



SCHOOL OF EDUCATION



The Guide to Student Teaching

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An electronic copy of this guide is available on the Office of Clinical Experiences and Partnerships Services webpage at <https://www2.naz.edu/school-education/office-clinical-experiences-partnerships>

Nazareth University's Teacher Education Programs and this Guide were developed in accordance with the AAQEP Preparation Standards and the New York State Education Department Guidelines for field experience.

Teacher Education at Nazareth University

This Guide to Student Teaching serves as a reference for information, policies, and procedures for teacher candidates, school-based teacher educators (SBTEs), and university-based teacher educators (UBTEs). Our programs are designed to engage pre-service teacher candidates (hereafter called teacher candidates) in coursework and clinical experiences that deepen their understanding of education as a profession. Such an authentic application of coursework is where the college and local schools come together in a partnership that sustains our profession.

The landscape of our profession is changing. The standards and expectations of the field of education have raised the achievement bar for P-12 levels of education. So too the standards and expectations have been raised for pre-service teacher education. No longer are our partners in public education referred to simply as Cooperating Teachers. In their essential role as SBTEs the educators who host teacher candidates take on a leadership role—modeling and mentoring excellence in teaching and learning.

“Student teaching is a personal and professional journey of reflection and self-discovery as well as socialization into the field of contemporary education.”

Effective partnerships are essential for the high-quality clinical practices that are central to the preparation of teacher candidates. High quality clinical practices allow teacher candidates to develop and apply the knowledge, skills, and professional acumen necessary to demonstrate positive impact on all P-12 students’ learning and development. Student teaching benefits both SBTE and the teacher candidate. Hosting a teacher candidate allows SBTEs to pause and reflect on their own practice. With another invested educator dedicating time, skill, and energy to the success of the SBTE’s students, together the teacher candidate and SBTE can create collaborative partnerships, co-teaching opportunities, and the ability to conduct individualized diagnostic student evaluations that are typically constrained by time and resources.



A key to the successful student teaching partnership between Nazareth University and SBTEs is open and thoughtful communication amongst the triad of teacher candidate, SBTE, and UBTE. When communication is honest and expectations are clear, relationships of trust emerge. Teacher candidates are asked to be flexible, responsive, and reflective. SBTEs are asked to observe the teacher candidate and regularly offer collaboration and feedback. The UBTE works closely with the teacher candidate and the SBTE through regular visits to observe, provide feedback, and assess the teacher candidate's progress. Nazareth University is grateful to the teachers in our partnering schools who join us in our efforts to prepare excellent teachers.

All teacher candidates from Nazareth University engaged in student teaching have met the prerequisite coursework and extensive field placement requirements of their initial certification programs. They come ready to further enhance and gain competency in the skills required of a beginning teacher. As teacher candidates move from coursework to student teaching, they are challenged to examine the demands of the profession as well as their own commitments, skills, and fit for this

career choice. With this in mind, we understand that student teaching is a personal and professional journey of reflection and self-discovery as well as socialization into the field of contemporary education. Teacher candidates are asked to assess the characteristics that make for successful teaching--psychological maturity, professionalism, content preparation, and pedagogical expertise- -and are encouraged to think of themselves as emerging professionals.

Teacher Candidates are evaluated using a variety of formative and summative assessment methods such as observations, reflective discussion, and SBTE evaluation forms (for more information see p. 18 Teacher Candidate Evaluation).

We understand that as mentors and leaders in their school communities SBTEs take an active role in their professional trajectories and we appreciate the time, effort, dedication, and skill it takes to help teacher candidates transition into the profession. From helping teacher candidates learn to make decisions in real time, to bringing to life curricular innovations and modeling teacher student interaction, SBTEs provide pivotal vision and voice to the next generation of educators.



“Student teaching is not the final experience in teacher development. It is one step along the continuing journey of professional development.”

Expectations of School-Based Teacher Educators

- ✓ Orient teacher candidates to school policies (including teacher contractual hours), curricular materials, classroom materials, procedures, routines, and behavior expectations for students.
- ✓ Establish a timeline with teacher candidates to assume teaching responsibilities.
 - o For guidance, please see “Recommended Progression of Teaching Responsibilities” (p. 9-10) or discuss with the teacher candidate’s UBTE.
- ✓ Participate in proactive and ongoing face-to-face and written communication with the teacher candidate including:
 - o Setting aside time for regular dialogue and feedback with teacher candidates.
 - o Reviewing teacher candidate’s lesson plans and provide feedback, as necessary. (timeframe should be mutually agreed upon at the beginning of the placement, and adjusted as needed).
 - o Inviting teacher candidates to ask questions.
 - o Discussing any concerns regarding whether the teacher candidates is progressing at an appropriate trajectory of growth to reach a passing level by the end of this placement
- ✓ Participate in proactive and ongoing face-to-face and electronic communication with the teacher candidate’s UBTE including
 - o asking questions relating to expectations, progression of gradual release, assessments and/or teacher candidate performance.
 - o Reaching out immediately to discuss any concerns regarding whether the teacher candidates is progressing at an appropriate trajectory of growth to reach a passing level by the end of this placement
- ✓ Become familiar with teacher candidate assessments (see Teacher Candidate Evaluation on p. 18 and Student Teaching Evaluation Rubric on p. 19).
- ✓ Complete and discuss teacher candidate assessments at the midpoint and at the end of the student teaching experience.
- ✓ Electronically approve the teacher candidate’s Attendance Verification form weekly.
- ✓ Support teacher candidates as individuals with unique needs and potential.
- ✓ Support teacher candidates as learners and understand that:
 - o ...learning to teach is a developmental process;
 - o ...coursework and clinical experiences alone cannot fully prepare candidates for the challenges of teaching;
 - oteacher candidates’ success depends in part on your support, encouragement, feedback, and modeling.
- ✓ Foster creativity in teacher candidates by encouraging new ideas.
- ✓ Make arrangements for the teacher candidate to attend the placement on days that the SBTE is absent
 - o (e.g., if the absence falls on Superintendent’s Conference Days, the SBTE is expected to make alternative arrangements for the student teacher to attend the professional development with a colleague).
- ✓ Help teacher candidates feel welcome in the school or classroom:
 - o Introduce teacher candidates to students, other teachers, administrators, and office and custodial staff.
 - o Provide teacher candidates with a workspace.
- ✓ Be mindful of teacher candidate’s need for scheduling flexibility in order to attend requirements of the Professional Semester and athletic responsibilities.

Expectations of University-Based Teacher Educators

- ✓ Participate in proactive and ongoing face-to-face and electronic communication with the SBTE including
 - o setting up a welcome visit within the first week of the placement to review the following information:
 - Expectations of a teacher candidate
 - gradual release of responsibilities,
 - observation protocols,
 - assessment rubrics and scoring expectations, and
 - procedures for concerns.
 - o developing a schedule for regular check-ins and feedback opportunities (e.g., weekly email check-ins, phone calls or texts, bi-weekly in-person meetings or zoom calls, etc.).
 - o discuss any concerns regarding whether the teacher candidates is progressing at an appropriate trajectory of growth to reach a passing level by the end of this placement.
- ✓ Participate in proactive and ongoing face-to-face, written and electronic communication with teacher candidates including
 - o Providing teacher candidates with feedback, suggestions, and guidance following all formal observations.
 - o Providing teacher candidates with support and guidance as they complete the New York State Teacher Performance Assessment (i.e., NSTAR)
 - o Addressing any issues or concerns that may arise during the placement.
- ✓ Assess the teacher candidate's New York State Teacher Performance Assessment (i.e., NSTAR).
- ✓ Assist teacher candidates with
 - o Demonstrating self-assessment and reflective practices.
 - o Navigating the logistics of setting up and completing mandated performance assessments (i.e. observations and the NSTAR).
- ✓ Respond to the needs of teacher candidates and SBTE's through visits, observations, and reflective seminars.
- ✓ Review *the Midway Placement Evaluation for student teaching, the End of Placement Evaluation for student teaching and the Professional Semester Final Evaluation* with each teacher candidate and provide them with a digital copy for their records.
- ✓ Complete the *Professional Semester Final Evaluation Rubric* for each assigned teacher candidate.
- ✓ Communicate with school principals and other administrators as necessary and appropriate.

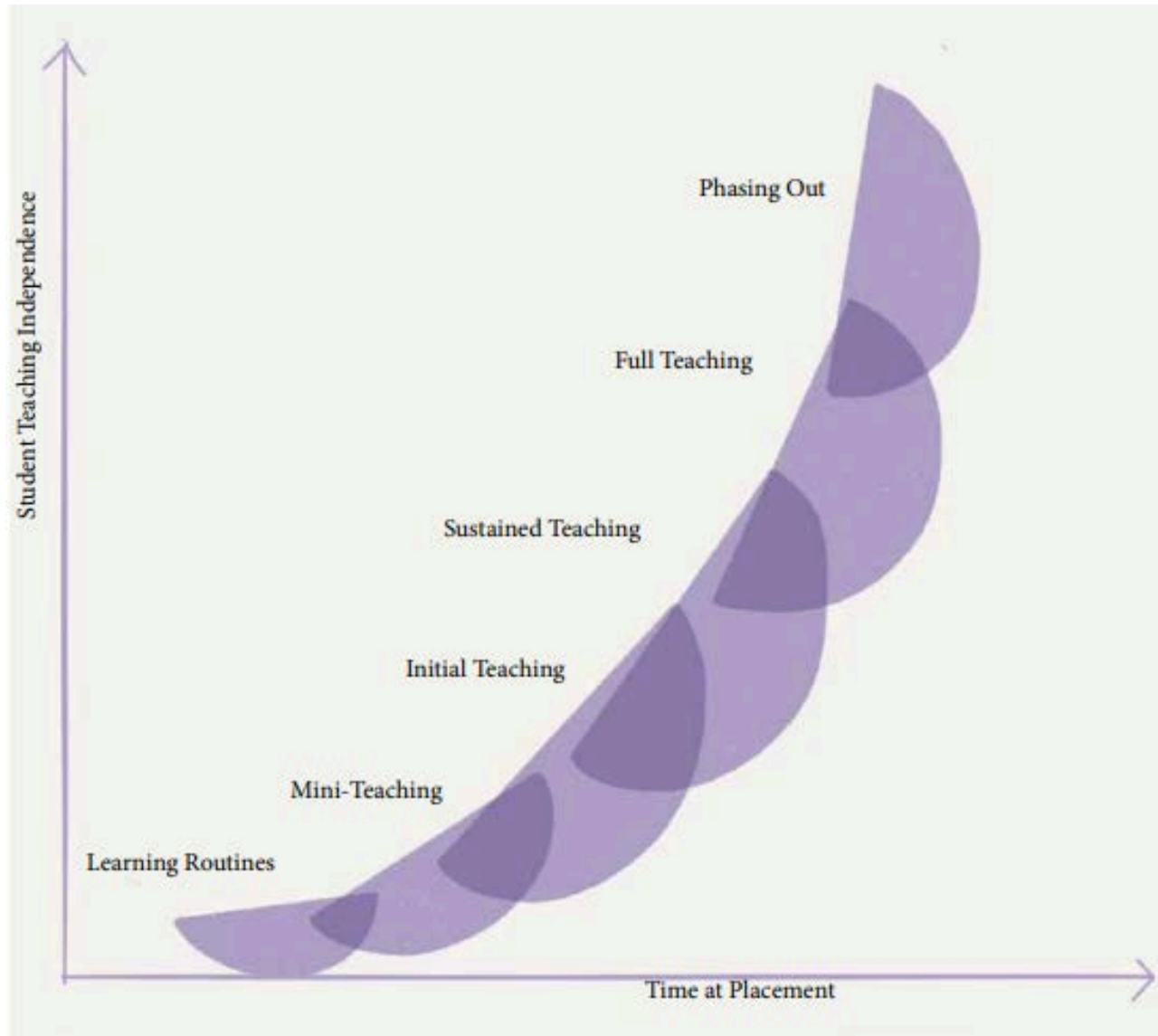


Expectations of Teacher Candidates

- ✓ Carefully read The Guide to Student Teaching *in its entirety* and adhere to all policies within.
- ✓ Have a positive impact on their P-12 students by focusing on student learning and assessment; designing lesson plans actively engaging student learning, recognizing student assets, and evaluating student learning.
- ✓ Communicate with your SBTE, UBTE and Office of Clinical Experiences in Partnerships (*as applicable*) in a timely manner including
 - o Emailing your SBTE **within one week** of receiving your placement.
 - o Providing, at minimum, 24 hours notice, to your SBTE and UBTE, anything that will potentially impact your attendance (e.g. absences, athletic commitments, teacher recruitment day).
 - o Discussing any barriers that may hinder your success and what support can be provided in order to be successful.
- ✓ Demonstrate the Essential Functions of a Professional Educator (see p. 14)
- ✓ Adhere to the professional behaviors as outlined in the Professional Behaviors Assessment (see p. 16).
- ✓ Become familiar with teacher candidate assessments (see Teacher Candidate Evaluation on p. 19 and Student Teaching Evaluation Rubric on p. 21).
- ✓ Complete the New York State Teacher Performance Assessment (i.e., NSTAR).
- ✓ Submit your lesson plan in advance to your school-based teacher educator for feedback (timeframe should be mutually agreed up at the beginning of the placement. and adjusted as needed).
- ✓ Follow the policies, procedures, time schedules, and obligations of the host school including finding out the contractual hours expected of teachers, and adhering to those hours.
- ✓ Maintain confidentiality regarding school, classroom, and student information at all times (see confidentiality in the policy section, p.10).
- ✓ Participate in proactive and ongoing face-to-face and electronic communication with assigned UBTE and SBTE about their pedagogy, progress, and concerns.
- ✓ Recognize that your primary focus during student teaching is the well being and learning of your students.
- ✓ Establish an atmosphere of respect and understanding with the students in the classroom.
- ✓ Bring innovative ideas into the teaching space if warranted and appropriate.
- ✓ Value your role as learners who are new to the teaching profession.
- ✓ Participate in the school community in ways that honor families and respect community knowledge.
- ✓ Assume the role of a professional teacher when in the school building and classroom.
- ✓ Attend classes and maintain a commitment to college coursework.



Recommended Progression of Teacher Candidate Responsibilities



Explanation of Recommended Progression Categories

Learning Routines

- ✓ Teacher candidate familiarizes with the teaching context and students' skills and assets.
- ✓ Support individual students and small groups.
- ✓ Teach single lessons after observing SBTE.
- ✓ Co-teach/assist SBTE's lessons.

Mini-Teaching

- ✓ Apply knowledge of student assets in one-on-one student interactions.
- ✓ Lead transitions/classroom routines.
- ✓ Assume responsibility for single lessons.

Initial Teaching

- ✓ Research and plan with the SBTE for additional lessons.
- ✓ Add 1 or 2 more content area grade levels/courses.

Sustained Teaching

- ✓ Teach continuing lessons and/or units with the collaboration of the SBTE.
- ✓ Co-teaching with the teacher candidate taking the lead.

Full Teaching

- ✓ Independently research, plan, and teach the entire teaching load of the SBTE.

Phasing Out

- ✓ Gradually reduce the primary responsibilities of teaching in the classroom.
- ✓ Transition these responsibilities back to the SBTE.
- ✓ The teacher candidate remains an active part of the classroom.

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)

Policies and Procedures During Student Teaching

Attendance Policy

Teacher candidates *are required to be in attendance* at the host school *every school day* of the student teaching placement in accordance with the host school's academic calendar *including Superintendent Conference Days and Parent-Teacher Conference Days*.

Time Commitment

All teacher candidates are expected to

- ❖ at minimum, follow their *teacher's contractual hours*, and
- ❖ *complete* a full day of at minimum 7 hours.
 - If your school day is less than 7 hours, you can arrive early or stay later to complete lesson planning, class preparation, etc. as part of your hours.
 - If the school district calendar dismisses all faculty and staff early, you will not be required to complete a full day.
 - Please note this on your attendance verification form.
- ❖ complete *at least the minimum number of hours and days* in a placement.
 - The minimum number of hours and days will be communicated in your record in the attendance verification system.
 - The minimum number of hours and days are determined by New York State certification requirements and the teacher candidates' program of study.
 - *Both* the number of hours and number of days must be met in order to successfully complete student teaching.

Absences

If an absence is unavoidable due to illness or family emergency, the total number of days missed cannot exceed

- ❖ 1 day for a 6 to 7-week placement or
- ❖ 2 days for a 12 to 14-week- placement.

In extreme circumstances, students may be granted one additional absence. Approval is determined by the

Program Director, in consultation with the Office of Clinical Experiences and Partnerships, and is determined by the reason for the required absence.

School-based teacher educators cannot give teacher candidates permission to be absent on days where faculty and staff are required to report (i.e. superintendent's conference days or parent teacher conference days or days the SBTE is taking off..)

- ❖ If the school-based teacher educator does not have work for the candidate to do, teacher candidates are still required to report to the building.
- ❖ Teacher candidates can prepare for upcoming lessons, work on required work for Nazareth (e.g. reflections, NSTAR), review for New York State exams.

Requirement for Absence Notification

When it is necessary for a teacher candidate to be absent from school, the candidate *must contact the SBTE and the UBTE at least 1 hour prior to the start of the school day* on the day of the absence.

If the teacher candidate is absent more than the allotted days, the candidate will be expected to

- ❖ make up the difference.
 - This may result in the student teaching experience extending beyond the end of the academic semester.
 - As a consequence an incomplete may be placed on the candidate's academic transcript and the candidate may require an extension of the time needed to complete the candidate's program.
- ❖ must notify their Program Director, UBTE and the Director of Office of Clinical Experiences and Partnerships of the extended absences.

The Program Director, in consultation with the Office of Clinical Experiences and Partnerships and the UBTE will determine the process for making up the required days.

Unavoidable Absence?

6 to 7-week placement = 1 excused absence

12 to 14-week placement = 2 excused absence

All Absences beyond this must be made-up!

Policies & Procedures During Student Teaching *continued*

Attendance Verification Procedures

Each teacher candidate is expected to log their attendance in the Nazareth Office of Clinical Experiences and Partnership Attendance Verification System

Locating Your Placement Record

- ✓ Go to the [Office of Clinical Experience and Partnerships Website](#).
- ✓ Click the tab for your clinical experience type (i.e., undergraduate student teaching, graduate student teaching, field experience, undergraduate practicum, etc.)
- ✓ Click [Attendance Verification System](#)
- ✓ Enter you nazareth credentials
 - o Username - Nazareth email (without @naz.edu)
 - o Password - Nazareth email password
- ✓ Locate your placement record by choosing the correct semester and course to input hours.

Recording Hours

Teacher candidates ***must*** record every single day of student teaching from the start date of the placement until the end date of the placement.

Students can choose from present, absent or school closed.

- ✓ Present is for all days the students are in attendance at the placement.
 - o Students must record the time they arrive and the time they leave.
 - o Be as accurate as possible, if you arrive early or late make sure your time reflects that.
- ✓ School Closed Days are only for days that ***both the faculty/staff and students*** are ***NOT*** expected to report i.e.,
 - o Holidays such as Thanksgiving Day, and

- o Emergency days such as snow closing days
 - o For school closed days, select school closed and put the typical hours for the school day (i.e., 8:30 - 3:30).
 - The system will strike these hours out of the system so they do not count.
- ✓ Absent Days are for any day that teacher the teacher candidate is no present at the placement
 - o For absent days, teacher candidates must mark absent and put the typical hours for the school day (i.e., 8:30 am - 3:30 pm).
 - The system will strike these hours out of the system so they do not count.

Teacher candidates must provide a description for each day of the placement. To support students in developing as a reflective practitioner, we are asking teach student to record the following:

- ✓ **Glow** --- A statement about one positive moment during the placement that day.
- ✓ **Grow** - A statement about one thing the student would change or one area the student would like to improve.

Submitting Hours to SBTE for Approval

Teacher candidates ***must*** submit their hours to their SBTE **weekly** for approval.

Submitting Final Attendance Verification Report

At the end of the placement, students must submit a Final Report for Placement Hours **within one week of the placement ending**.

Policies & Procedures During

Important Policy Reminder
Teacher candidates ***cannot*** pass student teaching or receive a final grade for student teaching unless your Final Attendance Verification Report has been submitted to the Office of Clinical Experiences and Partnerships.

Confidentiality Policy:

Teacher candidates commit to act, respond, and communicate only in those ways that honor each student's right to safety, confidentiality, and privacy in ALL matters.

- ✓ Teacher candidates must be familiar with the Family Education Rights and Privacy Act (FERPA) and Education (Ed) Law 2-d.
- ✓ Teacher candidates agree to maintain the confidentiality and privacy of confidential information including Personally Identifiable Information (PII), and student data, before, during and after their clinical experience.
- ✓ Teacher candidates will not access confidential information, particularly student data, unless authorized by their school-based teacher educator or district administrator.
- ✓ Teacher candidates shall not communicate, (i.e., verbally, in writing, by email, on social media or in any other format) confidential information to any third party including their university-based teacher educator, colleagues, fellow students, friends, and/or family members.
- ✓ Teacher candidates will become familiar with the school's data privacy and security policies, and the parents' bill of rights.
- ✓ Teacher candidates will not use or incorporate any technology, software, or apps that have not received prior approval from the district.

Observation Signature Procedures

Throughout the semester teacher candidates will be observed at least 2 times during a 6 to 7 week placement and at least 4 times during a 12 to 14 week placement.

Teacher candidates will receive feedback from their UBTE using the School of Education Observation forms.

Teacher candidates are required to sign each observation form electronically using [Student Teaching Observation Signature Form](#).

Please complete the form after meeting with your UBTE to discuss your observation and receiving your observation form.

Remember you cannot get a final grade for student teaching unless you have signed **each** observation.

Substitute Teaching:

Based on recent substitute teacher shortages and the continuity that teacher candidates can provide to PK-12 students, Nazareth University has created the following substitute teaching policy. These parameters were created to honor the developmental nature of student teaching as a learning and growth opportunity for teacher candidates, as well as to meet New York State Education Department regulations. In order for a teacher candidate to serve as a substitute teacher, the following conditions must be met.

- ✓ The teacher candidate's university-based teacher educator **must** approve the teacher candidate to serve as a substitute in advance.
- ✓ The teacher candidate is only permitted to substitute in the classroom in which they are assigned.
- ✓ The teacher candidate should have completed at least 10 full days in the classroom prior to being asked to substitute.
- ✓ The teacher candidate is permitted to substitute for a maximum of three (3) days during a six/seven-week placement and six (6) days during a 12/14-week placement.
- ✓ The teacher candidate shall not be permitted to substitute for more than three (3) consecutive days without prior permission by the UBTE.
- ✓ The school district must designate a full-time teacher or administrator to act as a contact and resource person for the teacher candidate.
- ✓ The teacher candidate must be hired by the school district and be paid the current per diem rate for substitute teachers.
- ✓ The teacher candidate reserves the right to turn down the request to substitute without fear of negative professional judgment or consequences

Policies & Procedures During Student Teaching *continued*

Academic Calendar

During the student teaching experience, teacher candidates are expected to follow the calendar of the host school district and the individual school(s) to which they are assigned. Nazareth's academic calendar is not followed (e.g., teacher candidates follow the district's Spring Break rather than Nazareth's).

Accidents While in the Field

If a teacher candidate has an accident while at their student teaching placement the teacher candidate must

- ❖ Report an accident in the school to the chief administrative officer of the school/agency as soon as possible.
- ❖ Follow the procedures as established by the school district/agency, e.g., complete an incident report.
- ❖ Should seek medical services, if needed, as covered by their own insurance.
- ❖ Within 24 hours notify their UBTE, and the Office of Clinical Experiences and Partnerships Program Director about the accident and any actions that were taken..

The Director of the Office of Clinical Experiences and Partnerships put the teacher candidate in contact with campus safety to file a formal report.

(Please note: Auto accidents that occur while student teaching are the sole responsibility of the teacher candidate and do not need to be reported).

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.

Athletic Sports Policy

During student teaching, teacher candidates who are also student-athletes will need to communicate proactively with their coach, Program Director, University-Based Teacher Educator (UBTE) and School-Based Teacher Educator (SBTE) about their schedule. Student athletes are permitted to leave their clinical placement early for games and tournaments only; team practices do not take precedence over student teaching or practicum obligations. Arrangements to leave a placement early or to miss a day of the placement must be discussed with the SBTE and UBTE in advance. Specifically, the teacher candidate is responsible for the following tasks:

- ✓ As soon as you know your clinical placement school schedule (including expectations regarding in person instructional planning times, teacher meetings, and other professional responsibilities), please discuss this with your coach to make sure that they know how your arrival time and attendance at team practices may be affected.
- ✓ As soon as you know your athletic team competition schedule, please discuss this with your UBTE and SBTE to plan how you will attend competitions, and if you will need to leave early or miss any school days for travel.
- ✓ If you need to miss any classes that you are responsible for teaching, you must provide substitute plans and materials for the SBTE for those classes.
- ✓ All absences or early dismissals should be reported on the Attendance Verification Form.

Please Note: Teacher candidates are expected to meet their hourly and daily requirements regardless of the reason. Therefore, any days missed beyond the allowed number of absences must be made up.

Policies & Procedures During Student Teaching *continued*

Procedures When there are Concerns regarding Candidate Meeting Standards of Success

The goal for student teaching is for candidates to demonstrate their ability to meet the standards of success for all components of their certification(s)/ degree program (e.g., developmental level, general/ special education, etc.) as explicated on the Student Teaching Evaluation Rubric, and Essential Functions of a Professional Educator.

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

- ✓ Direct and honest communication between the SBTE, UBTE, and teacher candidate is important. As early as possible in the placement: Identify, discuss, and document specific examples of areas in need of improvement, and collaboratively develop and document appropriate strategies.
- ✓ If the concerns(s) persist or if the teacher candidate fails to demonstrate sufficient progress, the UBTE will alert the Nazareth Program Director/Coordinator of the concerns and provide the Program Director/Coordinator with a description of the concerns(s) and applicable documentation.
- ✓ After reviewing the concerns and documentation, the Nazareth Program Director/Coordinator and the UBTE will discuss the next steps.
- ✓ After consultation with the Nazareth Program Director/Coordinator, the UBTE will conference with the teacher candidate and SBTE to further analyze the situation and create a plan of action using the School of Education Plan of Action Template. The completed and signed Plan of Action will be shared with the Program Director/Coordinator.
- ✓ Implement the plan of action. As part of the plan of action, additional observations by the UBTE may be necessary. The SBTE and UBTE will collaboratively monitor the plan.
- ✓ The SBTE will also complete the Midway Evaluation Rubric for Student Teaching/ Graduate Practicum and/or the End of Placement Evaluation Rubric for Student Teaching/Graduate Practicum evaluation tools.
- ✓ If the placement is deemed unsuccessful, the UBTE and the Nazareth Program Director/Coordinator will meet with the teacher candidate to provide an explanation of the decision. See next page for information on eligibility/ ineligibility for a repeat placement.
- ✓ Please note: In the rare and extreme circumstance that a teacher candidate is asked by the school district not to return to the placement due to concerns about the teacher candidate, the placement will be deemed unsuccessful.



Policies & Procedures During Student Teaching *continued*

Procedures When Placements are Deemed Unsuccessful

If a teacher candidate is unsuccessful in a student teaching placement, the teacher candidate may be eligible to complete a repeat placement to demonstrate success, depending on the areas and/or depth of concerns.

The determination whether or not a teacher candidate is eligible to repeat a placement is made by the Nazareth Program Director, in consultation with the Office of Clinical Experiences and Partnerships Program Director, the UBTE and Professional Semester Coordinator.

Procedures for Teacher Candidates Eligible for Repeat Placement

If a teacher candidate is determined to be eligible for a repeat placement, the following considerations apply:

- For programs with two placements, if the teacher candidate is:
 - unsuccessful in the first placement the teacher candidate will be expected to repeat that developmental level/content area prior to beginning the second placement in a new developmental level/content area.
 - successful in the repeat of a first placement, the teacher candidate will still be required to successfully complete the second placement in the new developmental/content area.
 - successful during their first placement but unsuccessful during their second placement, the teacher candidate will be expected to repeat the same developmental level/content area as the second placement.
- For programs with a single 14-week placement, if the teacher candidate is unsuccessful in the placement the teacher candidate will be expected to repeat the placement in the same developmental band/content area as the original placement. The amount of time required in the new placement will be determined by the Program Director.

If the teacher candidate is eligible to repeat a placement, ***the teacher candidate's professional semester will be extended beyond the current academic semester*** as it is very unlikely that the repeat placement will take place immediately following the unsuccessful placement.

Extended time allows for the teacher candidate to analyze and reflect on the unsuccessful placement and develop goals for making the next placement successful. Due to the extension of the professional semester, the teacher candidate will receive an "Incomplete" (I) grade on their transcript.

In order for the repeat placement to begin, the teacher candidate must complete additional requirements to demonstrate preparedness for another placement.

- Additional requirements are determined by the reason(s) the placement was deemed unsuccessful and will include
 - A reflective journal and
 - An action plan, and/or
 - other requirements, specific to the reason(s) the placement was deemed unsuccessful. Examples may include but are not limited to:
 - Developing lesson plans or small curriculum units.
 - Completing New York State Certification Exams

Once the Program Director determines the teacher candidate has successfully completed the additional "readiness" requirements, the Program Director will recommend an additional placement be made by the Office of Clinical Experiences and Partnerships.

Procedures for Teacher Candidates Ineligible for Repeat Placement

If a teacher candidate is determined to be ineligible for a repeat placement, the Program Director/ Coordinator will meet with the candidate about academic program options.

If a teacher candidate is determined to be ineligible for a repeat placement, or is not successful in a repeat placement, an "Unsatisfactory" (U) will be documented on the teacher candidate's transcript. In this case:

- The teacher candidate will not be able to complete another placement.
- The teacher candidate will not be recommended for certification.
- The teacher candidate will not be able to complete their teacher certification program.

Teacher Candidate Evaluation

As with all teaching and learning, assessment and feedback need to take place on an ongoing basis. Each member of the student teaching triad--teacher candidate, SBTE, and UBTE plays an important role in the evaluation process.

SBTE

The SBTE gives ongoing formative feedback to the teacher candidate while on-site as well as providing more formal feedback on The Evaluations for Student Teaching.

Formal evaluations of the teacher candidate take place at the Midway of Placement and at the End of the Placement for 6-7 week placements and at monthly intervals (End of Month 1, End of Month 2 and End of Placement) for 14 week placements. At these times, the Office of Clinical Experiences and Partnerships will email each SBTE with an evaluation link.

If at any point, the teacher candidate is not performing at the level expected by the SBTE, it is imperative that SBTE communicate with both the teacher candidate and the UBTE about their concerns as soon as possible.

If at any time during the placement a SBTE indicates concerns that the teacher candidate is not progressing at an appropriate trajectory of growth to reach a passing level by the end of the placement, the teacher candidate, SBTE and UBTE will develop an action plan to support the candidate's professional growth (see Procedures for Concerns During Student Teaching, p. 27).

UBTE

The UBTE observes the teacher candidates teaching, engages in discussion and mentorship activities during a college-based reflective seminar, and completes a Final Evaluation for the Professional Semester. The UBTE will review each Evaluation for Student Teaching with the teacher candidate and provide them with a copy.

Teacher Candidates

Teacher candidates are expected to read, understand, and reflect on the Student Teaching Rubric (see pp. Appendix A). The Student Teaching Rubric evaluates teacher candidates on four major performance areas:

- ✓ Planning and Preparation
- ✓ Instruction and Environment
- ✓ Professional Practice
- ✓ Program Specific Criteria

These areas are central to UBTE observations, teacher candidate reflective writing. The standard for success in the placement is based on our realistically high expectations for beginning teacher candidates.

Teacher candidates are evaluated in a variety of formats that include

- ✓ Observations
- ✓ Midway of Placement Evaluations
- ✓ End of Placement Evaluations
- ✓ NSTAR (Naz Student Teacher Assessment and Reflection)

Observations:

Each teacher candidate will have at least two formal observations for 6 to 7-week placement and at least four formal observations for 12 to 14-week placements.

Teacher candidates are expected to submit a copy of their lesson plan (see [Lesson Plan Template](#)) to their UBTE at least 24 hours in advance of the lesson, unless otherwise approved by your UBTE.

After the formal observation, each teacher candidate will meet with their UBTE to reflect and receive feedback on the lesson. Each UBTE will provide both the teacher candidate and the Office of Clinical Experiences and Partnerships a copy of the formal observation report. Once a teacher candidate receives their formal observation report, they will sign it using the [Student Teaching Observation Signature Form](#).

Midway of Placement Evaluation

Remember that you are ***evaluating each teacher candidate as a student teacher*** who is just beginning their apprenticeship in education. It is extremely important that you provide honest and candid feedback on the *Midway of Placement Evaluation for Student Teaching* so that the teacher candidate can identify the areas where they are doing well and the areas where they may need some improvement.

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 by the end of the placement.

A Mid-Placement Growth Plan must be developed, if on their Midway Evaluation for 6-7 week placements or on either the End of Month 1 Evaluation or End of Month 2 Evaluation for 14 week placements, a teacher candidate receives:

- ✓ four ratings of 2 **and**
- ✓ the SBTE does not have any concerns that the teacher candidate is progressing at an appropriate trajectory of growth to reach a passing level by the end of the placement.

This plan is co-constructed by the teacher candidate and the UBTE. As a partnership, the teacher candidate and UBTE will brainstorm and record ideas and strategies the teacher candidate can practice to demonstrate growth in the identified areas.

An Action Plan must be developed if on their *Midway of Placement Evaluation* for 6-7 week placements or on either the *Month 1 Evaluation* or the *Month 2 Evaluation* for 14 week placements, a teacher candidate receives:

- ✓ Five or more ratings of 2 **or**
- ✓ Any rating of a 1 **or**
- ✓ the SBTE indicates concerns that the teacher candidate is not progressing at an appropriate trajectory of growth to reach a passing level by the end of the placement.

This plan is co-constructed by the teacher candidate, the SBTE and the UBTE. As a team, the teacher candidate, the SBTE and UBTE will develop and record specific action steps that the teacher candidate must complete to demonstrate growth in the areas of concern. (see Procedures for Concerns During Student Teaching, p. 27).

End of Placement Evaluation

Remember that you are *evaluating each teacher candidate as a student teacher* who is just beginning their apprenticeship into education.

By the final evaluation for any placement, we teacher candidates are expected to achieve 4s and 3s (Exceeds Expectations and Meets Expectations), with no more than two ratings of 2 (Approaching Expectations) on the entire End of Placement Evaluation for Student Teaching, and no 1s (Not Yet Acceptable.)”.

A placement will be unsuccessful, if on the End of Placement evaluation a teacher candidate receives

- ✓ three or more ratings of a 2, **or**
- ✓ any ratings of a 1.

NSTAR

In order to obtain a New York State teaching certification, each teacher candidate is required to complete a performance assessment. NSTAR is the Naz Student Teaching Assessment and Reflection.

The purpose of the NSTAR is to assess your ability to design, implement, and reflect upon a sequence of two (2) brief lessons within a specific teaching and learning context (i.e., one placement in your student teaching semester).

Skills and Knowledge:

In order to successfully complete the tasks associated with the NSTAR, you will need to demonstrate your ability to:

- ✓ Develop lesson plans (see [Lesson Plan Template](#)) that are meaningful, age appropriate, and integrate New York State standards appropriate to your teaching area.
- ✓ Implement instruction that is responsive to the needs of your students and reflective of your understanding of child development.
- ✓ Utilize a variety of active participation strategies and assessment techniques that support student learning in meaningful ways.
- ✓ Reflect thoughtfully on your teaching in a way that documents your effectiveness and your commitment to ongoing professional development.

Tasks:

- ✓ In collaboration with your SBTE, determine a class or class section and the content you will teach for your NSTAR documentation and reflection.
- ✓ Complete each section of the NSTAR
 - o *Section 1: School Information and Teaching Context*
 - o *Section 2: Designing 2 Consecutive Lessons*
 - o *Section 3: Teaching Observation Scheduling*
 - o *Section 4: Reflection on your Teaching.*
- ✓ Compile your teaching resources, student work samples, and completed assessments from your two (2) lesson plans into a single document (we recommend PDF).
- ✓ Name this file: “Last Name, First Name, program abbreviation, NSTAR, teaching artifacts”.
- ✓ Submit this document with your NSTAR Reflection.

Planning & Preparation

Teacher candidates with exemplary planning and preparation skills are able to incorporate knowledge of human growth and development, discipline specific concepts, tools of inquiry, structures of the discipline, and technology into meaningful segments of learning that are aligned with student learning goals.

Instruction & Environment

Teacher candidates with exemplary knowledge of instruction and environment are able to employ a variety of instructional and assessment strategies, classroom management skills, and knowledge of student behavior to successfully create positive learning environments and implement written curriculum in a meaningful way.

Performance Areas

Professional Practice

Teacher candidates that display exemplary professional practice engage in meaningful reflection, respect diversity in school environments, demonstrate strong oral and written communication skills, demonstrate initiative and responsibility, and are professional and courteous in their interaction with all members of the school community.

Program Specific Criteria

Teacher candidates with exemplary content area practices will meet the expectations set out by their individual programs (please see program specific documentation for these categories).

Frequently Asked Questions

Which calendar does the teacher candidate follow--Nazareth's or the School District's?

During the student teaching experience, teacher candidates are expected to follow the calendar of the host school district and the individual school(s) to which they are assigned. Nazareth's academic calendar is not followed (e.g., teacher candidates follow the district's Spring Break rather than Nazareth's).

Does the teacher candidate have designated sick/leave days?

No. The expectation is that the teacher candidate will attend the entire student teaching experience without absences. However, in the case of an unavoidable absence, the teacher candidate should inform both the SBTE and the UBTE prior to the start of the school day (see Section 3 Policies: Attendance for more information).

Are teacher candidates required to complete lesson plans?

Yes. Teacher candidates are required to submit lesson plans in advance of their teaching. This provides the SBTE the opportunity to review, discuss, and critique the teacher candidate's instructional plans.

What documentation is required from the SBTE and when is it due?

We ask SBTE to complete formal assessments of their teacher candidates. The SBTE will receive electronic links and further instructions from the college about individual program assessment dates. The SBTE should discuss the contents of the evaluation with the teacher candidate, preferably before it is submitted.

Are SBTE's required to complete letters of recommendation?

No. Letters of recommendation are completed at the discretion of the SBTE.

What do I do if a teacher candidate is not experiencing success in my classroom?

Every effort should be made to directly communicate any problem with the teacher candidate. If issues persist, the UBTE is available to help the teacher candidate and SBTE co-navigate strategies for improvement. We ask that SBTEs address issues early and up front if they sense that a problem is likely to be ongoing. Teacher candidates are beginning teachers still developing the skills necessary for success as professional educators, so addressing issues proactively helps set them on a trajectory for success.

Frequently Asked Questions continued

How are problems between the teacher candidate and the SBTE resolved?

Direct and honest communication between the SBTE and the teacher candidate is an important first step. Specific examples help clarify issues. If the problem cannot be resolved, the UBTE should then be contacted. The UBTE may then schedule a meeting with all parties to develop a plan of action with specific strategies to remedy the situation. The UBTE is responsible for monitoring the implementation of the plan.

Are placements changed if problems cannot be resolved?

A change of placement is a last resort. A committee of college professionals consisting of UBTE, Program Director, and Field Placement Services Program Director will consult with the SBTE, evaluate the situation, and decide whether a placement change is appropriate and warranted. This may result in the student teaching experience extending beyond the end of the academic semester. Potential consequences would include an Incomplete on the candidate's academic transcript and an extension of the time needed to complete the candidate's program.

Are teacher candidates taking any additional credits or coursework while student teaching?

Yes. Teacher candidates student teaching are participating in a Professional Semester of coursework which is comprised of Student Teaching as well as a Reflective Seminar and perhaps one other professional development course (see requirements of each program). These are designed to support the Student Teaching experience by providing dedicated time for reflection, documentation, portfolio work, and often NSTAR preparation. Teacher candidates are thus required to come to campus periodically. While Nazareth makes every effort to avoid scheduling conflicts, some scheduling flexibility may be needed in order to accommodate this requirement. Teacher candidates are advised to plan for completion of their program in a way that does not require any additional coursework outside of the Professional Semester (e.g., an elective class). Teacher candidates should prioritize all commitments of the Professional Semester.

Questions?

Contact the Office of Clinical Experiences and Partnerships

fieldexp@naz.edu

585.389.3596

APPENDIX A:

Evaluation Rubric for Student Teaching Common Areas

Planning and Preparation

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
1. Demonstrates knowledge of human growth and development.	Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. Lesson plans and curriculum materials demonstrate knowledge of human growth and development and differentiate for variations in human growth and development.	Candidate displays thorough understanding of typical developmental characteristics of age group. Lesson plans and curriculum materials demonstrate knowledge of human growth and development.	Candidate displays general understanding of typical developmental characteristics of age group and incorporates this knowledge in a limited way into their lesson plans.	Candidate displays minimal and/or inaccurate understanding of typical development characteristics of age group and/or does not incorporate knowledge of human growth and development into their lesson plans
2. Demonstrates the ability to articulate rigorous student learning goals aligned with New York State Standards.	Candidate's goals and objectives are aligned with New York State Standards. Goals and objectives are appropriately challenging and rigorous, clearly stated, and directly linked to differentiated instructional strategies and activities occurring in the lesson and are aligned with assessments in the lesson.	Candidate's goals and objectives are aligned with New York State Standards. Goals and objectives are clearly stated and directly linked to instructional strategies and activities occurring in the lesson.	Candidate's goals and objectives sometimes align with New York State Standards. Goals and objectives attempt to set high standards but may lack clear connections to instructional activities.	Candidate's goals and objectives lack alignment with New York State Standards. Goals and objective are not rigorous and/or do not clearly link with lesson activities or assessments.
3. Demonstrates appropriate use of technology as part of professional practice.	Candidate actively seeks out and shares technological resources and demonstrates fluency in technology. Candidate intentionally uses technology in order to accomplish instructional goals/objectives while supporting student engagement and learning. Candidate uses technology for their own planning, co-planning, and professional growth.	Candidate is aware of available technological resources and demonstrates fluency in technology by using it to plan instructional goals/objectives, and/or support student engagement and learning. Candidate uses technology for their own planning and professional growth.	Candidate has limited awareness of available technology but attempts to incorporate technology into instructional goals/objectives in order to support student learning or engagement.	Candidate is unaware of available technology and does not attempt to incorporate technology into instructional goals/objectives.
4. Demonstrates knowledge of content areas and uses appropriate content pedagogy.	Candidate demonstrates exemplary knowledge of content by creating experiences that challenge students to make connections, develop skills, deepen knowledge, and apply a critical lens to the discipline.	Candidate demonstrates appropriate knowledge of content to create experiences that help students to make connections, and develop skills and knowledge.	Candidate demonstrates limited knowledge of content in creating experiences for students to make connections, and develop skills and knowledge	Candidate lacks knowledge of content or demonstrates inaccurate knowledge of content in their attempt to create learning experiences.

Evaluation Rubric for Student Teaching Common Areas

Instruction and Environment

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
5. Demonstrates varied instructional strategies to meet the needs of each learner.	Candidate consistently uses a variety of effective instructional strategies that support each student in developing deep understanding in authentic ways.	Candidate uses appropriate instructional strategies that support students in developing understanding.	Candidate uses a narrow range of instructional strategies that support students in developing understanding.	Candidate uses instructional strategies that confuse or do not support students' understanding of content.
6. Applies an understanding of assessment methods and analysis techniques.	Candidate consistently uses multiple methods of assessment to analyze evidence of student progress, guide future instructional decision-making, and further their own professional practice; recognizes the potential for bias in assessment and actively seeks to address it.	Candidate uses multiple methods of assessment to analyze evidence of student progress and guide future instructional decision-making; recognizes the potential for bias in assessment and attempts to address it.	Candidate uses limited methods of assessment and/or minimally analyzes evidence of student progress to guide future instructional decision-making.	Candidate does not effectively use assessment to analyze student progress or to guide future instructional decision-making
7. Demonstrates ability to address varying student needs.	Candidate actively attends to, understands, and advocates for the needs of students with varying abilities and language proficiency levels. Candidate recognizes the significance of and consistently implements IEPs/504 plans, providing opportunities for all students to learn together.	Candidate attends to and understands the needs of students with varying abilities and language proficiency levels. Candidate understands the purpose of and implements IEPs/504 plans, and supports opportunities for students to learn together.	Candidate inconsistently attends to and understands the needs of students' abilities and language proficiency levels. Candidate understands the purpose of and attempts to implement IEPs/504 plans.	Candidate shows little or no awareness of varying student learning needs and/or language proficiency levels. Candidate does not recognize the purpose of or implement IEPs/504 plans.
8. Creates and maintains positive learning environments.	Candidate creates and implements a safe and supportive classroom environment with attention to cultural sensitivity. Candidate develops mutual respect for and rapport among all classroom participants. Candidate supports routines, uses visual, verbal, and non-verbal cues, effectively facilitates transitions, supports student completion of learning tasks, and promotes collaboration.	Candidate supports a safe and supportive classroom environment. Candidate develops respect and rapport. Candidate reinforces routines, uses visual, verbal, and non-verbal cues, facilitates transitions, and supports student completion of learning tasks	Candidate inconsistently supports a safe and supportive classroom environment. Candidate develops limited respect and rapport within the classroom. Candidate minimally uses routines, and visual, verbal or non-verbal cues. Candidate's inconsistency may negatively impact students' successful completion of learning tasks.	Candidate does not support a safe and supportive classroom environment and ineffectively uses routines, visuals and verbal/non-verbal cues. Candidate's inefficiency prevents successful completion of learning tasks
9. Facilitates student engagement and promotes positive behaviors.	Candidate proactively scans and monitors all student engagement and adapts to mood, energy and social-emotional needs of the class. Candidate encourages positive behaviors and redirects students as needed in a patient and positive manner, when engaging with the whole class and while working one-on-one.	Candidate effectively monitors student engagement and recognizes the social-emotional needs of the class. Candidate encourages positive behaviors and redirects students as needed when engaging with the whole class and while working one-on one.	Candidate attempts to monitor student engagement and the social-emotional needs of the class. Candidate may be reactive to student behaviors and/or ineffectively addresses classroom disruptions.	Candidate ineffectively monitors student engagement and the social-emotional needs of the class. Candidate has limited awareness of student behaviors

Evaluation Rubric for Student Teaching

Common Areas

Professional Practice

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
10. Demonstrates commitment to diversity, equity, and inclusion in their word choices, actions, instructional choices, and interactions with others.	Candidate demonstrates respect for and commitment to 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 applies an asset-based outlook on students, their families, and communities.	Candidate shows sensitivity and commitment to 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. Candidate demonstrates an asset-based outlook on students, their families, and communities.	Candidate is developing an awareness of and respect for a broad definition of diversity, equity, and inclusion. 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 inconsistently demonstrates an asset-based outlook on students, their families, and communities.	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 demonstrates a deficit-based outlook on students, their families, and/or communities.
11. Engages in meaningful reflection and professional learning.	Candidate actively engages in critical self-reflection and meaningful professional learning both independently and collaboratively. Candidate seeks out resources and feedback to regularly examine and improve practice, particularly the effects of their choices and actions on others.	Candidate engages in practical self-reflection and professional learning either independently or collaboratively. Candidate seeks out resources and feedback to examine and adjust practice.	Candidate engages in descriptive self-reflection and professional learning only when prompted. Candidate waits to receive and/or is not receptive to feedback, resulting in minimal adjustments to practice.	Candidate minimally engages in self-reflection and resists participating in professional learning, resulting in no progression in practice. Ignores or resists feedback.
12. Demonstrates initiative and responsibility.	Candidate initiates and completes professional tasks in a self-sufficient manner, taking on new and more complex roles/challenges over time, asking clarifying questions as appropriate. Candidate identifies and pro-actively problem solves issues of concern in the educational environment	Candidate completes professional tasks in a self-sufficient manner, taking on new roles/challenges over time, and asking clarifying questions as appropriate.	Candidate completes professional tasks with frequent prompting and may resist new roles/challenges. May not ask clarifying questions when needed.	Candidate does not demonstrate initiative and responsibility in the completion of professional tasks. Candidate
13. Demonstrates ability to collaborate with school personnel.	Candidate recognizes the importance of the entire school building team and actively demonstrates respect for their work; seeks out and collaborates effectively with all school personnel.	Candidate shows respect to the entire school building team and collaborates effectively with school personnel.	Candidate is developing their understanding of the school building as a team and their ability to collaborate effectively with school personnel.	Candidate struggles to understand the school building as a team and how to collaborate effectively with school personnel.

Evaluation Rubric for Student Teaching

Common Areas

Professional Practice continued

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
14. Demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills that are attuned to and crafted for the intended audience and purpose. Candidate consistently writes in ways that clearly communicate and enhance the intended message.	Candidate demonstrates effective written communication skills that are appropriate to the intended purpose and audience. Candidate writes in ways that clearly communicate the intended message	Candidate's written communication is generally appropriate for intended audience and purpose. Candidate's writing contains some errors that interfere with effective communication.	Candidate's written communication may be inappropriate for the intended audience and purpose. Candidate's writing contains significant errors that impede effective communication.
15. Demonstrates effective oral communication skills.	Candidate consistently models effective oral communication skills. Candidate demonstrates inclusive language that is sensitive and appropriate to the environment, context, and students' identities. Candidate's verbal instructions are clear to students, contain an appropriate level of detail, and anticipate possible student misunderstanding.	Candidate generally models effective oral communication skills. Candidate demonstrates inclusive language that is appropriate for the environment, context, and students' identities. Candidate's verbal instructions are usually clear to students and contain an appropriate level of detail.	Candidate occasionally demonstrates ineffective oral communication skills. Candidate attempts to demonstrate inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are sometimes confusing to students and/or contain an inappropriate level of detail.	Candidate frequently demonstrates ineffective oral communication skills. Candidate does not demonstrate inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are confusing to students and/or contain an inappropriate level of detail.
16. Demonstrates professional behaviors. *See Guide to Student Teaching for detailed descriptions of expected professional behaviors and essential functions.	Candidate independently and consistently models professional behaviors.	Candidate demonstrates professional behaviors.	Candidate requires occasional support to demonstrate professional behaviors.	Candidate demonstrates unprofessional behaviors.

Evaluation Rubric for Student Teaching Program

Specific Areas

Inclusive Childhood Education

Inclusive Early Childhood Education

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
17. Candidate demonstrates an understanding of ways to communicate and collaborate with families and community in the early childhood or childhood setting.	Candidate initiates practices to utilize the strengths and knowledge of families and community to inform meaningful teaching that promotes student success.	Candidate follows established practices to utilize the strengths and knowledge of families and community to inform meaningful teaching that promotes student success.	Candidate is developing an awareness of strengths and knowledge of families and community to inform meaningful teaching that promotes student success.	Candidate lacks awareness of how to utilize strengths and knowledge of families and community to inform meaningful teaching that promotes student success.
18. Candidate develops and implements individualized adaptations, including assistive technology, to support learning of general education curriculum and opportunities for all students to learn together.	Candidate consistently uses appropriate adaptations, including technology, to modify the pace and presentation of instruction for students with learning needs. Adaptations enhance access to the curriculum and are based on the individual needs of students.	Candidate uses appropriate adaptations to modify the pace and presentation of instruction for students with learning needs. Adaptations support access to the curriculum and are based on the individual needs of students.	Candidate attempts to make adaptations and/or modify the pace and presentation of instruction for students with learning needs. However, modifications are not effective, limit opportunities to access the curriculum or unnecessarily separate.	Candidate does not attempt to make appropriate adaptations or modify the pace and presentation of instruction for students with learning needs.
19. Candidate utilizes a wide repertoire of strategies to address challenging behaviors. When appropriate, candidate works with others to conduct Functional Behavioral Assessments (FBAs) and create and implement a positive individual behavior support plan.	Candidate seeks opportunities to work with others to address the needs of students with challenging behaviors. Participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans.	Candidate works with others to address the needs of students with challenging behaviors. Candidate participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans.	Candidate displays some collaborative effort in working with others to meet the needs of students with challenging behavior. Candidate displays some understanding of the functions of challenging behavior. Candidate implements behavior plans	Candidate does not address the needs of student with challenging behavior. Candidate does not understand the functions of challenging behavior presented by students. Candidate does not implement behavior plans.

Evaluation Rubric for Student Teaching Program

Specific Areas

Inclusive Adolescence Education

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
17. Candidate demonstrates awareness of the language and literacy demands associated with learning in their content area and is able to support language and literacy development in the content area.	Candidate consistently demonstrates the ability to design supports that address the language demands within specific lessons (vocabulary, symbols, discourse and/or syntax). Language supports are designed to meet the needs of students with differing levels of language proficiency.	Candidate demonstrates the ability to design supports that address the language demands within specific lessons (vocabulary, symbols, discourse and/or syntax).	Candidate is still developing the ability to design supports that address the language demands within specific lessons (vocabulary, symbols, discourse and/or syntax).	Candidate seems unaware of language and literacy demands within his/her content area.
18. Candidate develops and implements individualized adaptations, including assistive technology, to support learning of general education curriculum and opportunities for all students to learn together.	Candidate consistently uses appropriate adaptations, including technology, to modify the pace and presentation of instruction for students with learning needs. Adaptations enhance access to the curriculum and are based on the individual needs of students.	Candidate uses appropriate adaptations to modify the pace and presentation of instruction for students with learning needs. Adaptations support access to the curriculum and are based on the individual needs of students.	Candidate attempts to make adaptations and/or modify the pace and presentation of instruction for students with learning needs. However, modifications are not effective, limit opportunities to access the curriculum or unnecessarily separate.	Candidate does not attempt make appropriate adaptations or modify the pace and presentation of instruction for students with learning needs.
19. Candidate utilizes a wide repertoire of strategies to address challenging behaviors. When appropriate, candidate works with others to conduct Functional Behavioral Assessments (FBAs) and create and implement a positive individual behavior support plan using evidence-based practices.	Candidate seeks opportunities to work with others to address the needs of students with challenging behaviors. Participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans that use evidence-based practices.	Candidate works with others to address the needs of students with challenging behaviors. Candidate participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans that use evidence-based practices	Candidate displays some collaborative effort in working with others to meet the needs of students with challenging behavior. Candidate displays some understanding of the functions of challenging behavior. Candidate implements behavior plans with support from others	Candidate does not address the needs of student with challenging behavior. Candidate does not understand the functions of challenging behavior presented by students. Candidate does not implement behavior plans that are in place.

Evaluation Rubric for Student Teaching Program

Specific Areas

Teaching Speakers of Other Languages (TESOL) Education

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
17. Demonstrates knowledge of program procedures and services for English language learners.	Candidate is very familiar with the curriculum and operation of programs for English language learners.	Candidate is familiar with the curriculum and operation of programs for English language learners.	Candidate is somewhat familiar with the curriculum and operation of programs for English language learners.	Candidate has little familiarity with or understanding of the curriculum and operation of programs for English language learners.
18. Integrates content with instruction in language, language functions and dimensions of Literacy.	Plans include integrated and holistic speaking, listening, reading, and writing activities that include instruction in vocabulary, syntax, pronunciation, culture, and/or pragmatics, across the subject areas, encouraging students to create in this process. Candidate uses and displays continuing search for best TESOL practices.	Plans include speaking, listening, reading, and writing activities that include instruction in vocabulary, syntax, pronunciation, culture, and/or pragmatics, across the subject areas. Pedagogical practices reflect research on best pedagogical practice within TESOL.	Candidate attempts to use some interconnected speaking, listening, reading, and writing but is inconsistent. Candidate displays basic pedagogical knowledge in TESOL.	Plans include skills in isolation without regard to speaking, listening reading, and writing in all subject areas. Candidate displays little understanding of pedagogical issues involved in ELL student learning of language and content.
19. Creates opportunities for meaningful communication between students	Candidate consistently demonstrates ability to actively engage learners in authentic and meaningful classroom interactions that enhance language acquisition.	Candidate demonstrates ability to engage learners in meaningful classroom interactions.	Interactions occasionally feel forced or inauthentic.	Candidate dominates interactions with little to no student interaction.
20. Modifies language and instruction appropriately for English language learners.	Candidate consistently speaks clearly, at an appropriate pace, and through meaningful, contextual scaffolding, provides comprehensible input for ELL students. Consistently models appropriate registers of English. Enhances students' awareness of pragmatics, helping them develop culturally appropriate linguistic styles and non-verbal communication.	Candidate usually speaks clearly, at an appropriate pace and often provides comprehensible input for ELL students. Usually uses appropriate registers of English.	Candidate attempts to provide comprehensible input for ELL students but occasionally does not speak clearly, and/or has moments of inappropriate pacing. Occasionally uses inappropriate registers of English.	Candidate often speaks in a manner that is incomprehensible to ELL students.

Evaluation Rubric for Student Teaching Program

Specific Areas

Music Education

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
17. Musicianship	Candidate's overall musicianship (conducting, singing, use of instruments) is advanced, confident, fluent, successful.	Candidate's overall musicianship (conducting, singing, use of instruments) is acceptable for the music classroom.	Candidate's overall musicianship (conducting, singing, use of instruments) is inconsistent: secure in some areas, less secure in others, work is inconsistent, lacking knowledge, or confidence.	Candidate's overall musicianship (conducting, singing, use of instruments) has noticeably deficiencies in some or more areas that what is expected.
18. Pedagogy & Practice	Candidate utilizes appropriate repertoire, standard methods and techniques in the classroom confidently and in ways that clearly elevate the quality of music learning for all students.	Candidate utilizes repertoire, standard methods, and techniques in the classroom in ways to support the learning of all students and their success.	Candidate utilizes some repertoire, methods and techniques in the classroom that support appropriate music teaching and learning but the quality of that work is inconsistent, lacking knowledge, or confidence.	Candidate seems unsure about the use of repertoire, standard methods and techniques that would support music teaching and learning. The quality of work needs improvement.
19. Music as art, experience	Candidate creates a vibrant, welcoming learning environment in which all students experience and perceive music as an expressive, creative, art through functional knowledge (symbolization, language, literature, history) and/or performance.	Candidate provides a positive learning environment in which all students experience and perceive music as an expressive, creative, art through functional knowledge (symbolization, language, literature, history) and/or performance.	Candidate provides a learning environment in which students can experience and perceive music as an expressive, creative, art through functional knowledge (symbolization, language, literature, history) and/or performance yet the work is inconsistent, may lack knowledge, or confidence.	Candidate has difficulty providing a positive learning environment in which students experience and perceive music as an expressive, creative, art through functional knowledge (symbolization, language, literature, history) and/or performance
20. Capturing musical thinking and learning	Candidate easily, confidently generates and incorporates a variety of assessment strategies that are clearly aligned to teaching and learning outcomes and support the learning of all students.	Candidate generates and incorporates assessment strategies that are aligned to teaching and learning outcomes and support the learning of all students.	Candidate can generate and incorporate assessment strategies that are aligned to teaching and learning outcomes but the work is inconsistent.	Candidate has difficulty designing and integrating assessment strategies into their teaching. What is utilized is unclear in its design and not aligned to learning outcomes.
21. Utilization	Candidate effortlessly, confidently incorporates additional resources, technology successfully in ways that clearly support student learning, success.	Candidate is able to integrate additional resources, technology into their classroom that support student learning, success.	Candidate, while able to integrate some resources and technology into their classroom, lacks confidence, or the integration is not aligned with student learning outcomes, or success.	Candidate has difficulty supporting their teaching with the use of resources, technology in ways that would benefit the potential success of their learners.

Evaluation Rubric for Student Teaching Program

Specific Areas

Art Education

	4: Exceeds Expectations for a Student Teacher	3: Meets Expectations for a Student Teacher	2: Approaching Expectations for a Student Teacher	1: Not Yet Acceptable for a Student Teacher
17. Understanding Art Worlds: Diversity in Art History and Contemporary Art	Candidate contextualizes and relates lessons to a diverse population of artists from a variety of time periods, cultures, and backgrounds. Candidate represents artists' work authentically and respectfully; avoiding tokenism, cultural appropriation, and reductionism.	Candidate shows the work of a diverse population of artists from a variety of time periods, cultures, and backgrounds. Candidate represents artists' work authentically and respectfully; avoiding tokenism, cultural appropriation, and reductionism.	Candidate's use of diverse artists in their lessons is minimal. Candidate's use does show evidence of attempts to be respectful when referencing diverse artists and their work.	Candidate's lessons rely on a white, Western canon and/or knowledge of art forms is narrow, superficial, and/or inaccurate. Candidate's lessons are disrespectful and deploy tokenism, cultural appropriation, reductionism and/or "holiday art" as a means of diversifying content.
18. Develop Craft: Media and technique.	Candidate's lesson plans, demonstrations, direct instruction, and qualitative feedback to students throughout the learning process reflects accurate and deep knowledge of artmaking materials, processes & techniques, and safety concerns.	Candidate's lesson plans, demonstrations, and direct instruction reflect accurate knowledge of artmaking materials, processes & techniques, and safety concerns.	Candidate's lesson plans, demonstrations, and direct instruction show basic/introductory knowledge of artmaking materials, processes & techniques, and safety concerns.	Candidate's lesson plans, demonstration, direct instruction and with students show inaccurate and/or incomplete knowledge of art making materials, processes & techniques, OR uses materials unsafely
19. Relevant Art Making Prompt	Candidate's artmaking prompts motivates student learning by inviting student choice & idea development and are informed by an asset view that reflects their rapport with and understanding of student knowledge, experiences, and interests.	Candidate's artmaking prompts invite student choice and are informed by their understanding of student knowledge, experiences, and interests.	Candidate's art making prompts allow minimal choice and show basic understanding of what students know and are interested in.	Candidate's art making prompts result in make-and-take, closed-ended projects that do not involve choice, and/or reflect a deficit view of students knowledge and experience
20. Scaffolding of Student Artmaking and Thinking	Candidate scaffolds student artmaking using a variety of instructional strategies (e.g., visuals, demonstrations, guided practices, guiding questions, active participation strategies, etc.) Candidate's scaffolding reflects in depth understanding of how to guide students' idea development, and art technique and compositional choices.	Candidate scaffolds student artmaking using a variety of instructional strategies. Candidate's scaffolding reflects their growing understanding of how to guide students' idea development, and art technique and compositional choices.	Candidate scaffolding uses a limited number of instructional strategies. Candidate has difficulty guiding students through options in art technique and composition.	Candidate does not scaffold student idea development, art technique, and/or compositional choices.
21. Visuals in the Art Room	Candidate uses inspirational, conceptual, and procedural visuals in every lesson to differentiate student learning, scaffold entry points, and allow students to monitor their own learning. Visuals show quality of craft and design: size, contrast, readability, and appeal make them easy for students to use. Visuals are culturally responsive where appropriate. Visuals demonstrate the candidate's thorough understanding of where additional instructional support is needed and are infused into the candidate's pedagogy.	Candidate uses inspirational, conceptual, and procedural visuals in every lesson to support student learning. Visuals show quality of craft and design--size, contrast, readability, and appeal make them easy for students to use. Visuals are actively used during instruction.	Candidate visuals are displayed in the classroom. Visuals may not be present in every lesson or if present, not used actively during instruction. Visuals composition lacks attention to size, contrast, readability, and appeal to students thus limiting student interaction and/or use.	Candidate does not use visuals or use of visuals is haphazard, last minute, or awkward. Visuals lack craftsmanship and design, or are not age appropriate, or not deployed in a manner that supports student learning (e.g., poster is too small to be read across the room, etc.)

APPENDIX B:

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 university-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 university-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 the fifth choice for each rubric area.***

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 the fifth choice for each rubric area.***

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 P-12 students and staff, school and university-based teacher educators, instructors, and/or peers/colleagues.	Maintains constructive, supportive, and cooperative professional relationships with B-12 students and staff, school and university-based teacher educators, instructors, and/or peers/colleagues.	Makes efforts to maintain professional relationships with B-12 students and staff, school and university-based teacher educators, instructors, and/or peers/colleagues.	Demonstrates difficulty in maintaining relationships with B-12 students and staff, school and university-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 the fifth choice for each rubric area.***