The College of Saint Rose
Lally School of Education
Department of Teacher Education

Student Teaching Guidebook

Information
for

Early Childhood & Childhood Education
Teacher Candidates,
Cooperating Teachers, College Supervisors,
and Administrators

Field Placement Office
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Introduction

Student teaching is the culminating experience of the formal teacher preparation program. During the professional semester, teacher candidates are provided the opportunity to fully integrate the knowledge, skills and dispositions they have acquired and practiced during their years of preparation.

Student teaching, however, is much more than a culmination; it is also an initiation. This comprehensive experience provides the teacher candidate with an induction into the teaching role and marks the beginning of the ongoing development of a professional educator. In a sense, the teacher candidate enters the professional semester as a student and exits as a teacher.

STATEMENT OF PHILOSOPHY AND PURPOSE

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity, and character. Critical analysis and the development of theoretical frameworks, leading to effective practices, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning, while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to their needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Teacher Candidate Learning Outcomes

Candidates in professional education programs at The College of Saint Rose will:
1) Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
   a) structure pupils' learning of that content at levels appropriate to their development;
   b) apply the content and skill knowledge; and
   c) continue acquisition of related and new content.
2) Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3) Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
4) Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.
5) Develop and demonstrate personal and professional values that foster:
   a) the highest ethical standards of the profession;
   b) intellectual curiosity and open-mindedness;
   c) understanding and responsiveness to multiple social and global perspectives; and
   d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

6) Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or

racial/ethnic background, including, but not limited to:
  a) those for whom English is not the primary language;
  b) gifted and educationally disadvantaged students;
  c) students with disabilities;
  d) students with developmental and learning differences; and
  e) those with different interests, ambitions, and sexual orientations.
7) Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
8) Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

ETHICS AND PROFESSIONALISM

While it is not the intent of the School of Education at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. The "Code of Ethics of the Education Profession" adopted by the National Education Association in 1975 (http://www.nea.org/aboutnea/code.html) and the "Code of Ethics for Educators" articulated by the New York State Department of Education (http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm) are examples of widely recognized and accepted professional standards. These standards, along with the philosophy and purpose of The College of Saint Rose School of Education, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

Communication Skills
- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

Professional Responsibility/Accountability
- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

Ethics
- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations

Teacher candidates, their supervisors, and cooperating teachers should discuss the professional qualities required of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, **a Professional Qualities Assessment (PQA) Report will be completed in order to document, discuss, and remedy concerns about professionalism.**

Liability Protection for Teacher Candidates

Education Law, Title 4, Teachers and Pupils, Article 61, Section 3023
"…it shall be the duty of each board of education…to save harmless and protect all teachers, practice or cadet teachers…from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury… or damage to the property…provided such teacher, practice or cadet teacher,…was acting in the discharge of his duties…"

New York State Education Law requires school districts to insure student teachers against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the student teacher at the time of the accident or injury was acting in the discharge of his/her student teaching duties. A student teacher who is involved in any accident or incident where there is personal injury or property damage while they are student teaching *should immediately inform his/her cooperating teacher* and notify the College Supervisor and Coordinator of Field Supervision as soon as possible. A student teacher who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement *must immediately forward a copy of such papers to the Coordinator of Field Supervision and to the school administrator* where the student teaching took place.

OVERVIEW OF POLICIES AND PROCEDURES FOR STUDENT TEACHING

PURPOSES OF STUDENT TEACHING

The College of Saint Rose and the New York State Education Department require teacher education candidates to complete a student teaching experience in a public or private school to obtain both their college degree and New York State teacher certification. This experience is designed to utilize the teacher candidate's knowledge, information, skills and abilities, based upon the content knowledge and pedagogical foundations developed during the degree program. It is an opportunity to apply this knowledge in a practical setting, providing teacher candidates with an experience that will fully prepare them for the responsibilities of becoming an effective educator.

Seminars and Other Requirements

Teacher candidates must attend weekly seminars during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, teacher candidate, and the college supervisor during the initial meeting. The major requirement is the development of a unit plan of instruction and a teacher work sample. Other program specific assignments may be required.

Expectations of Host School, Calendar, and Length of School day

The cooperating teacher and school principal should expect the teacher candidate to adhere to the policies, regulations, and daily schedule of the school, arriving and leaving at the times required by the teachers in the school. In addition, the teacher candidate is expected to:

- Attend and participate in those conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted and invited.
- Schedule appointments and employment interviews outside of student teaching hours. If this is not possible, the cooperating teacher and college supervisor should be consulted in advance.

The teacher candidate is also expected to follow the school calendar, not the college calendar, with regard to vacation and holiday dates. In other words, the teacher candidate understands that s/he will follow the same schedule and guidelines that the cooperating teacher is expected to follow.

Attendance

Teacher-candidates enter student teaching prepared to be present each day of this vital and meaningful capstone experience. However, on occasion, and usually resulting from extenuating circumstances (illness, hospitalization, immediate family bereavement, or religious observance) the teacher candidate may be absent from the classroom. *The teacher-candidate must contact the cooperating teacher and college supervisor directly regarding any absence from school.* If the cooperating teacher and/or college supervisor feel that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher and college supervisor will discuss and coordinate solutions. Any absence(s) may result in the modification to the beginning or ending dates for the first or second placement. Decisions relative to absences will be made at the discretion of the cooperating teacher and college supervisor.

Any exceptions to this policy must be approved by the program Coordinator of Supervision in consultation with the college supervisor and the cooperating teacher.

Lesson plans for which the teacher candidate is responsible are to be forwarded in a timely manner to the cooperating teacher.

Family Responsibilities

Child care or family responsibilities should not affect the teacher candidate's arrival or departure time or their responsibilities during the day.

Teacher Candidates Acting as Substitute Teachers

The model of teacher preparation in which all parties are involved acknowledges that this is an apprenticeship and that a teacher candidate will always be under the supervision of a cooperating teacher. Due to these

expectations, the teacher candidate *may not act as a paid or unpaid substitute teacher* during his/her student teaching placement.

Contractually, the teacher candidate must be supervised by a person (i.e. the cooperating teacher) who is employed by the district and whose duties include supervision. A teacher candidate is not a paid contractual employee, and therefore not eligible to be hired while on a student teaching assignment. However, in an emergency, a teacher candidate may provide coverage in his/her own classroom, provided the college supervisor and the teacher candidate are informed and in agreement with this emergency arrangement.

Cooperating Teacher Presence in the Classroom

Traditionally, teacher candidates have been left on their own intermittently as an important step in their growth as classroom managers, especially during **solo week**. Although this has been common practice throughout schools in the past, we assume that this student teaching practice is carefully reviewed by school administrators and cooperating teachers on a regular basis.

- **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3001**
  The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.

During **solo week** the teacher candidate should assume the majority of teaching responsibilities in the classroom. However, this does not necessarily mean that the cooperating teacher is required to be out of the classroom. In fact the cooperating teacher can become an anonymous observer in the classroom, providing the teacher candidate with valuable feedback regarding instruction and classroom management performance.

Teacher Candidate as Mandated Reporter

Teacher candidates are required to report any information pertaining to suspected child abuse or neglect. Should a teacher candidates become aware of information inn this regard, s(he) is expected to consult with his/her cooperating teacher immediately. The cooperating teacher should provide the teacher candidate with the name of the individual designated by the school to report matters of abuse or neglect, and should assist the teacher candidate in the event a report is filed.

Performance Concerns

The cooperating teacher is in a unique position to evaluate the progress of a teacher candidate's performance. The college supervisor will provide evaluation forms for the cooperating teacher. However, if a cooperating teacher has concerns about a teacher candidate's performance, the cooperating teacher should contact the college supervisor immediately. It is important to address these concerns as soon as possible to allow an opportunity for the teacher candidate to discuss possible solutions with the cooperating teacher and the supervisor.

Professionalism

In addition to demonstrating good moral character and ethical behavior, teacher candidates are expected to conduct themselves as professionals in every respect. Teacher candidates are invited guests in a school and classroom of a practicing teacher whose first priority is to his/her pupils. The teacher candidate must learn to operate within this established framework. The teacher candidate is expected to follow the Code of Ethics and be a professional member of the teaching community. Teacher professionalism is evidenced in the following ways:

Attitude

- Go into student teaching with a positive attitude and a determination to do one's best.
- Show enthusiasm and make a contribution to the teaching profession.

Appearance

- Look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance.

Confidentiality

- The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to pupils with whom teacher candidates are working is confidential. Teacher candidates must under no circumstances discuss the educational programs or records of their pupils with individuals other than those who are directly or indirectly involved in the educational programming of those students. The cooperating teacher must be consulted in all matters relating to the sharing of student information.

Discretion

- Discretion is paramount. Be professional at all times – on-site, in discussions with cooperating teacher, supervisor, during seminar, etc.

Professional Distance

- Most schools have a clear policy addressing educationally valuable use of the **Internet** and student access. These policies focus on safety and responsible use. Make sure to ask the cooperating teacher or principal about their school's policy.

- Increasingly, schools are rewriting their "employee codes of conduct' to include the use of **social networking sites** by teachers. You are encouraged to always *maintain a professional distance* with regard to these public sites and text messaging relative to the students you are working with. Again, ask the cooperating teacher or principal if such a policy exists in the host school. Even if a policy does not exist, *avoid the appearance of impropriety* by not communicating with students through text messaging or social networking sites.

School Photo or Video Policy

- Most school boards have a policy in this regard. Make sure to check with the cooperating teacher and/or school principal beforehand; permission may be required.

Cell Phone Use

- Consult with the cooperating teacher or principal about existing faculty policy related to cell phone use. Professionalism dictates that you don't use your cell phone for conversation or for 'texting' during the instructional portion of the school day. Unless there are extenuating circumstances, your cell phone should be in vibrate mode or not turned on at all. Please inform your cooperating teacher if you absolutely have to have the cell phone activated because of a possible emergency. *Take advantage of any non-instructional time to become increasingly knowledgeable about your students, curriculum, instruction, or special services available to children in the building.*

Overview of Participant Responsibilities

The student teaching experience requires a high level of collaboration between the school community and The College of Saint Rose. The quality of the relationships that exists among the participants will greatly influence success in student teaching. An understanding of the various roles is essential. The following statements briefly summarize the *primary* responsibilities of the teacher candidate, cooperating teacher, college supervisor, Coordinator of Field Supervision and the building principal.

Teacher Candidate

Student teaching requires a full-time commitment on the part of the student teacher. With the exception of seminar/portfolio, no other courses are taken during this period of time. Due to the excessive demands on the teacher candidate's time during the student teaching semester, students are requested to arrange their schedules so that ***they need not work*** during student teaching.

- Gives full attention to student teaching.
- Exhibits the qualities and dispositions of a professional including initiative, dependability, punctuality, effective communication, and ethical behavior.
- Creates a plan for regular communication with the cooperating teacher and college supervisor.
- Exchanges contact information with the cooperating teacher and college supervisor.
- Seeks advice and feedback from college supervisor and cooperating teacher on all aspects of student teaching especially planning, implementing and assessing lesson and unit plans.
- Participates in regular debriefing meetings with the college supervisor and cooperating teacher.
- Responds positively to the suggestions and guidance of the cooperating teacher and college supervisor.
- Gradually assumes the full range or responsibilities expected of a teacher.
- Participates in all conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted and invited.
- Attends weekly scheduled professional seminar.
- Completes required lesson plans and unit plan with service learning component.
- Completes required final self-evaluation for the exit conference.

Cooperating Teacher

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Provides the teacher candidate with information about the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Demonstrates exemplary teaching methods and provide a rationale for such practices.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the college supervisor and teacher candidate.
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in meetings with teacher candidate and college supervisor.
- Informs college supervisor of teacher candidate's progress.
- Completes and submits all evaluation forms.
- Maintains final authority on all matters related to the classroom.

College Supervisor

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Familiarizes him/herself with the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the cooperating teacher and teacher candidate.
- Provides support and assistance to cooperating teachers as they work with teacher candidates.
- Provides support and assistance to teacher candidates as they work with cooperating teachers.
- Acts as a liaison between the school, cooperating teacher, teacher candidate and The College of Saint Rose.
- Visits the classroom at least six times during the seven-week placement.
  - Completes a minimum of four documented observations and debriefing conferences with the teacher candidate during the seven-week placement.
  - Completes an initial visit to introduce/orient the cooperating teacher and a sixth visit to conduct the final evaluation conference.
- Encourages the growth of the teacher candidate through specific, regular and timely verbal and written feedback.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Participates in meetings with teacher candidate and cooperating teacher.
- Informs Coordinator of Field Supervision of teacher candidate's progress.
- Completes and submits all evaluation forms to the Coordinator of Field Supervision via the Field Placement and Advisement Office and grade recommendation to the Coordinator of Field Supervision.

COORDINATOR OF FIELD SUPERVISION

- Provides orientation to the student teaching experience for the teacher candidate and college supervisor.
- Participates in the negotiation of solutions to any serious problems that may arise in a manner which is, as much as possible, agreeable to all parties.
- Submits final grade to the registrar based on the recommendations of the cooperating teacher and college supervisor.

THE SCHOOL PRINCIPAL

- Encourages a favorable attitude in the school and community toward the student teaching program.
- Recommends teachers who would be suitable cooperating teachers.
- Gives directions and suggestions to the teacher candidate when advisable.
- Is encouraged to observe and confer with the teacher candidate if schedule allows.

Weekly Guidelines for Teacher Candidates, Cooperating Teachers and College Supervisors

The Schedule and activities below are suggested and will depend on the teacher candidate, cooperating teacher, and college supervisor. Teacher candidates can also receive guidance from the supervisor and seminar instructor. Early Childhood and Childhood Educators may also seek advice from the portfolio instructor.

Week 1:

Teacher Candidate

- Provide CSR packet of materials to Cooperating Teacher.
- Review student teaching responsibilities and assignments.
- Observe Cooperating Teacher with a purpose; get a handle on classroom management strategies. Jot

down questions for discussion.
- Organize 3-ring binder for lesson plans, reflection, etc.
- Assist Cooperating Teacher with students and classroom routines.
- Offer to work with individuals and small groups.
- Decide on unit plan topic or theme and service learning project.
- Childhood teacher-candidates should gather information for class profile and early childhood candidates gather information for the school/community profile.

Cooperating Teacher
- Receive packet of CSR material from Teacher Candidate.
- Meet with CSR supervisor to review responsibilities and expectations.
- Establish expectations, daily schedule, etc.
- Model teaching/classroom management strategies.
- Share resources with Teacher Candidate.
- Introduce Teacher Candidate to school personnel.
- Review school policies, procedures, and non-instructional duties.
- Assign responsibilities appropriate for Teacher Candidate at this stage of development.
- Begin joint lesson planning.

College Supervisor
- Meet with Cooperating Teacher to review responsibilities and expectations.
- Exchange contact information with Teacher Candidate and Cooperating Teacher.
- Establish plan for weekly communication with Teacher Candidate
- Set up appointment for first observation.

Week 2:

Teacher Candidate
- Review CSR planning requirements.
- Discuss timeline with Cooperating Teacher for **_submitting lesson plans_** for approval **_prior_** to teaching.
- Include all lesson plans, observation notes, and Cooperating Teacher evaluations in 3-ring binder.
- Prepare for first supervisory visit.
- Begin work on the unit plan.
- Early Childhood and Childhood Educators should complete class profile.
- Begin co-teaching.

Cooperating Teacher
- Co-teach a lesson with Teacher Candidate.
- Increase Teacher Candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, unit plan development, school involvement, use of technology/resources.
- Complete week two evaluation form. Submit evaluation form to college supervisor.

College Supervisor
- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide feedback on unit plan.
- Collect two week evaluation from Cooperating Teacher.

- Inform Coordinator if there are any issues noted on the two-week evaluation form.

Week 3:

Teacher Candidate
- Maintain your 3-ring binder of plans, evaluations, and reflections.
- Continue to develop unit plan.
- Childhood educators complete development of class profile.
- Keep your *Teacher work sample* assignment in mind as you develop the unit.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Make sure you submit plans prior to teaching.
- Reflect on progress.

Cooperating Teacher
- Require lesson plans to be submitted for your approval by the designated time *you* establish. If the student does not submit plans, he or she should not teach the lesson.
- Conduct formal observation/teaching evaluation #1.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide College Supervisor with copy of observation evaluation.

College Supervisor
- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide final feedback on unit plan.
- Complete observation and written evaluation #1.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

Week 4

Teacher Candidate
- Keep everything up to date for Cooperating Teacher and Supervisor.
- Begin implementing unit plan.
- Continue to develop your class management skills.
- **Solo week dates** should be established. Begin planning for solo week.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Submit plans as required.
- Reflect on progress.

Cooperating Teacher
- Increase Teacher Candidate teaching assignment and other classroom responsibilities.
- Provide verbal/written feedback with discussion.
- Make decisions regarding **solo week** scheduling.
- Complete formal observation and written evaluation #2.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide College Supervisor with copy of observation evaluation.
- Complete four week evaluation form. Submit form to College Supervisor.

College Supervisor
- Assist Teacher Candidate with refining lesson planning, delivery and assessment.

- Complete formal observation and written evaluation #2
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Collect observation evaluation #2 and 4 week evaluation form from Cooperating Teacher.

Week 5

Teacher Candidate
- Provide supervisor with copies of Cooperating Teacher observations if not already submitted.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Reflect on progress. Is your teaching making a difference? You should be able to document learning that is taking place.
- Collect Teacher Work Sample data.

Cooperating Teacher
- Continue to increase Teacher Candidate responsibilities.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide assistance with solo week planning. Teacher Candidate has solo week plan forms. However, if you require something more, be certain to inform Teacher Candidate.
- Provide college supervisor with copy of observation evaluation.

College Supervisor
- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Provide assistance with solo week planning.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Collect observation evaluations from Cooperating Teacher.

Week 6:

Teacher Candidate
- Contact Cooperating teacher for your next placement.
- Refine solo week plans with current Cooperating Teacher.
- Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.
- What specific goals do you have for your professional development during the second placement?

Cooperating Teacher
- Assist Teacher Candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review and approve solo week plans.
- Complete formal observation and written evaluation #4.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

College Supervisor
- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review solo week plans.
- Complete observation and written evaluation #4.
- Debrief with Teacher candidate to discuss strengths and weaknesses.

Week 7, Final Week:

Teacher Candidate
- Complete **Final Student Teaching Evaluation** form (self-evaluation).
- Prepare for final evaluation conference with cooperating teacher and college supervisor.
- Think of a way to show your appreciation to Cooperating Teacher, students, and host school?
- Transition instruction & other classroom responsibilities to Cooperating Teacher.

Cooperating Teacher
- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with teacher candidate and college supervisor.
- Transition from Teacher Candidate.

College Supervisor
- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with Teacher Candidate and Cooperating Teacher.
- Submit completed final evaluation forms from all participants to the CSR Coordinator via the Field Placement and Advisement Office.

Appendix A

Please take a few minutes to complete this report and give to the College Supervisor at the *end of the second week* of the current student teaching placement. Thank you!

Teacher Candidate's Name:_____

Cooperating Teacher's Name:_____

School:_____   Date:_____

We realize that you are guiding and observing a *novice* teacher candidate and have had limited time in which to become fully acquainted. At this time we are interested in your *preliminary judgment* of the candidate with regard to the items below. However, if you have concerns about areas not identified specifically, please be sure to share them with the College Supervisor.

Ratings:

        S = Satisfactory   **U = Unsatisfactory**   **N = No opportunity to observe**

	Rating	Comment
1. The candidate has become familiar with cooperating teacher and school expectations & policies.	(S) (U) (N)	
2. The candidate demonstrates:		
a). professional dress	(S) (U) (N)	
b). positive/professional attitude	(S) (U) (N)	
c). enthusiasm toward teaching	(S) (U) (N)	
d). organizational skills	(S) (U) (N)	
e). timeliness with regard to expected arrival /departure times	(S) (U) (N)	
3. The candidate demonstrates initiative & responsibility.	(S) (U) (N)	
4. Candidate's written plans meet College & cooperating teacher expectations.	(S) (U) (N)	
5. The candidate demonstrates an understanding & appreciation of appropriate interpersonal relationships with students & school personnel.	(S) (U) (N)	
6. The candidate provided the cooperating teacher with the student teaching packet and reviewed expectations & assignments.	Yes (Y) No (N)	

Please add any additional comments that will assist the teacher-candidate and college supervisor with the establishment of appropriate goals at this point in the experience:

_____

_____

_____

_____

THE COLLEGE OF SAINT ROSE
Interim Report on Student Teaching
(To be completed during week four of student teaching)

Teacher-Candidate's Name:_____

Cooperating Teacher's Name:_____

School:_____   Date:_____

Rating Scale:
 S = Satisfactory   U = Unsatisfactory   I = Improving   N= No basis for evaluation

I. PROFESSIONAL KNOWLEDGE AND SKILLS • Establishing professional relationships • Exhibits professional poise and confidence	(S) (U) (I) (N) (S) (U) (I) (N)
II. CONTENT AND SUBJECT MATTER KNOWLEDGE • Demonstrates clear knowledge of subject matter • Models proper written communication skills • Models correct standard English	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
III. THE NATURE OF LEARNING • Exhibits genuine rapport with students • Works effectively with student differences • Displays skill in engaging students • Understands students' developmental levels	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
IV. THE NATURE OF TEACHING • Develops quality daily lesson plans • Submits lesson plans in a timely manner • Demonstrates skill with appropriate teaching strategies • Organizes classroom effectively for instruction • Manages student behavior appropriately and effectively	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
V. PROFESSIONAL VALUES AND ATTITUDES • Responds well to suggestions • Exhibits both the disposition and ability to self-evaluate • Exhibits enthusiasm for children and teaching • Models respect for the occasion	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)

Do you have any concerns about the teacher-candidate's Professional Qualities at this time? ___yes ___no

Commendations and/or recommendations: _____

_____

_____

_____

_____

_____

Formal Lesson Observation of Teacher Candidate

THE COLLEGE OF SAINT ROSE TEACHER EDUCATION DEPARTMENT
Classroom Observation Form

Student Teacher: _____ **Evaluation prepared by:**

College Supervisor: _____ ____

Cooperating Teacher: _____ ____

Date of Observation: _____ **Observation Number:** _____ **Content focus:** _____

Objectives/Competencies/Learning Standards student seeks to demonstrate as listed on student's lesson plan:

_____

_____

Strengths:
_____

_____

_____

_____

General Comments/Suggestions for Improvement:_____

_____

_____

_____

_____

Circle the word that best describes the lesson observed: EXC   VG   G   A   I

Circle the word that best describes the student's progress to date: EXC   VG   G   A   I

Observer's Signature: _____   **Date:** _____

Student's Signature: _____   **Date:** _____
(Indicates **only** that she/he has read these comments.)

White: Student   **Yellow:** Field Placement Office   **Pink:** Supervisor   **Gold:** Coop. Teacher

Lesson observation/evaluation is a means of evaluating overall growth and is a continuing process shared by the teacher candidate, the cooperating teacher and the college supervisor. The following guidelines may be helpful in shaping the growth process.

Excellent: Behavior is exceptional for a beginning teacher. Writes thorough lesson plans related to clear objectives. Adjusts for time and behavior as needed.   Makes adjustments to instruction to meet learners' needs. Assesses lesson objectives with well-developed assessment content and process. Engages learners with unique materials or approaches.
Very Good: Exceeds expectations for a beginning teacher. Plan is thorough and related to objectives.   Able to make some adjustments to meet needs of learners. Assesses learning in different ways. Uses a variety of approaches and activities.
Good: Meets expectations for a beginning teacher. Lesson plan is somewhat structured and detailed.   Attempts to make adjustments. Assesses some goals with some variety in strategy. Variety of activities or approaches to teaching and learning are expanding.
Adequate: Meeting minimum requirements for a teacher-candidate. Needs continued assistance in the development of one or more of the following categories: planning, classroom management, preparation, assessment strategies, making accommodations for diverse learners, pupil engagement. Addresses constructive suggestions and exhibits positive effort toward making improvements.
Inadequate: Planning is insufficient or missing altogether. Teaching is uninspired. Little or no attempt to assess student performance. No modification in instruction to meet students' needs. Ideas and materials are boring and/or repetitive. Overall effort is weak or insufficient. Ability to perform is a concern.

When commenting on instructional effectiveness and professional competence, consider the indicators listed below:

Student Learning Focus
- Sets high realistic expectations for all students
- Listens to students thoughtfully and responds appropriately
- Focuses decision-making on student needs
- Adjusts instruction to meet group and individual needs (during instruction)

Planning and Preparation
- Lessons based on current instructional level of students
- Develops clear and comprehensive daily lesson plans
- Preparation of plan and materials is thorough
- NYS Standards are appropriately addressed

Content and Pedagogy
- Demonstrates mastery of subject matter
- Organizes content around key ideas
- Assesses students' prior knowledge
- Implements objectives as described in lesson plan
- Uses a variety of appropriate instructional strategies
- Uses developmentally appropriate materials and strategies
- Gives clear and appropriate directions
- Demonstrates effective questioning skills
- Encourages higher-level thinking

- Uses spontaneous learning situations (teachable moments)
- Provides for active student involvement with key ideas of content
- Provides students with useful feedback
- Uses formative and summative assessment strategies
- Demonstrates enthusiasm while teaching
- Uses technology to assist in teaching tasks
- Involves students in using technology

Management
- Defines and communicates expected student behavior
- Manages student behavior in small and large group activities
- Manages transitions effectively
- Maximizes use of class time
- Creates a safe and humane classroom environment that promotes learning and creativity
- Provides opportunities for students to develop self-management skills

Presence
- Demonstrates poise, self-confidence, and emotional maturity
- Displays professional appearance and demeanor
- Uses spoken and written language clearly and appropriately
- Encourages and models respect for the occasion

Final Evaluation of Teacher Candidate

Rating Scale Guidelines for Final Evaluation Form

There are eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form. The following descriptors serve as a guide to the rating scale used on the final evaluation form. The *Indicator Labels* for each criteria are:

- **Distinguished –** *teacher candidate has consistently demonstrated exemplary ability to understand and apply this indicator.*
- **Proficient –** *teacher candidate clearly understands the concepts underlying the indicator and implements it consistently and effectively.*
- **Novice –** *teacher candidate appears to understand the concepts underlying the indicator and attempts to implement it; implementation may need improvement and/or is not entirely successful*
- **Unsatisfactory –** *teacher candidate does not appear to understand the concepts underlying the indicator and/or does not apply the indicator at an acceptable level.*

Distinguished
- Ratings on the Final Evaluation Form were predominantly *Distinguished*
- Operated the classroom at a qualitatively different level than most teacher candidates
- Displayed very strong motivation for continued growth and development
- Eagerly initiated the implementation of personal ideas
- Displayed exceptional ability to analyze situations and facilitate solutions with minimal assistance
- Performance could serve as a model for other teacher candidates and/or beginning teachers

Proficient
- Ratings on the Final Evaluation Form were *Proficient* or a combination of *Distinguished and Proficient*
- Performance was very strong and consistent throughout the placement
- Actual implementation is not flawless, but the teacher candidate is generally able to identify the reasons for a problem and is able to implement any corrective measures
- Initiated many personal ideas and able to act on suggestions from supervisors
- Teacher candidate demonstrates both a desire and an ability to continue growing and subsequent growth is expected with experience

Novice
- Teacher candidate has demonstrated satisfactory performance
- Progress during student teaching may be inconsistent or slow, but clearly evident
- Generally relied on suggestions from supervisors and sometimes had difficulty implementing those suggestions
- Teacher candidate demonstrates a desire for continued growth and the disposition to benefit from assistance

Unsatisfactory
- Teacher candidate has had difficulty meeting entry-level expectations
- Progress during this placement was both slow and inconsistent
- Relied extensively or completely on suggestions from supervisors and often had difficulty implementing them
- The individual would need continued experience and mentoring in the fundamental aspects of the role in order to achieve satisfactory status

Use <u>only</u> if teacher candidate's performance is less than acceptable or marginal.

Professional Qualities Assessment Report

Student's Name_____   Date_____

Faculty Member_____

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior faculty have concerns whether the student is suited for a professional role in education.
2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
3. Student's performance in this category is appropriate to the profession.

Communication Skills   **Rating: 1   2   3**
__ effectively communicates orally in a constructive, direct, and appropriate manner
__ writes in a way that is clear, accurate, and professionally effective
__ is respectful in all communications
__ uses appropriate tone, tact, and pragmatics for a professional situation
__ demonstrates that s/he has heard what is being said and practices reciprocal listening skills
__ responds to people, work, and challenges in an emotionally mature manner
__ is respectful in communicating with others
__ solicits and gives feedback
__ engages in collaborative interactions with others
__ uses appropriate conflict resolution skills to handle differences of opinion
__ participates in an open exchange of ideas

Professional Responsibility/Accountability   Rating: 1   2   3
__ attends to and completes academic and professional duties in a timely fashion
__ reflects on his/her own performance
__ accepts, receives, and integrates feedback
__ collaborates with colleagues and works as a team member
__ displays an appearance that is consistent with professional expectations
__ shares in the workload of the group or organization
__ is accountable for his/her own work rather than deflecting responsibility elsewhere
__ works within the rules and expectations of the group or organization
__ demonstrates a commitment to continuing professional growth and development

Ethics   **Rating: 1   2   3**
__ values, models, and promotes respect for all individuals
__ demonstrates awareness and sensitivity to diverse populations
__ recognizes and works within role boundaries within the professional context
__ demonstrates honesty and integrity in all situations
__ gives credit where it is due
__ displays professional behavior in terms of language and dress
__ respects privacy and confidentiality where appropriate
__ models intellectual curiosity, open-mindedness, and critical analysis
__ demonstrate a commitment to providing educational services to diverse populations

The College of Saint Rose
Teacher Education Program
Final Student Teaching Evaluation

Candidate Name	Date
Evaluator's Name	The Evaluator is (mark one of the following) Cooperating Teacher College Supervisor Student Teacher

Placement Information

Year					Setting
2006 2007 2008 2009 2010 2011					Regular Classroom Special Education Inclusion
Semester/Session					
Fall-Session I Spring-Session I			Fall-Session II Spring Session II		
Broad Demographic			Grade Level		
Urban Suburban Rural Private			Pre-K-K 1-3 4-6 7-9 10-12		

Candidate Information

Level of Study	Program Type
Undergraduate Graduate	Certification Only Degree Program

Certification Program
Adolescence-Grades 7-12   Middle Childhood/Special Education Adolescence/Special Education   Special Education Birth-Grade 2 Childhood-Grades 1-6   Special Education Grades 1-6 Childhood/Special Education (SEED)   Special Education Adolescence Early Childhood – Birth-Grade 2   Technology Education K-12 Early Childhood/Special Education   Educational Technology Specialist K-12 Middle Childhood –Grades 5-6, 7-9
Concentration (Early Childhood and Childhood Candidates ONLY) American Studies   Earth Science General Science   Social Studies Biology   English/Language Arts Mathematics   Spanish
Major (Middle Childhood and Adolescence ONLY) Applied Technology   Business/Marketing   English Mathematics   Social Studies   Spanish Biology   Chemistry   Earth Science

Candidate outcomes are organized according to the College of Saint Rose (CSR) Unit Outcomes that are part of the Unit's Conceptual Framework. For alignment of the CSR Outcomes to NCATE Program Standards, see the Undergraduate or Graduate Teacher Certification Program Handbook.

Assessment of candidate outcomes in all category areas be informed by the relevant Program Standards also found in the Undergraduate or Graduate Teacher Certification Program Handbook

The following scale is to be used with this Final Student Teaching Evaluation Form. The evaluator should mark the box that corresponds to the observed level of performance of the student teacher in each area of competency listed on the evaluation form

DISTINGUISHED …………(4) Performance at an independent, professional level.
PROFICIENT………………… (3) Performance at a level expected of teacher candidates preparing to enter the field; needs only occasional supervision.
NOVICE……………………. (2) Performance at a level expected of teacher education Candidates preparing to enter the field; needs frequent, directed supervision.
UNSATISFACTORY…………(1) Performance below expectations for teacher candidates; requires extensive supervision.
NOT OBSERVED……………… No opportunity to observe

Content Knowledge CSR Standard 1	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
K-1 Demonstrates evidence of content knowledge; depth, breadth, and accuracy					
K-2 Presents content that is rigorous and challenging, indication high expectations for pupil learning					
K-3 Demonstrates ability to integrate content across content areas.					
K-4 Demonstrates ability to meaningfully connect content to pupil's life experiences.					
K-5 Organizes content in a coherent manner.					
K-6 Identifies and addresses learning standards in written plans (e.g.,NYSED and professional organizations)					
K-7 Organizes daily instruction in alignment with long-range curricular goals for pupils					
Development, Learning, and Motivation CSR Standard 2	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
L-1 Plans instruction based upon					

theories of human development and learning and identified pupil needs					
L-2 Maintains a pupil-centered learning environment that is safe, positive, aesthetic and supportive.					
L-3 Organizes materials and resources so that they are available and accessible to pupils.					
L-4 Displays effective time allocation and management.					
L-5 Uses flexible grouping practices.					
L-6 Encourages pupils' self discipline and ownership of the classroom environment.					
L-7 Clearly defines the management system for the classroom.					
L-8 Sets appropriate limits for pupils.					
L-9 Uses a variety of effective positive management strategies.					
L-10 Monitors pupil's behavior.					
L-11 Provides effective classroom direction for transitions.					
L-12 Plans and implements strategies for behavior change.					

Planning and Implementing Instruction CSR Standard 3	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
I-1 Selects, creates, and uses resources and technologies to enhance the learning process for all pupils.					
I-2 Involves pupils with goal setting regarding learning and/or behavior.					
I-3 Engages pupils' interest and involvement in lessons.					
I-4 Paces instruction appropriately.					
I-5 Uses questioning techniques effectively.					
I-6 Employs creative and innovative instructional strategies.					

I-7 Logically links instruction to goals, objectives, stated outcomes, assessments, and pupils' interests and needs					
I-8 Presents content in a manner that promotes pupil learning in accordance with P-12 learning standards.					
I-9 Uses effective introduction, implementation, and closure.					
Assessment CSR Standard 4	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
A-1 Monitors level of pupils' performance.					
A-2 Measures pupil mastery of instructional goals and statements of intent					
A-3 Uses a variety of assessment tools and techniques (checklists, tests, rubrics, authentic assessments, observations in naturalistic setting).					
A-4 Uses assessment to monitor IEP goals and objectives and develop them as appropriate.					
A-5 Demonstrates use of formative evaluation.					
A-6 Demonstrates use of summative evaluation.					
A-7 Utilizes assessment results in subsequent instructional planning.					
A-8 Provides individualized corrective feedback to pupils in understandable terms.					
A-9 Promotes pupils' self-evaluation of learning and/or behavior					
Professionalism CSR Standard 5	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
P-1 Collaborates with other professionals in the planning and delivery of instruction.					
P-2 Exhibits varied roles of the teacher (direct instructor, facilitator, guide, coach, observer, evaluator)					
P-3 Accepts and assumes responsibility					
P-4 Provides direction to paraprofessional staff.					
P-5 Is prompt and prepared					
P-6 Demonstrates respect for the					

occasion.					
P-7 Interacts positively with pupils and staff					
P-8 Adheres to legal and ethical standards for educators.					
P-9 Uses effective collaborative strategies.					
P-10 Is responsive to feedback from others.					
P-11 Engages in activities that enhance professional development.					
P-12 Engages in reflective practice.					
Diversity CSR Standard 6	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
D-1 Is responsive to pupils' diversity, including but not limited to race, gender, ability, ethnicity, and family lifestyles.					
D-2 Attends to diverse needs of all pupils when considering development, learning, and motivation.					
D-3 Adapts materials to address diverse needs of all pupils when planning and implementing instruction.					
D-4 Attends to diverse needs of all pupils when engaging in assessment practices.					
Communication CSR Standard 7	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
C-1 Models effective communication strategies in conveying ideas and information and in asking questions.					
C-2 Demonstrates professionalism in spoken and written communication.					
Technology CSR Standard 8	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
T-1 As appropriate uses technology to facilitate development, learning and motivation.					
T-2 As appropriate uses technology when planning and implementing instruction.					
T-3 As appropriate uses technology when monitoring pupil progress or assessment.					
T-4 As appropriate uses technology to enhance communication.					

Overall Quality Rating (please mark only one)
Distinguished   Proficient   Novice   Unsatisfactory

Strengths- use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

_____
_____
_____
_____
_____
_____

General Comments/ Suggestions for Improvement- use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

_____
_____
_____
_____
_____
_____
_____

Cooperating Teacher Signature_____Date_____

College Supervisor Signature_____Date_____

Student Teacher Signature *_____Date _____
*Indicates only that he/she has read this evaluation

APPENDIX B

It is likely that the "long format" will only be required by the College Supervisor.

College of Saint Rose Lesson Plan Format – Long Form

TITLE OR THEME FOR LESSON
> The title is a forecast for the specific focus of this particular lesson.

DEMOGRAPHICS
> Describe target pupil population and context. Include, for example, grade level/age range, setting (time and place), number of pupils, staff. Identify the pupil characteristics that will be necessary to consider and accommodate in this lesson.

STATEMENT(S) OF INTENT
> ➢ Specific **instructional goal(s) and objective(s)** for the lesson.
> ➢ Individualized statement(s) of intent/objectives for pupils with special needs.

These statements of intent can take the following forms: benchmarks, concepts, dispositions, generalizations, goals, objectives, outcomes, processes, and skills.

RATIONALE
> The Rationale should explain the connection between the Statement(s) of Intent, Demographics, and the Procedures.
> The rationale answers the questions, "Why teach this content?" and "Why use the particular methodology you have chosen?" Content rationale is drawn from New York State Learning Standards, New York State Curriculum Guides, national, regional, state, and local professional associations (e.g., NCTM, NCSS, NSTA, NCTE and so forth), local curriculum guides and other sources that help teachers select curriculum. A rationale for methodology is drawn from research-based findings (e.g., of how particular pupils learn best, educational psychology principles, learning theory that informs age-appropriate pedagogy).

PROCEDURES
> This section details, in a step-by-step manner, the implementation of the lessons. It is clear from this section that:
> ➢ The teacher has thought through the lesson from start to finish
> ➢ Procedures are aligned with both Statement(s) of Intent and Rationale
> ➢ Techniques or strategies that will be used to assess the students' attainment of learning outcomes are included in the Procedures
> ➢ The teacher candidate recognizes that when working with a diverse population, one needs a wide repertoire of models to meet a wide variety of needs.
> ➢ The teacher candidate has included required accommodations and/or modifications (such as those identified in a Section 504 Plan, an IEP, or for ESL pupils).

The format of the **Procedures** must enumerate steps that include the following:

> ➢ **Introduction**: List the steps the teacher takes to introduce the lesson. Specify how you will **engage** pupils in subsequent instruction. For example, one may begin with a preset, an advance organizer, a signal for attention, a pivotal question, a discrepant set of facts, an invitation to activate prior knowledge, or a preview of a lesson.

> ➢ **Body**: List the steps the teacher takes to develop the lesson. Delineate the substance of content to be delivered or investigated. Identify methods the teacher will use; for example, one might specify

techniques for facilitating pupil participation, questions and anticipated responses, transitions, or specific techniques for guiding and monitoring instruction.

➢ **Closure:** List the step(s) the teacher takes to end the lesson. Steps the teacher takes to help pupils reach closure may involve, for example, asking a thought-provoking question, reviewing the major concepts of the lesson, articulating generalizations, or completing a K-W-L chart.

➢ **Assessment of Learning:** List the steps the teacher takes to determine if the goals and instructional objectives of the lesson are met. **Note** that assessment may be embedded as one or more procedural steps throughout or at the end of the lesson.

➢ **Follow up:** List embedded or additional steps the teacher may take to assist pupils in maintaining and transferring the learning from this lesson and applying it to other situations.

TEACHER REFLECTION

In this section, the student evaluates the written plan and its implementation, and may discuss implications for future teaching and learning (possible modifications to the lesson).

RESOURCES
➢ Materials
➢ Works Cited or References (of sources cited in lesson plan)
➢ Bibliography of Teacher Resources (additional sources that may be useful to the teacher)
➢ Bibliography of Pupil Resources (additional sources that may be useful to the pupils)

Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex variables that affect instructional decisions.

Lesson Plan for First Supervisory Observation – *Use the format on pages 26 & 27 of the Guidebook*
Subsequent Supervisory Observations – *College Supervisor will specify format to be used.*
Note: *Supervisor may ask you to email the lesson plan* **prior** *to the visit.*

Planning Lessons for the Cooperating Teacher– Use the format below until the cooperating teacher and supervisor indicate otherwise. Ask your cooperating teacher *how far in advance* s(he) would like your written plan.

- ➢ **Lesson subject/title:**
- ➢ **Objective(s) for the lesson:**
  - • Specifically identifying student *learning outcomes (not activities students are engaged in).*
- ➢ **Procedures:**
  - • **Introductory activities** (anticipatory set) to provide focus, motivation and relevance, to capture student attention, and establish prior knowledge
  - • **Developmental activities** (body)specifically describing *instructional input* and *modeling* on the part of the teacher-candidate, and instructional strategies to be used to insure learning on the part of the student such as *guided practice, questioning techniques, cooperative learning groups, independent practice,* etc.
  - • **Closure activities** designed to summarize the main points of the lesson and reinforce learning, arrange for evaluation of learning, assign homework or extension activity, and transition to the next activity.
- ➢ **Assessment or evaluation (**may be embedded in procedures**):**
  - • formal tests or quizzes
  - • performance checks
  - • informal checks for understanding
- ➢ **Materials:**
  - • List of all materials needed to implement lesson

Short-range planning – Your next lesson or lessons. When would the cooperating teacher like to review the written plan(s)?

Long–range planning – A unit plan is typically considered long-range, but so too is next week or anything after tomorrow's lesson.

Solo Week Plans – Use the forms provided in your student teaching packet; one for each day of the solo experience. Submit copies to both cooperating teacher and supervisor.

Preparation
Now that you have a written plan, make sure you have the equipment, supplies, and materials necessary for instruction in advance.

Service Learning and Teacher Education
Project SLATE

The College of Saint Rose includes principles of *service learning* in pre-service education programs, and the engagement of early childhood and elementary school pupils in service learning is a requirement for pre-service teachers during student teaching. Service learning is valued as an essential component of teacher preparation. We want our teacher-candidates to model and promote the benefits of being an engaged and contributing member of society, locally and globally.

Service learning is a method by which people participate in service experiences that address classroom, school or community needs while also learning academic skills or content connected to the service, and engaging in structured reflection on the service experience.

Standards
- Meaningful service: service learning actively engages participants in meaningful and personally relevant service activities.
- Link to curriculum: service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- Reflection: service learning reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Activity Types
- Direct service: students have face-to-face contact with the service recipients. For example, tutoring.
- Indirect service: students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example, food & clothing drives.
- Advocacy: students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example, writing letters to legislators or others in authority or creating and displaying posters, etc.

Service Learning & the Unit Plan
In consultation with the cooperating teacher, the teacher-candidate will embed service learning in the implemented unit plan during the student teaching semester.

Unit Planning for Early Childhood and Childhood Educators

The College of Saint Rose

Department of Teacher Education
Undergraduate and Graduate Programs in
Early Childhood Education (Birth-Grade 2)
Childhood Education (Grades 1-6)

The Unit Plan:

Curricular plans for B-2 and 1-6 classrooms promote personal, social, and academic learning among pupils. Curriculum published by external agencies or school districts may be excellent in providing guidelines for goals, content skills, sequence and teaching strategies. However, standard curricula may be limited in its ability to address certain personal, social, or academic needs of a particular population of pupils or particular social, historical phenomena. When developing curricular unit plans, teacher candidates should refer to curriculum guides, scope and sequence, charts, NYSED syllabi, district curriculum guides, textbooks, NYSED Core Curriculum Guides, and National Program Standards (NAEYC, ACEI, CEC, ACTFL, IRA, ISTE, NCTM, NCSS, NCTE, NSTA, etc.).

The goals of the Saint Rose unit plan requirement include assuring teacher candidates' understanding for the need to plan...
    a.   units of study that promote the personal, social, and academic development of pupils;
    b.   for pupils' study of timely, in-depth topics not normally included in standard curricula;
    c.   for integrated interdisciplinary learning among pupils; and,
    d.   rigorous, substantive and original units of study.

The objectives for the Saint Rose unit plan requirement include developing teacher candidates' abilities to plan units that …
    a.   include goal statements for pupils' learning of content, skills and processes, attitudes and dispositions;
    b.   identify concepts, generalizations, terminology, and essential questions;
    c.   integrate cohesive interdisciplinary learning experiences;
    d.   meet the instructional needs of **all** pupils for whom the unit is designed;
    e.   align instructional objectives to the unit goals and ensure that instructional activities and assessments are aligned to lesson objectives;
    f.   provide for reflection regarding the unit plan, its implementation, and pupil performance by designing an assessment plan that incorporates a variety of ongoing assessment strategies and tools;
    g.   organize the materials, sources and resources, personal contacts, media, and other pertinent items that facilitate implementing the unit plan; and,
    h.   foster pupils' development of higher level thinking skills, including critical thinking, problem-solving, and performance skills.

The criteria for the unit plan, in addition to those implied in goals and objectives, are suggested by the following required Saint Rose unit plan format:

Unit Plan Format: Early Childhood Education/Childhood Education

TITLE OR THEME FOR THE UNIT
- Forecast the essence of the unit.
- Represent the thematic content in the title.

DEMOGRAPHICS
- Designate a grade or age level, or a span of levels for the unit.
- If the unit is being developed for a particular class, briefly describe the staffing, the pupils and their particular characteristics, especially the characteristics of special needs pupils that may impact learning (e.g., gender, range of abilities).
- If the unit is being developed for a particular population, briefly describe the population.
- Indicate the duration of the unit.
- Indicate where the unit will be taught, if other than the usual classroom setting.

UNIT GOALS
Goals as related to curriculum are broad statements of intent that may be stated from the vantage point of what the teacher wants the pupils to learn as outcomes of the unit. Unit goals indicate the content, skills and processes, and attitudes/dispositions that are the substance of the unit. The set of goals must be interdisciplinary.

A. Goals for Content
The following are examples of broad statements regarding the content that will engage the pupils during the unit:
- <u>Social Studies</u>: Pupils will learn about Spanish exploration and its influence on contemporary society.
- <u>Math/Science/Technology</u>: Pupils will understand the principles of probability theory and their applications to life situations.
- <u>Language Arts</u>: Pupils will explore the concept of "author" through literary works, including their own.

B. Goals for Skills and Processes
Because knowledge is procedural as well as structural, it is important to identify and target the skills and processes that will be of focus for the unit. The following are examples of skills goals:
- <u>Social Studies</u>: Pupils will read and interpret topographical maps.
- <u>Math/Science/Technology</u>: Pupils will use technology in calculations.
- <u>Language Arts</u>: Pupils will make choices about their writing based on knowledge they have acquired about the writers' craft.

C. Goals for Attitudes and Dispositions
Good teachers are always concerned about the development of appropriate attitudes and dispositions in pupils. It is important to consider what attitudes and dispositions are being developed through the teaching that occurs in any unit. Some examples of attitudinal goals are:
- <u>Social Studies</u>: Pupils will appreciate the risks, costs, and consequences of space or geographic exploration.
- <u>Math/Science/Technology</u>: Pupils will develop a position regarding the efficiency of the use of computers in the calculation process.

- Language Arts: Pupils will cultivate a disposition towards risk-taking during the writing process.

RATIONALE

A unit may be developed around a topic or theme (e.g., The Middle East; Tsunami; Images of Cinderella over Time). The point of the rationale is to argue that the unit's theme, demographics, and all of its components are aligned with the unit's goals. The rationale must include the following three sub-sections: a rationale for content and theme, a rationale for methodology, and a rationale for learning standards.

A. Rationale for Content and Theme

Justify from an expert opinion or your own expertise why the content and theme of the unit are important for pupils to learn or know at this grade or level. Here is your chance to showcase the strengths of your unit: that it is multicultural, that it is integrated, interdisciplinary and thematic, and that it makes use of high-quality literature for children. This section should showcase the research (include your citations) you have done on the content of your unit as you make your argument for why this content is important for pupils.

B. Rationale for Methodology

The rationale for instructional methodology identifies the methods and should draw upon expert knowledge about how pupils learn best (e.g., learning styles and age-appropriate instruction). In your argument you may use the professional literature in educational psychology, "best-practices" in teaching methodology, and your own expert knowledge about how the children you are teaching learn best.

C. Rationale for Identified Standards

The rationale for learning standards must identify and argue that the unit is aligned with New York State Learning Standards, New York State Curriculum Guides, and/or standards issued by national groups such as NAEYC, ACEI, CEC, ACTFL, IRA, ISTE, NCTM, NCSS, NCTE, and NSTA. You may also reference local curriculum guides. As a "teacher expert," your rationale argues that the unit is appropriate for the designated age/grade level, the suggested competencies for those age/grade levels, and the needs and interests of pupils in contemporary society.

UNIT CONTENT: CONCEPTS, GENERALIZATIONS, TERMINOLOGY, AND ESSENTIAL QUESTIONS

A. Concepts

Concepts are words or short phrases that express abstract ideas or categories that learners develop as they gain experiences as human beings. The unit addresses concepts at age-appropriate levels. Some examples of concepts are: democracy; courage; buoyancy; global warming; and, shape.

B. Generalizations

Generalizations are statements that specify relationships between or among two or more concepts. Generalizations go beyond mere statements of fact. They are understandings that may be applied to many instances and situations. Generalizations are generally true; there may be exceptions.   In the unit, the generalizations state understandings that the pupils will be expected to formulate as a result of having been involved in the unit activities. For example:

- Social Studies: People who live in a community are interdependent. (concepts of community and interdependence)
- Language Arts: Stories are narratives that have a theme and a plot. (concepts of story, narratives, theme and plot)

- Math: Numerals whose only factors are one and the numeral itself are "prime numbers." (concepts of numerals, numbers, factors, and prime numbers)

C. Terminology with Definitions

Terminology is a list of specialized vocabulary or terms with their definitions that the pupils will have mastered by the end of the unit. Terms are integral to understanding the curriculum presented in the unit. For example, in a unit about rivers, the terms and their definitions might be:
- Social Studies: *tributary*—a stream feeding a larger body of water.
- Science: *buoyancy*—the tendency of an object to float or rise to the surface.

D. Essential Questions

Since it is desirable to use inquiry as a driving force for learning, posing questions (the pupils' and the teacher's) engages pupils and draws them into the content, giving them a sense of ownership. Through investigations into essential questions, pupils are better able to debate, defend, and respond to the theme(s) of the unit in an informed manner. For example:
- Social Studies: To what extent do principles of the United States Constitution represent a true democracy?
- Science: Why should we care about the rainforest?

OVERVIEW OF THE UNIT

The overview of the unit should be presented in the form of a graphic organizer, calendar, outline, or some combination of these. The important use of the organizer you select is to provide a snapshot of the unit and the scope and sequence of how lessons unfold.

INSTRUCTIONAL PLANS

Your unit should include an introductory lesson (include a pre-assessment of pupils' prior knowledge of the unit or conduct the pre-assessment in an early unit lesson), a well-developed, scaffolded sequence of lessons for the body of the unit, a culminating lesson and summative assessment of pupil performance on the unit goals and objectives. The set of plans needs to evidence originality and creativity. Depending on the setting (coursework, field experiences, student teaching) for which you are developing the unit, a professor, supervisor or cooperating teacher may expect instructional plans of varying format, length and depth. Usually for the unit plan, however, a short form lesson plan may be used to describe the unit lessons.

The short version of the lesson or instructional plan will include:

I. Title (and/or number) of the Lesson
II. Objective(s)
III. Content
    A. Concepts
    B. Generalizations
    C. Terminology with Definitions
    D. Essential Questions
IV. Procedures (with modifications as needed)
    A. Introduction
    B. Body
    C. Closure
V. Evaluation of Pupil Performance
VI. Materials

UNIT EVALUATION

A. Assessment Tools
Unit assessments may take various forms. Within the unit evaluation sections include:

1. **Chart:** A chart that aligns unit goals with their assessments.
2. **Rubric(s):** At least one rubric or rating scale, either in a formative lesson or as a summative unit evaluation tool.
3. **Assessments Used in the Unit Plan:** Copies of (or refer the reader to) the assessments used in the unit (e.g., formal diagnostic tests, whole class discussions, quizzes, a mid-point assignment, a portfolio, a unit exam or a project). Include the expected responses (i.e., answer keys, criteria for judging pupil responses).
4. **Tools for Pupil Self-Evaluation:** Evidence of tools/methods for engaging the pupils in self-evaluation.
5. **Pupil Evaluation of the Unit:** A tool designed to elicit pupil feedback regarding the unit and your implementation of it.

B. Teacher Candidate Reflections (for implemented units)
An implemented unit must include the teacher candidate's evaluative reflections. The unit evaluation, informed by the above assessment tools, must include an analysis of and reflections on:

1. **Performance of Pupils:** Reflect on the performance of the pupils, including pre- and post-assessment performances.
2. **Implementation of the Unit:** Reflect on your teaching of the unit.
3. **Efficacy of the Unit as Written:** Reflect on the efficacy of the unit as written.

REFERENCES AND BIBLIOGRAPHIES OF TEACHER AND PUPIL RESOURCES

A. References for Citations in the Unit

Use a standard format for listing the references for all citations that appear in the unit.

B. Teacher Resources
In this section list in bibliographic format the teacher resources that were used to compile the unit, as well as any additional resources that would be helpful for the teaching of the unit (i.e., articles, contact people, internet sources, addresses of field trip sites, community resources, etc.).

C. Pupil Resources

In this section list in bibliographic format the references for pupils' books and articles, and any other materials that pupils will need as they work through the unit.

The College of Saint Rose
Departments of Teacher Education and Literacy & Special Education

RATING SCALE FOR UNIT PLANS

Early Childhood Programs	Childhood Programs	ECE/SPEC Programs	Childhood/SPED Programs
☐ Undergraduate	☐ Undergraduate	☐ Undergraduate	☐ Undergraduate
☐ Graduate	☐ Graduate		☐ Graduate

Name _____ Name of Rater: _____ Date: _____ Course: _____

Title or Theme of Unit Plan: _____

Overall Quality Rating of Unit Plan: _____

Content Focus: (check all main focal points reflected in Unit Goals): ☐ Arts ☐ CDOS/Social Skills ☐ ELA ☐ Health, Physical Education, & Family & Consumer Sciences ☐ Languages Other Than English ☐ Math, Science & Technology ☐ Social Studies

Quality Rating	Corresponding Level of Performance for Overall Quality Rating
4 (3.8-4.0)	**Distinguished Candidate** Performance at an independent professional level.
3 (2.8-3.7)	**Proficient Candidate** Performance at a level expected of teacher candidates preparing to enter the field; needs minor revision.
2 (1.8-2.7)	**Novice Candidate** Performance at a minimal level expected of teacher candidates preparing to enter the field; needs revision of several elements.
1 (1.0-1.7)	**Unsatisfactory as a Candidate** Performance below expectations for teacher candidates; requires major revision of the whole.

Section Ratings (range of 1 to 4) (comments only)	Required Elements of Unit Plan	ACEI	CEC	CSR	NAEYC
	I. Title or Theme (For title and theme, provide comments only)				
	II. Demographics	1, 3v	2, 3	2, 6	1, 2
	III. Unit Goals	2a-i	3, 7	1, 6	1, 4a-d
	IV. Rationale	3a, 3c, 5a	4, 7, 9	1, 3	1, 2, 4a-d, 5
	V. Unit Content	2a-i	7	1	4c-d
	VI. Overview of the Unit				
	VII. Instructional Plans	3a, 3b, 3d	3, 4, 7	3, 6	1, 2, 3, 4a-d, 5
	VIIa. Service Learning				
	VIII. Differentiation		2, 3, 4, 7, 8	2, 3	1, 4
	IX. Unit Evaluation	4, 5b	8, 9	4	1, 3, 4a

X. References and Resources		
XI. Writing and Conventions (negative scoring only: -0 to -3)	-	
Total Points (range of 10 to 40)	=	
Overall Quality Rating (total points divided by 10)	=	

Required Elements of the Unit Plan (Note: The suggested Outline is in the bold, underlined font below)	Section Rating	Comments on Chosen Rating
I. TITLE OR THEME FOR THE UNIT ___ Forecasts the essence of the unit ___ Represents the thematic content ___ Includes at least one essential question	I. (comments only)	
II. DEMOGRAPHICS ___ Describes the community and school setting ___ Designates a grade level, or a span of levels ___ Describes the pupil characteristics of the target population ___ Describes lesson accommodations for students with unique learning needs ___ Indicates the duration of the Unit Plan ___ Indicates the setting(s) and staffing for the Unit Plan	II. 4 3 2 1	

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	III. 4 3 2 1	

III. UNIT GOALS
___Goals are aligned with the theme, demographics, and all of the
    unit's components; stated as pupil outcomes
 	
___A. Content Goals are included
    ___Stated as general statements of knowledge-based pupil
    outcomes
 	
___B. Skills and Processes Goals are included
    ___Stated as general statements of procedural pupil outcomes
 	
___C. Attitudes and Dispositions Goals are included
    ___Stated as general statements of dispositional pupil outcomes
    ___Address the development of positive dispositions towards service
    learning	

IV. RATIONALE

	IV. 4 3 2 1	
A. Rationale for Theme and Content is provided ___ Justifies importance of the theme and content ___ Includes argument that unit is multicultural, integrated, interdisciplinary, thematic, **addresses service learning,** and makes use of high-quality literature ___ Showcases the research that informs the unit ___ Includes citations in text, in standard format **B. Rationale for Methodology** is provided ___ Identifies the teaching methods employed in the unit ___ Draws upon expert knowledge about how pupils learn best ___ Uses professional literature and/or the candidate's expert knowledge to argue the methods used in the unit, **including incorporating principles of service learning** ___ Includes citations in text, in standard format C. Rationale for Learning Standards is provided ___ Identifies the NYS and/or National Standards and Curriculum Frameworks that are addressed, with citations for sources ___ Identifies key ideas, content or process strands and/or performance standards ___ Indicates how standards are addressed in lessons ___ Includes citations in text, in standard format		

	V. 4 3 2 1	
V. UNIT CONTENT: CONCEPTS, GENERALIZATIONS, TERMINOLOGY, AND ESSENTIAL QUESTIONS ___A. Concepts to be taught are listed ___B. Generalization Statements are included ___C. Terminology with Definitions are included ___D. Key or Focus Questions are listed *All (A, B, C, D) are:* ___Aligned with each other ___Aligned with proposed assessments ___Aligned with identified standards/curriculum frameworks ___Appropriate for the target population		
VI. OVERVIEW OF THE UNIT ___Provides a communicative overview of the unit ___Provides a snapshot of the unit's scope and sequence- ___Includes a brief per lesson content summary & assessment. ___Presented in the form of a graphic organizer, calendar, outline, or some combination of these	**VI.** **4 3 2 1**	

VII. INSTRUCTIONAL PLANS

VII.
4 3 2 1

____ Includes an introductory lesson

_____ Includes unit pre-assessment(s)

_____ Includes a culminating lesson

_____ Includes unit summative assessment(s)

_____ Includes principles of service learning

____ Creativity and originality are evident in the plans

____ Plans unfold in well-developed, scaffolded sequence

____ Plans are aligned with unit goals and content

_____ Plans use the format required by supervisory personnel

_____ Plans are appropriate for identified purposes and methods

____ Plans are numbered and/or entitled

____ Plans are appropriate for the target population

VIIa. Service Learning Component with your plans

VIIa.
4 3 2 1

_____ is well designed in alignment with curriculum goals & Learning Standards

_____ is well designed to meet an actual need identified by the classroom, school or community.

_____ engages P-12 students in meaningful service *to classroom, school or community.*

_____ engages P-12 students in thoughtful reflection.

_____ meets standards of professionalism in its implementation.

(Permission of School Administrator & parents of P-12 students)

(Close collaboration with community agencies involved)

VIII. DIFFERENTIATION OF INSTRUCTION

VIII.
4 3 2 1

Candidates must show *consistent* evidence of differentiation of instruction in one or more of the following ways.

__ Lesson plans show evidence of multi-level teaching by providing options for differentiated assignments.

__ Lesson plans include individualized objectives to address the special needs of specific learners.

__ Lesson plans include a "special instructional considerations" chart which lists specific strategies which will be used to address the needs of individual learners.

__ Lesson plans list instructional modifications which will be applied to address the needs of individual learners.

__ Lesson plans indicate how assessments will be modified to meet the needs of individual learners.

IX. UNIT EVALUATION

IX.
4 3 2 1

A. __ Narrative summary of unit assessments

B. Assessment Tools: This section includes:

__ 1. Chart: chart aligns unit goals with corresponding assessments

__ 2. Unit pre- and posttest: Key to unit goals

__ 3. Rubric(s): A minimum of one rubric or rating scale (as a formative or summative tool)

__ 4. Tools for tracking class skill development

__ 5. Tool for evaluating work in a group or group work

__ 6. Tools to evaluate a student presentation, performance or project

__ 7. Pupil Self-Evaluation: Evidence of tools/methods for engaging pupils in self-evaluation

__ 8 . Pupil Evaluation of the Unit: A tool to elicit pupil evaluation of the unit and its implementation

__ 9. Teacher Evaluation of Unit

X. REFERENCES AND BIBLIOGRAPHIES OF TEACHER AND PUPIL RESOURCES

	X. **4 3 2 1**	
___ **A.** **References for Citations in the Unit** (in standard format)		
___ **B.** **Teacher Resources** (complete bibliography as appropriate)		
___ **C.** **Pupil Resources** (complete bibliography as appropriate)		
XI. *WRITING AND CONVENTIONS*	**XI.** **-0 - 1 - 2 - 3** *(negative scoring)*	
___ Writing conforms to standards of edited American English (i.e., spelling, punctuation, grammar, usage)		
___ Style, word choice and rhetorical stance are professional	0	
___ **Document design is clear and easy to follow** (i.e., Outline is followed; Table of Contents; page numbers)		

Note: Rating Scale for Writing and Conventions (negative scoring):

-0=Excellent, rigorous, and full attention to required elements

-1=A few elements need refinement
-2=Many elements need refinement
-3=Most elements need refinement

<u>**General Comments:**</u>

Appendix C

Certification Procedures for Teacher Candidates

The New York State Education Department has a new online processing system for NYS Teacher Certification called **TEACH**. The College of Saint Rose started utilizing this new system for students who graduated December, 2006. The State has moved to this on-line system and there is no longer a paper application. You do not need to send transcripts to the State. Everything, including payment, will be done online though the TEACH system.

For more information go to the Registrars web page at:
http://www.strose.edu/officesandresources/registrar/teachercertification

Teacher Certification Examinations

In order to obtain New York State Certification (but not as a graduation requirement) students must take the New York State teacher examinations:

- Liberal Arts and Science Test (LAST)
- Elementary and Secondary Assessment of Teaching Skills-Written (ATS-W)
- Content Specialty Tests
  - Multi-Subject Test for Childhood and Early Childhood
  - Subject specific test for Adolescence

The College offers preparation workshops for these examinations.

Candidates are urged to complete these tests early in their program. Undergraduates should plan on taking the LAST during their sophomore year. The ATS-W and *CST* should be taken the semester the candidate is enrolled in method(s). If you have further questions talk to your advisor.

Registration bulletins are available on-line: www.nystce.nesinc.com. These bulletins have the dates and details for application as well as a chart that tells what exams to take.

Please note, as stated in the Graduate and Undergraduate Catalogs, all students must <u>apply</u> *for student teaching* <u>and</u> *they must file a degree application form.*

Fingerprinting Requirement

Effective July 1, 2001, Chapter 180 of the Laws of 2000 requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as for prospective employees of school districts, charter schools, and Boards of Cooperative Educational Services (BOCES).

To ensure that these mandates are implemented in a timely and efficient manner, the Office of School Personnel Review and Accountability (OSPRA) has been created to manage this initiative and assume the new SED responsibilities associated with the fingerprinting requirement. Fingerprinting may not be required for field placements, but it is highly advised to do so early in the program.

Who must be fingerprinted?

Applicants for certification who have not filed their application with the Office of Teaching prior to July 1, 2001 will need to be fingerprinted. Exempt from this requirement are individuals who are applying for a permanent certificate and who hold a valid provisional certificate, applied for prior to July 1, 2001, in the same title for which the permanent certificate is being sought.

Where is fingerprinting completed?

      School districts, BOCES, charter schools, state and local criminal justice agencies, institutions of higher education, other such entities permitted to perform the fingerprint services for the purpose for these mandates**. The College of Saint Rose has arranged for the Capital Region BOCES to come to campus to administer fingerprints through LIVESCAN.**

What is the cost and procedure?

**LIVESCAN FINGERPRINTING AVAILABLE THROUGH CAPITAL REGION BOCES
TEACHING CERTIFICATION CANDIDATES**

College of St. Rose in conjunction with Capital Region BOCES will provide LIVESCAN fingerprinting for NYSED teaching certification candidates. LIVESCAN is a real time electronic fingerprint scanner that is nearly 100% accurate and a full criminal history clearance secured in as little as 3 hours.*

- All candidates must bring **two forms of Identification**: (acceptable forms of ID- Valid Drivers License or Non Driver ID, Passport, College ID, Social Security Card, Birth Certificate, Military ID) **You must know your social security number.**

- Fingerprints candidates choosing to have their fingerprints taken by LIVESCAN must pre-pay the NYSED fingerprinting fee ($94.25) online @ http://www.highered.nysed.gov/tcert/teach/index.html. **Fingerprints can not be transmitted without payment to TEACH online services**.

- BOCES charges each candidate $28.00 for the service. The fee must be paid by **certified check or money order** made payable to *Capital Region BOCES.* *sorry we cannot accept cash or personal checks **and payment is due at the time of service.**

*Once fingerprints are scanned, digitized and transmitted to NYSED, a criminal history clearance is available on TEACH online services in approximately 24 hours but can be as soon as 3 hours or take up to 72 hours.

INK ROLLED PRINTS TAKE APPROXIMATELY 16 WEEKS TO OBTAIN CLEARANCE. NYSED IS ENCOURGING FINGERPRINT CANDIDATES TO USE LIVESCAN TO AVOID LONG DELAYS RECEIVING CRIMINAL HISTORY CLEARANCE.

To check for clearance logon to your TEACH account. Candidate flagged for further investigation (criminal history revealed) will be delayed and the candidate will be sent information from NYSED.

Make an appointment for Fingerprinting by contacting

Jean	**Patty**
Espositj@strose.edu	**Youngp@strose.edu**
(518) 454-5208	**(518) 458-5437**

APPENDIX D

CAREER CENTER
St. Joseph Hall – 3rd Floor
Phone: (518) 454-5141
www.strose.edu/careercenter

Career Center Services

Credential File Service
- Convenient, organized and confidential way to house information for graduate schools and employers
- May contain letters of reference, The College of Saint Rose transcripts (considered unofficial copies)

Education Expo
- Spring event that provides students and alumni with an opportunity to connect with educational employers with anticipated vacancies

Mock (or practice) Interviews
- Appointment times available to practice interviewing skills
- Opportunity to receive feedback to develop skills, confidence and comfort level with interviewing.

Resume and Cover Letter Development
- Walk-in times are available to review and develop resumes and cover letters.
- Handouts available with content and layout information needed to develop a resume and/or cover letter.

Web Site – www.strose.edu/careercenter
- Information and resources for students, alumni, employers and faculty.
- Links to sites related to careers, graduate schools, jobs and internships, job fairs, professional associations, and public/private schools.

Much More
- Check web site
- Request copy of Career Center Informational Booklet

Revised: July 2011