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Office of Student Teaching & Certification Staff Directory

Our offices are located on Medaille College’s Buffalo Campus at 18 Agassiz Circle, Buffalo, NY 14214. We can be reached locally at (716) 880-2000 or toll free at 1-800-292-1582.

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Phone Extension: 2548
Crystal.A.Elias@medaille.edu

Mrs. Susan Beier, Office Manager & Administrative Assistant
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Susan.M.Beier@medaille.edu

Ms. Deborah Barcaro, Secretary
Student Teaching Placements
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Student Teaching Placement Dates

Fall 2015 Semester

First Placement: The First Day of School through Friday, October 23, 2015

Second Placement: Monday, October 24, 2015 through Friday, December 18, 2015

Spring 2016 Semester

First Placement: Monday, January 11, 2016 through Friday, March 4, 2016

History of Medaille College

Medaille College is a private, coeducational institution offering associate, bachelors and master’s degree programs through day, evening, and weekend studies.

The College traces its roots back to 1875 when the Sisters of St. Joseph founded an Institute for the preparation of teachers. The Institute became Mt. St. Joseph Teachers College in 1937, and was authorized to grant baccalaureate degrees in Education to women in religious orders. In 1967 the name of the institution was changed to Medaille College, and its charter was amended to allow it to admit both men and women. In 1968 an absolute charter was granted by the Boards of Regents, establishing Medaille College as a totally independent institution governed by a self-perpetuating Board of Trustees.

The College grants undergraduate degrees in the liberal arts and a variety of career-related programs, and graduate degrees in business and education.

Mission of Medaille College

Chartered by the Board of Regents of the University of the State of New York, Medaille College is an independent, coeducational institution of higher learning. Its purpose is to make available to all qualified students postsecondary educational opportunities to meet their individual needs for lifelong intellectual and professional growth.

Medaille College concentrates on excellence in teaching with an emphasis on personal attention to its diverse student body. Its curriculum provides a solid liberal arts and science foundation with early access to career-oriented education. The College offers cultural, economic, and community services as part of its educational mission.

Mission of the Division of Education at Medaille College

The Division of Education focuses on excellence in teaching with an emphasis on personal attention to our diverse learners. Our career-oriented curriculum builds upon a liberal arts and sciences foundation as we guide students toward initial and professional certification. This program is flexible because of the multiple delivery systems available to traditional students and practicing professionals. The staff and faculty are dedicated and committed to graduating students who are effective teachers. As reflective practitioners and scholars guided by constructivist approaches (Vygotsky, 1978) to learning and teaching, we challenge our students and ourselves to reach high standards of achievement through the relentless pursuit of best teaching practices. Learning occurs in our classrooms within a caring environment, with dedicated faculty who advise, mentor, and guide students from their admission to the program through to the completion of their capstone courses. Ultimately, we are invested in learning, teaching, and the continued success of our students.

Vision of the Division of Education at Medaille College

The faculty of the Division of Education consists of scholar practitioners focused on research-based best practice. We take pride in graduating men and women who can successfully contribute to pupil learning through their excellence in teaching. The Division of Education continues to engage its experienced faculty in practitioner-focused curriculum in traditional and non-traditional instructional formats. It is the vision of the Division of Education to be an effective and responsive provider of educational programs that meet emerging needs.
Placement Information

Students expecting to student teach will be required to attend an Application for Student Teaching Meeting prior to the semester they intend to student teach. At this meeting, the Office of Student Teaching & Certification (OSTC) will go over the required documents and personal information needed to make placement requests. It is important to note that all confirmed placements are up to the discretion of the OSTC and the school board/district. There is a protocol between the Office of Student Teaching & Certification and area school boards/districts which prohibits student teachers from making their own student teaching placement arrangements. All placements will be arranged between the OSTC and the school board/district personnel.

Students are permitted to provide up to one preferred school board/district for each student teaching placement. While reasonable effort is made to accommodate student teacher preferences, please note that we cannot guarantee placements in preferred districts. It is expected that every student teacher have a blend of urban, suburban, and/or rural placements. Student teaching placements may be up to an hour commute (by car) from the student’s home address. Please be aware that student teachers may not student teach in a school building where they have a known conflict of interest. Conflicts of interest include buildings where family or close friends are attending or employed by the school.

Student teachers will be required to attend a Preparing for the Student Teaching Experience meeting prior to the beginning of their student teaching placement. During this meeting, students will learn of the policies and procedures of the student teaching experience, be trained in the Field Experience Management (FEM) tool on LiveText for the electronic submission of all required student teaching documents, as well as attend a professional development seminar. Students who miss the mandatory meeting will not be permitted to begin student teaching and may need to delay their student teaching to the subsequent semester.

The secretary of the Office of Student Teaching & Certification will contact student teachers via their Medaille email account with confirmed placement information. **Once the placement information is received, student teachers are required to make initial contact with the assigned associate teachers and college supervisor as soon as possible.** Student teachers are reminded that their mentors are expecting contact and that first contact will set the tone and serve as the first impression for the entire professional experience.

**Student Teacher Placement Cancellation**

Confirming student teaching placements requires collaboration between the Office of Student Teaching & Certification and school boards/districts that result in time and labor costs for both entities. Student teachers may request that their student teaching placements be cancelled and/or delayed only one time. Requests to cancel and/or delay student teaching placements beyond that will result in a cancellation fee of $120 to be paid before another student teaching application can be considered.
Message to the Student Teacher

Student teaching is the culmination of your educational preparation process. It is your opportunity to utilize the knowledge and skills that you have gained through your coursework at Medaille College. This is your opportunity to learn through a hands-on experience with the support and mentorship of your associate teacher and your college supervisor.

You will find student teaching to be one of the most rewarding, yet challenging times in your educational career. Your experience will be greatly dependent on the time, commitment, and enthusiasm you put into it. As a student teacher, you will gradually gain greater classroom responsibility through the guidance of your associate teacher. Pay careful attention to the suggested timeline progression in this handbook. This will help you to plan and prepare for the increasing workload and expectations of the student teaching experience.

As you begin this exciting first step in your teaching career, remember that you have a solid foundation of pedagogy, methodology, and pre-student teaching field experiences as well as the wealth of knowledge and experience of your associate teacher and college supervisor to use as valuable resources. Best wishes for a successful and rewarding placement experience.

Role of the Associate Teacher

The associate teacher is the classroom teacher who will serve as the daily mentor during the student teaching experience. The associate teacher may be called upon for advice on areas such as classroom management, planning, instructing, assessment, and selection of instructional materials/media. In addition, the associate teacher will orient the student teacher to the classroom and help to integrate the student teacher into the instructional setting and will serve as a role model for best teaching practices. He/She will also be assigning lessons/units to the student teacher to teach and will review and evaluate lessons. Each student teacher will be evaluated by the associate teacher mid-way through the placement as well as at the conclusion of the student teaching experience. The associate teachers receive an electronic copy of the Associate Teacher Handbook to serve as a reference tool. The full Associate Teacher Handbook can be viewed on the Medaille website at www.medaille.edu/student-teaching/.

Role of the College Supervisor

The college supervisor will help orient the associate teacher to our student teaching expectations as well as to the forms and formats used during the student teacher’s placement. The college supervisor will also be observing and evaluating at least two lesson plans that you will write and teach in each placement, as well as complete a final performance summary evaluation at the end of each placement. Your supervisor will be in close contact with your associate teacher.

Student Teaching Policies

Punctuality & Attendance

Student teachers are expected to arrive on or before the designated teacher reporting time and remain after school has dismissed. Student teachers are to follow the schedule of their associate teacher and perform all duties as expected. Tardiness and/or leaving early are not acceptable. Instances of tardiness should be reported to the college supervisor.
Student teachers will follow the school board/district’s calendar during each student teaching placement. When permitted by the associate teacher, student teachers are expected to attend all in-service days, faculty meetings, and any other professional development opportunity.

**Absences**

Student teachers are required to be in attendance every day of their assigned placement dates. In the event of an unavoidable absence, student teachers are expected to follow the listed protocol:

1. Contact the associate teacher as soon as it is known that an absence will occur. It is important that the student teacher ensures that the associate teacher has received this information.
2. It is the student teacher’s responsibility to be sure that all lesson plans, resources, and materials that are needed for the day’s lessons are available for the associate teacher.
3. Contact the college supervisor and the Office of Student Teaching & Certification to document your absence.
4. If the illness causes you to miss three or more placement days, a doctor’s note will be required upon returning to school.

Absences from the first placement are expected to be made up during the interim week and absences from the second placement are expected to be made up at the conclusion of the placement.

**Absences for Athletics** — Members of athletic teams on campus may participate in games only after arrangements have been made through the Office of Student Teaching & Certification. Every effort will be made to minimize time lost from the student teaching placement. All student athletes are reminded that their academic commitment to student teaching is to remain their first priority.

**Absences for Teacher Recruitment Day** — Student teachers may request to participate in a Teacher Recruitment Day event/interview. Interested students should contact the Office of Student Teaching & Certification at least two weeks prior to the event. The OSTC will consult with the associate teacher and college supervisor to determine if an excused absence will be granted.

**Professionalism**

Student teachers are expected to conduct themselves in a professional manner including appropriate attire, attitude, and initiative. It is important to maintain good professional relationships with the associate teacher, the college supervisor, and all other school personnel. In addition, student teachers are expected to build a positive rapport with the children and parents in the classroom, fostering a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying.

Refer to page 24 of this handbook for the complete Division of Education policy on Professional Dispositions.

**Lesson Plans**

Student teachers are required to submit lesson plans to their associate teacher at least 48 hours in advance of teaching a lesson. This will give the associate teacher time to review the lesson plan and make any suggestions and/or corrections needed before delivery. The student teacher and associate teacher should meet to discuss the lessons, topics, and/or class periods that the student teacher will be expected to teach.
All student teachers should begin the placement by using the Medaille lesson plan format. As the placement progresses, the associate teacher may choose to allow the student teacher to utilize a different lesson planning format. This decision is up to the discretion of the associate teacher.

For lessons being observed by the college supervisor, student teachers will need to provide the full Medaille lesson plan to the college supervisors at least 48 hours in advance of the scheduled observation. All lessons observed by the college supervisors must be accompanied by the full Medaille lesson plan and will need to be submitted to the Office of Student Teaching & Certification at the exit meeting.

**Reflective Practice**

As caring and responsive educators, student teachers should commit themselves to learning as an ongoing process. Student teachers should reflect frequently on their teaching practices and be willing to ask for and receive help when needed. It is important to receive constructive criticism in a positive way, allowing for thoughtful planning and reflection.

**Additional Coursework/Employment**

Due to the enormous commitment of time and energy needed to be successful, we strongly discourage our student teachers from holding outside employment during their student teaching. While a few students still choose to hold some level of employment for economic reasons, it is not an acceptable excuse for being unprepared or not being fully dedicated to the student teaching responsibilities. Student teaching often requires before and after school participation in addition to the time needed outside of school for lesson planning and preparation. Dedication to completing student teaching at the highest possible level needs to be the student teacher’s number one priority.

Student teachers need to be committed to the learning experience and are encouraged to display the enthusiasm and dedication expected of teaching professionals.

**Confidentiality**

The Family Educational Rights and Privacy Act (FERPA) is a US Federal law that protects the privacy of student education records. It is imperative that student teachers do not discuss classroom situations outside of the educational setting. Failure to maintain confidentiality may result in termination and subsequent failure of the student teaching placement.

**Cell Phone/Computer Use**

Student teachers are not permitted to use their cell phone during the school day. School computers may only be used with permission from the associate teacher to do school related business and research. Personal usage of school property may result in termination of the student teaching placement.

**Social Networking**

Student teachers have been advised to keep all of their social networking sites on a strictly private setting. Additionally, be sure that any pictures and/or information visible on personal sites are within the expectations of a teaching professional. Poor professional judgment regarding social networking sites can be detrimental to the student teaching experience as well as future career opportunities.
**Accident/Injury**

If a student teacher has an accident or is injured at their student teaching placement, they should immediately inform their associate teacher, the school office, and the Office of Student Teaching & Certification.

**Substitute Teaching**

According to Section 52.21 of the New York State Guidelines: Registration of Programs Leading to Classroom Teaching Certificates:

“(xii) Student Teaching means a structured, college-supervised learning experience....These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.”

Our policy supports the aforementioned statement and only in extremely extenuating circumstances will student teachers be allowed to act as substitute teachers. When and if that situation were to occur, the board/district will have apprised the Superintendent and the Board of Education of the situation and will supply Medaille College written notification of assumption of liability coverage.

Any time spent as substitute teaching will not count as student teaching.

It is expected that the associate teacher will be present in the classroom for the greater part of the day to supervise and make recommendations to the student teacher. We understand there are times when the associate teacher may need to leave for brief periods of time, but we discourage leaving the student teacher alone for a long period of time.

**Teacher Strikes**

Student teachers are guests of the school and as such should not participate in any strike actions to include protesting, meetings, and/or participation in discussion pertaining to strike activities. To maintain a neutral position, student teachers should not be utilized as substitute teachers during a teacher union strike or walk out.
Student Teaching Progress Monitoring Plan

A Student Teaching Progress Monitoring Plan is used to inform a student teacher that a specific expectation(s) has not been met at a satisfactory level. For example, if a student teacher arrives late for his/her placement; does not submit lesson plans to be reviewed prior to teaching the lesson; has unacceptable classroom management; chooses not to participate in after school activities; is unprofessional, etc.

The Student Teaching Progress Monitoring Plan may be completed by the college supervisor and/or the associate teacher, and may also be used by the school principal. The documented plan may be given at any time during a student teaching placement.

The Student Teaching Progress Monitoring Plan can be found in the appendix of this handbook or on the student teaching website at www.medaille.edu/student-teaching. The plan should include the areas of deficiencies and recommendations for improvement.

A copy of the Progress Monitoring Plan must be provided to the student teacher and also faxed or emailed to the Director of Student Teaching at (716) 932-2634 or Crystal.A.Elias@medaille.edu.

Grading Policies

A final ranking of a 3 (effective) or higher on the Summary Performance Evaluation is required to pass each student teaching placement. Student teachers are evaluated at the conclusion of each student teaching experience by both the associate teacher and by the college supervisor. Grading is a collaborative decision based on recommendations from the college supervisor and the associate teacher. The Director of the Office of Student Teaching & Certification reviews all evaluations and assigns the final grade determination of an “S” (satisfactory) or a “U” (unsatisfactory).

A student teacher who earns below a 3 will be required to meet with Crystal Elias, Director, Office of Student Teaching & Certification to discuss his/her options. The Office of Student Teaching & Certification may offer a struggling student teacher the opportunity to attend a “Refocus for Success” seminar to assist in his/her development.

If you have questions or concerns regarding the grading policy, please do not hesitate to contact the college supervisor or Crystal Elias.

Termination of Student Teaching Placement

A student teaching placement may be terminated at any time during the experience. Grounds for termination, and subsequently failure of the placement, include, but are not limited to:

- School district/board, building administration, and/or associate teacher ask that the student teacher be removed from, or not allowed back to, the school premises.
- Violation of school policies regarding conduct and professionalism.
- Inability to meet and sustain the minimum requirements established for student teachers.
- Excessive absences and/or tardiness.
- Violation of Medaille College’s Division of Education Professional Dispositions.
- Failure to abide by the policies and procedures contained in the Student Teaching Handbook.
**Refocus for Success**

Refocus for Success is a mandatory, two day seminar for student teachers who have earned an unsatisfactory grade for one or more student teaching experiences, for students who may have experienced difficulty in a previous placement, and/or for students who have been out of the program for an extended period of time.

Mandated student teachers, who wish to continue on to another student teaching placement, must attend all required Refocus for Success sessions, satisfactorily complete all Refocus assignments, and complete a probationary contract. Failure to meet the requirements will result in the termination of your final student teaching experience.

Medaille College policy dictates that a student teacher who fails two student teaching placements is academically dismissed for a period of one year, during which time they are required to complete an Improvement Plan prior to applying for readmission to the program (refer to the Division of Education Handbook). A student whose student teaching has been delayed or must be repeated will also have their graduation and college recommendation for certification delayed. Students who return and fail a third placement will be academically dismissed from the program.

<table>
<thead>
<tr>
<th>Unsuccessful Placement</th>
<th>Refocus for Success Date</th>
<th>Next Student Teaching Placement Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall First Placement</td>
<td>October</td>
<td>January</td>
</tr>
<tr>
<td>Fall Second Placement</td>
<td>January</td>
<td>March</td>
</tr>
<tr>
<td>Spring First Placement</td>
<td>March</td>
<td>September</td>
</tr>
<tr>
<td>Spring Second Placement</td>
<td>June</td>
<td>September</td>
</tr>
</tbody>
</table>
**Student Teaching Guidelines and Suggestions**

The timetable below is only a suggestion for the developmental sequence of a student teaching placement. The associate teacher may modify and adjust the timetable based on the needs of the students in his/her classroom.

**Week 1: Observe and Assist**

During this beginning stage, student teachers should consider:

- Orient and familiarize yourself with the classroom routines, school procedures, and initiate introductions to other school staff and personnel.
- Discuss guidelines and expectations for lesson planning, unit planning, completion of student teaching requirements, and exchange contact information with the associate teacher.
- Integrating into the classroom. Begin tasks that will help ease you into the routine and to help you to begin to establish positive relationships with the children.
- Observe the associate teacher, take anecdotal notes, work with small groups of children, assist in the daily routine, prepare an “ice-breaker” or getting to know you activity, etc.
**Week 2: Lesson and Unit Planning**

During the second week, the student teacher should begin to show more initiative and comfort in the classroom routines. Suggested guidelines for week two are:

- Consult with your college supervisor and associate teacher to make an appointment for the first formal observation.
- Begin to consult with your associate teacher for both short and long range planning.
- Discuss with your associate teacher what topic you will cover for your unit plan (minimum of 3-5 lessons).
- Seek feedback on both instructional and non-instructional progress.
- Look over the Student Teaching Requirements Chart with your associate teacher and determine if you have met any of the requirements. If so, ask your associate teacher to initial and date the met requirement in the column assigned for your placement.
- You should begin to write and teach lessons this week. It is up to your associate teacher’s discretion on how many, what subject(s), and whether he/she would like you to teach whole group, small group, or to begin with mini-lessons.
- Begin to assume greater responsibility for non-teaching activities.
- Become acquainted with school personnel and immerse yourself in school activities.
- Consult with your associate teacher for information on the grade level curriculum, Student Learning Objectives, and any student IEPs or 504 Plans so that you may better prepare lessons that meet the needs of individual learners.

**Week 3: Responsible for 1-2 Subjects/Periods**

- At this time you should be assuming full responsibility for non-teaching tasks (taking attendance, grading papers, recording grades, bulletin boards, etc.).
- Ideally, you should be ready to teach one to two periods/subjects per day. All of your lessons will need to be submitted, reviewed, and approved by your associate teacher prior to teaching. You are expected to provide your associate teacher with lesson plans **at least two days** in advance of teaching them unless your associate teacher requests your lessons to be turned in to him/her prior to that timeframe. You are expected to comply with the request of your associate teacher. It is suggested that you use the full Medaille format for lesson plans during this week.
- Continue to discuss your unit plans with your associate teacher. Unit outlines and lesson ideas should be shared with your associate teacher for his/her guidance and approval.
- Familiarize yourself with any students’ IEPs and/or 504 Plans. Your lesson plans should be differentiated and reflective of students’ individualized needs.
- Your associate teacher will begin to consider your progress for the Midway Performance Evaluation. Be sure that you are displaying initiative, meeting expectations, and following the suggested guidelines for progression. Your associate teacher should complete the Midway Evaluation during the third or fourth week of the student teaching experience. Once the evaluation is completed, it will be shared with you and your college supervisor. If you are not performing satisfactorily (an overall rating of at least a 3), you will need to have a meeting with your college supervisor and associate teacher to discuss a plan for improvement.
**Week 4: Increased Responsibility; 2-3 Subjects/Periods**

- Be ready to submit your entire unit plan (including all lesson plans for the unit) to your associate teacher for approval. A timeline for the teaching of the unit plan should be established.
- You should be aiming to teach two to three periods/subjects per day. All of your lessons will need to be submitted, reviewed, and approved by your associate teacher prior to teaching. You are expected to provide your associate teacher with lesson plans at least two days in advance of teaching them unless your associate teacher requests your lessons to be turned in to him/her prior to that timeframe. You are expected to comply with the request of your associate teacher. If suggested by your associate teacher, you may begin to utilize a lesson plan format other than the full Medaille lesson planning outline. (You will still need to do the full Medaille lesson plan format for any lesson observation done by your college supervisor.)
- Show daily progress in your teaching and instructional techniques. You should also be showing evidence of growth by accepting feedback from your associate teacher and college supervisor and using that feedback to adjust your planning, delivery, and assessment techniques accordingly.
- Development of classroom management. You should be able to manage classroom behavior and discipline according to your associate teacher’s behavior modification system. At this point, you should be able to teach full lessons/periods without immediate assistance from your associate teacher.
- Look over the Student Teaching Requirements Chart with your associate teacher and determine if you have met any of the requirements. If so, ask your associate teacher to initial and date the met requirement in the column assigned for your placement.

**Week 5: Responsible for 3-4 Subjects/Periods**

- During this time, you should be ready to teach three to four periods/subjects per day as determined by your associate teacher. All of your lessons will need to be submitted, reviewed, and approved by your associate teacher prior to teaching. You are expected to provide your associate teacher with lesson plans at least two days in advance of teaching them unless your associate teacher requests your lessons to be turned in to him/her prior to that timeframe. You are expected to comply with the request of your associate teacher. You should be utilizing the lesson plan format that your associate teacher has recommended for you.
- You should be able to fully prepare for all lessons; including planning, preparation, materials, modifications, delivery, and assessment.
- Continue to observe your associate teacher for best teaching practices, different teaching strategies, and growing your relationship with your associate teacher as your instructional mentor.
- The unit plan should be prepared in its entirety. Execution of the unit plan can begin once your associate teacher has approved it.
- Demonstrate good communication and coordination skills working well with support staff and other building professionals.
**Week 6: Responsible for 4-5 Subjects/Periods**

- During this time, you should be ready to teach four to five periods/subjects per day as determined by your associate teacher. All of your lessons will need to be submitted, reviewed, and approved by your associate teacher prior to teaching. You are expected to provide your associate teacher with lesson plans **at least two days** in advance of teaching them unless your associate teacher requests your lessons to be turned in to him/her prior to that timeframe. You are expected to comply with the request of your associate teacher. You should be utilizing the lesson plan format that your associate teacher has recommended for you.
- Show competency levels consistent with a beginning teacher.

**Weeks 7 and 8: Full Load Teaching/Co-Teaching Responsibilities; Transition Begins Back to Associate Teacher**

- During this time, you should be ready to be responsible for full time teaching (or co-teaching) duties for at least five days. All of your lessons will need to be submitted, reviewed, and approved by your associate teacher prior to teaching. You are expected to provide your associate teacher with a full five days’ worth of lesson plans **at least the week prior** to the start of your full time teaching responsibilities.
- Gradual load transition from student teacher back to associate teacher.
- Discuss with your associate teacher the possibility of observing in other classrooms (different teaching styles, grade levels, support services, specialty classes, etc.) if available.
- Review the Student Teaching Requirements Chart with your associate teacher and determine if you have met any of the requirements. If so, ask your associate teacher to initial and date the met requirement in the column assigned for your placement. Once the checklist is completed, ask your associate teacher to sign and date the last page of the checklist.
- Your associate teacher and college supervisor will both complete a Final Performance Evaluation. Be sure to review the evaluation with them.
- At the completion of the experience, please check that your associate teacher has signed, dated, and given you the Midway Performance Evaluation, the Summary Performance Evaluation, and the Student Teaching Requirement checklist.
- You will also need to check your documents to be sure you have the following forms from your college supervisor:
  - College Supervisor Summary Performance Evaluation
  - From the First Lesson Observation
    - Lesson Observation Form
    - Your lesson plan in the full Medaille format
    - Lesson Plan Assessment Form
  - From the Second Lesson Observation
    - Lesson Observation Form
    - Your lesson plan in the full Medaille format
    - Lesson Plan Assessment Form
**Student Teacher Requirements**

All student teaching forms may be found on Blackboard under the student teaching course and/or at www.medaille.edu/student-teaching.

**Unit Plans/Learning Segments**

You are responsible for planning and teaching at least one unit plan/learning segment consisting of a minimum of 3-5 lessons during each student teaching placement. Your associate teacher may require that you plan and teach additional units.

- For elementary education student teachers, the unit must be in literacy.
- For adolescent education student teachers, the unit must be in your content area.

The unit plans may be written following the Medaille College format as noted in the Unit Plan Descriptor and Unit Plan Assessment Form, or in another format as deemed appropriate in discussion with your associate teachers. The unit plan will not need to be submitted during the Student Teaching Exit Meeting, however, your associate teachers will need to initial and date your Student Teaching Requirements Chart once you have fulfilled this requirement.

**Student Teaching Requirements Chart**

This chart lists the various tasks and experiences that you are expected to be completing during your student teaching placements. The first two pages consist of activities that you MUST complete at each placement. The last two pages consist of activities that you should complete if the opportunity arises. For every requirement that you meet, please ask your associate teacher to initial and date the requirement in the column assigned for the appropriate placement. You will utilize the same chart for both placements. At the conclusion of each placement, please be sure both you and your associate teacher have signed and dated the last page of the chart. Be sure to make copies of the evaluation for your records. The original documents will need to be uploaded into the LiveText Field Experience Management system.

**Class Set of Student Evaluation Surveys**

As educators, it is important to be caring and reflective practitioners. Collecting and analyzing student data is an essential tool in making informed teaching decisions that can positively affect student learning.

In an effort to begin your reflective practice, you are being asked to utilize the Student Evaluation Surveys once during each placement. The surveys should be given to the students toward the end of your placement. After collecting the surveys, reflect upon your students’ responses and make necessary adjustments to strengthen future interactions, lessons, and delivery methods. The collected class set of Student Evaluation Surveys (from each placement) will need to be uploaded into the LiveText Field Experience Management system.
Student Teaching Reflection Assignment Form with Personal Reflection Attached

At the conclusion of each student teaching placement, you will need to fill out a Student Teaching Reflection Assignment Form. The assignment form will give you directions for completing your personal reflection. When completing your reflection, take time to read over your student teaching evaluations, lesson plan observation documents, and to think about the feedback you have received from your associate teacher and your college supervisor.

You will be required to upload two Student Teaching Reflection Assignment Forms with your personal reflection assignments attached (one from each placement) to the LiveText Field Experience Management system.

Surveys

The Division of Education Student Perception Survey and the College Supervisor Student Opinion Survey are surveys that will be completed online. Once the surveys are ready to be completed, you will receive an email from the Office of Student Teaching & Certification instructing you to log in and complete the surveys online.

LiveText; Field Experience Management (FEM)

Your LiveText Field Experience Management account will serve as a reference for you to ensure that you are collecting all of the documents you will need to submit for student teaching. You will be able to access all of the student teaching evaluations that will be completed by your Associate Teacher and your College Supervisor on your LiveText account. It is recommended that you download, save, and print copies of the documents for future reference.

You will use your LiveText account to upload your required student teaching documents. This will include:

- Lesson Plans – you will need to upload the full Medaille College Lesson Plan for every lesson that is observed by your College Supervisor (2 lesson plans per placement; 4 total lesson plans).
- Completed Student Teaching Requirements Chart
- Class Set of Student Evaluation Surveys from each placement
- A Student Teaching Reflection cover page with the 1-2 page reflection from each placement
Lessons Observed by the College Supervisor

Your college supervisor will observe you two times during each student teaching placement.

Lesson Plans in the full Medaille Format

For each scheduled formal lesson observation that your college supervisor does, you will need to send him/her a copy of your full Medaille-format lesson plan at least 48 hours in advance of the observation. The lesson plan will also need to be uploaded to your LiveText Field Experience Management account.

Lesson Plan Assessment Form

Your college supervisor will complete a Lesson Plan Assessment Form after he/she receives your lesson plan for each scheduled lesson observation. Once your college supervisor reviews your lesson plan, they will complete the Lesson Plan Assessment Form rubric on your LiveText Field Experience Management account. This document is used to evaluate the skills, abilities, and knowledge of your lesson planning in terms of lesson data, instructional data, instructional process, process analysis, and overall effectiveness.

Lesson Observation Form

After each scheduled formal lesson observation that your college supervisor does, your college supervisor will complete the Lesson Observation Form rubric on your LiveText Field Experience Management account. Your college supervisor will evaluate two of your lessons at each student teaching placement. The Lesson Observation Form will evaluate your knowledge in subject matter, pedagogy, and teaching skills.
Evaluations

**Associate Teacher Midway Performance Evaluation**

This evaluation will be completed in your LiveText Field Experience Management account by your associate teacher around the fourth week of the student teaching placement. Once completed, the evaluation should be viewable by you and your college supervisor. This evaluation is to serve as a benchmark for your progress.

**Associate Teacher Summary Performance Evaluation**

This evaluation will be completed in your LiveText Field Experience Management account by your associate teacher at the conclusion of the student teaching placement. Once completed, the evaluation should be viewable by you and your college supervisor.

**College Supervisor Summary Performance Evaluation**

This evaluation will be completed in your LiveText Field Experience Management account by your college supervisor at the conclusion of the student teaching placement. Once completed, your college supervisor this evaluation will be viewable to you.
New York State edTPA Certification Exam & Timeline

The edTPA (Education Teacher Performance Assessment) is a New York State certification exam that is required for initial licensure in New York State. The edTPA exam is designed to be taken during the student teaching placements. The three part exam (four parts for Elementary Education) is broken down into tasks; Planning, Instructing/Engaging, and Assessing (and Mathematics for Elementary Education).

As part of completing the NYSED mandated Education Teacher Performance Assessment (edTPA), teacher candidates are required to submit a video of their student teaching and samples of student work. Confidentiality is to be maintained at all times. All names on student work samples that can identify the individuals must be removed.

Before recording a video of student teaching, all candidates must obtain the appropriate permission from the parents/guardians of the students and from adults who appear in the video recording. All candidates must adjust the camera angle to exclude individuals for whom permission was not granted to video.

It is imperative that the edTPA remains secure and confidential. The candidate shall not share, post, or use a video recording for any other purpose. The video should not be stored on a non-secure location. The teacher candidate can only share the edTPA video with their authorized college supervisor. They cannot share the video with their chair, a prospective employer, or family and friends. Upon receiving notification on passage of the edTPA, the teacher candidate is to destroy, delete, or erase the video recording.

If the teacher candidate fails to secure the video recording and misuses the video, the candidate will be held to the Division of Education’s Professional Dispositions Policy, the Medaille Conduct Policy and Part 83 of the Morale Conduct Code from NYSED.

Student teachers should begin working on the edTPA in the first student teaching placement. It is important to collect as much evidence as possible while teaching the learning segment. The schedule outlined below (as excerpted and adapted from the edTPA handbooks) is to be used as a guide in completing the edTPA in a timely manner.

**Week 1**

- Complete the Context for Learning.
- Send home permission slips for parental consent to use videotaping and collection of student work.
- Identify the video equipment to be used for recording lessons of the learning segment.

**Week 2**

- Select one class/period to be used for the edTPA.
- In consultation with the associate teacher, select a learning segment of 3-5 consecutive lessons to plan, teach, and analyze student learning.
- Identify the central focus of the learning segment. Remember that the learning segment should assist students in developing an essential strategy with supporting requisite skills.
Week 3

- Write a lesson plan for each lesson in your learning segment (3-5 lessons total).
- Draft your responses to the commentary prompts from Task 1 in your edTPA handbook prior to teaching the learning segment. (When completing the planning commentary Appendix A in the Making Good Choices Support Guide will be helpful for the Elementary Education edTPA. Appendix B will be helpful for all other edTPAs.)
- Refer to the appendix of your edTPA handbook for required artifacts and the maximum length of prompt responses.

Week 4

- Teach and video record the learning segment (all 3-5 lessons).
- Review the video clips to determine which video segments show interaction with students to support their learning of the essential strategy and requisite skills. Begin to analyze your teaching and your students’ learning based on the video evidence.
- Draft your responses to the commentary prompts from Task 2 in your edTPA handbook.
- Refer to the appendix of your edTPA handbook for required artifacts and the maximum length of prompt responses.

Week 5

- Select one assessment from the learning segment that you plan to use to evaluate your students’ developing knowledge and skills.
- Define the assessment criteria you will use to analyze your students’ learning.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class.

Week 6

- From your selected assessment, choose 3 student work samples that illustrate patterns of learning within, and across learners in, the class. One of your student work samples must be from a student with a specific learning need that was identified on your Context for Learning. The three students you select will become your focus students.
- Summarize the learning of the whole class (refer to work samples from the three focus students) and look for patterns in student understanding across the class.
- Provide feedback to your students on the assessments. You can provide feedback by writing comments on the student work or by conferencing with your students in audio or video format. Remember to provide very specific feedback that focuses on how the student responses were correct or incorrect and what students need to think about in order to improve their skills.
Week 7

- Analyze evidence of students’ use of academic language from the video clips and/or from the student work samples of the assessment task.
- Draft your responses to the assessment prompts from Task 3 in your edTPA handbook.
- Refer to the appendix of your edTPA handbook for required artifacts and the maximum length of prompt responses.

Elementary Education edTPA Handbook Only

It is recommended that students complete Tasks 1-3 and Task 4 in separate placements irrespective of the order. The outline below is adapted from the Elementary Education edTPA Handbook.

Planning for Task 4

- Select one class that you will use as your focus class for Task 4 of the edTPA.
- Complete the Mathematics Context for Learning.
- Identify a mathematics learning segment (of 3-5 consecutive lessons) that you will use for Task 4. (Please note that the learning segment does not need to be taught by the student teacher; it may be lessons that were developed and taught by the Associate Teacher.)

Beginning Task 4

- Identify a central focus. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
- Develop or adapt a formative assessment from the learning segment that will allow you to assess the whole class learning.
- Develop the evaluation criteria you will use to analyze student learning.
- Teach or observe your Associate Teacher teaching the mathematics learning segment.

Analyzing Student Work for Task 4

- Summarize the class performance on the formative assessment completed during the learning segment.
- Choose 3 focus students and analyze the students’ work samples to identify the targeted learning objective/goal for the re-engagement lesson.

Re-engagement Lesson for Task 4

- Develop a re-engagement lesson that will focus on strengthening students understanding of the learning objective/goal from the mathematics learning segment.
- Implement the lesson with the 3 focus students. The lesson can be taught individually to each student, in a small group, or to the whole class.
**Evaluation of Effectiveness for Task 4**

- Collect the student work samples from the re-engagement lesson for the 3 focus students.
- Evaluate the effectiveness of the re-engagement lesson and draft your responses to the mathematics commentary from Task 4 in your edTPA handbook.
- Refer to the appendix of your edTPA handbook for required artifacts and the maximum length of prompt responses.
Appendices
Division of Education Professional Dispositions Policy

Professional Dispositions Overview
The Division of Education of Medaille College prepares students to enter the world of teaching Birth-12. As part of learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles that are required in private and public schools and community agencies. These behaviors are essential for employment and continued employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions, aligned with Medaille College and the Division of Education, provide a framework for professional behaviors. These standards for behavior will be implemented for all students for any behavior that does not comply with official standards of behavior. Professors and staff will demonstrate and work with our students to assure that they are familiar with the dispositions, understand the dispositions and are able to demonstrate these dispositions in every class and learning experience.

It is the responsibility of Medaille Division of Education students to recognize and fulfill professional habits of conduct. Their professional commitment to becoming an excellent teacher candidate or community leader must be evident through engagement, words and actions. During a student’s time at Medaille College when interacting with administrators, professors, teachers, peers and students while on all Medaille campuses and during field experiences professionalism is required.

Attendance
All Medaille students are expected to:
• attend every class on time, remain in class and return from breaks on time
• comply with attendance policy as stated in the Medaille Division of Education Handbook. (Student teacher candidates will also adhere to the attendance policy as outlined in the Student Teaching Handbook.)

*** Examples of possible infractions are being frequently late for a class/field experience or student teaching; missing class due to vacations or personal events; leaving class to complete other work such as in the computer lab at inappropriate times.

Conduct
All Medaille students are expected to conduct themselves in the following manner:
• Display professional behavior on all Medaille campuses and in schools for field experiences (i.e., punctuality)
• Use professional oral and written language appropriate to purpose and audience, including email
• Use positive conflict resolution techniques
• Be accountable and responsible toward one’s behavior
• Demonstrate respectful behavior both verbally and nonverbally (tone of voice, word choice, and posturing)
• Respect, empathize and appreciate differences in others’ perspectives and cultures
• Follow established dress codes for schools during practicum and student teaching
• Be mindful of wearing appropriate attire.

*** Examples of possible infractions are bullying peer; not fulfilling group responsibilities; being disrespectful towards professors and peers-verbally or in writing; improper computer, texting, or cell phone use; displaying threatening behavior or offensive body language; using vulgarity verbally or in written emails, intimidating or threatening professors or peers to obtain a course of action; showing insensitivity towards ethnic, religious or racial diversity or other diversity.
**Expectations**

All Medaille students are expected to:

- meet NYS learning standards and/or Ontario learning standards
- display a willingness to learn and grow professionally
- seek and use constructive feedback for the purpose of improving one’s teaching
- display a willingness to adapt and be flexible to situations as they present themselves
- maintain high and appropriate standards and expectations for self and the profession
- complete all course requirements

***Examples of possible infractions are an unwillingness to understand and learn new ideas and teaching strategies; an unwillingness to participate in class activities and discussions; unprofessional discourse in class interactions; disruptions during professor or peer presentation; engaging in other non-class activities (i.e. Facebook, work for other classes).***

**Accountability**

All Medaille students will be:

- Held accountable for all actions and decisions made as a pre-service student on any of the Medaille campuses, in the classroom and field experiences and student teaching sites.
- Held accountable for the guidelines outlined in the Medaille College Division of Education Handbook. (In addition, student teacher candidates will also be held accountable for the guidelines outlined in the Student Teaching Handbook.)

**Legal and Ethical**

All Medaille students are expected to:

- Act in a way that is in accordance with any legal and ethical conduct standards of Medaille College, the Division of Education Handbook, the New York State Education Department, and federal and state laws that discusses intellectual honesty, misconduct, bias related discrimination and sexual harassment.
- Maintain legal obligations regarding student privacy and confidentiality of students, families, school personnel and teacher colleagues

***Examples of possible infractions are forging the signature of a teacher or supervisor from a field placement/student teaching, plagiarizing assignments from the internet or other sources without citing the source; making cultural slurs or using a disrespectful voice or body language towards an individual based upon culture, religion or another diversity; discussing students or teachers from a field experience or student teaching in any setting.***

***The examples of infractions, listed in the five sections above, are included, but not limited to the infractions that are listed.***

**Probation letters**

Undergraduate students will receive a probation letter when they receive a grade of 2.0 or lower. Graduate students who receive a GPA lower than a 3.0 will receive a probation letter. Students will receive a warning letter when they are in danger of failing the course.

**Satisfactory and Unsatisfactory (S) and (U)**

Students who receive a grade of unsatisfactory (U) 3 times in the same course will be dismissed from the program. Student teacher candidates who fail one placement will be required to attend the “Refocus for Success” seminar before continuing on. Student teacher candidates who fail two (2) placements will be academically dismissed for a period of one year during which time they must complete a Professional Development Plan. At the end of one year, the student may apply for readmission to the college.
Academic Review
Academic Standards reviews undergraduate students. Program directors and chairs review graduate students. Any graduate student who earns a grade of “F” in any course or who indicates a lack of ability as determined by faculty will experience an academic review by program directors, chairs, and the academic division head.

Behavioral Decorum
Medaille College does not tolerate sexual or racial harassment of students or employees by College faculty, staff, or students. Students are legally protected from such activity by both state and federal legislation and are asked to report any occurrence to the Academic Affairs Office without fear of recrimination.

The College does not tolerate immature or abusive behavior in the classroom setting from students. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice President for Academic Affairs and the appropriate College Division Head will review the evidence and render a final decision.

The College does not tolerate immature or abusive behavior in an internship setting on or off campus from students. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice President for Academic Affairs and the appropriate College Division Head will review the evidence and render a final decision.

Credit Pending (CP)
Students, who complete a student teaching placement but have not submitted all the required documentation / paperwork, will receive a grade of Credit Pending (CP). Credit Pending is only given when a student demonstrates that all paperwork will be completed in a maximum of 30 days. Students who have a grade of CP but do not submit paperwork within the 30 day period will earn an unsatisfactory grade (U) for student teaching.

Students expecting to graduate at the end of student teaching must submit all paperwork prior to the end of that term (May/December). Paperwork submitted late may result in graduation and certification being delayed.

Incomplete (I)
An incomplete is given only for a compelling sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement between the student and instructor as indicated on the Incomplete Form. This form must be signed by both student and instructor.

Incomplete Grade Forms may be obtained from the instructor or in the Office of the Registrar. It is the responsibility of the student to complete the requirements of the Incomplete by the date stated on the form. Course completion is not to exceed the termination of the semester immediately following the initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College. All information must be complete when the form is submitted to the Office of the Registrar. If any part of the Incomplete Form is left unanswered, the form will be sent back to the instructor and no grade will be issued until the form is correctly filed.

An Incomplete must be removed from the student’s record by the end of the semester following the semester in which the Incomplete was issued. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Vice President for Academic Affairs or appropriate college dean. Any student receiving an Incomplete (“I”) grade will not be considered for Dean’s List or Merit List (undergraduate programs) status during the semester in which the Incomplete was issued.
**Academic Warnings** (see Appendix D in the Division of Education Handbook)

Academic warnings will be given to any student that is in danger of earning a C or below for the course. Areas of concern can include, but are not limited to attendance, poorly written assignments, or non-submission of assignments.

**Plagiarism**  See undergraduate and graduate catalogs

**Grade Appeal Process**

Education students wishing to appeal a final grade in a course must do so in writing within 60 days of the semester’s grade report. This written appeal should be directed to the instructor of the course in question; then the program director or chair of the program; followed by the dean of the Division of Education. Before moving to the next level, students must receive a written response for each level.
The Student Teaching Requirements Chart lists the minimum requirements that must be completed by the student teacher during the student teaching experience. Student teachers may be asked by their associate teacher to complete more than the requirements listed. Requirements that are not applicable during a student teaching placement can be replaced by other activities as approved by the associate teacher. Student teachers should utilize the same chart for both placements. **It is the student teacher’s responsibility to review the chart periodically with their associate teacher(s) and to have the associate teacher initial/date after each requirement is met.**

<table>
<thead>
<tr>
<th>PLANNING FOR INSTRUCTION AND ASSESSMENT (complete all)</th>
<th>1st Placement</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain an instructional planning book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write lesson plans that use instructional objectives written in behavioral terms.</td>
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<td></td>
</tr>
<tr>
<td>Plan a unit of instruction (or learning segment) consisting of a minimum of 3-5 written lesson plans.</td>
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<td></td>
</tr>
<tr>
<td>Plan and prepare instructional materials needed for each lesson/activity.</td>
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<td></td>
</tr>
<tr>
<td>Plan to teach and support the students’ use of academic language appropriate for the subject area.</td>
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</tr>
<tr>
<td>Utilize a variety of resources in planning for instruction and assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop lessons that have differentiated objectives and instructional strategies to meet the needs of diverse learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTING AND ENGAGING STUDENTS IN LEARNING (complete all)</td>
<td>1st Placement</td>
<td>2nd Placement</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Teach a unit of instruction (or learning segment) consisting of 3-5 lessons.</td>
<td></td>
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<tr>
<td>Demonstrate the use of technology/instructional media in instruction.</td>
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</tr>
<tr>
<td>Utilize various modes of instruction to meet the needs of diverse learners. (i.e. demonstration, discussion, experiments, lectures, guided groups, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display teaching qualities that encourage positive relationships, productive interactions, and learning among students.</td>
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<tr>
<td>Demonstrate knowledge and understanding of individual students and their learning styles and academic levels during instruction.</td>
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<td></td>
</tr>
<tr>
<td>Foster a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (DASA).</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSING STUDENTS’ LEARNING (complete all)</th>
<th>1st Placement</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct an assessment based on the behavioral objectives of the unit plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect and analyze the assessment of student work to identify patterns of learning and areas where remediation may be needed.</td>
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</tr>
<tr>
<td>Utilize a variety of evaluation techniques. (i.e. exit tickets, portfolios, running records, observational and anecdotal notes, learning logs, project based assessments, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to create and integrate rubrics into assessment.</td>
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</tr>
<tr>
<td>Appropriately plan to reteach after assessment scores are evaluated.</td>
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</tr>
</tbody>
</table>
### ADDITIONAL CLASSROOM RESPONSIBILITIES

In addition to instructional duties, student teachers should complete as many of the additional classroom responsibilities as possible during each placement.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Placement</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Drill/Safety &amp; Security Protocols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissal Procedures/Bus Duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration with School Professionals (special education teachers, speech pathologist, occupational therapist, school psychologist, social worker, technology specialist, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording Grades/Maintaining Student Academic Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise students in out-of-classroom activities during the school day (lunch monitoring, study hall, transporting to and from special area classes, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ANCILLARY DUTIES

In addition to instructional duties, teachers have many additional responsibilities. Student teachers should participate in as many ancillary duties as possible during each placement.

<table>
<thead>
<tr>
<th>Duty</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Placement</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTO/PTA/HSA Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Sponsored Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Service Workshop/Staff Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and/or Organizing a Field Trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Order Collection and Submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate and/or Observe in a Specials Area Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSE (Special Education) Meeting, 504 Meeting, AIS (Academic Intervention Services) Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Open House</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANCILLARY DUTIES, CONTINUED

In addition to instructional duties, teachers have many additional responsibilities. Student teachers should participate in as many ancillary duties as possible during each placement.

<table>
<thead>
<tr>
<th>School Committees</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Placement</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend/Participate in Before and After School Events Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Placement:</th>
<th>Grade Level: _______</th>
<th>Second Placement:</th>
<th>Grade Level: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Teacher Signature</td>
<td></td>
<td>Student Teacher Signature</td>
</tr>
<tr>
<td></td>
<td>Associate Teacher Signature</td>
<td></td>
<td>Associate Teacher Signature</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>
# K-Grade 3 Student Evaluation Survey

Student Teacher/Tutor Name__________________________________________ Date________________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes!</th>
<th>Maybe</th>
<th>No</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned something new.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>2. The lessons were fun.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>3. I understood my lesson.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>4. My student teacher/tutor cares about me.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>5. Directions were clear.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>6. I learned strategies or skills that I can use in school.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
</tbody>
</table>

7. Name one strategy or skill you learned:


Grade 4–6 Intermediate/Junior Student Evaluation Survey

Student Teacher/Tutor Name_____________________________ Date________________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I learned something new during the lesson.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>9. The lessons were fun.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>10. I understood what I was learning.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>11. My student teacher/tutor cared about me.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>12. Directions were clear.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
<tr>
<td>13. I learned strategies or skills that I can use in school.</td>
<td>☺</td>
<td>☺</td>
<td>☹</td>
<td>☐</td>
</tr>
</tbody>
</table>

14. Name one strategy or skill you learned:
### Grade 7-12 Adolescent Student Evaluation Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned new information</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Lessons were challenging and fun.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. I understood what was being taught.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. My student teacher/tutor cared about me.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Directions were clear.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. My knowledge of the subject matter improved after the lesson.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. I learned strategies that I can use in school.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Which strategies did you learn? Explain:</td>
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Student Teaching Placement Experience Reflection Assignment

Upon the completion of each student teaching experience, you are required to submit a reflection assignment. Please complete this form and attach your reflection.

Name: ___________________________________________ Student ID: _________________________

Please Check: € Placement 1 € Placement 2

Placement School Name: ______________________________________________________________

Grade Level of Student Teaching Experience: _____________________________________________

Section One:

Things that would improve my student teaching experience….

Please rank the following items in order on a scale of 1-5 with 1 being the most important item and 5 being the least important item.

➢ A Longer Student Teaching Placement
➢ Not Having additional Course Responsibilities during Student Teaching
➢ An Opportunity to Spend Additional Time Working with your Associate Teacher or College Supervisor
➢ Learning Additional Behavior Management Skills
➢ Learning additional Time Management Skills

Section Two:

About My Student Teaching Experience

Directions: Write a 1-2 page word-processed reflection (single spaced). Take time to reflect on all of the things that you learned, theories you applied, opportunities that you had, your strengths and areas for improvement. Respond to ALL of the following questions:

1. What were some of your successes that demonstrate how you assisted K-12 students (Birth-Gr.2; Grades 1-6; Grades 5-9; Grades 5-12; Grades 7-12) with learning during the student teaching experience?

2. How did you incorporate technology into your teaching? How did students use technology during your lessons?

3. What professional development opportunities did you participate in during your student teaching placement (beyond your requirements)?

4. What classroom management strategies did you use or observe that were effective?
New York State Code of Ethics for Educators

Statement of Purpose
The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.
Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.
Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.
Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.
Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.
Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students’ best interests. They advocate for fair opportunity for all children.
Principle 6: Educators advance the intellectual and ethical foundation of the learning community.
Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

Background on the Development of the Code

The State Board of Regents, as part of its teaching reform initiatives outlined in the 1998 report, New York's Commitment: Teaching to Higher Standards, called for the State Professional Standards and Practices Board for Teaching to develop a Code of Ethics for Teachers. In New York State, a teacher is defined as anyone for whom a certificate is required for service in the State’s public schools. This includes classroom teachers, school administrators, and pupil personnel service providers.

The Standards Board is a 28-member board that serves in an advisory capacity to the Regents and the Commissioner of Education. Its membership consists of teachers, school administrators, higher education representatives, public members, and a teacher education student. The Board worked for over a year to develop a draft Code of Ethics. The process involved a review of numerous other codes developed by professional organizations and by other jurisdictions, both for the teaching profession and for other professions. Individual Board members also consulted with their colleagues in the field to inform the process.

A draft was presented to the Regents Committee on Higher and Professional Education at the October 2001 Board of Regents meeting. Following this preliminary review by the Regents, the draft Code of Ethics was released for public comment. Reactions and suggestions were received from as broad a spectrum as possible: classroom teachers, school administrators and pupil personnel professionals, other members of the school community, teacher education students, college faculty, professional organizations, boards of education, parents and the general public.

The State Standards and Practices Board reviewed all comments received and produced the final version of the code in June 2002. The New York State Code of Ethics for Educators was presented to the Board of Regents at its July 2002 meeting, at which time the Regents authorized the release of the Code to the public.

For more information, contact:

Nancy Taylor Baumes
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New York State Education Department
Office of Teaching Initiatives, Room 5N EB
Albany, New York 12234
Phone: (518) 474-4661
The Ethical Standards for the Teaching Profession

Introduction
The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:
- to inspire members to reflect and uphold the honor and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:
Care
The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect
Intrinsic to the ethical standard of Respect are trust and fair-mindedness. Members honor human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust
The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

Introduction
The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:
- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
• to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

**The Standards of Practice for the Teaching Profession are:**

• **Commitment to Students and Student Learning**
  • Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

• **Professional Knowledge**
  • Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

• **Professional Practice**
  • Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

• **Leadership in Learning Communities**
  • Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

• **Ongoing Professional Learning**
  • Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

For more details go to the OCT website at [http://www.oct.ca/standards](http://www.oct.ca/standards).