



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 (SBTEs), and college-based teacher educator (CBTEs). 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.

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. Such an authentic application of coursework is where the college and local schools come together in a partnership that sustains our profession.

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 College and SBTEs is open and thoughtful communication amongst the triad of teacher candidate, SBTE, and CBTE. 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 CBTE works closely with the teacher candidate and the SBTE 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. 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.

Teacher candidates are evaluated on four major performance areas. These areas are central to CBTE observations, teacher candidate reflective writing,



1. 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>

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.

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.
- √ 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 CBTE 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.
- √ Participate in the school community in ways that honor families and respect community knowledge.
- √ Assume the role of professional teacher when in the school building and classroom.
- √ Maintain confidentiality regarding school, classroom, and student information at all times.
- √ Attend classes and maintain commitment to college coursework.
- √ Become familiar with teacher candidate assessments (see Teacher Candidate Evaluation on p. 18 and Student Teaching Evaluation Rubric on p. 19).



Expectations of School Based Teacher Educators

- √ Orient teacher candidates to school policies, classroom materials, procedures, routines and behavior expectations for students.
- √ 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 students, 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 CBTE 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. 11).
- √ 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 CBTE for questions relating to expectations, teacher candidate performance, and assessment.
- √ 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.



Expectations of College-Based Teacher Educators

- √ 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.
- √ Review the Midway Placement Evaluation and the End of Placement Evaluation with each teacher candidate and provide them with a copy for their records.



“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 total days across all placements for teacher candidates registered for 4 to 6 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 CBTE(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 CBTE will contact the Program Director in consultation with the Office of Clinical Experiences and Partnerships and the Program Director will determine the processes for completing the student teaching experience.

Unavoidable Absence(s) Needed?

Registered for 4-6 credits =
No more than 3 total unavoidable days

Registered for 3 credits =
No more than 2 total unavoidable days

Attendance verification forms **must** be completed at the end of each placement!

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).

Substitute Teaching:

Based on recent substitute teacher shortages and the continuity that teacher candidates can provide to PK-12 students, Nazareth College 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 must be hired by the school district and be paid the current per diem rate for substitute teachers.
- ✓ The teacher candidate's College-Based Teacher Educator must approve the teacher candidate to serve as a substitute in advance.
- ✓ The teacher candidate reserves the right to turn down the request to substitute without fear of negative professional judgment or consequences.
- ✓ The teacher candidate is only permitted to substitute in the classroom in which they are assigned.
- ✓ 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 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 seven-week placement and six (6) days during a 14-week placement.
- ✓ The teacher candidate shall not be permitted to substitute for more than two (2) consecutive days.

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.

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 CBTE, Program Director, and the Office of Clinical Experiences and Partnerships Program Director to report the accident and any actions that were taken.
5. The Program Director of the Office of Clinical Experiences and Partnerships will write a description of the events to be placed in the teacher candidate's file in 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 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 verbally, in writing, by email, on social media or in any other confidential information to any third party including their college-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, 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.

Transportation of Students:

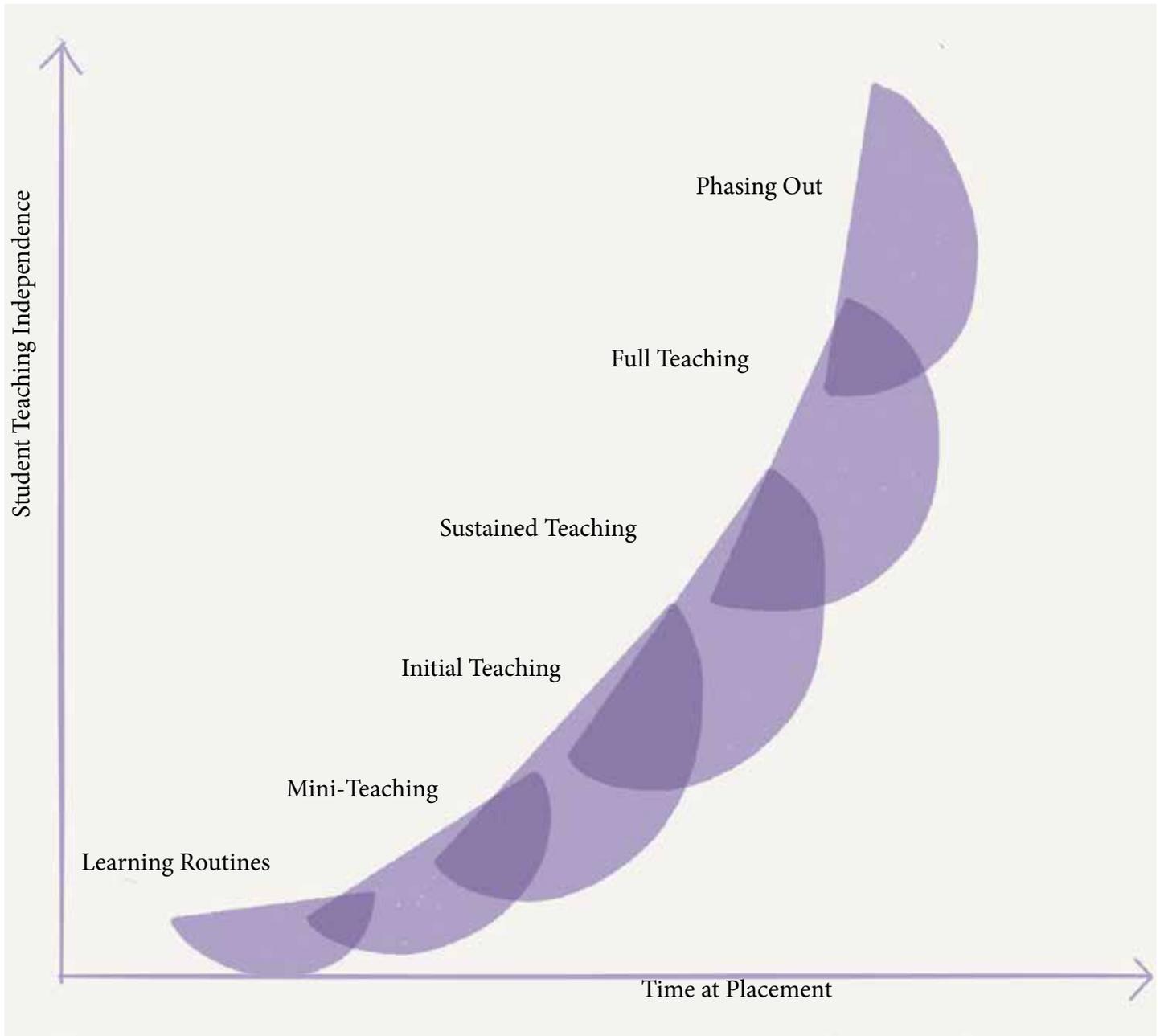
Under no circumstances is a teacher candidate allowed to transport students.

Office of Clinical Experiences and Partnerships:

585.389.2596

fieldexp@naz.edu

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, 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.

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 Student Accessibility Services. 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

“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.”

Essential functions, as distinguished 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.

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 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.

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.

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.

Professional Behaviors Assessment

The intent of this assessment is threefold:

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

	EXEMPLARY	PROFICIENT	DEVELOPING	NOT YET APPLICABLE
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 and 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 education 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 K-12 students, their families and communities, school and college-based teacher educators, instructors, and peers.	Candidate has limited awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate's word choices, actions, instructional choices and interactions inconsistently demonstrate commitment to diversity, equity and inclusion. Candidate occasionally demonstrates a deficit-based outlook.	Candidate lacks awareness of privilege and marginalization, and may not perceive the repercussions of actions and statements made towards others with regard to race, class, gender identity and expression, sexual orientation, religion, and ability. Candidate consistently demonstrates a deficit-based outlook.

*** Not Yet Applicable is the fifth choice for each rubric area.***

Professional Behaviors Assessment, cont.

	EXEMPLARY	PROFICIENT	DEVELOPING	NOT YET APPLICABLE
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, cont.

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

*** Not Yet Applicable is the fifth choice for each rubric area.***

Teacher Candidate Evaluation

As with all teaching and learning, assessment and feedback need to take place on an ongoing basis. The standard for success in the placement is based on our realistically high expectations for beginning teacher candidates.

Each member of the student teaching triad--teacher candidate, SBTE, and CBTE plays an important role in the evaluation process.

- √ Teacher candidates read, understand, and reflect on the student teaching rubric (see pp. 19-26).
- √ 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 point 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. After completing the evaluation, the SBTE should download a copy of the evaluation as a PDF and review it with the teacher candidate. If for some reason, 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 CBTE about their concerns as soon as possible. A teacher candidate who is struggling will be asked to develop an action plan to support their professional growth (see Procedures for Concerns During Student Teaching, p. 27).
- √ The CBTE 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 CBTE will review each Evaluation for Student Teaching with the teacher candidate and provide them with a copy.

The Evaluations for Student Teaching are 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 5

and the full evaluation rubric is included on pages 19-26. All assessment reports are reviewed by the Program Director and filed in the Office of Clinical Experiences and Partnerships.

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:

- √ five or more rating of a 2 or any ratings of 1 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 CBTE. As a partnership, the teacher candidate and CBTE 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 any time a SBTE indicates, on their Midway Evaluation for 6-7 week placements or on either the Week 5 Evaluation or the Week 10 Evaluation for 14 week placements, concerns that the teacher candidate is progressing not 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 CBTE. As a team, the teacher candidate, the SBTE and CBTE 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).

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.)". If a teacher candidate receives three or more ratings of a 2, or any ratings of a 1, on their End of Placement Evaluation for Student Teaching, the placement will be deemed unsuccessful.

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

If a teacher candidate receives three or more ratings of a 2, or any ratings of a 1, on their End of Placement Evaluation for Student Teaching, the placement will be deemed unsuccessful.

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 in 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 the 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 actively resists new roles/challenges.
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.
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.	Candidate independently and consistently models professional behaviors.	Candidate demonstrates professional behaviors.	Candidate requires occasional support to demonstrate professional behaviors.	Candidate demonstrates unprofessional behaviors.
*See Guide to Student Teaching for detailed descriptions of expected professional behaviors and essential functions.				

Evaluation Rubric for Student Teaching Program Specific Areas

Inclusive Adolescence Education Program

	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

Inclusive Early Childhood/Inclusive Childhood Education Program

	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

Teaching Speakers of Other Languages (TESOL) Education Program

	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

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 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.)

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.

Procedures for Concerns During Student Teaching

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.

Procedures When there are Concerns regarding Candidate Meeting Standards of Success

- √ Direct and honest communication between the SBTE, CBTE, 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 CBTE 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 CBTE will discuss the next steps.
 - √ After consultation with the Nazareth Program Director/Coordinator, the CBTE 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 CBTE may be necessary. The SBTE and CBTE 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 CBTE 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.



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/Coordinator, in consultation with the CBTE and the Office of Clinical Experiences and Partnerships Program Director.

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 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 will complete additional requirements to determine readiness for another placement which may include but are not limited to:

- A reflective journal,
- An action plan/goal document, and/or
- Completion of NYS Teacher Certification Exam(s).

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

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.

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 CBTE 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 CBTE 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.

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 CBTE should then be contacted. The CBTE may then schedule a meeting with all parties to develop a plan of action with specific strategies to remedy the situation. The CBTE 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 CBTE, 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 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.