	
People, Places, and Environments	
Individual Development and Identity	
Individuals, Groups, and Institutions	
Power, Authority and Governance	
Production, Distribution, and Consumption	
Science, Technology and Society	
Global Connections	
Civic Ideals and Practices	

Updated Spring 2018

Disposition Fieldwork Courses

TESOL (26400, 26401 & 33465) & BILINGUAL (27013 & 27014)	
0804-500FW	Foundations of Bilingual & Multicultural Education
0804-602FW	TESOL II: Developing Literacy & Tech Skills in Content Areas
LITERACY (22695 MS)	
0802-750FW	Assessing & Addressing lit Needs I
LITERACY (31150, 31151 & 31152 CAGS)	
0802-750FW	Assessing & Addressing lit Needs I
0802-753FW	Practicum in Literacy I
EARLY CHILDHOOD SPECIAL ED (28905,28906,28907,28908)	
0810-600FW	Intro to Special Education
0820-620FW	Inclusive Early Childhood Special Ed
0820-788FW	Master Seminar
SPECIAL EDUCATION	
0810-600FW	Introduction to Special Ed
0836-305FW	The Child with Special Needs
0810-750FW	Methods of Instruction
ART EDUCATION (Grad)	
0803-509FW	Artistic Development and Creative Growth
ART EDUCATION (UG)	
0803-203FW	Introduction to Art Education
0803-410FW	Instruction and Assessment in the Visual Arts
MUSIC EDUCATION	
0199-251FW	Music Education methods I: Classroom Instruments
0199-351FW	Music Education Methods III: Secondary
STEP CHILDHOOD	
0836-402FW	Social Studies and Critical Literacies
CHILDHOOD (24639)	
0807-700FW	Social Studies and Critical lit in Childhood Ed
ADOLESCENCE STEP	
0810-560FW	Managing Inclusive Environments
0809-511FW	Instruction and Assessment in English Ed.
0809-513FW	Instruction and Assessment in Mathematics
0809-517FW	Instruction and Assessment in Science
0809-518FW	Instruction and Assessment in Social Studies
ADOLESCENCE MA	
0809-603FW	Adolescent Experience
0810-560FW	Managing Inclusive Environment
0809-511FW	Instruction and Assessment in English Ed.
0809-513FW	Instruction and Assessment in Mathematics
0809-517FW	Instruction and Assessment in Science
0809-518FW	Instruction and Assessment in Social Studies

Teacher Candidate Professional Dispositions Evaluation

Dispositions are defined as the professional attitudes, values, and beliefs demonstrated through both the verbal and non-verbal behaviors as educators interact with students, families, colleagues, and their communities (NCATE, 2008). These positive behaviors support effective classroom teaching, professional interactions, and learning and development. This list consists of those behaviors which the School of Education believes are most critical for teacher candidates entering the education profession. The following dispositions are expected of and are assessed for Adelphi University teacher education candidates in university classes and in the schools. These 18 items measure three core dispositions: fairness and a belief that all students can learn, positivity and reflectiveness, and respect and responsibility.

Directions (Faculty and Mentor Teachers)

Please complete the inventory below for each teacher candidate. For each of the 18 items, CIRCLE the score that is most appropriately fitting. Teacher candidates should be scored based on their level of acceptable behavior, or their derivation from it.

A score of 3 is given to candidates for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that are closer to 1 should be given to candidates whom exhibit less than acceptable behaviors and scores that are closer to 5 should be reserved for candidates who exhibit exceptional behaviors.

Use the “sample observable behaviors” as a guide to understand some behaviors that you might look for.

CANDIDATE NAME _____ COURSE TITLE _____ SEMESTER _____
 YOUR NAME _____ SCHOOL NAME _____ DISTRICT _____

The candidate:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1. Maintains a collegial relationship with supervisors or Mentor Teachers.	1	2	3	4	5	N/A
2. Creates an environment that provides equitable access and opportunity for all students.	1	2	3	4	5	N/A
3. Role models healthy practices.	1	2	3	4	5	N/A
4. Shows respect and care for all students.	1	2	3	4	5	N/A
5. Allows for the participation of all students in the learning process (regardless of race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference).	1	2	3	4	5	N/A
6. Considers the impact of one’s pedagogical actions.	1	2	3	4	5	N/A
7. Tailors instruction to fit all students’ individual needs.	1	2	3	4	5	N/A
8. Demonstrates a positive professional attitude.	1	2	3	4	5	N/A
9. Maintains high expectations for all students.	1	2	3	4	5	N/A
10. Comes prepared to lead instructional activities when appropriate.	1	2	3	4	5	N/A
11. Treats all students equitably with regard to race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference.	1	2	3	4	5	N/A
12. Takes an initiative to get involved (versus waits to be asked).	1	2	3	4	5	N/A
13. Arrives in appropriate and professional attire.	1	2	3	4	5	N/A
14. Protects the privacy rights of students	1	2	3	4	5	N/A
15. Interacts with students in a professional manner through actions and behaviors.	1	2	3	4	5	N/A
16. Uses or advocates for a fair grading system	1	2	3	4	5	N/A
17. Demonstrates an orientation for reflection after teaching or helping to teach.	1	2	3	4	5	N/A
18. Is punctual and prepared for class	1	2	3	4	5	N/A

Updated Spring 2015

Additional Comments:

Teacher’s Signature _____ Principal/Administrator Signature _____

Teacher Candidate Professional Dispositions**Sample Observable Behaviors****1. Maintains a collegial relationship with supervisors or Mentor Teachers.**

Candidate shows respect for his/her advisors
 Candidate maintains communication with supervisor/mentors
 Candidate uses mentor's constructive (positive and critical) feedback to improve future lessons

2. Creates an environment that provides equitable access and opportunity for all students.

Creates a safe learning environment.
 Candidates/students are allowed sufficient time to respond to questions.
 Candidates provides choices within an activity (equipment, position, action/skill)
 Candidates teaches social skills (personal and social responsibility) to promote tolerance and sensitivity of individual differences
 Candidates use strategies that don't spotlight students or put them in situations where others can view them being unsuccessful

3. Role models healthy practices.

Models healthy behavior such as healthy eating, being active
 Uses/ Models stress relief activities
 Respect for environment (recycling)

4. Shows respect and care for all students.

A mutual respect among candidate and students is apparent
 -Candidate allows for the emotions of others (as well as his or her own) to be properly recognized and addressed
 Candidate is responsive to students' experiences
 Candidate is responsive to student concerns about ability in different activities
 Candidate is attentive to student learning regardless of skill level/athletic performance
 Candidate refrains from stereotyping students based on prior experiences or impressions
 Classroom management routine is practiced in group discussion and dialogue
 Candidate incorporates teaching for social goals, such as teaching personal and social responsibility

5. Allows for the participation of all students in the learning process (regardless of race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference).

Candidate actively modifies group assignment responsibilities so that all participants are able to participate.
 Students are allowed to display their knowledge or ability through various creative and imaginative modes (e.g. sign language, creation of a film, using clickers, exit slips, etc.)
 -Students in groups select specific roles to aid in the learning process (e.g. reporter, recorder, helper, etc.)
 Candidate encourages all students to participate in activities
 Candidates can use peer assessment or instruction

6. Considers the impact of one's pedagogical actions.

Candidates' present and future actions are informed by their reflection on the consequences of past actions
 Modifies lessons based on student performance/ analysis of student behavior or learning

7. Tailors instruction to fit all students' individual needs.

Candidate addresses the unique needs of individual students when planning, implementing, and reflecting on lesson plans
 Candidate uses multiple approaches (methods, mediums, materials) or instructional strategies
 -Candidate addresses exceptionalities through differentiated instruction or other strategies that address the multiplicity of learners
 -Candidate differentiates instruction for English language learners
 See individuals rather than 1 class of 22

8. Demonstrates a positive professional attitude.

Candidate deals with frustrations (student outbreaks, criticism) in an emotionally centered and balanced way
 Maintains conversational tone of voice during "behavioral" incidents
 Avoid name calling
 Models positive ways to handle mistakes/ frustration in and out of the classroom (Do not swear when make mistakes).

9. Maintains high expectations for all students.

Candidate poses thought-provoking questions, assigns challenging works and provides encouraging feedback to students
 Candidates allows students time to consider and process questions or discussions
 Candidate poses questions through mediums such as task cards, or challenges students through written assignments or personal fitness plans
 Addresses academic language, vocabulary syntax, discourse

<p>10. Comes prepared to lead instructional activities when appropriate.</p> <p>Candidate created a lesson plan, assembled suitable materials, brings handouts, has visuals or other supportive prepared (e.g. clear PowerPoint, equipment), etc. -Candidate spoke with the Mentor Teacher in advance about the ways s/he hoped to become involved in the classroom/ gymnasium Candidate turns in planning materials to professor prior to fieldwork or student teaching</p>
<p>11. Treats all students equitably with regard to race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference.</p> <p>Spread around speaking opportunities among all students (or enables communication via other means) - Candidate calls on and engages with all students equitably. Candidate encourages participation by all students in classroom activities. Candidate uses cultural competence when designing activities to interest all races, genders, ethnicities, etc. Know students names and calls on them (hard to pronounce ones usually pose a problem; a student might not be called upon). Candidates use exit slips (short daily assessment) so that all students are able to respond, not just a few [PE].</p>
<p>12. Takes an initiative to get involved (versus waits to be asked).</p> <p>Candidate asks questions about the students, the Mentor Teacher’s instructional decisions, and the curriculum Candidate discusses with the Mentor Teacher appropriate ways to assist with instruction or strategies that s/he would like to try in the classroom/gym Candidate volunteers to become involved in instructional activities (as opposed to waiting to be asked) or extra-curricular activities Candidate responds to students’ needs or alerts the Mentor Teacher to their needs when appropriate Candidate looks into and takes on opportunities to understand unfamiliar cultural expressions, demands, etc. Candidate attends staff development, department meetings and school workshops where appropriate - Candidate is a member of local, state and national associations</p>
<p>13. Arrives in appropriate and professional attire.</p> <p>- No tank tops, flip flops, cut off shorts, undergarments appearing through clothes, torn and dangling jewelry if working with younger children, etc.</p>
<p>14. Protects the privacy rights of students</p> <p>Candidate refrains from discussing student information in public places including online or through social media Refrain from identifying students by name on documents to share with others Candidate covers student, teachers, and school names on university assignments (e.g. EdTPA’s)</p>
<p>15. Interacts with students in a professional manner through actions and behaviors.</p> <p>-Candidate maintains appropriate boundaries in his/her relations with students - Friendly, not best friends Does not chew gum while presenting</p>
<p>16. Uses or advocates for a fair grading system</p> <p>Candidate formulates or draws upon meaningful rubrics that clearly define expectations and expected behavior - Shares rubrics with students Explains expectations clearly Rubrics developed with students Candidate does not use rubrics only for grading purposes but uses them for formative instruction, which in turn drives instruction.</p>
<p>17. Demonstrates an orientation for reflection after teaching or helping to teach.</p> <p>Candidate regularly assesses his or her teaching practices and uses feedback for revision Candidates’ lesson plans reflect feedback from supervisors or Mentor Teacher -Links theory with practice. Can properly reference theorists informing why they made specific pedagogical choices -Candidates reflect upon analyzed behavior after their teaching is videotaped</p>
<p>18. Is punctual and prepared for class</p> <p>-Candidate arrives to class on time -Candidate is prepared to teach or support the teacher with learning activities Candidate models “readiness” behavior for students</p>

Teacher Work Sample (TWS) Addendum - Special Education

University Supervisor: _____

Directions: Please enter the student rubric score (1-3) below.

Rating Scale: Does not meet (1), Approaches (2), Meets or exceeds (3)

Candidate Last Name	Candidate First Name	Sound Professional Practice	Accommodations or Modifications Based on Analysis of Student Learning	Congruence Between Accommodations, Modifications and Learning Goals	Interpretation of Data	Evidence of Impact on Student Learning	Clarity and Accuracy of Reporting	Interpretation of Student Learning	Insights on Effective Instruction and Assessment	Implications for Future Teaching	Implications for Professional Development

Updated Spring 2018

Instructional Decision-Making

TWS Standard

*The candidate uses on-going analysis of adolescence student learning to make instructional decisions.
(Aligns with CEC standards 1 and 6)*

Task

Provide two examples of instructional decision-making based on an adolescents' learning or responses.

Prompt

- Think of a time during your unit when an adolescent's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other adolescents as well.) Cite specific evidence to support your answers to the following:
- Describe the adolescent's learning or response that caused you to rethink your plans. The adolescent's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other adolescents as well.) Cite specific evidence to support your answers to the following:

- Describe the adolescent's learning or response that caused you to rethink your plans. The adolescent's learning **or** response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4

Instructional Decision-Making Rubric

TWS Standard: *The candidate uses on-going analysis of adolescence student learning to make instructional decisions.*

Rating Indicator	CEC	InTasc	1 Does not meet standard	2 Approaches standard	3 Meets or exceeds standard
Sound Professional Practice	6.2		Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to adolescent student learning).
Accommodations or Modifications Based on Analysis of Student Learning	1.2		Candidate treats class as "one plan fits all" with no accommodations or modifications.	Some accommodations or modifications of the instructional plan are made to address individual adolescent needs, but these are not based on the analysis of student learning, best practice, or	Appropriate accommodations or modifications of the instructional plan are made to address individual adolescent needs. These accommodations or modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would
Congruence Between Accommodations, Modifications and Learning Goals	1.0		Accommodations or modifications in instruction lack congruence with learning goals.	Accommodations or modifications in instruction are inconsistent with some learning goals.	Accommodations or modifications in instruction are congruent with learning goals.

Analysis of Student Learning

TWS Standard

The candidate uses assessment data to profile adolescence student learning and communicate information about student progress and achievement. (Aligns with CEC standard 4)

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. You may use the assessments gathered concurrently for the edTPA. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual adolescents. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of adolescents, and individual adolescents.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every adolescent on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal. Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Individuals.** Select one or two adolescents (the target learners from the edTPA) that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular adolescents. Use pre-, formative, and post- assessment data with examples of the adolescents' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: *You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."*

Suggested Page Length: 4 + charts and student work examples

Analysis of Student Learning Rubric

TWS Standard: *The candidate uses assessment data to profile adolescence student learning and communicate information about student progress and achievement.*

Rating Indicator	CEC	InTasc	1 Does not meet standard	2 Approaches standard	3 Meets or exceeds standard
Interpretation of Data	4.1		Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
Evidence of Impact on Student Learning	4.2		Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.
Clarity and Accuracy of Reporting			Materials, artifacts, and report are not clear and accurate; it does not accurately reflect the data.	Materials, artifacts, and report are understandable and contains few errors.	Materials, artifacts, and report are easy to understand and contain no errors of representation.

Reflection and Self-Evaluation

TWS Standard

The candidate analyzes the relationship between his or her instruction and adolescence student learning in order to improve teaching practice. (Aligns with CEC standards 4 and 6)

Task

Reflect on your performance as a candidate and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning goal where your adolescent students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the edTPA (and/or TWS). Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation Rubric

TWS Standard: *The candidate analyzes the relationship between his or her instruction and adolescence student learning in order to improve teaching practice.*

Rating Indicator	CEC	InTasc	1 Does not meet standard	2 Approaches standard	3 Meets or exceeds standard
Interpretation of Student Learning	4.4		No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
Insights on Effective Instruction and Assessment	4.2		Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Implications for Future Teaching	6.2		Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
Implications for Professional Development	6.4		Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

Teacher Work Sample (TWS) Scoring Sheet

University Supervisor _____

Directions: Please enter the student rubric score (1-3) below.

Rating Scale: Does not meet (1), Approaches (2), Meets or exceeds (3)

Candidate Last Name	Candidate First Name	Clarity and Accuracy of Presentation	Alignment with Learning Goals	Interpretation of Data	Evidence of Impact on Student Learning	Modification Based on Analysis of Student Learning

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Teacher Work Sample (TWS) Scoring Sheet Rubric

ANALYSIS OF STUDENT LEARNING			
CRITERIA	1 Does not meet standard	2 Approaches standard	3 Meets or exceeds standard
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

Teacher Work Sample (TWS) Scoring Sheet Rubric

INSTRUCTIONAL DECISION MAKING

<p>Modifications Based on Analysis of Student Learning</p>	<p>Teacher treats class as “one plan fits all” with no modifications.</p>	<p>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</p>	<p>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student</p>
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Teacher Candidate Preparation Program Evaluation

To be completed by MENTOR TEACHER

Purpose: The goal of this brief survey is to gather feedback from our school-based partners about the quality of the teacher candidates and the Adelphi University (AU) program. Please complete this form and return to the Office of School and Community Partnerships at Adelphi University.

When thinking about teacher candidate preparation programs, please rate the quality of Adelphi University Teacher Candidates:	Lowest Quality (1)	Below Average (2)	Average (3)	Above Average (4)	Highest Quality (5)	N/A
Professionalism (timeliness, dress)	1	2	3	4	5	N/A
Content knowledge	1	2	3	4	5	N/A
Rapport with students	1	2	3	4	5	N/A
Preparation for instruction	1	2	3	4	5	N/A
Instructional ability	1	2	3	4	5	N/A
Please indicate the extent to which you agree with the following statements about the Adelphi University (AU) Teacher Candidate program.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
This program is beneficial to our school.	1	2	3	4	5	
I have personally benefitted from the AU program.	1	2	3	4	5	
The students (K-12) in our school have benefitted from the AU program.	1	2	3	4	5	
The Teacher Candidates have shown improvement in teaching from the start of the program until the end.	1	2	3	4	5	
The Teacher Candidate evaluation forms are clear.	1	2	3	4	5	
The Teacher Candidate evaluation forms are easy to use.	1	2	3	4	5	
My school is able to provide input to AU in preparation of Teacher Candidates.	1	2	3	4	5	
I am able to provide input to AU in preparation of Teacher Candidates.	1	2	3	4	5	
The Teacher Candidate placement process is clear.	1	2	3	4	5	
The Teacher Candidate placement process is effective.	1	2	3	4	5	
Adelphi University fieldwork/student teaching coordinators are professional and collegial.	1	2	3	4	5	
Adelphi University Supervisors and faculty are professional and collegial.	1	2	3	4	5	
I have clear expectations about what is expected of me as a Mentor Teacher.	1	2	3	4	5	
I have regular/periodic communication with the University Supervisor.	1	2	3	4	5	

The academic program(s) at AU effectively prepare the Teacher Candidates for the classroom.	1	2	3	4	5	
I am aware of the core values that the AU program is based on.	1	2	3	4	5	
Please list as many of the AU core values that you know in the space on the right:						

	Not Prepared at All		Somewhat Prepared		Extremely Prepared
To what extent do you feel the Teacher Candidate(s) was (were) prepared to teach?	1	2	3	4	5

What does the Adelphi University Teacher Candidate Program do well?

What could Adelphi University do to improve its Teacher Candidate program?

Would you be interested in becoming more involved with Adelphi University in the Teacher Candidate Program? (Please circle one)

Yes / No / Not at this time

Demographic Information

School Name: _____

Grade(s) of Students You Teach: _____

Subject you Teach (Adolescent): _____

Name of Teacher Candidate(s)
With which you worked: _____

Your Name (optional): _____

Thank you: Feedback from teaching professionals allows Adelphi University to continuously improve to reflect the standards that are practiced in classrooms such as yours.

Hours Log

(240 hours for each 8 week experience)

Teacher Candidate: _____ School District _____

Teacher Candidate Adelphi Student ID _____

Mentor Teacher: _____

University Supervisor: _____

School: _____ Grade/Level/Subject _____

Please put the month, day, and year, and provide time in terms of hours and fraction of hours.

DATES (by week)	NUMBER OF OBSERVATION HOURS	NUMBER OF PARTICIPATION HOURS	INITIALS OF MENTOR TEACHER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
TOTALS			

Dates of Absences _____

Dates of Supervisor's Visits _____

SIGNATURES OF:

Teacher Candidate _____

Teacher Candidate Adelphi Student ID _____

Mentor Teacher _____

University Supervisor _____

Student teaching/Practicum Log Submission Instructions

Instructions for Uploading Hours Log

ALL STUDENT TEACHING/PRACTICUM COURSES

Please submit your student teaching log to provide evidence that you completed the required hours for your student teaching/practicum course. Please include total # of hours on the bottom of the page.

Uploading (For Students): In addition to submitting a copy of the log to your supervisors, students enrolled in a student teaching/practicum course must also scan the log into a digital format, submit it to the course "SOE Student teaching [Spring/Summer/Fall 201x]" on Moodle, and record the location, teachers, and dates of your fieldwork experience. For technical assistance, students may contact Mark Bannick in OSCP (516-877-4076/Harvey Hall, Room 111), visit Swirbul Library or visit our Manhattan Center's School of Education offices. Once a copy of your completed hours log has been successfully converted into a digital file, please follow these instructions in order to upload the files for your record.

1. First, be sure that you have totaled your hours and recorded the total number at the bottom of your log sheet.
2. Then scan and save your document in pdf format, with your last name, first initial, and course number as the file name.
3. Be sure to scan and save all of the log sheets for one placement as a single file.
4. Proceed to eCampus and sign into your Moodle account.
5. From your current course list, please select SOE Student teaching for the term that corresponds with the log sheet.
6. Then, select "Click Here to Submit Student teaching logs and Record Placement Information." From the drop down menu, select the county, district and school at which your student teaching/practicum was performed.
7. If you observed in a private, charter or parochial school, please select "Not Listed/Other" for the district and write-in the name of your school.
8. Indicate the first and last day of your student teaching experience by selecting the calendar icons to the right of "From:" and "To:".
9. Select the grade of the classroom you observed. If you were in more than one grade or if there were more than one grade level in your classroom, select the one in which more time was spent.
10. Type in the name of the teacher. If you worked with more than one teacher, type the name of the teacher who completed the evaluation form.
11. Type the total number of hours. Use numerals only (whole numbers).
12. From the drop-down menu, select the student teaching/practicum course that corresponds with the log sheet.
13. You will need to browse your computer, locate and select the saved log sheet and click "Upload File."
14. After your file has been selected, click "Submit."
15. THESE STEPS MUST BE REPEATED FOR EACH PLACEMENT THAT YOU ARE ASSIGNED.

For convenience, please name the scanned logs accordingly:

Last Name.First Initial.Course Number

For example: If John Die took course number 0809-790-001, he would name the file: "Doe.J.0809-790-001"

Viewing/Verifying Uploaded Logs (For Faculty): In addition to verifying students' completed hours log by previous means, the School of Education invites supervisors to verify their students' logs by viewing them through Moodle.

1. Sign into eCampus using your username and password.
2. From the "Services" section, please select "Moodle Course Management."
3. From your Current Course List, please select "SOE Student teaching [*Spring/Summer/Fall 201x*]"
4. At the top of the page, please locate and go to "Click Here to Submit Student teaching Logs and Record Placement Information"; click it.
5. Next, look for "*View [xyz] submitted assignments*" on the top, right-hand side; click it.
6. Within the "Last Modified (Student)" column the student's placement information as well as their uploaded logs will be able to be reviewed.
7. The entire list of students may be filtered by clicking on the first letter of their first name and/or surname.

Greetings Mentor Teacher,

Now that you have earned an Adelphi University Tuition Free Certificate, we are interested in providing you opportunities to use the Adelphi University certificate by learning about the topics/courses that would be of interest to you. Please help us to meet your needs.

- Courses of interest:

- Topics of interest:

Receipt of Tuition-Waiver Certificate

You have received credit tuition certificate number _____ for mentoring a Student Teacher during the _____ semester.

- School: _____
- District: _____
- Administrator: _____
- Teacher Mentor: _____
- Student Teacher: _____

The certificate can be utilized for a **graduate course** taken in the **Ruth S. Ammon School of Education, the Derner Institute, College of Liberal Arts and Sciences** or **the School of Social Work** and **is to be used within four consecutive semesters from date of issuance**. It is to be used to promote the professional development of the educators within your school district.

Please mail "Receipt of Tuition-Waiver Certificate" in the enclosed envelope.

Duplicates cannot be issued. The sale of the Certificate renders it void.

Mark Bannick, Assistant Director
 School and Community Partnerships

Part VII: Glossary

Glossary

All terms are in alphabetical order.

- **504 Plan:** A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. This is for a student that does not require specialized instruction.
 - Students with 504 Plans are protected under Section 504 of the Rehabilitation Act.
- **Adolescent Education:** Education of students from grades 7 to 12.
- **Bilingual Education:** Education of students involving two languages, their native language and a secondary language (typically English.) Refers to whole curriculum instruction, not a single class or section.
- **CCSS = Common Core State Standards (Learning Standards)**
 - New York-specific state standards that must be incorporated into lesson planning.
- **Childhood Education:** Education of students from grades 1 to 6.
- **CSE = Committee on Special Education**
 - One possible title for a group of educators, professionals, administration, and parents that meet to discuss IEPs and 504 Plans for students.
- **DASA = Dignity for All Students Act**
 - A required workshop mandated by New York State.
- **Disposition(s):** A form filled out by Mentor Teachers on the Teacher Candidate's actions and professionalism.
- **Early Childhood Education:** Education of students from Birth to grade 2.
- **edTPA = Educational Teacher Performance Assessment**
 - A performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.
- **ENL = English as a New Language**
 - **ESL= English as a Second Language**
 - **ELL = English Language Learners**
- **Formative:** A type of assessment that occurs during class in order for the teacher to survey class or student understanding to inform their instruction.
- **IEP = Individualized Education Plan**

- A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.
- Students with IEPs are protected under the Individuals with Disabilities Education Act (IDEA)
- **Initial Certification:** The teaching certification candidates can obtain once completing the requirements listed by the New York State Department of Education. Refer to government website for up-to-date details.
- **Mentor Teacher:** The certified teacher you are placed with at a school during your Student Teaching experience.
 - May also be referred to as: Mentor Teacher, Cooperating Teacher, etc.
- **Middle Level Education:** Education of students grades 5 to 9.
- **Moodle:** The instructional website tool used by Adelphi University and its professors in conjunction with a course.
- **Next Generation Learning Standards:** The revised New York State Standards aim to reimagine the educational framework for English language arts and mathematics, with the goal of better supporting educators in their instructional practice and to provide additional guidance on achieving a vision of 21st century literacy.
- **NYS = New York State:** Prefix of many educational programs and terminology that is specific to or created by New York State.
- **NYS Standards:** Common Core and Next Generation Learning Standards
- **NYS TEACH:** Online system for all NYS Teaching Requirements and Documentation
- **NYSED = New York State Education Department**
- **NYSTCE = New York State Teacher Certification Exams**
- **OSCP = Office of School and Community Partnerships**
- **Pathwise: Components of Professional Practice**
- **Pedagogy:** The method and practice of teaching, especially as an academic subject or theoretical concept.
- **Practicum:** A practical (clinical/fieldwork) section of a course of study.
- **Pre-Service Teacher:** Someone (typically a Student Teacher) who has not obtained their Initial Certification but are working toward it.
 - May also be referred to as: Teacher Candidate, Teacher Candidate, etc.

- **Professional Certification:** The teaching certification candidates can obtain once obtaining an Initial Certification and the requirements listed by the New York State Department of Education. Refer to government website for up-to-date details.
- **RSASOE = Ruth S. Ammon School of Education**
- **SOE = School of Education**
- **STEP = Student Teacher Education Program**
- **Summative:** A type of assessment given by the teacher after the lesson is finished in order to assess student learning.
- **TESOL = Teaching English to Speakers of Other Languages**
- **TWS = Teacher Work Sample**
 - A way of assessing teacher candidate impact on student learning and a means for teacher candidates to synthesize their professional development.
- **University Supervisor:** A Teacher Candidate's University Supervisor is the professor and mentor they will have seminar class with and direct any student teaching and edTPA questions to.

Teacher Candidate Contract

It is imperative that all teacher candidates understand the information contained in the Teacher Candidate Handbook and agree to adhere to both the New York State and Adelphi Codes of Conduct. You are responsible to sign and return a copy of the "Teacher Candidate Contract" to your Supervisor at the first seminar. You may be removed from a placement if this contract is not returned.

Please type or print:

Last Name: _____ Middle Name: _____ First Name: _____

Present Address:

Town: _____ State: _____ Zip: _____

Home Phone #: _____ Cell #: _____ E-mail: _____

Semester: _____ Year: _____ Certification Area: _____

I have read and understand the **Teacher Candidate Handbook**.

I have read and understand the **New York State and Adelphi University Codes of Conduct/Core Values** and agree to uphold the described appropriate behaviors.

Name: _____ ID #: _____

Signature: _____ Date: _____

Signed contract is to be turned in to your University Supervisor at the Student Teaching Orientation Meeting at the beginning of the semester.