



SCHOOL OF EDUCATION



The Guide to Field Experiences

TEACHER EDUCATION AT NAZARETH COLLEGE

In the School of Education, all programs are designed to engage teacher candidates in coursework and field experiences that deepen their understanding of education as a profession. As teacher candidates move from initial course work toward their student teaching, graduate practicum or professional certification, they are challenged to examine the demands of the profession as well as their own commitments, talents, and fitness for this career choice.

FIELD EXPERIENCE

Field experience is a foundational clinical experience that provides opportunities for teacher candidates to engage in the teaching and learning processes in classrooms/schools prior to their culminating student teaching or practicum clinical experience(s).

Teacher candidates will begin each field experience by observing for the first few hours in the classroom. The expectation is that each candidate will progressively take on a more active role in the classroom as they become familiar with the classroom expectations.

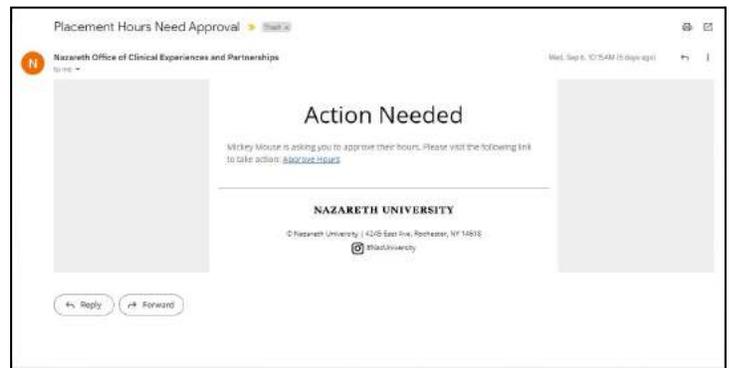
While most teacher candidates at this level would have already taken some initial program coursework, this clinical experience might be one of the first times they are directly engaging with B-12 students as a part of education coursework; therefore, teacher candidates may need some direction or encouragement to know exactly how school-based teacher educators (SBTE) would like them to participate in the classroom. The level of engagement will depend on the SBTE's perception of the teacher candidate's readiness and the needs of the SBTE and the learners.

Please note: Teacher candidates might have particular course assignments that ask them to engage with learners in specific ways (e.g., reading a book to a small group of learners, administering assessments such as running records, developing and/or teaching a lesson in a particular content area). Nazareth College faculty work to structure field experience assignments so they are congruent with college course content and learning expectations, and are appropriate for the clinical experience classroom and learners. Teacher candidates will notify the school-based teacher educator at the beginning of the placement of any course requirements.



EXPECTATIONS OF SCHOOL-BASED TEACHER EDUCATORS (SBTEs)

- ❖ Review *The Guide to Field Experiences*, *The Professional Behaviors Assessment* (see Appendix A) and *The Essential Functions of a Professional Educator* (see Appendix B) prior to the teacher candidate beginning their placement.
- ❖ Define an **active** role that the teacher candidate should assume in the classroom, suitable to the level of engagement appropriate for a teacher candidate. Please Note:
 - *Teacher candidates usually should **observe in the classroom during the first few hours** of their placement to assist in acclimating to the classroom routines and expectations.*
 - *Teacher candidates should **progressively take on a more active role** in the classroom as they become acclimated to the classroom.*
- ❖ Electronically approve the teacher candidates placement hours.
 - Teacher candidates will send an email with a link to approve their hours at the end of each week they observe in your classroom. (see sample to the right)
- ❖ Complete the Professional Behaviors Assessment (PBA) *by the last day students are permitted to complete placement hours (date provided by the Office of Clinical Experiences and Partnerships in confirmation email).*
 - The Office of Clinical Experiences and Partnerships will email a link to the assessment approximately 2 weeks before the placement ends.
- ❖ Encourage teacher candidates to participate in the classroom activities, discussions, and lessons as appropriate. (See Suggested Activities to Actively Participate in Field Experiences on page 4).
- ❖ Provide opportunities for the teacher candidate to complete Nazareth course assignments.
 - If you have any questions or concerns about the feasibility of the candidate completing the course requirements in your classroom, please contact the candidate's course instructor.
- ❖ Assist the teacher candidate in creating a schedule to complete all fieldwork hours by the end of the semester.
- ❖ Accept teacher candidates as learners whose teaching skills are still in formative stages.
- ❖ Orient teacher candidates to school policies, classroom materials, procedures, routines and behavior expectations for pupils. Introduce teacher candidates to students, other teachers, administrators, office and custodial staff.
- ❖ Set aside time for regular dialogue with the teacher candidate and invite the teacher candidate to ask questions. Offer support, encouragement and candid feedback to the teacher candidate.
- ❖ At any point during the placement, provide direct feedback to the teacher candidate's Program Director or the Office of Clinical Experiences and Partnerships, particularly if there are areas of weakness or concern.



EXPECTATIONS OF TEACHER CANDIDATES

- ❖ ***Within one week*** of receiving placement information, contact the school-based teacher educator (SBTE) to introduce yourself and set up a schedule to begin your fieldwork hours.
- ❖ Review *The Guide to Field Experiences*, *The Professional Behaviors Assessment* (see Appendix A) and *The Essential Functions of a Professional Educator* (see Appendix B) ***prior to the start of the placement.***
- ❖ Work with the SBTE to create and maintain a schedule to complete all fieldwork hours. Please note:
 - Contact the SBTE ***in advance*** of any schedule conflicts or absences, when possible, but ***no later than ONE hour before the start of the school day.***
 - Last minute cancellations should be made in ***emergency*** circumstances only.
 - Provide any lesson plans and materials to the SBTE if you are expected to teach on a day for which you will be absent.
 - Complete all field experience hours and requirements by the indicated due date in order to be eligible to receive a passing grade for the course.
- ❖ Communicate all requirements for coursework with the SBTE ***during the first week of the placement.***
- ❖ Observe the classroom during the first few hours of the placement to assist in acclimating to the classroom routines and expectations.
- ❖ Progressively take on a more active role in the classroom as you become accustomed to the classroom routines and expectations. (See Suggested Activities to Actively Participate in Field Experiences on page 3.)
 - *Teacher candidates usually should **observe in the classroom during the first few hours** of their placement to assist in acclimating to the classroom routines and expectations.*
 - *Teacher candidates should **progressively take on a more active role** in the classroom as they become acclimated to the classroom.*
- ❖ Follow the policies, procedures, time schedules, and obligations of the host school and SBTE .
- ❖ Keep consistent and timely communication with your SBTE.
- ❖ Demonstrate the Professional Behaviors and the Essential Functions of a Professional Educator. (See Appendix A & B.)
- ❖ Maintain confidentiality regarding school, classroom and student information at all times.
- ❖ Participate in the school community in ways that are appropriate and honor families and respect community knowledge.
- ❖ Value your role as learners who are new to the teaching profession.
- ❖ Maintain and submit a signed Field Attendance Verification Form for each class.



SUGGESTED ACTIVITIES TO ACTIVELY PARTICIPATE IN FIELD EXPERIENCES

- ❖ Completing student check-ins by walking around the classroom
- ❖ Supporting students one-on-one
- ❖ Facilitating a small group(s)
- ❖ Developing and teaching a small piece of instruction
- ❖ Gathering student data such as completing a running record
- ❖ Developing remediation or enrichment activities/materials
- ❖ Reading to students/having a student(s) read to you
- ❖ Preparing materials for a lesson
- ❖ Identifying student strategies in learning
- ❖ Researching information on student needs
- ❖ Giving a demonstration as part of the School-Based Teacher Educator's lesson
- ❖ Making a focused observation of students to provide information to school-based teacher educator



JOB-EMBEDDED AND JOB-REFERENCED PLACEMENTS

(GRADUATE STUDENTS ONLY)

If a teacher candidate is employed in an educational setting, such as a public school or agency, they may be eligible to complete their hours at their place of employment by completing a job-embedded placement or a job-referenced placement.



❖ Job-Embedded placements are placements in the teacher candidate's classroom where they serve as the teacher of record for the class.

❖ Job-Referenced placements are placements in a classroom of a colleague who is the assigned teacher of record for the class and whose primary role matches the area of certification for which the teacher candidate will be applying.

❖ Prior to the start of the semester, registered teacher candidates will receive an email from the Office of Clinical

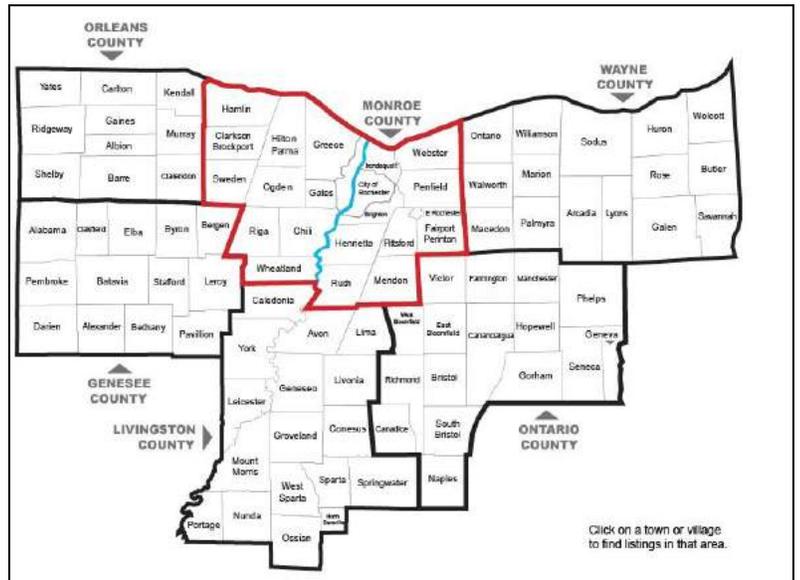
Experiences and Partnerships with the courses that they are registered for with field hours and how many total hours must be completed during the semester.

- ❖ Teacher candidates must notify and submit a *Job-Referenced Proposal Form* or *Job-Embedded Proposal Form* to the Office of Clinical Experiences and Partnerships **no later than the first week of classes**.
- ❖ Job-Referenced and Job-Embedded placements must be approved by the teacher candidate's building administrator and the Office of Clinical Experiences and Partnerships.
- ❖ Please note the following policies:
 - Teacher candidates may **NOT** begin their Job-Embedded or Job-Referenced fieldwork hours until the placement has been approved by their Program Director.
 - The Office of Clinical Experiences and Partnerships will notify each candidate when the placement has been approved.
 - Teacher candidates may not complete more than two-thirds of their program's total field placement hours in a job-embedded placement.
 - Teacher candidates may not complete more than 70 hours of fieldwork in any one teacher's classroom unless they are granted prior program director approval.

PLACEMENT PROCEDURES

- ❖ All teacher candidates receive their placements from the Office of Clinical Experiences and Partnerships (OCEP).
- ❖ Teacher candidates are **NOT** permitted to find their own placements due to the strict guidelines each school district provides.
 - If a teacher candidate finds their own placement, it probably will not be honored.
 - *The only exception is for job-referenced or job-embedded placements. (see previous section: Job-Embedded and Job-Referenced Placements)*
 - School-based teacher educators may put in a request to host a teacher candidate for a clinical experience using the [Request to Host a Teacher Candidate for A Clinical Experience](#) Google form.
 - Please note: A request does not guarantee a placement. Placements are made in response to a variety of factors that must be considered prior to confirming a placement.
- ❖ Placements are only made within one hour of Nazareth University.

- Typically Placement Counties:
Monroe County, Ontario County and Wayne County
- Less Frequent Placement Counties: Yates County, Orleans County, Genesee County, and Livingston County



- ❖ Placements may be **up to an hour's drive** from the address listed in the Nazareth College Database.
 - Please note: it is important that you update your address with Nazareth College if you move.
- ❖ Any teacher candidate with a special circumstance or an accommodation need must contact the OCEP prior to the start of the semester but no later than by the end of the first week of classes.
 - Special circumstances include but are not limited to: lack of transportation, and distance concerns due to childcare or work obligations.
 - OCEP will review each special circumstance and try to coordinate the placement based on what you have shared; however, no guarantees can be made that we can coordinate your placement to meet your needs..
 - When accommodations are needed, as identified by Student Accessibilities Services, OCEP will work with Student Accessibilities Services, the teacher candidates and their placement site to provide the teacher candidate with the accommodations.

HOURS COMPLETION POLICY

- ❖ Prior to the placement beginning, teacher candidates will receive placement information for **each** course with fieldwork hours including the number of hours required for the course.
- ❖ If a teacher candidate is taking more than one course with field work, each course's fieldwork hours are to be completed separately and cannot overlap.
 - For example: if a teacher candidate is taking two classes with fieldwork hours where one course requires 25 hours and the second course requires 30 hours, the teacher candidate must complete a total of 55 hours.
- ❖ Teacher candidates must complete **all** field experience hours **before** the final week of the semester.
 - Hours **cannot** be completed during the last week of the semester.
 - The formal deadline date can be located in the *Office of Clinical Experiences and Partnerships* [Attendance Verification System](#) and will be communicated via email throughout the semester.
- ❖ Teacher candidates **cannot receive a passing grade** for the course **without completing all** their field experience hours and requirements.
- ❖ Approval for extending the completion of field experiences hours beyond the deadline, are only given for **extenuating** circumstances.
 - The Director of the Office of Clinical Experiences and Partnerships is the only person who can grant approval for extensions beyond the communicated deadline.
 - Course instructors are **not** able to grant extensions for field experience hours.
 - Circumstances that typically would **not** warrant an extension include vacations, lack of transportation, or schedule conflicts.
 - Requests for extensions in field hours must be made **at least two weeks prior** to the completion requirement date to allow for ample review of the situation and communication with the school-based teacher educator/school district.
 - Candidates requesting an extension must meet with the Director of Clinical Experiences and Partnerships.



ATTENDANCE VERIFICATION POLICY

- ❖ *All field experience hours will be recorded electronically using the Office of Clinical Experiences and Partnerships [Attendance Verification System](#).*
 - Please watch the [tutorial video](#) on how to log your hours into our online Attendance Verification System.
 - Additionally, I am providing step-by-step [written instructions](#) that you can use as well.
- ❖ Teacher candidates must record their hours for each course **separately**. Individual records will be created in the Attendance Verification system for each course.
 - Teacher candidates must provide a description of their time in the placement. This can be completed by either
 - writing a 4 sentence summary of the activities they participated in during the class or
 - describing their glow (something that positive that happened while in the placement) and grow (something they helped them to grow as a teacher i.e., a strategy they want to try, something they would do differently, etc.)
- ❖ Teacher candidates must submit the hours to their school-based teacher educator **weekly** thus allowing
 - the SBTE to approve them in a timely manner and
 - the Office of Clinical Experiences and Partnership to accurately monitor your progress.
- ❖ All Field Attendance Verification forms must be submitted to the Office of Clinical Experiences and Partnerships and the course instructor by the Friday **before** finals week for undergraduate students and the final week of classes for graduate students.
- ❖ To submit final hours, teacher candidates must submit “the Final Report for Placement Hours” in the attendance verification system.
 - This option will only become available to the teacher candidate once all hourly requirements are met for the course.
- ❖ Please note: Teacher candidates **cannot receive a passing grade** without submitting the “the Final Report for Placement Hours”



CONFIDENTIALITY

(Disclaimer: A majority of information below was directly taken from the “New York State Privacy and Security Basics Before Beginning Your Clinical Experiences” Powerpoint located on the [New York State Education Department website](#).)

Per the New York State Education Department, all teacher candidates must become familiar with and follow appropriate protocol to keep all student, family and personnel information confidential. There are two specific laws that each teacher candidate must understand: Family Education Rights and Privacy Act (FERPA) and Education (Ed) Law 2-d (Ed Law 2-d).

<p>Family Education Rights and Privacy Act (FERPA)</p> <ul style="list-style-type: none">● FERPA protects the improper disclosure of Personally Identifiable Information (PII)● FERPA requires that schools must have written permission from the parent or eligible student in order to release any information from a student's record.● FERPA allows parents and students over the age of 18 (called eligible students) to review their education records and request that any inaccurate or misleading information be corrected by the schools.	<p>Education (ED) Law 2-d (Ed Law 2-d)</p> <ul style="list-style-type: none">● Ed Law 2-d is an additional New York State legislation that requires additionally privacy protections that exceed FERPA regulations● Ed Law 2-d requires school districts to protect students' PII when using third party contractors, specifically<ul style="list-style-type: none">○ education software companies○ testing companies, and○ other services where student data is shared with the company.
<p>Personally Identifiable Information (PII)</p> <ul style="list-style-type: none">● PII include any information that might allow a student to be identified such as <i>student's name, identification number</i>● PII also includes information that can allow a student to be identified when put together with other information such as a student's <i>birth date, gender, grade level, picture, address, parent names, IEP or 504 status, participation in counseling, medical needs, honors or awards, free and reduced lunch status, grades, behavioral issues, race, religion, weight, etc.</i>	

How Do You Follow Confidentiality Protocols

- Follow these two golden rules:
 - Any student-specific information that you obtain at school should stay at school!
 - When in doubt, keep it confidential.
- Do NOT access PII unless you are authorized to do so by your school-based teacher educator or school administration.
- Do NOT share or communicate PII with any third party including friends, family, fellow students, or CBTEs.
- Do NOT communicate PII in any mode including verbally or in writing via email, course assignment, or social media.
- Only use district approved apps, technology and software.

PHYSICAL RESTRAINT POLICY

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint may be used when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm. Any such physical restraint shall be administered by *trained school administrators or staff* so as to prevent or minimize any harm to the student.

Teacher candidates in any clinical experience shall **NOT** engage in any form of physical restraint. Teacher candidates are permitted to engage in physical prompting, including physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, or providing comfort.

SUBSTITUTE TEACHING POLICY

Teacher candidates may **NOT** be the sole person in charge of a class at any time, for any reason, during field experience unless completing a job-embedded or job-referenced placement or if the candidate has been hired as the substitute teacher for the classroom in which they were assigned for field experience.

The district should make provisions for a professional teacher to substitute in the classroom.

Please note: If the SBTE is absent, the teacher candidate may continue to complete their field experience hours with a substitute teacher who is the teacher of record in the classroom.



TRANSPORTATION OF STUDENTS POLICY

Under no circumstances is a teacher candidate allowed to transport students.

FIELD EXPERIENCES AND COURSE ASSIGNMENTS

Teacher candidates are required to complete field experience hours that are directly related to one or more of the courses in which they are enrolled. The specific field placement (eg. grade level, setting) is congruent with the course focus. To support the teacher candidates' deepened understanding of the course content and of the knowledge, skills and understandings required of educators, one or more course assignments will be tied to the teacher candidate's field experience.

- ❖ The following are examples of course assignments that might be tied to field experiences:
 - Observation and note taking on particular students' experiences, such as English Learners or students receiving specific support services.
 - Creating a content specific lesson and teaching it to a small group or whole class of students.
 - Administering reading assessments to a focus student and creating/teaching lessons based on results.
- ❖ Teacher candidates are expected to inform the SBTE of any assignment requirements **during the first week of the placement** in order to ensure that they are able to be completed within the setting and so that the SBTE is able to build in time for the teacher candidate to complete the assignment(s).
- ❖ The teacher candidate and SBTE will work together to create a plan for the teacher candidate to complete the assignment(s). This may include but is not limited to:
 - Identifying a student or group of students with whom to work.
 - Setting a date for the assignment to be completed in order to minimize disruption to the SBTE's curricular schedule and to ensure the date is completed by the teacher candidate's assignment due date.
 - Choosing a topic for a lesson that aligns with the SBTE's curriculum.
 - Providing the SBTE with their lesson plan in advance, on an agreed upon date, so the SBTE has an opportunity to review the lesson and ensure it meets the expectations and needs of the students within their classroom.



FEEDBACK AND ASSESSMENT

As with all teaching and learning, assessment and feedback needs to take place on an ongoing basis. SBTE are asked to provide candid and honest feedback to the teacher candidate throughout the placement. The consistent information and feedback that teacher candidates receive from their school-based teacher educators enables them to process what they are learning through observation and practice.

Informal Feedback:

- ❖ SBTEs are asked to set aside a short amount of time periodically to meet with the teacher candidate to answer questions and provide informal feedback to the teacher candidate.
- ❖ Informal feedback may include but is not limited to:
 - Discussing areas of strength the SBTE is observing.
 - Making suggestions on how the teacher candidate can become a more active participant in the classroom.
 - Preview and provide suggestions for any lesson(s) being taught in class.
 - Providing lesson observation feedback.
 - Identifying and discussing areas of needed growth.



Formal Feedback:

- ❖ A formal evaluation of the teacher candidate takes place at the end of the placement using the Professional Behaviors Assessment (see appendix A).
- ❖ Approximately two to three weeks prior to the teacher candidate's final day, the Office of Clinical Experience and Partnerships will email each SBTE and provide a link to the Professional Behaviors Assessment.
 - Please look for an email from fieldexp@naz.edu. If you do not receive it two weeks before the placement is going to end, please reach out to the Office of Clinical Experiences and Partnerships by emailing the above address, or calling 389-2596.
- ❖ SBTEs are asked to complete the evaluation by the ***date provided in the evaluation email***.
 - Please note: When rating teacher candidates at a level 2 (Approaching Expectations) or level 1 (Not Yet Acceptable), we kindly request that you provide some further feedback

by sharing details and suggestions for growth and improvement to guide the candidate towards meeting or exceeding expectations during their next clinical experience.

Please know that we review *each* evaluation carefully.

The information provided by the SBTE is invaluable to our faculty. We monitor each candidate's progress through their teacher education program to ensure their preparedness for student teaching, graduate practicum and, ultimately, a career in teaching. The information provided will inform our decisions on how to help the candidate grow and develop their professional capacities.



ADDRESSING CONCERNS DURING PLACEMENT

The following section outlines procedures that should be followed when there are concerns regarding the teacher candidate meeting the standards of success.

1. A direct and honest conversation about the concern(s) should occur between the teacher candidate and the school based-teacher educator:
 - ❖ Identify, discuss and document specific examples of areas in need of improvement and appropriate strategies to demonstrate growth.
 - ❖ Determine an appropriate time frame to demonstrate growth.
 - ❖ If the concerns persist or the teacher candidate fails to demonstrate sufficient progress, the school-based teacher educator should immediately alert the teacher candidate's Program Director and the Office of Clinical Experience and Partnerships that there are concerns about the teacher candidate's placement (see list of Program Directors on the next page.).
2. The Program Director and the Director of the Office of Clinical Experiences and Partnerships will meet with the SBTE to review and document the SBTE's concerns and to determine next steps.

QUESTIONS OR CONCERNS?

Please contact any of the following people:

Colleen Burrell, M.Ed
Director, Office of Clinical Experiences and Partnerships
Interim Program Director, Graduate Inclusive Early Childhood Education Programs
Interim Program Director, Graduate Inclusive Childhood Education Programs
cburrel5@naz.edu
585-389-2596

Dr. Meg Callahan-Steckley
Program Director, Undergraduate Inclusive Adolescence Education Program
mcallah5@naz.edu
585-389-2998

Dr. Rui Cheng
Program Director, Graduate TESOL Programs
rcheng9@naz.edu
585-389-2441

Gena Merliss
Program Director, Graduate Inclusive Adolescence Education Programs
gmerlis2@naz.edu
585-389-2437

Dr. Eileen Radigan
Program Director, Undergraduate Inclusive Early Childhood/Childhood Education Program
eradiga9@naz.edu
585-389-2592

Appendix A:

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC

The intent of this assessment is threefold:

- For teaching candidates to self-assess, identify areas for development, and reflect on their behaviors as professional educators throughout their program experience.
- For program directors, course instructors, and other college-based teacher educators to facilitate discussion with, assess and monitor progress of, and counsel, teacher candidates as needed on issues related to professional behaviors.
- For school-based teacher educators to assess teacher candidates' professional behaviors in clinical experiences.

	Exemplary	Proficient	Developing	Not Yet Acceptable
COMMUNICATION (across all modes including oral, written, digital, social media, non-verbal, etc.)	Communicates effectively with others in a variety of modes with adeptness at adjusting communication form and style based on setting and audience. Communication is professional, and demonstrates the ability to listen carefully and respond in an individualized way.	Communicates effectively with others in a variety of modes. Communication is professional, and appropriate for the intended setting and audience. Recognizes the two-way nature of communication and listens effectively.	At times, communication may be ineffective, or inappropriate for the intended setting, audience, and/or mode. May not listen and respond effectively during communication.	Demonstrates difficulty in communicating effectively with others.
CONFIDENTIALITY	Vigilantly and proactively protects confidentiality of all potentially sensitive information.	Protects confidentiality of all potentially sensitive information.	Gives limited attention to protecting confidentiality of potentially sensitive information.	Compromises the confidentiality of sensitive information.
DIVERSITY, EQUITY AND INCLUSION	Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system and can integrate this knowledge into their pedagogy and interactions. Candidate advocates for diversity, equity, and inclusion in their word choices, actions, instructional choices and interactions. Candidate consistently integrates an asset-based outlook and approach with all facets of their educational interactions.	Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate is committed to diversity, equity, and inclusion as evidenced in their word choices, actions, instructional choices and interactions. Candidate demonstrates an asset-based outlook on B-12 students, their families, and communities, school and college based teacher educators, instructors, and peers.	Candidate has limited awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate's word choices, actions, instructional choices and interactions inconsistently demonstrate commitment to diversity, equity and inclusion. Candidate occasionally demonstrates a deficit-based outlook.	Candidate lacks awareness of privilege and marginalization, and may not perceive the repercussions of actions and statements made towards others with regard to race, class, gender identity and expression, sexual orientation, religion, and ability. Candidate consistently demonstrates a deficit-based outlook.

*** Not Yet Applicable is a choice for all criteria areas***

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC cont.

	Exemplary	Proficient	Developing	Not Yet Acceptable
FEEDBACK AND REFLECTION	Continuously and voluntarily reflects on own identity, positionality, and effectiveness as an educational professional. Solicits, accepts, and integrates feedback from others, as part of a regular cycle of personal and professional growth.	Reflects on own identity, positionality, and effectiveness as an educational professional. Accepts and integrates feedback from others, to contribute to a cycle of personal and professional growth.	Reflects in a limited way on own identity, positionality, and/or effectiveness as an educational professional. Reluctant to accept and/or integrate feedback from others.	Avoids reflection on own identity, positionality, and/or effectiveness as an educational professional. Ignores and/or dismisses feedback from others.
HEALTH AND SAFETY OF SELF AND OTHERS	Proactively attends to the physical and mental health and safety of self and others. Is thoroughly knowledgeable of, and follows all appropriate protocols and procedures, when addressing safety, emotional and emergency situations.	Actively attends to the physical and mental health and safety of self and others. Is knowledgeable of, and follows appropriate protocols and procedures, when addressing safety, emotional and emergency situations.	Mindful of the physical and mental health and safety of self and others. Incomplete knowledge of protocols and procedures to address safety, emotional and/or emergency situations may lead to inappropriate responses and/or unsafe conditions.	Gives limited attention to the physical and mental health and safety of self and others. Uses inappropriate procedures when responding to safety, emotional or emergency situations which may lead to unsafe conditions.
INITIATIVE AND INDEPENDENCE	Demonstrates a high level of initiative and independence given candidate's role and setting. Works collaboratively to clarify appropriate levels of engagement based on role and setting. Takes the initiative to seek out resources and information that will support professional growth, sharing information and resources with others as appropriate.	Demonstrates an appropriate level of initiative and independence with respect to role and setting. Asks questions to clarify appropriate levels of engagement based on role and setting. Takes the initiative to seek out resources and information that will support professional growth.	Demonstrates an inappropriate level of initiative and independence with respect to role and setting. Makes assumptions about appropriate levels of engagement. Attempts to locate resources and information that will support professional growth.	Candidate requires an inappropriate level of support from others in order to understand and satisfy the demands of role and setting. Makes few, if any, efforts to support their own professional growth.

*** Not Yet Applicable is a choice for all criteria areas***

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC cont.

	Exemplary	Proficient	Developing	Not Yet Acceptable
LEARNING MINDSET	Demonstrates growth mindset toward professional responsibilities. Actively seeks out and embraces new challenges as opportunities for growth and changemaking. Consistently demonstrates persistence and resilience.	Demonstrates growth mindset toward professional responsibilities. Embraces new challenges as opportunities for growth, and recognizes that effort is a natural part of the learning process that requires persistence.	Inconsistently demonstrates a growth mindset toward professional responsibilities. Does not always embrace new challenges as opportunities for growth and/or does not always recognize that effort is a natural part of the learning process that requires persistence.	Candidate demonstrates a fixed mindset toward professional responsibilities. Frequently avoids challenges and/or does not recognize the amount of effort and persistence needed for the learning process.
RELATIONSHIPS	Actively seeks and maintains constructive, supportive and cooperative professional relationships with B-12 students and staff, school and college based teacher educators, instructors, and/or peers/colleagues.	Maintains constructive, supportive and cooperative professional relationships with B-12 students and staff, school and college based teacher educators, instructors, and/or peers/colleagues.	Makes efforts to maintain professional relationships with B-12 students and staff, school and college based teacher educators, instructors, and/or peers/colleagues.	Demonstrates difficulty in maintaining relationships with B-12 students and staff, school and college based teacher educators, instructors, and/or peers/colleagues.
RESPONSIBILITY	Demonstrates responsibility in meeting commitments by being habitually punctual and prepared with materials, ideas and questions; submitting assignments and professional materials in advance or on time, communicating in a timely manner with proactive solutions as applicable.	Demonstrates responsibility in meeting commitments by being punctual and prepared, submitting assignments and professional materials on time, and communicating in a timely manner.	Demonstrates responsibility inconsistently. Occasionally, candidate is not punctual and/or prepared. May submit assignments or professional materials late; communication is not always timely.	Candidate's lateness and/or unpreparedness prevent commitments from being met adequately; assignments and professional materials are not submitted or submitted late; communication is not timely.

*** Not Yet Applicable is a choice for all criteria areas***

Essential Functions of a Professional Educator

Performing successfully as a teacher candidate requires a broad array of knowledge, skills, and dispositions. Admission and retention decisions are based not only on satisfactory prior and on-going academic achievement, but also on non-academic factors that serve to ensure that the teacher candidate can complete the essential functions of the academic and field-based program components required for graduation.

Essential functions, as distinguished from academic standards, refer to those cognitive, social, and communication abilities that are necessary for satisfactory completion of all aspects of the teacher education curriculum and the development of professional attributes. Upon graduation, students from this program are expected to deliver instruction in a safe, inclusive, and ethical manner. This document delineates specific demands of a teacher candidate and professional teacher.

Teacher candidates are expected to demonstrate the functions articulated in this document. When a teacher candidate desires reasonable accommodation to assist in completing the field-based and non-field-based

coursework of this program, they must request this assistance from the Student Accessibility Services. This office, in consultation with the program director, Office of Clinical Experience and Partnerships and other inclusive education faculty members, will collaborate to determine whether or not reasonable accommodations can be provided. Providing reasonable accommodation does not imply that a student will be exempt from performing any tasks essential to completion of the program. There can be no exemption for performing functions necessary and required during field placements, including practicum experiences and student teaching.

Teacher educator programs at Nazareth assume that teacher candidates can complete the following:

- ✓ Tasks Requiring Social Skills
- ✓ Tasks Requiring Communication Skills
- ✓ Tasks Requiring Cognitive Skills
- ✓ Other Tasks

“Essential functions, as distinguished from academic standards, refer to those cognitive, social, and communication abilities that are necessary for satisfactory completion of all aspects of the teacher education curriculum and the development of professional attributes.”

There can be no exemption for performing tasks necessary and required during field placements, including practicum experiences and student teaching.

Tasks Requiring Social Skills

- ✓ Exhibit the strength, vitality, and executive functioning skills needed to carry out the expected activities of planning and instruction at the pace of the school schedule.
- ✓ Demonstrate the alertness necessary to maintain a safe classroom environment, e.g. the ability to recognize nonverbal feedback, social cues, and other indicators of students' needs.
- ✓ Demonstrate respect, appropriate affective behaviors, and disposition toward all people, including colleagues, students, faculty, staff, administration and families without showing bias on the grounds of race, age, gender, gender identity, sexual orientation, language, abilities, class, health status, mental health, lifestyle, religion, opinions or personal values.
- ✓ Exercise professional and ethical judgment appropriate to the context of all educational interactions.
- ✓ Establishing rapport, and maintaining professional relationships, with students, faculty, staff, administrators, and families as appropriate in diverse learning and working environments.
- ✓ Adapt to changing and demanding environments in order to engage in expected professional behaviors.
- ✓ Collaborate effectively with colleagues, students, faculty, staff, administration, and families.

Tasks Requiring Communication Skills

- ✓ Convey and receive information efficiently, effectively, and professionally through written, oral, and electronic means (e.g., email, social networking sites) with sensitivity and cultural responsiveness.
- ✓ Convey, receive, and respond to information in a timely manner to and from colleagues, students, faculty, staff, administrators, and families as appropriate, (e.g., emails, text messages, phone calls, course communications, feedback on work).
- ✓ Proactively communicate needs and take initiative to provide or request information. (e.g., initial contact with SBTE, needs related to professional responsibilities, reporting absences or planned lateness, reasonable accommodations, etc.)
- ✓ Effectively interpret, assess, and respond to verbal and nonverbal communication.

- ✓ Adhere to mandatory confidentiality policies regarding personally identifiable information (PII).
- ✓ Exercise discretion in communication.

Tasks Requiring Cognitive Skills

- ✓ Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and field-based demands.
- ✓ Solve problems using the ability to evaluate, interpret, reason, analyze, integrate, prioritize, and synthesize information.
- ✓ Recall previously presented information as well as retain and incorporate new information.
- ✓ Concretely demonstrate ability to apply theory to practice.
- ✓ Manage multiple assignments, conflicting demands, and/or priorities in order to perform the functional duties of a college student and educator.
- ✓ Make multiple appropriate decisions in real-time.
- ✓ Plan and carry out complex sequences of actions.
- ✓ Navigate the daily routines and challenges, known and unknown, within an educational environment.
- ✓ Demonstrate a growth mindset toward one's own abilities; accept constructive feedback and suggestions, and engage in dialogue around appropriate changes

Other Tasks

- ✓ Recognize and respond appropriately to emergency situations and take appropriate actions.
- ✓ Attend to a full-time teacher's schedule and related responsibilities. Meet any physical requirements frequently expected as part of the specific position. All reasonable accommodations must be approved in advance.
- ✓ Timely completion of requirements of teacher preparation program, (e.g., Bloodborne Pathogens training, student teaching application, fingerprinting, attendance verification forms, workshops on health education and violence prevention, and DASA (EDU courses))