



# **Associate Teacher Handbook**

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**2018-2019**

**Prepared by the Office of Student Teaching & Certification**



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## Office of Student Teaching & Certification Staff Directory

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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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## Student Teaching Placement Dates

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### Fall 2018 Semester

**First Placement:** Tuesday, September 4, 2018 - Friday, October 26, 2018

**Second Placement:** Monday, October 29, 2018 - Friday, December 21, 2018

### Spring 2019 Semester

**First Placement:** Monday, January 14, 2019 - Friday, March 8, 2019

**Second Placement:** Monday, March 18, 2019 - Friday, May 10, 2019





Dear Associate Teacher,

On behalf of Medaille College and the Office of Student Teaching & Certification, we thank you for assuming the responsibility as an associate teacher for our student teacher. You have demonstrated true professionalism by accepting this important role.

As the associate teacher, you play a key part in the development of our student teacher. While functioning as an associate teacher, you will serve as a mentor, modeling best teaching practices for the student teacher. The student teacher will look to you for suggestions, guidance, support, advice, encouragement, and assistance in identifying his or her areas of strength as well as areas that need improvement.

The Associate Teacher Handbook is designed to serve as a reference tool during the student teaching experience. The full Student Teaching Handbook can be viewed on the Medaille website at [www.medaille.edu/student-teaching/](http://www.medaille.edu/student-teaching/).

Over the course of the experience, we ask that you confer with the student teacher daily and document his/her successful completion of the various field based requirements.

The student teacher has a college supervisor assigned to him/her as well. The college supervisor will contact you to review expectations and evaluation forms. The supervisor will also schedule at least two visits to observe and evaluate lessons taught by the student teacher. The college supervisor and the Office of Student Teaching & Certification will support you in your role as an associate teacher. Please feel free to contact us with any questions or concerns.

We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Crystal A. Elias".

Crystal A. Elias  
Director, Office of Student Teaching & Certification

## The Role of the Associate Teacher

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As an associate teacher, please consider the following:

1. Accept the student teacher as an entering candidate, to the profession and under your charge. Orient and help familiarize the student teacher to the classroom/school routines, policies and procedures, school staff, and expectations of your classroom and the school. Encourage the student teacher to participate in faculty meetings, extracurricular activities, evening events, parent teacher conferences, etc.
  2. Integrate the student teacher into your classroom routine so that he/she may become an asset to the instructional setting. You may begin by assigning basic teacher tasks on a regular basis.
  3. Assess performance of competencies and evaluate overall development of the student teacher. Help guide the student teacher in identifying his/her strengths and areas that need improvement.
  4. Assist the student teacher in planning of initial lessons and locating appropriate materials and instructional aids. All lesson plans should be reviewed and approved by you prior to the student teacher's delivery of the lesson.
  5. Provide the student teacher with regular feedback. Daily informal observations should be made and communicated to the student teacher. The student teacher is expected to reflect upon constructive feedback and adjust his/her performance accordingly.
  6. If and when practical, provide the student teacher with increasing independence regarding planning and implementation of instruction. It is expected that the associate teacher will be present in the classroom for the greater part of the day to supervise the student teacher. While there are times when you may need to leave for brief periods of time, we discourage leaving the student teacher for a long period of time.
  7. Regularly review the Student Teacher Requirements Chart and initial and date the items completed in your classroom.
  8. Complete and return the Midway Performance Evaluation to the student teacher after the first three to four weeks of the experience. Subsequently, complete and return the Summary Performance Evaluation to the student teacher at the conclusion of the student teaching placement.
  9. Provide the student teacher with an opportunity to assume full-time instructional opportunities for a minimum of one week. If you prefer, it is also acceptable for a student teacher to co-teach with you for his or her week of full-time instructional duties.
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# Responsibilities of the Student Teacher

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*(Excerpt from the Student Teaching Handbook)*

## 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.

All absences are expected to be made up. Contact the College Supervisor for scheduling make up dates.

**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.

## 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.

### **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 his or her student teaching placement, they should immediately inform the 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.

## Education Teacher Performance Assessment (edTPA)

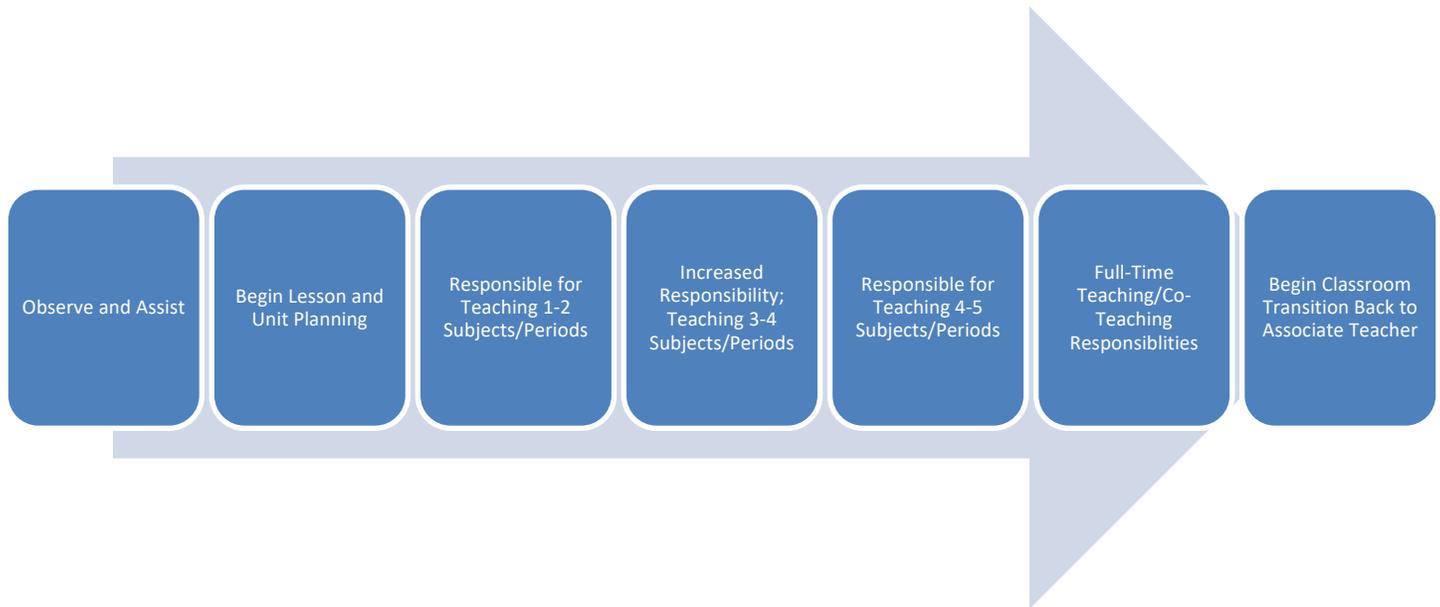
We, at Medaille, are very aware of the pressures that the teacher evaluations and standardized testing processes bring to associate teachers and building principals. It is up to the associate teacher to determine how best to utilize the student teacher to ensure a mutually valuable student teaching experience.

New York State requires that all beginning teachers take a certification exam known as the edTPA (Education Teacher Performance Assessment). This assessment of student teachers will be completed during the student's first student teaching experience. The edTPA assesses a student teacher's knowledge and performance in Planning, Instructing, and Assessing. While the edTPA is heavily driven by detailed written responses from the student teacher, there is also a small video component whereas student teachers will need to submit 15-20 minutes of videotape of them teaching a lesson. Medaille College student teachers will follow all district and school board policies regarding photography and videotaping to include obtaining parental permission. All videos are encrypted and secure with submission directly to New York State for educational reviewing and student teacher assessment purposes only. If your student teacher will be completing the edTPA while in your classroom, the college supervisor will discuss the assessment with you. The college supervisor will also schedule an appointment time to meet with the building principal to receive permission to distribute permission slips for the videotaping purposes.

Each student teacher has been given an edTPA timeline for completion. If you would like a copy of the timeline or for more information regarding the edTPA and its requirements, please contact your student teacher's assigned college supervisor.

## Suggested Timetable for Progression Through the Student Teaching Placement

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*

The student teacher and the college supervisor should make contact with you before the start of the placement. You should be given the opportunity to meet the student teacher and the college supervisor and to be provided with an orientation meeting.

During this beginning stage, associate teachers should consider:

- Orienting and helping to familiarize the student teacher with the classroom routines, school procedures, and introductions to other school staff and personnel.
- Providing guidelines and expectations for lesson planning, unit planning, completion of student teaching requirements, and procedures for contacting you, if needed. (Would you like them to have your home or cell phone number to contact you if they have questions, if they are to be out sick, etc.?)
- Integrating the student teacher into the classroom. Assign tasks that will help ease the student teacher into the routine and to help them to begin to establish positive relationships with the children.
- Allowing the student teacher to observe, work with small groups of pupils, assist in the daily routine, prepare an “ice-breaker” or getting to know you activity, etc.

## *Week 2: Lesson and Unit Planning*

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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:

- The student teacher and/or the college supervisor should consult with you to make an appointment for the first formal observation.
- Begin to advise and assist the student teacher for both short and long range planning.
- Consider what topic you may want the student teacher to cover for their learning segment/unit plan (minimum of 3-5 lessons).
- Provide regular feedback on both instructional and non-instructional progress.
- Look over the Student Teaching Requirements Chart (the student teacher is responsible for providing you with this document) and determine if the student teacher has met any of the requirements. If so, please initial and date the requirement in the column assigned for your placement.
- The student teacher should begin to write and teach lessons this week. It is up to your discretion on how many, what subject(s), and whether you would like them to teach whole group, small group, or to begin with mini-lessons.
- The student teacher should begin to assume greater responsibility for non-teaching activities.
- The student teacher should be acquainted with school personnel and be immersing themselves into school activities.
- Introduce the student teacher to the grade level curriculum, Student Learning Objectives, and any student IEPs or 504 Plans so that he/she may better prepare lessons that meet the needs of individual learners.

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

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- At this time the student teacher should be assuming full responsibility for non-teaching tasks (taking attendance, grading papers, recording grades, bulletin boards, etc).
- Ideally, the student teacher should be ready to teach two periods/subjects per day. All of their lessons will need to be submitted, reviewed, and approved by you prior to teaching. Student teachers are instructed to provide you with lesson plans at least two days in advance of teaching them. Please notify your student teacher if you would like the lessons turned in to you prior to that timeframe. It is suggested that students use the full Medaille format for lesson plans during this week. It is up to your discretion if you would like them to use a different format.
- The student teacher should continue to discuss their learning segment/unit plan with you. Unit outlines and lesson ideas should be shared with you for your guidance and approval.
- The student teacher should become familiar with any students' IEPs and/or 504 Plans. His/Her lesson plans should be differentiated and reflective of students' individualized needs.
- Begin to consider the student teacher's progress for the Associate Teacher's Midway Performance Rubric. The Midway Rubric should be completed via your LiveText/Watermark account during the third or fourth week of the student teaching experience. Once the evaluation is completed, it will be automatically shared with the student teacher and the college supervisor. If your student teacher is not performing effectively or is struggling, please notify the college supervisor.

## *Week 4: Increased Responsibility; 2-3 Subjects/Periods*

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- The Associate Teacher's Midway Performance Rubric should be completed in your LiveText/Watermark. This is a great time to discuss the evaluation and help the student teacher to set goals for the remainder of the placement.
- The student teacher should be able to submit their entire learning segment/unit plan (including all lesson plans for the unit) to you for your approval. A timeline for the teaching of the learning segment/unit plan should be established. The learning segment/unit plan should be prepared in its entirety. Execution of the learning segment/unit plan can begin once you have approved it.
- According to your judgment, the student teacher should be ready to teach three to four periods/subjects per day. All of their lessons will need to be submitted, reviewed, and approved by you prior to teaching. Student teachers are instructed to provide you with lesson plans at least two days in advance of teaching them. Please notify your student teacher if you would like the lessons turned in to you prior to that timeframe. With your consultation, students may begin to utilize a lesson plan format other than the full Medaille lesson planning outline.
- The student teacher should show daily progress in their teaching and instructional techniques. The student teacher should also be showing evidence of growth by accepting your feedback and adjusting their planning, delivery, and assessment techniques accordingly.
- Encourage the student teacher's development of classroom management. He/She should be able to manage classroom behavior and discipline according to your behavior modification system. At this point, he/she should be able to teach full lessons/periods without immediate assistance from you.
- Look over the Student Teaching Requirements checklist. Initial and date any tasks that have been completed thus far.

## *Weeks 5 & 6: Responsible for 4-5 Subjects/Periods*

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- During this time, the student teacher should be ready to teach four to five periods/subjects per day as determined by you. All of their lessons will need to be submitted, reviewed, and approved by you prior to teaching. Student teachers are instructed to provide you with lesson plans at least two days in advance of teaching them. Please notify your student teacher if you would like the lessons turned in to you prior to that timeframe. The student teacher should be utilizing the lesson plan format that you have recommended to them.
- Expect your student teacher, with your approval, to be able to fully prepare for all lessons; including planning, preparation, materials, modifications, delivery, and assessment.
- Continue to model best teaching practices, exposing your student teacher to different teaching strategies and developing your relationship as an instructional mentor.
- The student teacher should demonstrate good communication and coordination skills working well with support staff and other building professionals.

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

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- During this time, the student teacher should be ready to be responsible for full time teaching (or co-teaching) duties for at least five full days. All of their lessons will need to be submitted, reviewed, and approved by you prior to teaching. Expect your student teacher to be able to provide you with a full five days' worth of lesson plans at least the week prior to the start of their full time teaching responsibilities.
- The student teacher will need to show competency levels consistent with a beginning teacher.
- Gradual load transition from student teacher back to associate teacher.
- Review the Student Teaching Requirement checklist and initial and date all tasks that the student teacher has completed. Sign and date the last page of the checklist.
- Complete the Associate Teacher's Summary Performance Rubric and review your feedback with the student teacher.
- At the completion of the experience, please check that have completed the Associate Teacher's Midway Performance Rubric, the Associate Teacher's Summary Performance Rubric in your LiveText/Watermark account and that you have signed and dated your student teacher's Student Teaching Requirement checklist.
- Thank you for offering your support and mentorship during the student teaching experience. Your assistance and expertise are invaluable to shaping the next generation of educators.

# LiveText/Watermark Field Experience Management Online System

Medaille College utilizes LiveText/Watermark to complete student teacher evaluations in an online, secure format. You will receive an email from LiveText/Watermark inviting you to access your account so that you may enter your student teachers' evaluations online.

Follow these simple steps to get you started:

1. To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read like this:

“Dear **YOUR NAME**,

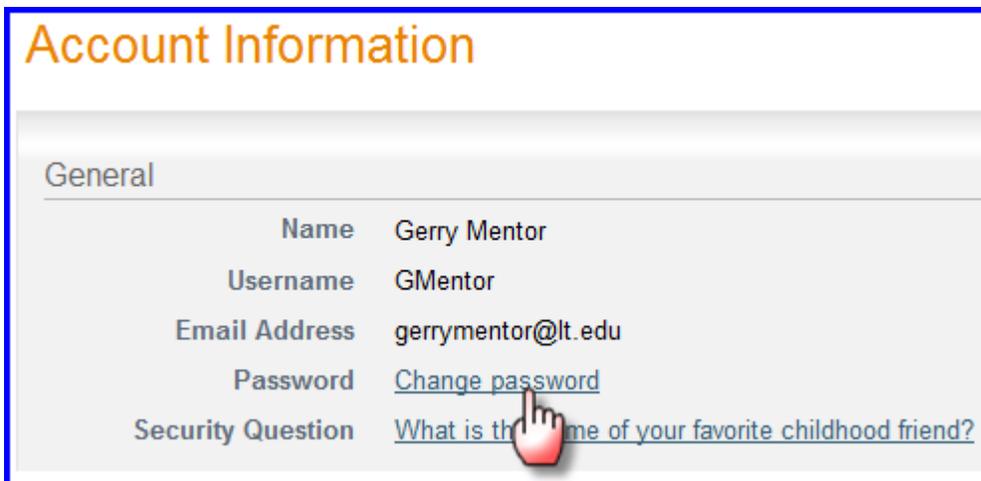
Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to [www.livetext.com](http://www.livetext.com) and enter the following username and password:

User name: **[YOUR USERNAME]**

Password: **[YOUR PASSWORD]**

Thank you for the contributions you will make to your mentee's professional development.”

2. Visit the website [www.livetext.com](http://www.livetext.com) and log in with the username and password provided to you.
3. You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the OPTION to change the password by:
  - a. Clicking My Account in the upper right corner
  - b. Clicking Change Password. You will be asked to enter the old password first, then to enter and confirm the new password.



- 4. Under the Placements tab you will see the name of your student teacher. Basic details about the placement will appear below the student's name.

Field Experience

Placements Profile

Bonnie Vince [email](#)

**Internship:** Co-Teaching Full Semester  
**Site:** Roberto Clemente Community Academy  
**Supervisors:** Wally Tineif [email](#)

**Start Date:** 03/17/2013  
**End Date:** 12/31/2013

[View Placement Details](#)

Name	Assessment	Date	
Bonnie Vince	Community Knowledge and Engagement Rubric	11/27/2013	In Progress
Wally Tineif	Community Knowledge and Engagement Rubric	11/27/2013	(Not Started)
	Community Knowledge and Engagement Rubric	11/27/2013	<a href="#">View Completed Assessment</a>
Bonnie Vince	Lifelong Learning Rubric	11/06/2013	<a href="#">View Completed Assessment</a>
Wally Tineif	Lifelong Learning Rubric	11/06/2013	(Not Started)
	Lifelong Learning Rubric	11/06/2013	<a href="#">Continue Assessment</a>

- 5. To fill out the evaluation, click on the Begin Assessment or Continue Assessment link.
  - a. Click the cells to highlight the level of performance achieved in each area.
  - b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
  - c. Add comments for the entire assessment using the text box at the top of the rubric.

Comments And Feedback: Overall comments... 3

[Foundations and Skills](#) [Show/Hide Rubric Descriptions](#)

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)
<b>Curiosity</b> <a href="#">Edit</a>	<input checked="" type="radio"/> Explores a topic in depth yielding a rich...	<input type="radio"/> Explores a topic in depth, yielding insight...	<input type="radio"/> Explores a topic with some evidence of depth,...	<input type="radio"/> Explores a topic at a surface level, providing...
<b>Initiative</b> <span>2</span> <a href="#">Edit</a>	<input type="radio"/> Completes required work, generates and pursues...	<input checked="" type="radio"/> Completes required work, identifies and pursues...	<input type="radio"/> Completes required work and identifies...	<input type="radio"/> Completes required work.
<b>Independence</b> <a href="#">Edit</a>	<input type="radio"/> Educational interests and pursuits exist and...	<input checked="" type="radio"/> Beyond classroom requirements, pursues...	<input type="radio"/> Beyond classroom requirements, pursues additional...	<input checked="" type="radio"/> Begins to look beyond classroom requirements,...
<b>Transfer</b> <a href="#">Edit</a>	<input checked="" type="radio"/> Makes explicit references to previous learning... <span>1</span>	<input type="radio"/> Makes references to previous learning and shows...	<input type="radio"/> Makes references to previous learning and...	<input type="radio"/> Makes vague references to previous learning but...
<b>Reflection</b> <a href="#">Add</a>	<input type="radio"/> Reviews prior learning (past experiences inside...	<input type="radio"/> Reviews prior learning (past experiences inside...	<input type="radio"/> Reviews prior learning (past experiences inside...	<input type="radio"/> Reviews prior learning (past experiences inside...

[Submit](#) [Save](#) [Cancel](#)

## If You Did Not Receive a LiveText/Watermark Email

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The links to access your LiveText/Watermark account to complete your student teacher's evaluations are sent automatically from the secure LiveText/Watermark site. Occasionally these emails are blocked by spam filters or sent to junk mail. If you have checked those folders and still cannot locate your LiveText/Watermark email, follow the steps below to log in to your LiveText/Watermark account.

- Go to [www.livetext.com](http://www.livetext.com)
- Hover your cursor over the login button
- Click "forgot password"
- Enter your school email address
- Click continue
- Click continue again
- You will be emailed instructions on how to create your LiveText account. For security purposes, you must retrieve the email and create your account within two hours of completing this process. If you do not complete all the steps within the two hour window, please restart the steps above.

## Evaluations

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You will be asked to evaluate the student teacher's performance twice during the placement. These evaluations will be completed online using your LiveText/Watermark account.

### *Associate Teacher Midway Rubric*

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Please complete this online evaluation around the completion of the fourth week of the student teaching placement. This evaluation is to serve as a benchmark for the student teacher's progress. Once you have completed the evaluation on LiveText/Watermark it will automatically be shared with the student teacher and the college supervisor.

If the student teacher is performing below expectations or if you have concerns about any part of the student teacher's progress or performance please notify the college supervisor.

### *Associate Teacher Summary Performance Rubric*

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Please complete this evaluation at the conclusion of the student teaching placement. This evaluation is to serve as the assessment for the student teacher's overall progress. Once you have completed the evaluation on LiveText/Watermark it will automatically be shared with the student teacher and the college supervisor.

### *Student Teaching Requirements Chart (provided by the student teacher)*

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This chart lists the various tasks and experiences that the student teacher should be completing during their student teaching placements. For every requirement that the student teacher meets, please initial and date the requirement in the column assigned for your placement. At the conclusion of the placement, please sign and date the last page of the chart.

### *Grading Policies*

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- The Associate Teacher Summary Performance Rubric along with two College Supervisor Lesson Observation Rubrics will be used by the Director of the Office of Student Teaching & Certification to make a final grade determination of an "S" (satisfactory) or a "U" (unsatisfactory).
- If you have questions or concerns regarding the grading policy, please do not hesitate to contact the college supervisor or Crystal Elias.

**Medaille College Department of Education**  
**Associate Teacher Midway & Summary Performance Rubrics**

\*\*Please note that the midway rubric and the summary rubric are the same assessment. One is done at the midway point to allow the student teacher to see their progress thus far and the other is completed at the conclusion of the placement to report out on the final assessment performance of the student teacher.

THE LEARNER AND LEARNING	Indicator	Unacceptable	Developing	Proficient	Accomplished
	<b>DEVELOPMENTALLY APPROPRIATE PRACTICE – Candidate’s lessons are developmentally appropriate AND academically rigorous for the age and stage of the students</b> CAEP 1.1, InTASC 1	Candidate’s lessons are not developmentally appropriate or academically rigorous for the age and stage of the students.	Candidate’s lessons are developmentally appropriate OR academically rigorous for the age and stage of the students.	Candidate’s lessons are developmentally appropriate AND academically rigorous for the age and stage of the students.	In addition to proficient, candidate takes into account individual learner’s strengths and needs.
	<b>MEETING THE NEEDS OF DIVERSE LEARNERS - Candidate supports the learning needs of students through a variety of strategies that make learning accessible for groups of learners. If applicable, attends to any requirements in IEPs/504s.</b> CAEP 1.1, InTASC 2	Candidate does not attempt to support the learning needs of students OR, if applicable, does not attend to requirements in IEPs/504s.	Candidate attempts to support the learning needs of students through limited strategies that may not make learning accessible to all students. If applicable, attends to any requirements in IEPs/504s.	Candidate supports the learning needs of students through a variety of strategies that make learning accessible for groups of learners. If applicable, attends to any requirements in IEPs/504s.	In addition to proficient, candidate differentiates instruction to meet individual learning needs.
	<b>PERSONAL, CULTURAL, AND COMMUNITY ASSETS - Candidate uses knowledge of students’ personal, cultural and/or community assets to engage students in the learning process.</b> CAEP 1.1, InTASC 2	Candidate does not attempt to connect lessons to students’ personal, cultural, or community assets OR has a deficit view of students and their backgrounds.	Candidate attempts to connect lessons to students’ personal, cultural, or community assets but fails to engage students.	Candidate uses knowledge of students’ personal, cultural and/or community assets to engage students in the learning process.	In addition to proficient, candidate seeks and incorporates additional information about students’ personal, cultural, and/or community assets to further enhance student engagement.
	<b>CLASSROOM MANAGEMENT - Candidate establishes a positive rapport with students through the use of appropriate management strategies to maintain consistent standards of behavior using clarity and patience.</b> CAEP 1.1, InTASC 3	Candidate does not establish a positive rapport with students OR weak management strategies allow disruptive behavior to interrupt student learning.	Candidate attempts to establish a positive rapport with students but behavior expectations are not clearly stated or consistently enforced.	Candidate establishes a positive rapport with students through the use of appropriate management strategies to maintain consistent standards of behavior using clarity and patience.	In addition to proficient, candidate implements proactive management strategies that anticipate and prevent misbehavior.
	<b>TECHNOLOGY - Candidate integrates appropriate technologies into learning experiences to improve instruction and guide students to utilize technology in the learning process.</b> CAEP 1.1, InTASC 3	Candidate’s use of (or lack of) technology does not add to instruction.	Candidate integrates technologies into learning experiences with little to no student involvement.	Candidate integrates appropriate technologies into learning experiences to improve instruction and guide students to utilize technology in the learning process.	In addition to proficient, candidate uses interactive technologies to expand learner options for mastering content/skills.

	<b>Indicator</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>CONTENT KNOWLEDGE</b>	<b>KNOWLEDGE AND USE OF SUBJECT MATTER</b> - Candidate accurately represents the central concepts of the discipline AND connects prior content knowledge with new ideas and concepts. CAEP 1.1, 1.3, InTASC 4	Candidate misrepresents the central concepts of the discipline AND fails to connect prior content knowledge with new ideas and concepts.	Candidate accurately represents the central concepts of the discipline OR connects prior content knowledge with new ideas and concepts.	Candidate accurately represents the central concepts of the discipline AND connects prior content knowledge with new ideas and concepts.	In addition to proficient, candidate consistently includes interdisciplinary connections.
	<b>APPLICATION OF CONTENT KNOWLEDGE</b> – Candidate creates accessible learning experiences in which content is meaningful for learners and responds to student misconceptions. CAEP 1.1, InTASC 5	Candidate does not create learning experiences in which content is meaningful for learners and does not respond to student misconceptions.	Candidate creates learning experiences in which content is meaningful for learners OR responds to student misconceptions.	Candidate creates accessible learning experiences in which content is meaningful for learners and responds to student misconceptions.	In addition to proficient, candidate predicts and dispels student misconceptions.
	<b>Indicator</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>INSTRUCTIONAL PRACTICE</b>	<b>PLANNING AND PREPARATION</b> – Candidate selects and creates lessons that are appropriate for long-term curriculum goals. CAEP 1.1, InTASC 7	Candidate does not make connections between daily lessons and long-term curriculum goals.	Candidate needs support to make connections between daily lessons and long-term curriculum goals.	Candidate selects and creates lessons that are appropriate for long-term curriculum goals.	In addition to proficient, candidate creates a curriculum map that meets long-term curriculum goals.
	<b>ASSESSMENT</b> - Candidate uses a variety of assessments to provide comprehensive evidence of student learning. CAEP 1.1, InTASC 6	Candidate’s use of assessment does not match learning goals.	Candidate’s use of assessment provides limited evidence of student learning.	Candidate uses a variety of assessments to provide comprehensive evidence of student learning.	In addition to proficient, candidate uses assessments that are strategically designed to allow individuals with specific needs to demonstrate their learning.
	<b>ASSESSMENT</b> - Candidate analyzes trends in assessment data to guide future planning for the class as a whole. CAEP 1.1, InTASC 6	Candidate does not collect assessment data OR does not use data to guide planning.	Candidate collects assessment data but makes minimal effort to use such data in future planning.	Candidate analyzes trends in assessment data to guide future planning for the class as a whole.	In addition to proficient, candidate analyzes data to plan for individual needs.

	<b>Indicator</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>PROFESSIONAL RESPONSIBILITY</b>	<b>LESSON PREPARATION - Candidate shares plans with time for feedback and approval prior to presentation.</b> CAEP 1.1, InTASC 9	Candidate does not share plans prior to presentation.	Candidate shares plans with no time for feedback or approval prior to presentation.	Candidate shares plans with time for feedback and approval prior to presentation.	In addition to proficient, candidate seeks input from colleagues with professional expertise (e.g. library media specialist, special educator, related services, language learning specialist) prior to sharing plans.
	<b>SCHOOL RULES AND ROUTINES - Candidate learns and follows school rules and routines on a daily basis.</b> CAEP 1.1, InTASC 10	Candidate does not attempt to learn or follow school rules and routines.	Candidate needs reminders to learn and follow school rules and routines.	Candidate learns and follows school rules and routines on a daily basis.	In addition to proficient, candidate takes initiative in learning and incorporating school rules and routines in and out of the classroom.
	<b>SELF-AWARENESS - Candidate identifies personal/professional strengths and weaknesses AND uses feedback to guide professional behaviors.</b> CAEP 1.1, InTASC 9	Candidate struggles to identify personal/professional strengths and weaknesses and does not use feedback to guide professional behaviors.	Candidate identifies personal/professional strengths and weaknesses OR uses feedback to guide professional behaviors.	Candidate identifies personal/professional strengths and weaknesses AND uses feedback to guide professional behaviors.	In addition to proficient, candidate seeks additional feedback.
	<b>REFLECTIVE PRACTICE - Candidate analyzes lessons' strengths and weaknesses and implements strategies to enhance future instruction.</b> CAEP 1.1, InTASC 9	Candidate struggles to identify lessons' strengths and weaknesses and does not implement suggested strategies.	Candidate identifies lessons' strengths and weaknesses OR implements suggested strategies to enhance future instruction.	Candidate analyzes lessons' strengths and weaknesses and implements strategies to enhance future instruction.	In addition to proficient, candidate analyzes and implements strategies for differentiated instruction.
	<b>PROFESSIONAL RELATIONSHIPS - Candidate develops respectful, collaborative professional relationships with others.</b> CAEP 1.1, InTASC 10	Candidate does not attempt to develop professional relationships with others or relationships are unprofessional.	Candidate is beginning to develop professional relationships with others.	Candidate develops respectful, collaborative professional relationships with others.	In addition to proficient, candidate seeks opportunities to work with colleagues to learn and grow professionally.
	<b>SCHOOL – HOME INVOLVEMENT - Candidate is sensitive to different families' cultures and values and when applicable, communicates respectfully with families.</b> CAEP 1.1, InTASC 10	Candidate demonstrates insensitivity to different families' cultures and values OR when applicable, does not communicate respectfully with families.	Candidate needs to be reminded to be sensitive to different families' cultures and values and when applicable, attempts to communicate respectfully with families.	Candidate is sensitive to different families' cultures and values and when applicable, communicates respectfully with families.	In addition to proficient, candidate demonstrates initiative in creating new avenues for connections and communications with families.

Indicator	Unacceptable	Developing	Proficient	Accomplished
<b>ETHICAL PRACTICE - Candidate acts in accordance with ethical codes of conduct, professional standards, and established rules and policies.</b> CAEP 1.1, InTASC 9	Candidate does not act in accordance with ethical codes of conduct, professional standards, and/or established rules and policies.	Candidate needs guidance to act in accordance with ethical codes of conduct, professional standards, and/or established rules and policies.	Candidate acts in accordance with ethical codes of conduct, professional standards, and established rules and policies.	In addition to proficient, candidate identifies circumstances in which individual situations may conflict with established rules and policies.
<b>PROFESSIONAL DEMEANOR - Candidate exhibits confidence with positive demeanor, is flexible and adaptable, and demonstrates energy and enthusiasm.</b> CAEP 1.1, InTASC 9	Candidate exhibits a negative demeanor AND/OR is inflexible/adaptable AND/OR demonstrates little energy or enthusiasm.	Candidate exhibits a positive demeanor, is flexible and adaptable, demonstrates energy and enthusiasm, but lacks confidence.	Candidate exhibits confidence with positive demeanor, is flexible and adaptable, and demonstrates energy and enthusiasm.	In addition to proficient, candidate seeks additional opportunities to contribute to the school community within and outside of the classroom.
<b>PROFESSIONAL DISPOSITIONS - Candidate demonstrates professionalism in behavior and appearance on a daily basis.</b> CAEP 1.1, InTASC 9	Candidate does not demonstrate professionalism in behavior or appearance.	Candidate demonstrates professionalism in behavior and/or appearance on an inconsistent basis.	Candidate demonstrates professionalism in behavior and appearance on a daily basis.	In addition to proficient, candidate maintains professionalism in high stress or unpredictable circumstances.
<b>PROFESSIONAL DISPOSITIONS – Candidate demonstrates professionalism in classroom expectations on a daily basis (i.e. preparedness, timeliness, reliability).</b> CAEP 1.1, InTASC 9	Candidate does not demonstrate professionalism in classroom expectations.	Candidate is beginning to demonstrate professionalism in classroom expectations.	Candidate demonstrates professionalism in classroom expectations on a daily basis (i.e. preparedness, timeliness, reliability).	In addition to proficient, candidate is proactive and demonstrates initiative both in and out of the classroom.

## Optional Student Teaching Forms

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### *Lesson Plan Template*

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Use as a guideline when reviewing the teacher candidate's lesson plans. The associate teacher may elect to have the teacher candidate use a different format once the associate teacher feels they are writing effective plans. Teacher candidates must always use the Medaille College format for lesson plans that will be observed by their college supervisor.

### *Lesson Plan Assessment Rubric*

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The associate teacher may choose to use this form to help them assess the teacher candidate's ability to produce a complete and effective lesson plan. The college supervisor will use this document to assess lesson plans they will observe the candidate teaching.



## Medaille College Department of Education

### Lesson Plan

<b>Teacher Candidate's Name:</b>		<b>Date:</b>	
<b>Context for Learning (edTPA)</b>			
<p><i>Where is the school where you are teaching located? City: _____ Suburb: _____ Town: _____ Rural: _____</i></p> <p><i>Grade level: _____ Number of students in the class: _____</i></p>			
<b>Students with IEPs/504 Plans</b>			
<i>Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment.</i>			
<b>IEPs/504 Plans: Classifications/Needs</b>	<b>Number of Students</b>	<b>Supports, Accommodations, Modifications, Pertinent IEP Goals</b>	
<b>Students with Specific Language Needs</b>			
<b>Language Needs</b>	<b>Number of Students</b>	<b>Supports, Accommodations, Modifications</b>	
<b>Students with Other Learning Needs</b>			
<b>Other Learning Needs</b>	<b>Numbers of Students</b>	<b>Supports, Accommodations, Modifications</b>	

**Lesson \_\_\_\_ of a \_\_\_\_ Day Learning Segment**

**Subject and Lesson Topic:**

**Grade Level:**

**Lesson Duration:**

**Central Focus of the Learning Segment**

*The central focus is an understanding that you want your students to develop. It is a description of the important identifiable theme, essential question, or topic within the curriculum that is the purpose of the instruction of the learning segment (Making Good Choices, 2016).*

**Knowing Your Learners**

**Using Prior Knowledge**

*What do you know about your students' prior academic learning as it relates to the central focus? (edTPA Handbook, Task 1, Prompt 2a)*

*How will you use this knowledge to inform your instruction? (edTPA Handbook, Task 1, Prompt 3a)*

**Using Student Assets**

*What do you know about your students' personal, cultural, and/or community assets as they relate to the central focus? (edTPA Handbook, Task 1, Prompt 2b)*

*How will you use this knowledge to inform your instruction? (edTPA Handbook, Task 1, Prompt 3a)*

Curriculum Standards		
<b>Objectives</b> <i>Using Bloom's Taxonomy, include statements that identify what students will be able to do by the end of the lesson and are aligned to the standards identified above.</i>	<b>Assessment</b> <i>Using formal and/or informal assessment tools, how will you evaluate and document your students' progress on each of the objectives?</i>	<b>Modifications to Assessments</b> <i>If applicable, explain how you will adapt assessments to allow students with specific needs to demonstrate their learning. (edTPA Task 1, Prompt 5b)</i>

Academic Language Demands <i>(edTPA Task 1, Prompt 4c)</i>		Instructional Supports <i>Strategies teachers provide to help learners understand, use, and practice the concepts (edTPA Task 1, Prompt 4d)</i>
<b>Function</b> <i>Looking at your standards and objectives, choose the <b>one Bloom's word</b> that best describes the active learning essential for students to develop understanding of concepts within your lesson.</i>		
<b>Vocabulary</b> <i>Key words and phrases students need to be able to understand and use</i>		
<b>Syntax</b> <i>Describe ways in which students will organize language (symbols, words, phrases) to convey meaning.</i>		
<b>Discourse</b> <i>How members of a discipline talk, write, and participate in knowledge construction and communicate their understanding of the concepts</i>		

Instructional Process	Accommodations and/or Modifications and/or Supports
Anticipatory Set/Motivator	
Instructional Procedures	
Closure	

**List all materials and/or technology tools required for the lesson.**  
*Key instructional materials must be attached. These materials might include such items as class handouts, assignments, slides, and interactive white-board images.*

**Medaille College Department of Education  
Lesson Plan Rubric**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Subject and Lesson Topic: \_\_\_\_\_

Indicator	Unacceptable	Revisions Needed	Target
<p><b>CENTRAL FOCUS – Candidate provides an accurate description of the purpose of the instruction of the learning segment.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate provides an inaccurate description of the purpose of the instruction of the learning segment.</p>	<p>Candidate provides a description of the purpose of the instruction for only part of the learning segment.</p>	<p>Candidate provides an accurate description of the purpose of the instruction of the learning segment.</p>
<p><b>USING PRIOR KNOWLEDGE– Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.</b> CAEP 1.1, InTASC 1</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ prior academic learning.</p>	<p>Candidate justifies why learning tasks are appropriate with limited attention to students’ prior academic learning.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.</p>
<p><b>USING STUDENT ASSETS – Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</b> CAEP 1.1, InTASC 2</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</p>	<p>Candidate justifies why learning tasks are appropriate with limited attention to students’ personal, cultural, or community assets.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</p>
<p><b>CURRICULUM STANDARD(S) - Candidate includes standards which are aligned to the central focus AND learning objectives.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate includes standards which are not aligned to the central focus AND are not aligned learning objectives.</p>	<p>Candidate includes standards which are not aligned to the central focus OR learning objectives.</p>	<p>Candidate includes standards which are aligned to the central focus AND learning objectives.</p>
<p><b>OBJECTIVE(S) – Candidate’s objectives are measurable AND describe what students should be able to do by the end of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s objectives are not measurable AND do not describe what students should be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are not measurable OR objectives do not describe what students should be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are measurable AND describe what students should be able to do by the end of the lesson.</p>

Indicator	Unacceptable	Revisions Needed	Target
<p><b>ASSESSMENT – Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</b> CAEP 1.1, InTASC 6</p>	<p>Candidate’s use (or absence) of formal and/or informal assessment tools do not provide evidence to monitor students’ progress toward meeting the objectives OR if applicable, candidate does not modify assessments to allow students with IEPs/504s to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide limited evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</p>
<p><b>LANGUAGE FUNCTION – Candidate chooses one language function that best describes the active learning in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify a language function.</p>	<p>Candidate chooses a language function(s) that does not best describe or is misaligned with the active learning in the lesson.</p>	<p>Candidate chooses one language function that best describes the active learning in the lesson.</p>
<p><b>LANGUAGE FUNCTION INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and use the language function.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and use the language function.</p>	<p>Candidate provides limited supports to help learners understand and use the language function.</p>	<p>Candidate provides specific supports to help all learners understand and use the language function.</p>
<p><b>VOCABULARY – Candidate only identifies key words and phrases students need to understand and/or use to be successful in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify key words and phrases students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies key words and phrases, BUT is missing words that are central to the lesson OR includes trivial words not necessary for success.</p>	<p>Candidate only identifies key words and phrases students need to understand and/or use to be successful in the lesson.</p>
<p><b>VOCABULARY INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and use key words and phrases to be successful in the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and/or use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides limited supports to help learners understand and use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides specific supports to help all learners understand and use key words and phrases to be successful in the lesson.</p>

Indicator	Unacceptable	Revisions Needed	Target
<p><b>SYNTAX AND/OR DISCOURSE – Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify syntax and/or discourse students need to understand and/or use to be successful in the lesson</p>	<p>Candidate’s identification of syntax and/or discourse does not represent what students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</p>
<p><b>SYNTAX AND/OR DISCOURSE INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and/or use syntax and/or discourse to be successful in the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>	<p>Candidate provides limited supports to help learners understand and/or use syntax and/or discourse.</p>	<p>Candidate provides specific supports to help all learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>
<p><b>ANTICIPATORY SET - Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s anticipatory set does not provide a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set attempts to provide a purpose for learning, making a vague connection to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>
<p><b>ACTIVATES OR BUILDS KNOWLEDGE - Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not describe how students’ prior knowledge is activated or how background knowledge is built.</p>	<p>Candidate describes limited opportunity for activating students’ prior knowledge or for building background knowledge.</p>	<p>Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</p>
<p><b>SCAFFOLDING – Candidate’s lesson scaffolds learning through sequentially appropriate instruction.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s lesson makes no attempt to scaffold or provide sequenced instruction.</p>	<p>Candidate’s lesson provides limited scaffolding OR is not sequential.</p>	<p>Candidate’s lesson scaffolds learning through sequentially appropriate instruction.</p>
<p><b>TEACHING STRATEGIES – Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson AND meets the needs of diverse learners.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan to utilize a teaching strategy that is appropriate for the content of the lesson AND does not meet the needs of diverse learners.</p>	<p>Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson BUT does not meet the needs of diverse learners.</p>	<p>Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson AND meets the needs of diverse learners.</p>

Indicators	Unacceptable	Revisions Needed	Target
<p><b>INSTRUCTIONAL SUPPORTS – Candidate plans specific instructional supports that assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide instructional supports OR instructional supports do not assist learners to meet the objectives of the lesson. If applicable, candidate does not design appropriate accommodations/modifications to meet the needs of learners IEPs/504s.</p>	<p>Candidate provides limited instructional supports to assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</p>	<p>Candidate plans specific instructional supports that assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</p>
<p><b>CONTENT KNOWLEDGE – Candidate’s plan includes accurate content throughout the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate’s plan includes significant inaccuracies in content.</p>	<p>Candidate’s plan includes minor inaccuracies in content.</p>	<p>Candidate’s plan includes accurate content throughout the lesson.</p>
<p><b>DEVELOPMENTALLY APPROPRIATE PRACTICE – Candidate’s plan is developmentally appropriate for the age AND stage of the students.</b> CAEP 1.1, InTASC 1</p>	<p>Candidate’s plan is not developmentally appropriate for the age and stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age OR stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age AND stage of the students.</p>
<p><b>QUESTIONING – Candidate plans higher level questions to advance student thinking.</b> CAEP 1.1, InTASC 5</p>	<p>Candidate does not plan for questions.</p>	<p>Candidate plans surface level questions that <b>do not advance</b> student thinking.</p>	<p>Candidate plans higher level questions to advance student thinking.</p>
<p><b>CLOSURE - Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan a wrap up of the lesson that reinforces students’ understanding.</p>	<p>Candidate’s planned wrap up provides <b>minimal opportunity</b> to reinforce students’ understanding.</p>	<p>Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</p>
<p><b>FULFILLMENT OF OBJECTIVES - Candidate’s instructional process fulfills the objectives of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s instructional process does not fulfill the objective(s) of the lesson.</p>	<p>Candidate’s instructional process makes progress toward fulfilling the objectives of the lesson BUT requires additional instruction to do so.</p>	<p>Candidate’s instructional process fulfills the objectives of the lesson.</p>

## Concerns with Your Student Teacher

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If at any time you have concerns regarding your student teacher, please contact the assigned college supervisor. The supervisor will be able to offer suggestions, to speak with the student teacher, and/or intervene if necessary. The supervisor works in conjunction with the Director of the Office of Student Teaching & Certification to support and assist you during the student teaching placement. Early intervention provides an opportunity to help the student teacher make the necessary adjustments as early as possible in the placement.

A Student Teaching Progress Monitoring Plan may be developed to assist a struggling student teacher. The plan is created in collaboration with the associate teacher, the college supervisor, and the Office of Student Teaching & Certification.

## Student Teacher Progress Monitoring Plan

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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, the associate teacher, and/or the Office of Student Teaching & Certification and may also be used by the school principal. The documented plan may be given at any time during a student teaching placement. The plan should include the areas of deficiencies and recommendations for improvement and provide student teachers with a comprehensive, monitored plan to assist them in successfully completing their placement. The following steps serve as a guide when initiating the Progress Monitoring Plan.

1. It is intended that all areas of concern will be identified and discussed as soon as they are evident. When the concern is identified and the Progress Monitoring Plan is initiated, the student teacher and the Director of Student Teaching should be notified.
2. The College Supervisor or Associate Teacher should fill out the Progress Monitoring Plan, in detail, including areas that need improvement, goals, an action plan, and a time table for success. Please contact the Director of Student Teaching if you would like assistance in developing the plan.
3. A meeting between the College Supervisor, Associate Teacher, and the student teacher should take place to discuss the Progress Monitoring Plan. The document will need to be signed by all three parties and then sent to the Director of Student Teaching.
4. Once the plan has been implemented, it is pertinent that detailed, dated notes are kept by the Associate Teacher and/or College Supervisor to document progress. These notes are documentation that will be attached to the Progress Monitoring Plan.
5. Regularly scheduled meetings should be held between the student teacher and the Associate Teacher or College Supervisor to discuss the student teacher's progress through the plan. Updates should be communicated to the Director of Student Teaching.
6. If the student teacher is not demonstrating improvement in meeting the plan's goals, a meeting will be held with the Director of Student Teaching, Academic Advisor, College Supervisor, and the student teacher to determine the next course of action.





# Student Teaching Progress Monitoring Plan

As a student teacher, you are required to make satisfactory progress in content knowledge, pedagogy, teaching skills, and professional dispositions expected of a caring and reflective educator. Your College Supervisor and/or Associate Teacher have indicated that you are not meeting minimum expectations in one or more areas. The plan outlined below has been developed to assist you with improving your performance so that success can be attained. It is expected that you will make consistent progress with sustained effort toward meeting the indicated performance goals. Your College Supervisor, Associate Teacher, and the Director of Student Teaching will be monitoring your progress and are available to guide you with improving your student teaching performance. If you need further assistance or clarification, please contact your College Supervisor.

**Student Teacher:** \_\_\_\_\_ **ID#** \_\_\_\_\_  
**Associate Teacher:** \_\_\_\_\_ **Placement #:** (check below)  
 1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  
**College Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

The areas checked below have been identified as areas that **need improvement**.

- Student teacher struggles with content knowledge.
- Student teacher struggles meeting the needs of diverse learners through pedagogy and best teaching practices. (*e.g., classroom management, planning, identifying and meeting objectives, assessment, differentiating instruction, etc.*).
- Student teacher struggles with professional dispositions (*e.g., tardiness, attendance, lack of initiative, missing deadlines, unprofessional dress and/or demeanor, etc.*).
- Student teacher struggles with being a caring and reflective educator (*e.g., unable to relate to students, unable to accept and reflect upon constructive feedback, etc.*).

List specific details (and dates) that indicate areas of concern.

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Contents of this form should be developed in collaboration with the College Supervisor, Associate Teacher, and Director of Student Teaching. Copies of this form should be provided to the Teacher Candidate, the College Supervisor, the Associate Teacher and the Director of Student Teaching.



## *Termination of the Student Teaching Placement*

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- A student teaching placement may be terminated at any time during the experience.
- Grounds for termination include, but are not limited to:
  - School district/board, building administration, and/or associate teachers 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 proficiency requirements established for student teachers.
  - Inability to make satisfactory progress on a Progress Monitoring Plan.
  - Excessive absences and/or tardiness.
  - Violation of Medaille College's Department of Education Professional Dispositions.
  - Failure to abide by the policies and procedures contained in the Student Teaching Handbook.



## *Department of Education Professional Dispositions*

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The Department of Education at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

These Professional Dispositions of Medaille College Department of Education provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions.

Included on pages 3 and 4 are expected behaviors of our teacher candidates both in the college classroom as well as in the P-12 classrooms of schools.

Should the teacher candidate have difficulty meeting these expectations, the Department of Education is committed to assisting the teacher candidate as he/she works to get back on track. The following process for expressing concerns and then assisting teacher candidate with these concerns is as follows:

1. Instructor, supervisor and/or advisor expresses concerns, completes Teacher Candidate Professional Dispositions Request for Support Form, and submits it to the Education Chair.
2. Education Chair reviews concerns and determines the appropriate level of support needed – Level I: Moderate Concern or Level II: High Concern.
3. Teacher Candidate meets with either the Education Chair (Moderate Concern) or Support Committee (High Concern) to determine next steps.

## Expected Professional Dispositions Behaviors in the PreK – 12 Classroom

### Commitment

- Exhibits dedication to children and adolescents, developmentally-appropriate teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures
- 

### Responsible Behavior

- Attends school and class regularly
- Arrives on time for work in schools and for classes
- Completes assignments and lesson preparation on time/meets all deadlines
- Integrates technology appropriate to student learning
- Employs appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate student learning
- Responds to novel problems and situations in creative and responsible ways
- Maintains appropriate dress consistent with a professional educational environment

### Professional Communication/Collaboration

- Cooperates with peers and school colleagues
- Receives feedback openly with the goal of personal and professional growth
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks constructive input from peers and instructors
- Listens to the perspectives of others, including their students
- Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue
- Communicates verbally and non-verbally in a positive manner that promotes collaboration with other educators, students, parents, and peers
- Uses Standard English in all professional communication (oral or written)
- Writes legibly, spells correctly, and uses proper grammar and punctuation

### Confidentiality

- Maintains discretion in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

### Integrity/Honesty

- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Shows respect for self and others



### ASSOCIATE TEACHER STIPEND FORM

Thank you for your willingness to work with a Medaille College student teacher. As a token of our appreciation, you will receive a stipend check for \$220 per student teacher. (In cases where a student is assigned to two associate teachers for one placement, the stipend will be split between the associate teachers.)

In order to process your stipend check in a timely manner, please complete this form and return it via fax at 716-932-2634 or via email to [susan.m.beier@medaille.edu](mailto:susan.m.beier@medaille.edu). Please be sure we have the correct spelling of your name and that you indicate your complete home address below to ensure proper delivery of your stipend check. Stipend checks cannot be processed until this form is received and the student teacher’s placement has begun.

Should you have any questions, please contact the Office of Student Teaching & Certification at 1-800-292-1582 ext. 2623.

**Placement Dates:** \_\_\_\_\_

**Name of Associate Teacher:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Address:** \_\_\_\_\_  
\_\_\_\_\_

**ASSOCIATE TEACHER HOME MAILING ADDRESS:**

**Mailing Address:** \_\_\_\_\_

**City/State or Prov:** \_\_\_\_\_

**Postal/Zip Code:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Name of Your Medaille College Student Teacher:** \_\_\_\_\_

**Name of Student Teacher’s College Supervisor:** \_\_\_\_\_



