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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. You may be called upon for advice in areas such as classroom management, planning and evaluating, and selection of instructional media. 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 areas of strengths 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/.

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 this semester.

Sincerely,

Crystal A. Elias
Director, Office of Student Teaching/Certification
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) 932-2623 or toll free at 1-800-292-1582.

Mrs. Crystal Elias, Director
Phone Extension: 2548
Crystal.A.Elias@medaille.edu

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Student Teaching Placement Dates

Spring 2015 Semester

First Placement: Monday, January 12, 2015 – Friday, March 13, 2015


The Student Teaching Exit Meeting for all student teachers will be held on Thursday, May 14, 2015
The Role of the Associate Teacher

All of the forms you will need are included in the appendices of the Associate Teacher Handbook. All original assessment forms should be given to the student teacher as they are completed. It is the student teacher’s responsibility to make a copy for their portfolio and to submit the original documents at the Student Teaching Exit Meeting at the end of the semester.

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 their week of full-time instructional duties.
Responsibilities of the Student Teacher
(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 invited 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 to alert him/her of the absence. The college supervisor will notify the Office of Student Teaching/Certification to document your absence.
4. If the illness causes the student teacher 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 practices and 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 their college supervisor and/or 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 15 in the appendix 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 supervisor at least 48 hours in advance of the scheduled observation. All lessons observed by the college supervisor 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. The 14 weeks of student teaching often require 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.
**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. Student teachers are instructed to maintain confidentiality at all times.

**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.
Concerns with Your Student Teacher

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 Crystal Elias, 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 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, the associate teacher, and/or the Office of Student Teaching/Certification. 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.

The Student Teaching Progress Monitoring Plan can be found in the appendices of this handbook or on the student teaching website at www.medaille.edu/student-teaching.

In conjunction with the college supervisor, a copy of the Progress Monitoring Plan will be need to be reviewed with the student teacher and also faxed or emailed to the Office of Student Teaching/Certification at (716) 932-2634 or Crystal.A.Elias@medaille.edu.

Do not hesitate to reach out to the college supervisor or to Crystal Elias for assistance. It is our intention to support you during the student teaching experience. We expect the placement to offer mutually satisfying outcomes and will work to ensure your satisfaction.
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 pupils.
- 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

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

- 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 Midway Performance Evaluation. The Midway Evaluation should be completed during the third or fourth week of the student teaching experience. Once the evaluation is completed, please share it with the student teacher. If your student teacher is not performing effectively (an overall rating of at least a 3), please notify the college supervisor.
**Week 4: Increased Responsibility; 3-4 Subjects/Periods**

- The student teacher’s Midway Performance Evaluation should be completed and shared with the student teacher.
- 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.

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

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

- During this time, the student teacher should be ready to be responsible for full time teaching (or co-teaching) duties for at least five 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.
- Consider allowing the student teacher to observe in other classrooms (different teaching styles, grade levels, support services, specialty classes, etc.) if available.
- 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 Final Performance Evaluation and review your feedback with the student teacher.
- At the completion of the experience, please check that you signed, dated, and given your student teacher the Midway Performance Evaluation, the Summary Performance Evaluation, and the Student Teaching Requirement checklist.
- Kindly complete the College Supervisor/Associate Teacher Survey (found in the appendices of this handbook) and return it to the Office of Student Teaching/Certification. You may do this by giving it to the college supervisor or by faxing the form directly to the office at 716-932-2634.
- 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.
Policies

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 the Director of the 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.

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 of the class.”
- In accordance with this policy, only in extreme extenuating circumstances will we allow student teachers to act as substitute teachers. When and if that occurs, it is expected that the school board/district provide Medaille College a letter indicating approval of the aforementioned situation and will agree to provide the student teacher with compensation and liability coverage that is afforded to any other individual in a substitute teaching capacity.
- Time spent as a substitute teacher cannot count as time served as a student teacher.

Accidents and/or Injury

- If a student teacher experiences an accident or injury at their student teaching placement, they should immediately inform their associate teacher, the school office, and the Office of Student Teaching/Certification.
Termination of the Student Teaching Placement

- 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 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.

Addressing Changing New York State Policies - edTPA

We at Medaille are very aware of the pressures that the new teacher evaluation process brings 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.

Beginning in 2014, New York State will implement a new teacher certification exam known as the edTPA (Education Teacher Performance Assessment). This new assessment of student teachers will be completed during the 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 a 15-20 minute videotaped segment of one of their lessons. 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.

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.
Division of Education Professional Dispositions

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 peers; 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 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 an “Improvement 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 received. 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 division head. 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
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.
Appendices
Required Student Teaching Forms

All student teaching forms may be found on the student teaching website at www.medaille.edu/student-teaching/forms

Associate Teacher Stipend Form

Medaille College would like to thank you for working with a student teacher this year. Associate teachers are offered a stipend of $220 for each student teaching placement. (In cases where a student is assigned two associate teachers for one placement, the stipend will be split between the associate teachers). You should have received an Associate Teacher Stipend Form with your confirmation letter. Please complete the information on the stipend form and return it to SDesing@medaille.edu or via fax at 716-932-2634. If you did not receive a form with your confirmation letter, please fill out the blank form found on page 24. Please be sure we have the correct spelling of your name and that you indicate your complete home address 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.

Stipend checks will begin to be dispersed at the midway point of the placement and are mailed directly to your home address.

Associate Teacher Midway Performance Evaluation (pp. 26-28)

Please complete this form and review it with your student teacher in the third or fourth week of the student teaching placement. This evaluation is to serve as a benchmark for the student teacher’s progress. Please be sure to sign the document and include an overall ranking (1-5) on the bottom right corner of the evaluation.

If the student teacher is performing below an overall rating of 3 (effective), or if you have concerns about any part of the student teacher’s progress, performance, etc., please notify the college supervisor.

Associate Teacher Summary Performance Evaluation (pp. 30-32)

Please complete this evaluation at the conclusion of the student teaching placement. The evaluation should be reviewed with the student teacher and given to him/her for submission at their student teaching exit meeting. Please remember to sign and date the document and assign a final rating for the teacher candidate in the box at the bottom of the first page.

Associate Teacher Survey (pp. 34-35)

This survey is used to reflect on your experience with a Medaille College student teacher. Associate teachers are asked to complete this survey at the end of your student teacher’s placement. You may return the survey to the student teacher (in a sealed envelope), to the college supervisor, or fax it directly to the Office of Student Teaching/Certification at 716-932-2634.
Student Teaching Requirements Chart (provided by the student teacher)

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.
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 sdesing@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: ____________
Associate Teachers – Please complete this form at the end of the 3rd week of the student teaching experience. Your appraisal should be a frank and objective overview that is pertinent to the particular setting and reflects the Teacher Candidate’s performance. Please write legibly.

Teacher Candidate’s Name: _______________________________ ID#: ________________________
Associate Teacher’s Name: ______________________________ Placement #: (circle) 1 2 3
College Supervisor’s Name: ______________________________ Date of Evaluation: ______________
School: __________________________________________________________________________
Grade Level: __________________________

The Division of Education at Medaille College claims that our Teacher Candidates are knowledgeable in subject matter, effective pedagogy and best teaching practices, and are caring and reflective scholars. This evaluation form is intended to assess the Teacher Candidate in these areas. Please keep these overarching competencies in mind during your evaluation. Given our claims, please be certain to reflect in the comments section on the Teacher Candidate’s areas of need relative to these claims.

Associate Teachers - Please use the general rating system below for the Knowledge and Pedagogy sections on page 2. Place a check (✓) in the column that reflects the value that best indicates the Teacher Candidate’s performance for each of the items. Please use only one check per item. Please also provide comments for the Teacher Candidate within each section as these comments provide feedback for the Teacher Candidate on how to improve his or her teaching.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Superior</td>
<td>The Teacher Candidate’s performance is clearly exceptional and exceeds expectations for a beginning teacher.</td>
</tr>
<tr>
<td>4</td>
<td>Highly Effective</td>
<td>The Teacher Candidate’s performance meets and frequently exceeds expectations for a beginning teacher.</td>
</tr>
<tr>
<td>3</td>
<td>Effective</td>
<td>The Teacher Candidate’s performance is competent and meets expectations for a beginning teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The Teacher Candidate’s performance is below the acceptable level for a beginning teacher. The Teacher Candidate may require extra direction by a supervisor.</td>
</tr>
<tr>
<td>1</td>
<td>Ineffective</td>
<td>The Teacher Candidate’s performance clearly does not meet performance expectations for one or more evaluated factors for a beginning teacher. The Teacher Candidate requires significant extra direction and there is a need for immediate and significant improvement in performance.</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>The skill, task, or concept does not apply to the Teacher Candidate.</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>The skill, task, or concept was not observed.</td>
</tr>
</tbody>
</table>

Please Note: A final rating of 3 or higher is required to pass the student teaching placement. A student who earns below a 3 (Effective) will be required to repeat the student teaching placement experience. In addition, the Teacher Candidate will be required to attend the Division of Education Refocus for Success Seminar prior to the next student teaching placement.

ASSOCIATE TEACHER’S Midway Assessment for Current Block/ Placement (5-1): __________
Signature of Associate Teacher: __________________________________________ Date: __________
Signature of Teacher Candidate: __________________________________________ Date: __________
Teacher Candidate signature indicates receipt of documentation only. It may not reflect agreement with the content.
## Knowledge

<table>
<thead>
<tr>
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<th>2</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>1. Has knowledge of the philosophy &amp; integration of culturally responsive teaching.*</td>
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<td>2. Has knowledge of technology.</td>
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<td>3. Has knowledge of content area(s).</td>
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<td>4. Has knowledge of pedagogy**.</td>
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<tr>
<td>5. Has knowledge of various assessment techniques and methods.</td>
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<td>6. Has knowledge of unit planning.</td>
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</table>

**Comments:**

## Pedagogy** (The Art and Science of Teaching-how teaching and learning occur)

<table>
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<tr>
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<th>2</th>
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<tbody>
<tr>
<td>1. Incorporates Culturally Responsive Teaching (CRT) * which respects the culture of various groups in the class and appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.) throughout the student teaching placement (*see the last page of this document for definitions and see specific examples on the Medaille College Lesson Plan Descriptor).</td>
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<td>3. Uses technology effectively.</td>
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<td>6. Maintains a positive learning climate.</td>
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<td>7. Effectively manages the classroom.</td>
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<td>8. Effectively manages transition periods within and between lessons.</td>
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<td>10. Utilizes a wide range of available resources.</td>
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<tr>
<td>11. Plans and teaches lessons that encourage grade appropriate student development of vocabulary and academic language that integrate multiple content areas.</td>
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<tr>
<td>12. Uses multiple assessments to ensure student learning.</td>
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<td>13. Uses multiple forms of assessment data to plan further instruction.</td>
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<tr>
<td>14. Plans lessons based on NYS Standards and/or NYS P-12 Common Core Standards and Ontario Curriculum Expectations (NYS Standards/Common Core AND Canadian Expectations for Canadian Students only).</td>
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<td>15. Plans lessons based on pupils’ needs, abilities, and prior learning.</td>
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<td>16. Plans lessons with explicit instructions and procedures.</td>
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<td>17. Effectively prepares for unit planning.</td>
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**Comments:**
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<thead>
<tr>
<th>The Teacher Candidate...</th>
<th>C</th>
<th>I</th>
<th>N/A</th>
<th>N/O</th>
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<tbody>
<tr>
<td>1. Uses language appropriate for the workplace.</td>
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<tr>
<td>2. Uses appropriate tone of voice.</td>
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<td>3. Demonstrates caring and reflective behavior.</td>
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<td>4. Demonstrates rapport with students.</td>
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<td>5. Demonstrates rapport and works collaboratively with other professionals in the building.</td>
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<td>6. Utilizes non-instructional time effectively.</td>
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<td>7. Responds appropriately to feedback/ criticism.</td>
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<td>8. Incorporates feedback/ criticism expressed by others.</td>
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<td>9. Arrives on time and remains for entire instructional day.</td>
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<td>10. Attends work in appropriate dress/appearance.</td>
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<tr>
<td>11. Is flexible and adaptable.</td>
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<tr>
<td>12. Exhibits confidence with positive demeanor.</td>
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<tr>
<td>13. Demonstrates energy and enthusiasm.</td>
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<tr>
<td>14. Demonstrates professional interactions with the Associate Teacher</td>
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</tbody>
</table>

Comments:

* Culturally Responsive Teaching (CRT) (See the Medaille College Lesson Plan Descriptor for examples.):

- CRT is respecting the cultures and experiences of various groups and then using these as resources for teaching and learning. It appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.) (Gay, 2000).
- CRT acknowledges the legitimacy of the cultural heritage(s) of culturally different groups, both as legacies that affect students’ attitudes and approaches to learning, and as content worthy to be taught in the formal, mandated curriculum.
- CRT builds bridges of relevance between home, community, and school experiences; the learning experience becomes seamless.
- CRT uses a range of instructional strategies that are connected to different learning styles, preferences, and needs.
- CRT teaches students to know, respect, and appreciate their own cultural heritage, and the heritage(s) of others; cultural pride is nurtured.
- CRT incorporates multicultural information, materials, and resources in all school subjects and activities (Gay, 2000, p. 29).
Division of Education
Associate Teacher
Summary Performance Evaluation (Revised Spring 2014)

Associate Teacher – Your appraisal should be a frank and objective overview that is pertinent to the particular setting and reflects the Teacher Candidate’s performance. This form is to be completed at the end of each student teaching experience. Please write legibly AND complete all areas of this form.

Teacher Candidate’s Name: ___________________________ ID#: ___________________________
Associate Teacher’s Name: ___________________________ Placement #: (circle) 1 2 3
College Supervisor’s Name: ___________________________ Date of Evaluation: _____________
School: ___________________________ Grade Level: ___________

The Division of Education at Medaille College claims that our Teacher Candidates are knowledgeable in subject matter, effective pedagogy and best teaching practices, and are caring and reflective scholars. This evaluation form is intended to assess the Teacher Candidate in these areas. Please keep these overarching competencies in mind during your evaluation. Given our claims, please be certain to reflect in the comments section on the Teacher Candidate’s areas of need relative to these claims.

Associate Teachers - Please use the general rating system below for the Knowledge and Pedagogy sections on page 2. Place a check (√) in the column that reflects the value that best indicates the Teacher Candidate’s performance for each of the items. Please use only one check per item. Please also provide comments for the Teacher Candidate within each section as these comments provide feedback for the Teacher Candidate on how to improve his or her teaching.

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<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Acceptable/ Passing</td>
<td>5</td>
<td>Superior</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Highly Effective</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Effective</td>
</tr>
<tr>
<td>Unacceptable/ Not Passing</td>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Ineffective</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>The skill, task, or concept does not apply to the Teacher Candidate.</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>The skill, task, or concept was not observed.</td>
</tr>
</tbody>
</table>

The expectation is that the Teacher Candidate is rated in all areas on this form.

Please Note: A final rating of 3 or higher is required to pass the student teaching placement. A student who earns below a 3 (Effective) will be required to repeat the student teaching placement experience. In addition, the Teacher Candidate will be required to attend the School of Education Refocus for Success Seminar prior to the next student teaching placement.

Associate Teacher’s OVERALL Assessment for Current Block/Placement (5-1): ____________
Associate Teacher’s Overall Rating for Final Placement Rating: Satisfactory _____ Un satisfactory _____
Signature of Associate Teacher: ___________________________ Date: _____________
Signature of Teacher Candidate: ___________________________ Date: _____________

Teacher Candidate signature indicates receipt of documentation only. It may not reflect agreement with the content.
Knowledge

<table>
<thead>
<tr>
<th>The Teacher Candidate…</th>
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<td>8. Has knowledge of technology.</td>
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<td>10. Has knowledge of pedagogy**.</td>
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<td>12. Has knowledge of unit planning.</td>
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</tbody>
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Comments:

Pedagogy** (The Art and Science of Teaching-how teaching and learning occur)

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<td>23. Maintains a positive learning climate.</td>
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<td>24. Effectively manages the classroom.</td>
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<td>27. Utilizes a wide range of available resources.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
**Professional Dispositions**

<table>
<thead>
<tr>
<th>The Teacher Candidate…</th>
<th>C = Consistently</th>
<th>I = Inconsistently</th>
<th>N/A = Not Applicable</th>
<th>N/O – Not Observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Uses language appropriate for the workplace.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>16. Uses appropriate tone of voice.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>17. Demonstrates caring and reflective behavior.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>18. Demonstrates rapport with students.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>19. Demonstrates rapport and works collaboratively with other professionals in the building.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>20. Utilizes non-instructional time effectively.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>21. Responds appropriately to feedback/ criticism.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>22. Incorporates feedback/ criticism expressed by others.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>23. Arrives on time and remains for entire instructional day.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>24. Attends work in appropriate dress/appearance.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>25. Is flexible and adaptable.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>26. Exhibits confidence with positive demeanor.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>27. Demonstrates energy and enthusiasm.</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
<tr>
<td>28. Demonstrates professional interactions with the Associate Teacher</td>
<td>C</td>
<td>I</td>
<td>N/A</td>
<td>N/O</td>
</tr>
</tbody>
</table>

**Comments:**

* Culturally Responsive Teaching (CRT) (See the Medaille College Lesson Plan Descriptor for examples.):
  - CRT is respecting the cultures and experiences of various groups and then using these as resources for teaching and learning. It appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.) (Gay, 2000).
  - CRT acknowledges the legitimacy of the cultural heritage(s) of culturally different groups, both as legacies that affect students’ attitudes and approaches to learning, and as content worthy to be taught in the formal, mandated curriculum.
  - CRT builds bridges of relevance between home, community, and school experiences; the learning experience becomes seamless.
  - CRT uses a range of instructional strategies that are connected to different learning styles, preferences, and needs.
  - CRT teaches students to know, respect, and appreciate their own cultural heritage, and the heritage(s) of others; cultural pride is nurtured.
  - CRT incorporates multicultural information, materials, and resources in all school subjects and activities (Gay, 2000, p. 29).
School of Education
College Supervisor / Associate Teacher Survey

Answer Selection: Correct = • Incorrect = ☒

Are you a College Supervisor or an Associate Teacher?

<table>
<thead>
<tr>
<th>College Supervisor</th>
<th>Associate Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>②</td>
</tr>
</tbody>
</table>

How many Medaille College student teachers have you had this semester?

<table>
<thead>
<tr>
<th>①</th>
<th>②</th>
<th>③</th>
<th>④</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4+</td>
</tr>
</tbody>
</table>

How many years have you been supervising Medaille College student teachers?

<table>
<thead>
<tr>
<th>①</th>
<th>②</th>
<th>③</th>
<th>④</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4+</td>
</tr>
</tbody>
</table>

How many years have you provided supervision of student teachers during your career (as a Superintendent, Principal, Assistant Principal, College Supervisor, Associate Teacher, etc.)?

<table>
<thead>
<tr>
<th>①</th>
<th>②</th>
<th>③</th>
<th>④</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>2-5</td>
<td>6-10</td>
<td>11-15</td>
</tr>
</tbody>
</table>

1. My Medaille College student teacher(s) is/are prepared to use subject matter/content knowledge to reflect and improve upon their teaching and effectiveness.

2. My Medaille College student teacher(s) is/are prepared with educational theory as it relates to practice in the classroom.

3. My Medaille College student teacher(s) is/are prepared with an understanding of the P-12 NYS Common Core Standards, NYS Learning Standards and/or Ontario Curriculum Expectations.

4. My Medaille College student teacher(s) is/are prepared to implement the P-12 NYS Common Core Standards, NYS Learning Standards and/or Ontario Curriculum Expectations.

5. My Medaille College student teacher(s) is/are prepared to appropriately plan based on pupil needs, abilities and prior knowledge.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6  My Medaille College student teacher(s) is/are prepared to appropriately plan utilizing current materials, equipment and technology.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7  My Medaille College student teacher(s) is/are prepared to plan lessons that encourage development of critical thinking and problem solving of their pupils through a variety of instructional strategies.</td>
<td></td>
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<tr>
<td>8  My Medaille College student teacher(s) is/are prepared to create formal and informal evaluations that demonstrate pupil learning.</td>
<td></td>
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</tr>
<tr>
<td>9  My Medaille College student teacher(s) is/are prepared to serve pupils from culturally, linguistically, ethnically and economically diverse backgrounds.</td>
<td></td>
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</tr>
<tr>
<td>10 My Medaille College student teacher(s) is/are prepared to serve an academically diverse population.</td>
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</tr>
<tr>
<td>11 My Medaille College student teacher(s) is/are prepared to use a practical, hands-on approach that builds upon pupil perspectives (a constructivist approach).</td>
<td></td>
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</tr>
<tr>
<td>12 My Medaille College student teacher(s) is/are prepared with skills to maintain pupils' interest and active engagement in the classroom.</td>
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<tr>
<td>13 My Medaille College student teacher(s) is/are prepared with effective classroom management techniques.</td>
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<td></td>
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</tr>
<tr>
<td>14 My Medaille College student teacher(s) is/are prepared to respond appropriately to student expectations and behaviors.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>15 My Medaille College student teacher(s) is/are prepared to analyze, reflect and modify their own lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 My Medaille College student teacher(s) is/are prepared to effectively and professionally communicate with colleagues and parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Overall, my Medaille College student teacher(s) is/are well prepared for classroom teaching.</td>
<td></td>
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</tr>
</tbody>
</table>

6.22.2011
Optional Student Teaching Forms

Lesson Plan Descriptor

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 good plans. Teacher candidates must always use the Medaille College format for lesson plans that will be observed by their college supervisor.

Lesson Plan Assessment Form

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

Unit Plan Format and Descriptor

Use as a guideline when reviewing the teacher candidate’s unit plan(s). The associate teacher may elect to have the teacher candidate use a different format once the associate teacher feels they are writing good unit plans. However, if the student teacher is being observed teaching part of the unit by his/her college supervisor, the student teacher must use the Medaille College format.

Unit Plan Assessment Form

The teacher candidate must teach at least one unit (with a minimum of 3-5 lessons) in each student teaching placement. The Unit Plan Descriptor is what Medaille College is looking for in a Unit Plan from our student teachers. The Unit Plan Assessment Form may be used by the associate teacher to evaluate the student teacher’s unit(s).

Student Teaching Progress Monitoring Plan (pp. 37-39)

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.
Student Teaching Progress Monitoring Plan

The Student Teaching Progress Monitoring Plan has been developed to identify areas of concern and to 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.
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.

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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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.
Student Teaching Progress Monitoring Plan

Goal(s) for the Identified Area of Concern(s):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Action Plan - Behavioral Objectives (What you need to do to be successful):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Timeline for Sustained Growth and Improvement/Duration of Goal:

________________________________________________________________________

________________________________________________________________________

It is intended that all areas of concern will be identified and discussed as soon as they are evident. Sustained effort and consistent progress is mandatory for successful completion of this placement.

Student Teacher Signature: ________________________________

College Supervisor Signature: ________________________________

Associate Teacher Signature: ________________________________

Director of Student Teaching Signature: ________________________________

Teacher Candidate: _____Successful _____Unsuccessful