



**NAZARETH COLLEGE**



# **The Guide to Student Teaching**

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# Teacher Education at Nazareth College

This Guide to Student Teaching serves as a reference for information, policies, and procedures for teacher candidates, school based teacher educators, and college supervisors. 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.

Effective partnerships are essential for the high quality clinical practices that are central to the preparation of teacher

educators who host teacher candidates take on a leadership role—modeling and mentoring excellence in teaching and learning.

Student teaching benefits both the 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,

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

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. 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 School Based Teacher Educators (hereafter referred to as SBTE's), the

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 College and School Based Teacher Educators is open and thoughtful communication amongst the triad of teacher candidate, SBTE, and college supervisor. When communication is honest and expectations are clear, relationships of trust emerge. Teacher candidates are asked to be flexible, responsive, and reflective. School Based Teacher Educators are asked to observe the teacher candidate and regularly offer collaboration and feedback. The College Supervisor works closely with the teacher candidate and the School Based Teacher Educator through regular visits to observe, provide feedback, and assess the teacher candidate's progress. Nazareth

College is grateful to the teachers in our partnering schools who join us in our efforts to prepare excellent teachers.

All teacher candidates from Nazareth College engaged in student teaching have met the pre-requisite 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. 24 Teacher Candidate Evaluation). One such performance based assessment that all teacher candidates in the state of New York complete is the Education Teacher Performance Assessment (edTPA). The normal instructional cycle consisting of planning, teaching and assessment is embedded within the edTPA. The edTPA requires teacher candidates to document a before, during, and after reflection and theoretical framing of their pedagogy for one "learning segment" of 3-5 sequenced lessons. Teacher candidates must video their learning segments and extensively document and reflect upon all aspects of their interactions with students with the goal of identifying areas of strength and areas for improvement in their pedagogy in a "real time" application. Teacher candidates receive guidance and support on the parameters and format of the edTPA from the College. Assistance from the SBTE takes

the form of time to implement their learning segment, assistance with edTPA video consent forms, and assistance with the videotaping in the classroom, but the primary responsibility for completing edTPA falls upon the teacher candidate.

We understand that as mentors and leaders in their school communities School Based Teacher Educators 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.



1. An electronic copy of this guide is available on the Office of Field Placement Services webpage at [www.naz.edu](http://www.naz.edu).
2. Nazareth College'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 experiences.
3. For a brief introduction to edTPA, please see page 18. For more thorough information, please see the College Supervisor with whom you are in collaboration.

Pre-service teacher candidates are evaluated on four major performance areas. These areas are central to college supervisor observations, teacher candidate reflective writing, and inform teacher candidate assessments. (Please see p. 26 for a copy of the Student Teaching Rubric for the first three categories, and the College Supervisor for program specific criteria).

## 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).

# Expectations of Teacher Candidates

- √ Have a positive impact on their P-12 students by focusing on student learning and assessment by creating lesson plans, actively engaging student learning, recognizing student assets, evaluating student learning.
- √ Recognize that their primary focus during student teaching is the well being and learning of their students.
- √ Teacher candidates must communicate in advance anything that will potentially impact their attendance (e.g. athletic commitments, teacher recruitment day).
- √ Establish an atmosphere of respect and understanding with the students in the classroom.
- √ Participate in proactive and ongoing face-to-face and electronic communication with assigned College Supervisor and SBTE about their pedagogy, progress, and concerns.
- √ Bring innovative ideas into the teaching space if warranted and appropriate.
- √ Value their role as learners who are new to the teaching profession.
- √ Demonstrate the Essential Functions of a professional educator.
- √ Follow the policies, procedures, time schedules, and obligations of the host school.
- √ Acknowledge that they are guests in the school and act accordingly.
- √ Dress, act and conduct themselves professionally at all times.
- √ Maintain confidentiality regarding school, classroom, and student information at all times.
- √ Attend classes and maintain commitment to college coursework.



# Expectations of School Based Teacher Educators

- √ Orient teacher candidates to school policies, classroom materials, procedures, routines and behavior expectations for pupils.
- √ Support teacher candidates as an individual with unique needs and potential.
- √ Support teacher candidates as learners and understand that:
  - ...learning to teach is a developmental process;
  - ...coursework and clinical experiences alone cannot fully prepare candidates for the challenges of teaching;
  - ....teacher candidates' success depends in part on your support, encouragement, feedback, and modeling.
- √ Help teacher candidates feel welcome in the school or classroom:
  - Introduce teacher candidates to pupils, other teachers, administrators, and office and custodial staff.
  - Provide teacher candidates with a workspace.
- √ Participate in proactive and ongoing face-to-face and electronic communication with the teacher candidate and the college supervisor about the teacher candidate's progress.
- √ Orient teacher candidates to school policies and practices needed for the successful collection of edTPA consent forms if appropriate.
- √ Set aside time for regular dialogue with teacher candidates and invite teacher candidates to ask questions.
- √ Establish a timeline with teacher candidates to assume teaching responsibilities. For guidance please see "Recommended Progression of Teaching Responsibilities" (p. 16).
- √ Foster creativity in teacher candidate by encouraging new ideas.
- √ Be mindful of teacher candidate's need for scheduling flexibility in order to attend requirements of the Professional Semester and athletic responsibilities.
- √ Refer to this handbook or contact the college supervisor for questions relating to expectations, teacher candidate performance, and assessment.
- √ Become familiar with teacher candidate assessments (see Teacher Candidate Evaluation on p. 24 and Student Teaching Evaluation Rubric on p. 26).
- √ Complete and discuss teacher candidate assessments at the midpoint and at the end of the student teaching experience.

# Expectations of College Supervisors

- √ Provide teacher candidates with written feedback, suggestions, and guidance following all formal observations.
- √ Assist teacher candidates in self-assessment and reflective practice.
- √ Assist teacher candidates in navigating the logistics of setting up and completing edTPA.
- √ Participate in proactive and ongoing face-to-face and electronic communication with the SBTE and teacher candidates about the teacher candidate's progress.
- √ Respond to the needs of teacher candidates and SBTE's through visitations, observations, and reflective seminars.
- √ Communicate with school principals and other administrators as necessary and appropriate.



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

# Policies During Student Teaching

## Attendance:

Teacher candidates are required to be in attendance at the host school every day of the student teaching placement in accordance with the host school's academic calendar.

However, if an absence is unavoidable due to illness or family emergency, the total number of days missed cannot exceed three days for teacher candidates registered for six credit hours, two days for students registered for three credit hours.

When it is necessary for a teacher candidate to be absent from school, the candidate must contact the SBTE and the college supervisor(s) 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. Potential consequences could include an Incomplete on the candidate's academic transcript and an extension of the time needed to complete the candidate's program. The college supervisor will contact the Program Director and the Office of Field Placement Services, and the Program Director will determine the processes for completing the student teaching experience.

**Registered for 6 credits?**

**=3 Days**

**Registered for 3 credits?**

**=2 Days**

## 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).

[See Academic Calendar here.](#)



## Substitute Teaching:

In an emergency, a teacher candidate may assume the SBTE's role as long as the district assigns a certified professional staff member to be responsible for the classroom. However, if SBTEs know in advance that they are going to be absent, teacher candidates may not act as a substitute teacher. The district is required to make provisions for a substitute teacher in the classroom.

## Teacher Candidate Accidents While in the Field:

1. Teacher candidates need to report an accident in the school to the chief administrative officer of the school/agency as soon as possible. (Please note: Auto accidents that occur while student teaching are the sole responsibility of the teacher candidate).
2. Teacher candidates need to follow the procedures as established by the school district/agency, e.g. complete an incident report.
3. Teacher candidates should seek medical services, if needed, as covered by their own insurance.
4. Within 24 hours, teacher candidates need to notify their College Supervisor, Program Director, and the Field Placement Services Program Director to report the accident and any actions that were taken.
5. The Field Placement Services Director will write a description of the events to be placed in the teacher candidate's file in the Office of Field Placement Services.

## Transportation of Students:

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

**Office of  
Field Placement Services:  
585.389.2596**

## Professional Standards:

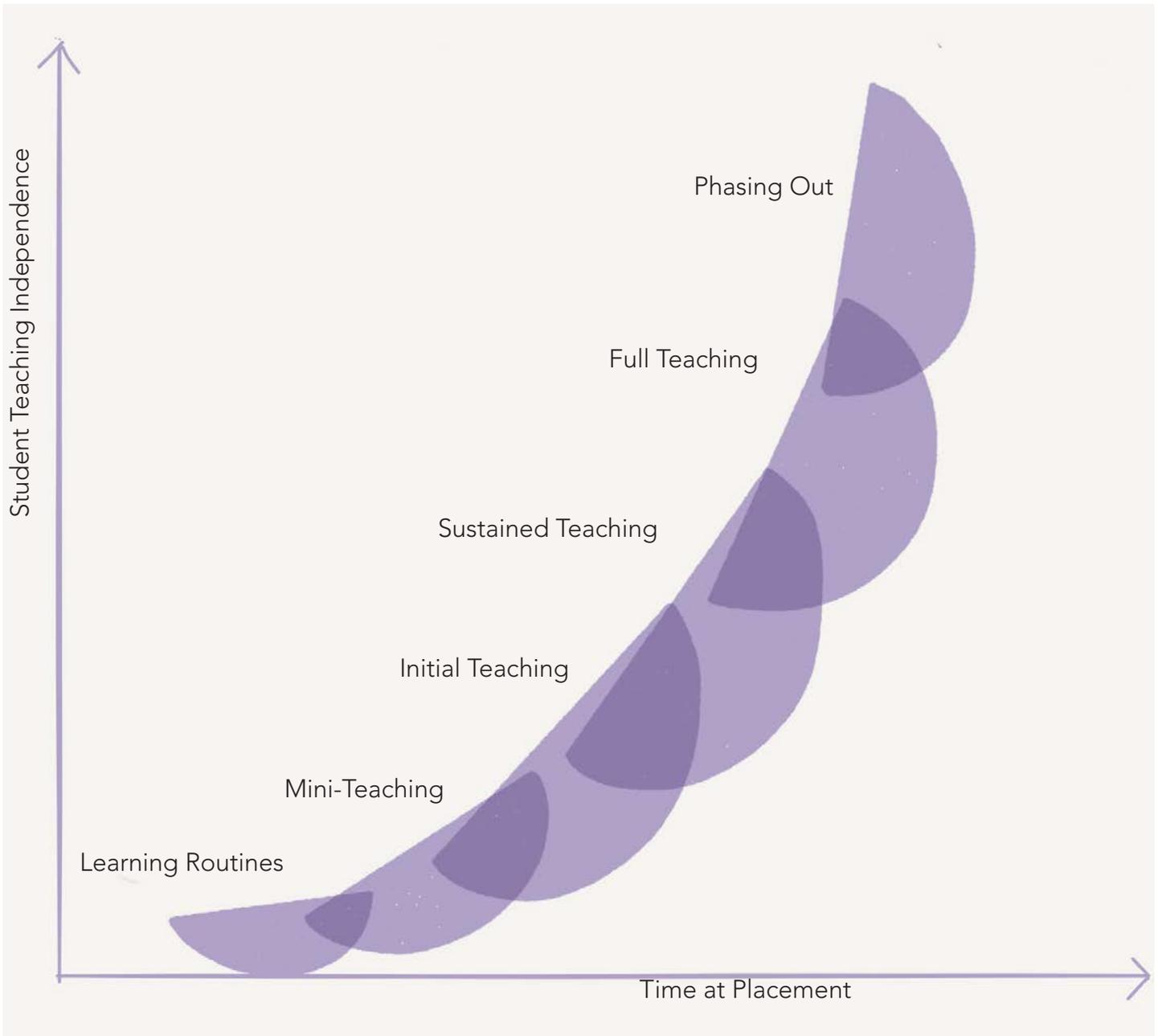
Teacher candidates commit to act, respond, and communicate only in those ways that honor each student's right to safety, confidentiality, and privacy in ALL matters by:

Recognizing that students' lives extend beyond the boundaries of the school, so the teacher candidate will neither discuss nor reveal any information about any student or situations involving students at the school at any time or place, **in any medium**, or with any person outside the confines of the school.

Teacher candidates understand they will be asked to do instructional planning, reflective writing, and case studies that will often involve specific references to a child or SBTE. The teacher candidate will respect the privacy of these individuals and maintain confidentiality by using initials or false names.



# Recommended Progression of Teacher Candidate Responsibilities



# Explanation of Recommended Progression Categories

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## 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.

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## Mini-Teaching

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

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## Initial Teaching

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

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## Sustained Teaching

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

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## Full Teaching

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

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## 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.

# Suggested Stages of edTPA Completion

## Planning for edTPA Completion

- √ Collaborate with SBTE to research and plan edTPA unit of study.
- √ Identify which classes/grade levels will participate in candidate's edTPA learning segment. Field test edTPA video and auditory equipment, and send edTPA video permission slips.
- √ Complete Context for Learning and Task 1

## Starting Out

- √ Initiate edTPA learning segment.
- √ Collect edTPA video permission slips and begin videotaping learning segment.
- √ Check sound and camera angles.

## Teaching and Collecting Video Footage

- √ Continue teaching lessons for edTPA unit with all in the identified grade levels/courses.
- √ Review footage periodically for segments appropriate to Task 2 and to confirm good sound \*
- √ Develop assessment for edTPA unit.
- √ Complete Task 2

## Wrapping Up

- √ Complete edTPA learning segment and assessments
- √ Complete Task 3 (and Task 4 depending upon initial certification program)

## edTPA Completion

**\*Please note: The edTPA learning segment is the sole responsibility of the teacher candidate; it is imperative that the SBTE not appear in any of the video footage.**

# COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

## Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

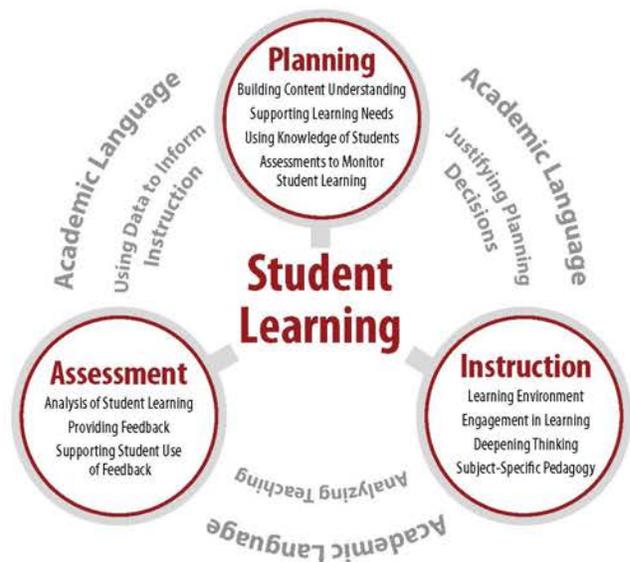
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

## Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



*“I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word.”*

– Cooperating Teacher LaSaundra Colson Wade  
Science Department Chair  
A. E. Beach High School, Savannah, GA

## What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

**Video recording may be a new requirement for teacher candidates.** Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

## Candidate Supports within the edTPA® Process

### Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

### Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

# Essential Functions of a Professional Educator

Performing successfully as a teacher candidate requires a broad array of knowledge, skills and dispositions, including abilities in areas of judgment, integrity, character, professional attitude, and demeanor. 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

**“Essential functions refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the teacher education curriculum and the development of professional attributes.”**

from academic standards, refer to those cognitive, physical and behavioral 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, competent, and ethical manner. This document delineates the specific demands of this professional teacher education program so that students may compare their capabilities with these requirements.

Teacher candidates are expected to complete the tasks 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, he or she must request this assistance from the Office for Students with Disabilities. This office, in consultation with the program director and other inclusive education faculty members, will decide whether the student will

be able to perform the essential tasks. 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 tasks 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



## Tasks Requiring Social Skills

- √ Exhibit the strength, vitality and alertness necessary to carry out the expected activities of planning, instructing, and maintaining a safe classroom environment.
- √ Demonstrate respect, appropriate affective behaviors and attitudes to all people, including students, faculty, staff and families without showing bias on the grounds of race, age, gender, gender identity, sexual orientation, language, abilities, class, disease, mental status, lifestyle, opinions or personal values.
- √ Exercise professional and ethical judgment appropriate to the context in which one finds oneself in all educational encounters.
- √ Establishing rapport, and maintaining effective relationships, with students, faculty, administrators and families as appropriate in diverse learning and working environments.
- √ Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- √ Collaborate effectively with others.

## Tasks Requiring Communication Skills

- √ Convey and receive information efficiently, effectively and professionally through written, oral, and electronic (e.g., email, social networking sites) means with relevance and cultural sensitivity.
- √ Convey and receive verbal, non-verbal, and written information in a timely manner to and from: students, faculty, administrators, and families as appropriate.
- √ Effectively interpret and assess verbal and non-verbal communication.
- √ Demonstrate respect for confidential matters.
- √ 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.
- √ Handle multiple assignments, conflicting demands, and/or priorities.
- √ Make appropriate multiple decisions in real-time.
- √ Plan complex sequences of actions.
- √ Navigate the daily routines and challenges, known and unknown, within a school environment.
- √ Summarize and interpret the communication of others.
- √ Identify limits of one's own knowledge to others; accept constructive criticism, suggestions for behavior and/or pedagogy changes by observable modifications.

## Other Tasks

- √ Possess the emotional health required for demonstration of one's intellectual and professional abilities, and be able to recognize emergency situations and take appropriate actions.
- √ Maintain professional appearance in dress and demeanor.

# Teacher Candidate Evaluation

As with all teaching and learning, assessment and feedback needs to take place on an ongoing basis. The SBTE and College Supervisor provide ongoing feedback to the teacher candidate. Formal evaluation of the teacher candidate takes place at the midpoint and the end of the placement. At these times, the teacher candidate and SBTE use the evaluation forms appropriate to the candidate's program, as directed by the College Supervisor. Evaluation forms may be provided in electronic format.

cases completes a final summative evaluation form.

If for some reason, the teacher candidate is not performing at the level expected by the School Based Teacher Educator, it is imperative that SBTEs communicate with both the teacher candidate and the college supervisor about their concerns. A teacher candidate who is struggling may be asked to develop an action plan to support their professional growth (see Procedures for On-Site Problems, p. 30).

**“Each member of the student teaching triad--teacher candidate, SBTE, and college supervisor--plays an important role in the evaluation process.”**

Each member of the student teaching triad--teacher candidate, SBTE, and college supervisor plays an important role in the evaluation process. Teacher candidates read, understand, and reflect on the student teaching rubric (see Appendix A). The SBTE gives ongoing formative feedback to the teacher candidate while on site, as well as written midterm feedback about the teacher candidate's strengths and areas for growth, and a final summative evaluation at the end of the placement. The college supervisor observes the teacher candidates' teaching, engages in discussion and mentorship activities during a college-based reflective seminar, and in many

The final summative evaluation of teacher candidates is an electronic rubric based on the three common performance areas (Planning and Preparation, Instruction and Environment, and Professional Practice) and an additional program-specific area. The common performance areas are listed on page 7 and the evaluation rubric is included on pages 26-28 (**please note:** a fourth rubric that is subject specific may be included by your program, for this rubric please see the College Supervisor). All assessment reports are reviewed and signed by the Nazareth College supervisor(s) and filed in the Office of Field Placement Services. Teacher candidates and SBTEs will receive copies of the evaluation.

**“The standard for success in the placement is determined by the college supervisor in conjunction with the SBTE and is based on our realistically high expectations *for beginning teacher candidates*. By the final evaluation, we expect teacher candidates to achieve 4s and 3s (Exceeds Expectations and Meets Expectations) on the Student Teaching Rubric, with no more than two 2s (Developing) and no 1s (Not Yet Acceptable)”**

# Student Teaching Evaluation Rubric for Common Areas

		Planning and Preparation				
		Exceeds Expectations: 4	Meets Expectations: 3	Developing: 2	Not Yet Acceptable: 1	
<b>1. Demonstrates knowledge of human growth and development</b>		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 her/his 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 her/his lesson plans.	
	<b>2. Demonstrates the ability to articulate rigorous student learning goals aligned with College and Career Readiness Standards</b>	Candidate's goals/objectives are aligned with New York State Common Core/NY State Standards. Goals/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/objectives are aligned with New York State Common Core/NY state standards. Goals/objectives are clearly stated and directly linked to instructional strategies and activities occurring in the lesson.	Candidate's goals and objectives align with New York State Common Core/NY Standards. Goals/objectives attempt to set height standards but may lack clear connections instructional activities.	Candidate's goals/objectives lack alignment with New York State Common Core/NY Standards. Goals/objective are not rigorous and/or do not clearly link with lesson activities or assessments.	
<b>3. Demonstrates appropriate use of technology as part of professional practice</b>		Candidate actively seeks out technological resources and demonstrates fluency in technology. Candidate uses technology selectively in order to accomplish instructional goals/objectives while supporting student engagement and learning. Candidate uses technology for her/his own 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 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.	
	<b>4. Creates learning experiences that make the discipline accessible and meaningful for learners [central concepts, tools of inquiry, structures his/her discipline(s) to assure mastery of content].</b>	Candidate demonstrates knowledge of content by creating lesson experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)	Candidate demonstrates knowledge of content by creating lesson experiences that make the discipline accessible for learners for acquisition of content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)	Candidate demonstrates limited knowledge of content and attempts to create lesson experiences that make the discipline accessible for learners' for acquisition of content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)	Candidate lacks knowledge of content or demonstrates inaccurate knowledge of content in her/his attempt to create lesson experiences.	

<b>Instruction and Environment</b>			
<b>Exceeds Expectations: 4</b>	<b>Meets Expectations: 3</b>	<b>Developing: 2</b>	<b>Not Yet Acceptable: 1</b>
<p><b>5. Utilizes a variety of appropriate instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p>	<p>Candidate consistently uses a variety of instructional strategies to support students in developing deep understanding of content by making connections to prior learning, organizing information and/or increasing automaticity and providing opportunity for application in authentic ways. Candidate promotes students' self-monitoring and evaluation of their own learning.</p>	<p>Candidate uses instructional strategies to support students in developing understanding by making connections to prior learning, organizing information, and/or increasing automaticity that often results in a superficial student understanding</p>	<p>Candidate uses instructional strategies that confuse or do not support students' understanding of content.</p>
<p><b>6. Uses multiple methods of assessment, research, and evidence to guide decision-making and understanding of their own professional practice and students' progress.</b></p>	<p>Candidate uses multiple methods of assessment and research to analyze evidence of student progress, guide future instructional decision-making, and further her/his own professional practice.</p>	<p>Candidate uses limited methods of assessment and/or minimally analyzes evidence of student progress to guide future instructional decision-making.</p>	<p>Candidate does not use assessment to analyze student progress or to guide future instructional decision-making.</p>
<p><b>7. Utilizes management procedures and approaches to facilitate instruction.</b></p>	<p>Candidate creates and implements safe classroom culture by supporting routines and rules; using visuals, and both verbal and non-verbal cues to facilitate transitions, student completion of learning tasks, and collaboration.</p>	<p>Candidate ineffectively supports safe classroom culture and minimally uses pre-existing general routines, visuals, and/or verbal and non-verbal cues. Candidate's ineffective use limits or prevents successful completion of learning tasks.</p>	<p>Candidate does not support safe classroom culture and does not use pre-existing general routines, visuals, and verbal and non-verbal cues. Lack of use and or lack of awareness of these tools prevent successful completion of learning tasks and prevents Candidate effectiveness.</p>
<p><b>8. Demonstrates awareness of student behaviors and responds by monitoring students proactively and positively</b></p>	<p>Candidate is proactive and can anticipate potential triggers of disruption. Senses and adapts to mood and energy of the class. Actively scans, monitors, and is aware of student behavior throughout the class period, gives positive reinforcement, and redirects inappropriate student behaviors, when engaging with the</p>	<p>Candidate is reactive to inappropriate behaviors. Candidate attempts to monitor student behavior but misses and/or ineffectively addresses classroom disruption and has trouble monitoring the whole class.</p>	<p>Candidate is unaware of inappropriate student behaviors. Candidate does not monitor or scan the classroom environment.</p>



# Procedures for On-Site Problems

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

This section outlines procedures that should be followed when the teacher candidate faces a problem during a **single** student teaching placement.

If **both** placements of a two placement program are deemed unsuccessful, the Nazareth Program Director, in consultation with the College Supervisor and Field Placement Services Program Director and Associate Dean for Student Affairs, will determine whether there are program completion options. Note: it is likely that this situation will result in an inability for a candidate to complete his/her program. The teacher candidate will earn an unsatisfactory (U) on their transcript, and the college will not recommend the candidate for teacher certification. In some unusual circumstances, teacher candidates may be given the opportunity to be placed in a third placement. This will require an extension of the time needed to complete the teacher candidate's program. It is also likely that the third placement will not take place immediately following the second placement to allow time for teacher candidate analysis and reflection. If a third placement is being considered, the following are required:

- √ Teacher candidate will complete additional requirements to determine readiness for another placement (e.g., reflective journal, goal document, completion of NYSCTCE).
- √ When a Program Director determines successful completion of requirements, a third placement will be made.

If a teacher candidate is not successful in a second attempt of a placement, he/she will not be recommended for certification, nor will be able to complete his/her teacher certification program.

A change of placement during the course of a semester is a last resort and is only made by the Office of Field Placement Services when requested by the Nazareth Program Director.



## Problem and/or Problem Placement Procedures

Steps when faced with a problem and/or a problem placement (written documentation is necessary throughout):

- Direct and honest communication between the SBTE, college supervisor, and teacher candidate is important--Identify and discuss specific examples of areas in need of improvement and suggest appropriate actions.
- If problems persist or if the teacher candidate fails to demonstrate sufficient progress, the College Supervisor must alert the Nazareth Program Director of concerns. The Supervisor documents with a description of the problem(s) and shares this document with the Program Director.
- After discussion with Nazareth Program Director, the College Supervisor will conference with the teacher candidate and SBTE to analyze the situation and determine a plan of action.
- Action will be implemented.

## When Placements are Deemed Unsuccessful

In a single placement, the Nazareth Program Director, in consultation with the College Supervisor and the Field Placement Services Program Director, will determine program completion options, which may include:

- The student teaching experience extending beyond the end of the academic semester with an "Incomplete" on the teacher candidate's program, or
- Teacher candidate is required to complete an additional placement. For programs with two placements (e.g., different developmental levels, general/specific educational settings), the additional placement will take place after Placement 2, or
- Teacher candidate earns an unsatisfactory (U) on their transcript which will impact the teacher candidate's ability to complete a program leading to recommendation for teacher certification.

**“All problems require written documentation throughout, as well as consistent communication between the triad of teacher candidate, SBTE, and college supervisor.”**

# Frequently Asked Questions

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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).

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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.

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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 college supervisor prior to the start of the school day (see Section 3 Policies: Attendance for more information).

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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.

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Are SBTE's required to complete letters of recommendation?

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

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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 college supervisor should then be contacted. The college supervisor may then schedule a meeting with all parties to develop a plan with specific strategies to remedy the situation. The college supervisor is responsible for monitoring the implementation of the plan.

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Are placements changed if problems cannot be resolved?

A change of placement is a last resort. A committee of college professionals consisting of College Supervisor, 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.

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What do I do if a teacher candidate is struggling in my classroom?

Every effort should be made to directly communicate any problem with the teacher candidate. If issues persist, the College Supervisor 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.

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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 edTPA 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.