SIENA COLLEGE STUDENT TEACHING HANDBOOK

SIENA COLLEGE TEACHER PREPARATION PROGRAM
Academic Year 2023-2024

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IMPORTANT DATES

September 5, 2023	Beginning of fall semester Student teachers begin general and content-specific methods courses
October 27, 2023	Midterm fieldwork evaluations due to Director of Field Experiences
December 11, 2023	Last day of fall methods courses
December 13, 2023	Final fieldwork evaluations due to Director of Field Experiences
January 4, 2024	Student teaching begins
February 19, 2024	Student teaching mid-placement evaluation due to Director of Field Experiences ● Each supervisor should have completed two observations prior to completing mid-placement evaluation ● Cooperating teacher should complete one formal observation (using Form B) prior to completing the mid-placement evaluation
April 24, 2024	Student teaching completes (Note: This date may change if required by district or Siena Education Department)
April 26, 2024	Final student teaching evaluations due to Director of Field Experiences
April 29, 2024	Final student teaching grade recommendations due to Director of Field Experiences

SIENA COLLEGE EDUCATION DEPARTMENT
Faculty/Staff Directory

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Student Teaching Supervisors
Each student teacher will have two supervisors: a clinical supervisor from the Education Department, and a content supervisor from their disciplinary department. For contact information of the clinical and content supervisors, please contact either Christine Dawson or Kianté Jones.

PART I: PROGRAM OVERVIEW

Siena Education Department Mission Statement

Introduction to the Siena College Teacher Preparation Program

Siena College Education Department Candidate Learning Outcomes

PART I: PROGRAM OVERVIEW

Siena Education Department Mission Statement

The Siena College Education Department seeks to develop graduates with the instructional capacities, philosophical dispositions, and analytical skills to create and influence contexts for teaching and learning that promote justice and excellence for all individuals.

Introduction to the Siena College Teacher Preparation Program

Since the founding of the College in 1937, Siena has been committed to preparing men and women to make a difference in the world through the noble profession of teaching. Siena's Teacher Preparation Program was accredited by the National Council for Accreditation of Teacher Education (NCATE) and is registered with New York State's Department of Education. In keeping with the College's mission, the Siena College Education Department developed the following Vision Statement:

> Inspired by the life and work of Francis of Assisi, the Education program at Siena College prepares teachers committed to the continuing effort to create a good and just society. Our prospective teachers demonstrate high levels of academic achievement, openness to all persons, and the capacity to use a variety of skills needed to instruct students effectively. With guidance and instruction from collegiate and school-based faculty, they prepare for this work by demonstrating excellence in their liberal arts and science core, their major, and their professional courses and experiences. Graduates of Siena's teacher education program will be willing and able leaders in the endeavor to provide quality instructional environments for students from diverse backgrounds, cultures, and abilities.

This Statement is the basis for our teacher education framework, a framework that is supported by three pillars: Franciscan Values, Collaborative Practice, and Professional Excellence.

Franciscan Values. We expect our aspiring teachers to notice, understand, and work to overcome inequities in our society and in our schools. We are conscious of the need to help them see what their own personal circumstances may have obscured: that there is injustice in our society, that service to others is the highest human calling, and that teachers have an unparalleled opportunity to work for the good of the larger community.

Collaborative Practice. We believe that teacher preparation is best conceived as a shared mission between a college and a middle or high school. As a result, Siena and select Capital Region middle and high schools have collaborated in providing Siena teacher candidates with professional preparation grounded in research and practitioner knowledge and practice, and in enhancing achievement/learning for all students.

Professional Excellence. The professional excellence of Siena's teacher education candidates is derived primarily from student success in meeting the demands of the academic major as well as demonstrating mastery of the knowledge, skills, and dispositions required in professional education courses and clinical experiences. We have aligned the instructional component of our program with Charlotte Danielson's *Framework for Teaching* (1996, 2007). Through its many components, Danielson's framework offers aspiring teachers and their instructors a common language with which to discuss the practices necessary for learning and mastering the art of teaching.

Siena College Education Department Candidate Learning Outcomes

Reflecting Franciscan values and our *Conceptual Framework*, The Siena College Education Department instills in our graduates the understanding that excellence in teaching includes effectiveness in one's classroom, a commitment to work collaboratively toward education of the highest quality for all children, and respect for the interdependence of life in a just and peaceful world. Emphasizing the four domains below, within inclusive classrooms, graduates of Siena College's teacher preparation program will:

Planning and Preparation (1)
1a. Demonstrate knowledge of content and pedagogy, including NYS and professional association standards;
1b. Demonstrate knowledge of students' learning styles, abilities and disabilities, developmental status, interests, and cultural heritage;
1c. Select appropriate instructional goals that are clear, valuable, and suitable for diverse learners;
1d. Demonstrate knowledge of resources, including technology and assistive technology;
1e. Design coherent and differentiated instruction, including learning activities, student grouping, and lesson structures that support instructional goals;
1f. Assess student learning in a manner congruent with instructional goals and standards.
1g. Demonstrate knowledge of major schools of thought about schooling, teaching, and learning.

The Classroom Environment (2)
2a. Create an environment that reflects the Franciscan values of genuine warmth, caring, empathy and mutual respect;
2b. Establish a culture for learning where content is valued and expectations for learning and achievement are high;
2c. Manage classroom procedures (routines, duties, transitions, materials) and the work of volunteers and paraprofessionals;
2d. Manage student behavior through clear expectations, monitoring of student behavior and responses to student behavior;
2e. Organize physical space and resources in ways that promote safety and accessibility to learning.

Instruction (3)
3a. Communicate clearly and accurately via oral and written language;
3b. Use questioning and discussion techniques in which questions are of high quality and discussion techniques promote student participation;
3c. Engage students in learning through content, activities, assignments, student grouping, materials, resources, structure, and pacing;
3d. Provide feedback to students that is accurate, substantive, constructive, specific, and timely;
3e. Demonstrate flexibility and responsiveness through lesson adjustment, responsiveness to students, and persistence.

Professional Responsibilities (4)
4a. Reflect on their teaching to identify improvements to enhance future teaching and participate in professional growth opportunities;
4b. Maintain accurate records concerning the instructional program, individual students, and mandated requirements;
4c. Foster effective home-school relationships through the sharing of student and program information;
4d. Contribute to the school and district through professional collaboration, participation in school activities, and demonstration of the Franciscan value of service;
4e. Show professionalism through positive peer relationships, mature decision-making, and professional advocacy.

June 2009

PART II: THE PROFESSIONAL YEAR OVERVIEW

Fall Methods Semester:
Overview & Field Experience Timeline

Student Teaching Semester Overview

PART II: THE PROFESSIONAL YEAR OVERVIEW

Fall Semester: Methods Overview

The first semester of the professional year (the semester preceding student teaching) provides an opportunity for pre-service teachers to become familiar with their upcoming student teaching responsibilities. During their methods semester, students take a full load of courses on campus, often including required courses for their content major as well as two education methods courses (see below). As part of their methods courses, candidates participate in a field experience (minimum 40 hours) with their cooperating teacher(s). This arrangement is intended to allow candidates to become acquainted with their cooperating teachers, students, expectations, policies, and procedures at the schools before actually entering student teaching. It also allows candidates to apply what they are learning in methods classes.

Students take the following two methods courses during the fall semester. Primary topics for each course are bulleted below the course title.

EDUC381 - Culturally Responsive Teaching Methods
- Culturally and linguistically responsive theory, research, and pedagogies
- Language acquisition and support for English language learners
- Curriculum design and lesson planning (backwards design to align learning objectives, assessments, instructional strategies)
- Classroom environment and classroom management strategies
- Unwrapping standards and setting high expectations
- Student engagement strategies and technology tools
- Integrating learning theory/research and pedagogies (e.g., scaffolding, Bloom's Taxonomy, inquiry-based instruction, constructivism)
- Reflection, self-analysis, and goal setting for student teaching

EDUC481 - Instructional Theory and Practice in Inclusive Classrooms (subject-specific)
- Subject-specific inquiry into student teaching placement classroom (getting to know students and curriculum, exploring pedagogies and practices, inquiring into classroom, etc.)
- Content-specific and other relevant standards (e.g., NYS Next Generation Literacy or Math Standards)
- Subject-specific planning, instruction, and assessment strategies
- Subject-specific lesson and curriculum design
- Student assessment (providing feedback, analyzing student learning, adjusting instruction)
- Questioning strategies
- Educational technology: tools and strategies

Fall 2023 (Methods Semester) Field Experience Timeline
Siena College Teacher Preparation Program

NOTE: For the Fall Methods Semester, students must complete a minimum of 40 hours of fieldwork.
- At least 35 hours of these must be in your cooperating teacher's classroom.
- You will also need to complete several hours of fieldwork observation in an alternate level classroom (i.e., if you are in a middle school placement you would visit a high school classroom, and vice versa).

September 5-29, 2023 (Weeks 1-4)
- Begin visiting placement classroom - try to meet each class of students at least once
- Hand out & collect video permission forms
- Begin to build relationships and get to know your students (e.g., have conversations, work in small groups, provide feedback on student work, use introductory questionnaires, etc.)
- Review student accommodations (including IEPs, 504s, and/or ENL plans and modifications) with your cooperating teacher, the student's ENL teacher, the student's case manager, and/or special education co-teacher, if applicable
- Gather and make a copy of a class set of student work from any assignment
- Collaborate with cooperating teacher to select the topic for a unit you will teach in the spring (for the Unit Plan assignment)
- Collaborate with your cooperating teacher to identify tech tools you want to explore and use

October 2-13, 2023 (Weeks 5-6)
- Collaborate with your cooperating teacher to articulate overarching learning standards and objectives for your focal unit of study, to be used in your Unit Plan assignment
- Plan visit(s) to an alternate level classroom (i.e., if you teach middle school, plan a visit to a high school classroom in your content area, etc.)
- Begin teaching parts of lessons to small groups or the whole class, perhaps using your cooperating teacher's plans and materials. Video at least one section of a lesson you teach.
- Begin exploring and practicing one selected tech tool.

By the end of October (weeks 7-8)
- Further clarify student learning plans with your cooperating teacher and any co-teachers (e.g., special education, ELL, etc.). Think about how to adapt Tier I instruction to meet varied learning needs.
- Complete your alternate level classroom visits.
- Teach at least a partial lesson using your focal tech tool. If possible, video the lesson.

October 30- Nov 17, 2023 (weeks 9-11)
- If possible, begin teaching parts of lessons or full lessons based on your own plans. You can still work from your cooperating teacher's materials, but begin to incorporate at least partial lessons that you design in collaboration with your cooperating teacher. Continue videoing your teaching.
- Collaborate with your cooperating teacher as you work on your Unit Plan assignment

November 20-December 11, 2023 (weeks 12-14)
- Continue teaching parts of lessons or full lessons based on your own plans. You can still work from your cooperating teacher's materials, but continue to incorporate at least partial lessons that you design in collaboration with your cooperating teacher. Continue videoing your teaching.
- Set goals with your cooperating teacher and methods instructor for your spring student teaching experience. What strengths do you want to build on? What areas do you want to target for growth?
- By this point in the semester, try to also observe at least one teacher other than your cooperating teacher, for one class period. Work with your cooperating teacher to identify someone you think you would benefit from observing, perhaps based on your own professional goals.

Student Teaching Semester

During the second semester of their professional year, (also referred to as the Student Teaching Semester) student teachers are pre-registered by the Education Department Director of Field Experiences for the following courses. EDUC461 and EDUC462 are scheduled for late afternoons so they will not interfere with student teaching responsibilities.

EDUC487 or EDUC488 – **Clinical Experience in the Middle or High School**
- These courses represent the student teaching experience. Unless otherwise noted, student teachers will have one placement.
- Student teachers follow their cooperating teacher's daily schedule, including duties and meetings. See additional information in the section "Student Teacher Expectations."
- Student teachers are responsible for uploading lesson plans and materials 24 hours before a supervisor visit. Reflections should be shared within 48 hours of an observation.
- Student teachers will also prepare materials for a professional portfolio, including evidence and analysis of their lesson planning, instruction, and assessment practices.

EDUC461 – **Literacy and the Reflective Practitioner**
- Content area language and literacy practices and pedagogies
- Digital literacy: Future ready learning and tech tools
- Assessment strategies
- Culturally and linguistically responsive pedagogies
- Inquiry into problems of practice
- Professional literacy practices to support reflection and ongoing professional learning

EDUC462—**Literacy and the Reflective Practitioner Lab**
- Support for student teachers
- Family and community interaction
- Reflection and goal setting
- Drug, Alcohol & Tobacco Workshop

Student teachers must also complete the following workshops in order to be eligible for New York State Certification:
- **Drug, Alcohol, & Tobacco Use Prevention Workshop:** incorporated into EDUC 462
- **Child Abuse and School Violence Prevention Workshop:** online at https://www.childabuseworkshop.com/.
- **DASA– via BOCES training or other NYS approved vendor**
  Six hours of training or coursework in Harassment, Bullying and Discrimination Prevention and Intervention following the syllabus developed for the Dignity for All Students Act (DASA) as required by Article 2 of the Education Law.

Please note: The student teaching semester is very demanding in terms of time and energy. Therefore, it is our expectation that, as much as possible, student teachers do not schedule additional time-consuming activities during this semester. This means that student teachers may have to request temporary leaves of absence (or reduced hours) from employment and/or sports teams and clubs during the student teaching semester. In addition, **no other college courses may be taken during the student teaching semester without permission from the department**.

PART III: ROLES AND EXPECTATIONS

Student Teacher Expectations

Role of the Cooperating Teacher

Role of the College Supervisors

Roles of the Director of Field Experiences and Director of the Teacher Preparation Program

PART III: ROLES AND EXPECTATIONS

Student Teacher Expectations: *Fall Methods Semester*

The fall methods semester provides student teachers with the foundation for this spring student teaching semester. Below are the core expectations for students during their fall methods semester:

- Attend and participate in methods courses; complete all methods coursework assignments.
- Interact professionally (e.g., communicate clearly with cooperating teacher(s), maintain professional dress code, be on time/early for all meetings, maintain accurate records, etc.)
- Communicate any questions or concerns as soon as possible with methods instructors, the Director of Teacher Preparation Program, the Director of Field Experiences and/or cooperating teacher. .
- Complete at least 40 hours of fieldwork during the fall semester in your placement classroom.
    - Meet and interact with all classes and students you will teach. Learn about the curriculum for each class and about students' prior academic experiences.
    - Get to know students' assets, personalities, and needs (including IEP/504 plans); begin to build relationships with students.
    - Practice lesson planning, instructional, and assessment strategies under the supervision of your cooperating teacher.
    - Participate in all forms of teaching your placement is using. Engage in varied teaching practices (e.g., assist teaching, work with individuals and small groups on targeted learning objectives, co-teach or teach from cooperating teacher's plans, develop and teach your own lesson plans and materials, etc.).
    - Help grade and provide feedback on student work; get to know record-keeping systems.
    - Video record yourself working with students. Practice using video equipment and checking for video quality (i.e., sound quality of your recordings, what can be viewed in the recording, etc.).
- Become well acquainted with the curriculum, materials, routines, and procedures of your placement classroom. Explore the history, community, philosophy, and resources in your school and district.
- Learn and follow all policies and procedures of your placement school and district (e.g., read the faculty and student handbooks).
- Obtain relevant permission(s) for recording your instruction and collecting student work.
- Complete relevant self-assessments and requests for feedback (related to courses and fieldwork).

Student Teacher Expectations: *Spring Student Teaching Semester*

Given the field experience that occurred during the methods semester, Siena assumes that student teachers will begin teaching their first class(es) during the first full week of the student teaching experience. From that point on, student teachers should begin to assume additional classroom responsibilities as soon as possible, so that they gradually experience what it means to be a full-time teacher. The cooperating teacher and the student teacher will plan the pace at which these duties are assumed, with the input of the Siena Supervisors and Directors as needed. Below are the core expectations for student teachers:

- Attend and participate in education courses (EDUC461 and EDUC462); complete all coursework assignments.
- Communicate regularly and professionally with your cooperating teacher and supervisors.
- Communicate questions or concerns immediately to your cooperating teacher, the Director of Field Experiences, the Director of Teacher Preparation Program, and/or your supervisors.
- Work full-time in your placement for 14 weeks. Make every effort to follow the schedule of your cooperating teacher (including attending faculty and student meetings, professional development offerings, duties, etc.).
- Gradually assume responsibility for your cooperating teacher's classes. **You should move from co-teaching/co-planning to independent planning and teaching all classes in your placement no later than the midpoint of the semester** (NOTE: this may be negotiated depending on the requirements of your placement).
    - **Written lesson plans are required for every lesson you teach**. Provide your cooperating teacher with your lesson plans at least 24 hours in advance of teaching.
- Manage classroom routines, materials, and spaces to support student learning. Ensure that the classroom environment is respectful, academically challenging, safe, and conducive to student learning.
- Collaborate with classroom aides, co-teachers, counselors, social workers, psychologists, and other professionals to best meet the needs of students.
- Assess student work and use assessment results to shape your instructional decisions. Provide feedback on student work that helps students understand both their strengths and needs relative to the learning objectives.
- Actively reflect on your teaching, student engagement, and evidence of student learning in order to develop and revise your teaching strategies.
- Communicate with parents/families in order to support student learning and well-being (e.g., parent-teacher conferences, calls home, email communication, newsletters to families, etc.).
- Develop a beginning repertoire of pedagogical and professional strategies and resources.
- Continue to follow all policies and procedures of the Siena College Teacher Preparation Program as well as your placement classroom, school, and host district.
- Collaborate with your supervisors to plan observations. **Provide your supervisor with your lesson plans at least 24 hours prior to an observation**. Use feedback to reflect on and revise teaching practices.
    - See the Evaluation section of this handbook for the rubrics that your cooperating teacher and supervisors will use to evaluate you this semester.
- Complete relevant self-assessments and requests for feedback (related to courses and fieldwork).

Role of the Cooperating Teacher: *Fall Methods Semester*

The cooperating teacher plays a key role in the student teacher's development by modeling, guiding, demonstrating, conferring, counseling, and evaluating. Called upon for advice on everything from classroom management to selection of instructional strategies, the cooperating teacher is a major influence on the future teacher, and this important relationship begins during the fall methods semester.

The fall field experience provides an excellent opportunity to help the student teacher get to know the school, classroom, and students, as well as apply what they are learning in their methods courses. **See Methods Semester Fieldwork Timeline (page 8) for guidance on pacing.** Here are some practices that are particularly important in supporting the student teacher's success during the methods semester:
- Share your contact information with your student teacher and help them understand the best ways to reach you. Form a plan in case either of you will not be at school on a given day.
- Collaborate on a schedule for the fall fieldwork, ideally providing the student teacher with an opportunity to meet and interact with all classes and students they will teach.
- Help integrate your student teacher into the classroom (introduce student teacher, make sure they have a spot for their belongings, share copies of texts and materials, etc.).
- Help your student teacher get to know your students, including any specific learning needs (e.g., ELL, IEP, 504 plan) and relevant prior academic learning experiences.
- Help your student teacher learn about the standards, curriculum, materials, routines, and procedures of your classroom. Help your student teacher also learn about the school's community and resources (e.g., who can they call if they need support and cannot reach you?).
- Introduce your student teacher to relevant school policies, routines, practices, and expectations.
- Help student teacher begin to engage in long-term planning (e.g., what are significant dates or "busy times" of the semester/year, what units might they be teaching in the spring term).
- Provide opportunities for your student teacher to participate in all forms of teaching that you are providing (e.g., if relevant: in-person, hybrid, online).
- Scaffold opportunities for your student teacher to engage in varied teaching practices (e.g., assist teaching, co-teach or teach from your lesson plans, work with individuals and small groups on targeted learning objectives, develop and teach their own lesson plans and materials, help assess student work, etc.).
- Model reflective practice, discuss teaching strategies, and share professional resources.
- Support your student teacher in obtaining relevant parent/guardian permission(s) for recording instruction and collecting student work; support regular video recording of lessons/lesson segments..
- Provide feedback regularly to your student teacher's lesson planning and instruction, to help them see where they are succeeding and where they need to continue growing.
- Provide formal feedback to the Siena Education Department via the Mid Placement evaluation rubric (see appendix). If there are any particular concerns or questions, please reach out immediately to the Director of Field Experience.

Letters of Understanding. Cooperating teachers are asked to sign a letter of understanding with Siena College indicating their willingness to work with a student teacher. This letter is presented to cooperating teachers by the Director of Field Experiences. Once signed and returned, this letter allows the cooperating teacher's honorarium to be processed. Honoraria are mailed to cooperating teachers following the student teaching experience.

Role of the Cooperating Teacher: *Spring Student Teaching Semester*

The student teaching semester is a full-time apprenticeship with the cooperating teacher. Given the field experience that occurred during the previous semester, Siena assumes that student teachers will begin teaching their first class during the first full week of the student teaching experience. From that point on, student teachers should begin to assume additional classroom responsibilities as soon as possible, so that they gradually experience what it means to be a full-time teacher. The cooperating teacher and the student teacher will plan the pace at which these duties are assumed, with the input of the Siena Supervisors and Directors as needed. Here are some of the practices that are particularly important in supporting the student teacher's success during the student teaching semester:

- Discuss your expectations with the student teacher and listen to their expectations.
- Provide daily opportunities for the student teacher to ask questions and to review progress and goals.
- **Provide joint planning time** (at least weekly) in order to support the student teacher as they develop instructional materials and curriculum.
- Encourage your student teacher to reflect and self-assess their personal and professional progress on a regular basis. Here are some guiding questions which may be useful in these discussions:
  - What did you hope your students would get out of the lesson?
  - What evidence do you have that students met this objective during the lesson (i.e., what behaviors did you notice, what quality of work was produced, etc.?)?
  - How did you connect the lesson with your students' interests, experience, or prior knowledge?
  - Was the lesson planned to actively engage all students in learning? Was the class motivated? Did all students participate?
  - Did you have provisions for students of varying ability levels? How might you more effectively differentiate your instruction in the future?
  - How did you perceive your classroom management? Were the students on-task and focused? Were you prepared for those who might need additional help or who might finish activities early?
  - What do you think were the most successful aspects of the lesson? What aspects would you want to incorporate in future lessons?
  - What aspects of your teaching would you like to improve? How will you revise these aspects in future lessons?
- Provide regular feedback on your student teacher's lesson plans and materials. Note: **Student teachers are required to write lesson plans for every lesson they teach and provide these to you 24 hours in advance of teaching**.
- Periodically observe your student teacher; regularly provide oral and written feedback regarding strengths and specific strategies for improvement. **Complete at least two formal written observations (Form B) for your student teacher.**
- As possible, confer with Siena College's clinical and content supervisors; their understanding and assessment of student teachers will be enhanced by your insight. Communicate questions/concerns immediately to supervisors, the Director of Field Experiences, and/or the Director of Teacher Preparation Program.
- Support your student teacher in following your full schedule (including attending faculty and student meetings, professional development offerings, duties, etc.).

- Help your student teacher gradually assume responsibility for your classes; **your student teacher should move from co-teaching/co-planning to independent planning and teaching all classes no later than the midpoint of the placement** (NOTE: this may be negotiated depending on specific circumstances).
- Mentor your student teacher in planning, instruction, assessment, and classroom management strategies.
- Support your student teacher with grading and providing feedback on student work; help student teacher analyze assessment data to inform their planning/instruction.
- Support opportunities for your student teacher to communicate with parents/families in order to support student learning and well-being (e.g., parent-teacher conferences, calls home, email communication, newsletters to families, etc.).
- Support your student teacher with video-recording their instruction. If possible, meet with your student teacher at least twice to analyze video excerpts from their instruction.
- **Complete a mid-placement evaluation (Form D), a final evaluation (Form D), and a recommended grade for your student teacher.** See Important Dates section and Appendix A of this handbook for more information.
- Student teachers typically request a **letter of reference** from their cooperating teachers. Cooperating teachers may certainly decline if they feel unable to write a positive letter that would support the student teacher's job search. However, those who agree to write such letters are asked to write them on school letterhead or on a form provided by the student teacher from the Siena College Career Center. These letters, if sent to the Career Center, will be designated as confidential or non-confidential, depending on the wishes of the student. It is important to remember that letters of reference from cooperating teachers are highly valued by prospective employers; therefore, promptness and clarity are important.

Note Regarding Substitute Teaching: Because student teachers have so many responsibilities and so many new experiences, and since student teaching is intended to be a guided learning experience, Siena student teachers may not serve as a substitute teacher or as the teacher of record for a class. If an emergency necessitates that another teacher's classes must be covered, we suggest that the pre-service teacher remain with familiar classes, freeing the cooperating teacher to substitute for their colleague.

Role of the College Supervisors: *Spring Student Teaching Semester*

During the spring student teaching experience, each student teacher is assigned two Siena College supervisors—one from the student's subject area (known as the **content supervisor**) and one assigned through the Education Department (known as the **clinical supervisor**).

- These supervisors are expected to work closely with the cooperating teacher and the student teacher during the student teaching experience.
- The student teacher and supervisor will share reliable contact information (email addresses, phone number, etc.), and they will maintain contact with each other throughout the semester.
- The college supervisors will discuss and share copies of their observation notes and forms with the student teacher, Director of Field Experiences, and Director of Teacher Preparation Program **within one week after each observation**.
- Supervisors will participate in supervisory team meetings in order to align expectations and practices. These meetings will occur once during the semester prior to student teaching and two or three times during the student teaching semester.
- If the supervisor has concerns about a student teacher's progress, they should immediately communicate with the Director of Field Experiences. If concerns continue, the Director of Field Experiences and the Director of the Teacher Preparation Program may initiate a Student Teacher Improvement Plan, which will be created with input from the supervisors, cooperating teacher, and student teacher.

Classroom Observations: Each supervisor will observe the student teacher at least <u>four</u> times during the student teaching placement, with **approximately one observation every 3-4 weeks**. Observations will be conducted both in-person and via the GoReact video/online observation platform, as allowed by the host district. At least two observations must be in-person, and at least one observation must be include video reflection (e.g., a completely virtual observation, or a video of an in-person observed class, to enable student teacher and supervisor to collaboratively view video footage). Supervisors may require additional observations (in person or virtual) if they desire. Below is the general observation process:

- Pre-Observation
  - Prior to each observation, the supervisor will contact the student teacher to schedule the date and time of the observation. **After the first observation, the class scheduled for observation should be a lesson designed and fully implemented by the student teacher.** The student teacher and supervisors should collaborate to ensure that a variety of class periods are observed.
  - **At least 24 hours in advance of the observation**, the student teacher will share, via their online shared folder, a copy of the lesson plan (including the elements required on the Siena template) and any relevant instructional materials. If part of the lesson involves a resource such as a textbook, it is helpful if the supervisor can have access to a scan/copy of that material in advance.
- Observation Day
  - Formal observations should be of the entire class period.
  - Each lesson observation completed by a subject area or clinical supervisor will be recorded using either *Form B – Student Teaching Observation Form* or a form specific to the content area (see Appendix A).
- Post-Observation
  - The student teacher and supervisor should arrange a time to meet as soon as possible following the observation. **The student teacher is expected to take notes during the post-observation conference** and to use these notes in writing up a post-observation

reflection.
- ○ In addition to oral feedback, a copy of the evaluation form should be shared with the student teacher and the Director of Field Experiences, via the student teacher's online shared folder, within one week after the observation.

Roles of the Director of Field Experiences &
Director of the Teacher Preparation Program

The Director of the Teacher Preparation Program and Director of Field Experiences partner in providing support and guidance to student teachers, cooperating teachers, supervisors, and methods instructors during the professional year.

Director of Field Experiences: The Director of Field Placements is the primary liaison between Siena College and the K12 school districts in which students are placed throughout their teacher preparation program. Here are some of the roles this Director plays, relevant to the professional year:

- Maintains records of all fieldwork placements the student teacher has experienced leading up to student teaching.
- Coordinates the student teaching placements. Sends the Letter of Understanding and other significant paperwork to cooperating teachers.
- Communicates regularly with cooperating teachers and supervisors. Cooperating teachers and supervisors who have specific questions or concerns regarding a student teacher are encouraged to reach out to the Director of Field Experiences immediately to initiate the student teacher improvement plan process.
- Coordinates all evaluation forms during the fall and spring semesters of the professional year.
- Collaborates with the Director of the Teacher Preparation Program to create improvement plans for student teachers when specific improvement is required in order to meet departmental expectations.
- Supports student teachers throughout the certification process (e.g., creation of TEACH account, completion of mandatory workshops, registering for certification exams, etc.).

Director of the Teacher Preparation Program: The Director of the Teacher Preparation Program oversees the implementation of the program as a whole, from the initial foundational courses through the professional year. Here are some of the roles this Director plays, relevant to the professional year:

- Coordinates the fall methods courses, including curricula across specific methods sections.
- Coordinates the supervisor team during the student teaching semester; supports communication between content and clinical supervisors.
- Collaborates with the Director of Field Experiences to communicate with cooperating teachers and districts.
- Coordinates analysis of student evaluation related to methods courses and student teaching.
- Collaborates with the Director of Field Experiences to create improvement plans for student teachers when specific improvement is required in order to meet departmental expectations.
- Provides student teachers with support for New York State Teacher Certification Exams.

PART IV: POLICIES AND PROCEDURES

Student Teacher Status

Additional Student Teacher Policies and Procedures

PART IV: POLICIES AND PROCEDURES

Student Teacher Status

Participation in the Teacher Preparation Program is conditional, thus student teachers may be removed from the program if they do not continue to meet the expectations of the program.

Process for monitoring student teacher progress through the professional year. Grades, class participation, supervisor and cooperating teacher observation feedback, and evaluation forms will be reviewed regularly to ensure that adequate progress is being made.

Possible Termination. It is the mission of the Siena Teacher Preparation Program to prepare undergraduates to become successful and effective teachers. When a teacher candidate struggles in the program or is not meeting professional expectations, every reasonable effort will be made to identify and support the candidate in specific areas for improvement. It is also the responsibility of Siena College's Teacher Preparation Program to advance student teachers who are making a positive contribution to educational settings as teachers. If a student teacher falls below the minimum expectations, the Director of Field Experiences and/or the Director of the Teacher Preparation Program will meet with the student to create a Student Teacher Improvement Plan. If that plan is not followed, the student can be subject to removal from the program.

If a candidate does not continue to meet academic and professional criteria, or if a candidate violates the policies governing Siena students or governing faculty in their host district, the candidate may be temporarily or permanently removed from the placement. Depending on the gravity of the situation, the Education Department may either engage the candidate in creating a Student Teacher Improvement Plan, or the Education Department may make an immediate determination for termination. Further, the Education Department reserves the right to immediately remove a candidate from a field work or student teaching placement as part of the consultation and/or termination procedure. A candidate removed from a placement and/or terminated from the Teacher Preparation Program has the right to appeal the decision to the Director of the Teacher Preparation Program and/or the Education Department Chair, as well as pursue other Siena College avenues for appeal.

Additional Student Teacher Policies and Procedures

During the student teaching semester, in addition to those expectations outlined in Part III of this Handbook, students must adhere to the following policies:

Attendance

During the student teaching experience, student teachers are expected to follow, at a minimum, the contractual hours, schedule, and calendar set by their host district. If a student teacher must be late or miss a day in placement, they are expected to contact their cooperating teacher, the Director of Field Experiences, and the Director of the Teacher Preparation Program as far in advance as possible. In the event that illness causes absence from the student teaching assignment, student teachers must notify these same individuals as early as possible on the day of the illness. **These calls or emails must be made every day that a student teacher is absent**. More than two latenesses or absences from the student teaching placement, regardless of reason, may result in a conference with the Director of Field Experiences and/or the Director of the Teacher Preparation Program, during which an attendance improvement plan may be set. Attendance improvement plans may result in extended time in placement.

Any absence, other than those of temporary illness or family emergency, requires the prior approval of the Director of Field Experiences, the Director of the Teacher Preparation Program, and the cooperating teacher. If approved, it is the student teacher's responsibility to notify both supervisors of the planned absence. Even if an absence is approved, it may require additional time in a placement.

Unexcused absences or tardiness can result in a formal attendance improvement plan and/or termination of the student teaching experience.

Health Protocols Related to COVID-19

In order to protect the well-being of both the Siena community and their host district communities, student teachers are expected to comply with all safety regulations set forth by Siena College and their host districts, including guidance by the New York State Department of Education and Department of Health. If student teachers violate the safety policies set forth by Siena College or their host school, their student teaching placement may be terminated, which would result in them not being recommended for certification.

Minimum Grade Expectations

Students must have a grade of B- or better in EDUC381 and EDUC481 in order to continue in the certification program and to begin student teaching. Students must also achieve a grade of B- or better on all courses associated with their student teaching semester (EDUC 461, EDUC 462, EDUC 487/488) in order to be recommended for NYS teacher certification by Siena College. Students must also complete the required workshops necessary for certification. See Appendix for additional information.

Professional Dispositions and Behaviors

As noted in the Handbook section on Roles and Expectations, student teachers are expected to consistently demonstrate professionalism, especially when at their placement. Examples of professional behaviors include but are not limited to the following:

- Communicate clearly and in a timely manner with cooperating teacher(s) and supervisors.
- Maintain professional dress that reflects the norms and expectations of the host district.
- Limit use of personal electronic devices during school hours (e.g., phones should NOT be used when in the presence of students, unless for educational purposes that are aligned with the norms and expectations of the host district).

- Complete academic and attendance records (including grading/student feedback) in an accurate and timely manner.
- Self-assess and reflect purposefully on teaching experiences, student learning, and feedback in order to identify and enact specific areas for improvement.
- Uphold the academic integrity standards of Siena College, including policies related to plagiarism, cheating, and computer abuse.
- Seek out support and effectively use help for personal, medical, or other challenges that interfere with scholastic or professional performance.

Substitute Teaching

Siena student teachers may not serve as a substitute teacher or as the teacher of record for a class. If an emergency arises, the cooperating teacher or school administrator should reach out to the Director of Field Experiences to discuss options.

Transportation

Student teachers are responsible for their own transportation to and from their student teaching placements. If a student teacher does not have access to their own transportation, they should notify the Director of Field Experiences prior to the distribution of placements.

Student teachers may share rides to/from placements, especially if one person does not have access to a vehicle. In these cases, we appreciate the flexibility and collaboration that goes into rideshare agreements, especially as each student teacher works to fulfill their individual teaching expectations while respecting the schedule and needs of their rideshare colleagues.

If students share rides to/from student teaching placements, the following expectations apply:
- Follow appropriate health/safety protocols at all times.
- Discuss and agree upon a schedule that allows for early arrival to placement and completion of all placement responsibilities.
- Communicate any schedule changes as far **in advance** as possible.
- Be on time.
- Drivers:
  - Maintain the vehicle (vehicle safety and cleanliness of rider area).
  - Provide space for the rider and their belongings during the ride.
- Riders:
  - Be respectful of the driver's car and belongings.
  - Contribute money for gas. Depending on mileage, this may translate to approximately $10-15 per week. Reach out to the Director of Field Experiences for assistance calculating gas shares or meeting this expectation if needed.

We recommend that rideshare students periodically discuss how things are going, so you can make revisions that best suit all parties. Any disputes or refusal to follow the above responsibilities should be communicated to the Director of Field Experiences immediately, which will lead to a mediation meeting. If an agreement cannot be reached or if it is not adhered to, dissolution of the rideshare may occur.

APPENDIX A: OBSERVATION AND EVALUATION

Methods Semester Midpoint and Final Evaluation Form

Lesson Observation Forms:
- Form B (used by Cooperating Teacher, Clinical Supervisor, STEM Content Supervisors)
- Content Supervisor Observation Forms (English, History/Social Studies, World Languages)

Student Teaching Semester Midpoint and Final Evaluation Form

Guidelines for Grading Student Teaching Semester

APPENDIX A:
OBSERVATION & EVALUATION FORMS

Methods Semester: Midpoint and Final Student Evaluation Form

At the midpoint and end of the methods semester, the Director of Field Experiences will send a digital evaluation form (Form A) to the student teacher and cooperating teacher. **We recommend that the student teacher and cooperating teacher fill out the form independently, and then use their responses to collaboratively reflect on areas of growth and areas to target for improvement.**

Student Teaching Semester: Lesson Observation Forms

Cooperating teachers regularly observe their student teacher. In addition to the regular, informal notes that cooperating teachers share with their student teachers, **we ask that cooperating teachers formally observe two full lessons.** These formal observations should be recorded on the Lesson Observation Form B and uploaded to the student teacher's supervision folder.

During the student teaching semester, Clinical and Content Area Supervisors will each formally observe the student teacher four times during the placement (for a total of eight supervisor evaluations). As noted previously in this Handbook, each of these formal observations should cover a full class period of instruction, and they should spread across multiple class periods that the student teacher instructs. Clinical Supervisors will all use the Lesson Observation Form B to document their observations. Content Supervisors will either use Form B (for STEM subjects) or a content-specific observation form (for English, Social Studies, and World Languages).

Samples of these lesson observation forms may be found on the following pages:
- Form B (Cooperating Teachers, Clinical Supervisors, STEM Content Supervisors): pages 24-25
- English Content Supervisor's Observation Form: pages 26-28
- History/Social Studies Content Supervisor's Observation Form: pages 29-31
- World Languages Content Supervisor's Observation Form: pages 32-35

Student Teaching Semester: Midpoint and Final Evaluation Forms

At the midpoint and end of the student teaching placement, the Director of Field Experiences will send a digital evaluation form (Form D) to the student teacher, cooperating teacher, clinical supervisor, and the content supervisor. Everyone will complete the same form, noting their role in relation to the student teacher (the student teacher will complete the form as a self-evaluation). The midpoint/final evaluation form is based on the same elements as Form B (following the Danielson domains and elements). For this midpoint and final evaluation form, there will be opportunities to evaluate the student teacher's progress in relation to each element of each domain.

STUDENT TEACHER OBSERVATION FORM B

[For use by Cooperating Teachers, Clinical Supervisors, and STEM Content Supervisors]

Student's Name _____School _____ Visit Number ____

Observer _____ Grade/Subject Area _____ Date _____

Domain 1: Planning and Preparation

    a.   Demonstrates knowledge of content and content-related pedagogy, including NYS and professional association standards.
    b.   Demonstrates knowledge of adolescent development & the learning process, as well as knowledge of students (e.g., their prior academic knowledge, language proficiency, abilities and disabilities, interests, and cultural heritage).
    c.   Sets appropriate instructional goals that are clear, valuable, "balanced" and suitable for diverse learners.
    d.   Demonstrates knowledge of resources, broadly imagined.
    e.   Designs coherent and differentiated instruction, including learning activities, student grouping, and lesson structures that support instructional goals.
    f.   Designs assessments congruent with instructional goals and standards; uses assessment results to inform instructional design.

___ Unsatisfactory   ___ Developing   ___ Meets Expectations   ___ Exceeds Expectations
**   for Teacher Intern   for Teacher Intern**

Domain 1 Comments
Please indicate areas of strength:

_____

_____

Please indicate areas of progress:__

_____

_____

Please indicate areas where improvement should be made:____

_____

Domain 2: The Classroom Environment

    a.   Creates an environment that reflects the Franciscan values of genuine warmth, caring, empathy and mutual respect.
    b.   Establishes a culture for learning where content is valued and expectations for learning and achievement are high.
    c.   Manages classroom procedures (routines, duties, transitions, materials) and the work of volunteers and paraprofessionals.
    d.   Manages student behavior by setting clear standards for conduct, and by monitoring and responding appropriately to conduct.
    e.   Organizes physical space and resources to create an inviting atmosphere and to promote safety and accessibility to learning.

___ Unsatisfactory   ___ Developing   ___ Meets Expectations   ___ Exceeds Expectations
**   for Teacher Intern   for Teacher Intern**

Domain 2 Comments
Please indicate areas of strength:

_____

Please indicate areas of progress:

_____

Please indicate areas where improvement should be made:

_____

Domain 3: Instruction

     a. Communicates clearly and accurately via oral and written language; models precise and expressive academic language.

     b. Uses questioning and discussion techniques in which questions are of high quality and discussion techniques promote student participation.

     c. Engages students in learning through content, activities, assignments, student grouping, materials, resources, structure, and pacing.

     d. Provides clear assessment criteria, monitors student learning, and provides feedback to students that is accurate, substantive, constructive, specific, and timely.

     e. Demonstrates flexibility and responsiveness through lesson adjustment, responsiveness to students, and persistence.

___ **Unsatisfactory**   ___ **Developing**   ___ **Meets Expectations**   ___ **Exceeds Expectations**
                                             for Teacher Intern   **for Teacher Intern**

Domain 3 Comments
Please indicate areas of strength:

_____
Please indicate areas of progress:

_____
Please indicate areas where improvement should be made:

_____

Domain 4: Professional Responsibilities (as observed)

     a. Systematically reflects on teaching effectiveness by drawing on assessment data, on supervisor/cooperating teacher feedback, and on professional development opportunities; identifies specific areas for improvements and strategies to enhance future teaching.

     b. Maintains accurate records concerning the instructional program, individual students, and mandated requirements.

     c. Fosters effective home-school relationships through the sharing of student and program information.

     d. Contributes to the school and district through professional collaboration, participation in school activities, and demonstration of the Franciscan value of service.

     e. Shows professionalism through positive peer relationships, mature decision-making, and professional advocacy.

___ **Unsatisfactory**   ___ **Developing**   ___ **Meets Expectations**   ___ **Exceeds Expectations**
                                             for Teacher Intern   **for Teacher Intern**

Domain 4 Comments
Please indicate areas of strength:

_____
Please indicate areas of progress:

_____

_____
Please indicate areas where improvement should be made:

_____

Post-Observation Additional Comments:

Observer's Signature_   Date _____

Teacher Intern's Signature   Date _____

ENGLISH LANGUAGE ARTS: CONTENT OBSERVATION FORM

Student: **Date**:

School: **Grade**:

Observer:

Lesson Content:_____

_____

_____

Indicate the number that reflects to what extent the candidate meets each standard.
1 – Below Expectations • 2 – Developing •
3 – Meets Expectations • 4 – Exceeds Expectations • NA – Not Applicable

I. Learning Environment

1. The candidate demonstrates rapport with and respect for students and communicates with students in ways that actively involve them in their own learning **Comments**:	1	2	3	4	NA
2. The candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students. **Comments**:	1	2	3	4	NA

II. Engaging Students in Learning

3. Students are engaged in learning tasks that deepen and extend their development of deep understanding of strategies to construct meaning from, interpret, or respond to a complex text. **Comments**:	1	2	3	4	NA

4. The candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning. **Comments**:	1	2	3	4	NA

III. Deepening Student Learning

5. The candidate facilitates interactions among students so they can evaluate their own abilities to apply strategies for constructing meaning from, interpreting, or responding to a complex text. **Comments**:	1	2	3	4	NA
6. The candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. **Comments**:	1	2	3	4	NA

IV. Subject-Specific Pedagogy

7. The candidate facilitates interactions among students so they strategically select textual references to check or justify their constructions of meaning from, interpretations of, or response to a complex text. **Comments**:	1	2	3	4	NA

8. The candidate facilitates individual and collaborative approaches to student writing that reflects an understanding of writing processes and strategies in different genres for a variety of purposes and audiences, incorporating contemporary technologies as appropriate. **Comments**:	1	2	3	4	NA
9. The candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. **Comments**:	1	2	3	4	NA
10. The candidate plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society **Comments**:	1	2	3	4	NA

Additional Comments:

SOCIAL STUDIES: CONTENT OBSERVATION FORM

Date of Observation_____

Student Teacher _____

Grade_____   Subject_____

Lesson Title_____

Content Supervisor_____

Cooperating School_____

Cooperating Teacher_____

The standards below combine themes from the National Council for the Social Studies with development of skills identified as essential in both the History Department and Education Department at Siena College. Identify which standards were met in the lesson plan under observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning, teaching, and evidence of effectiveness in producing the desired student learning. The numbers on the evaluation scale mean the following:

1. Inadequate – unprepared, incorrect.
2. Minimally acceptable – basic information but very vague with some errors and little analysis.
3. Average – basic information, no errors, fundamental analysis.
4. Very Good – analytical and no errors.
5. Excellent – thorough analysis with an indication of consequences.
   NA – Not Applicable.

EVALUATIVE STANDARDS

1. The lesson addresses diversity – including cultural diversity and/or diverse perspectives.
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4 5 NA

   Comments:

2. The lesson addresses cause and effect in historical change over time.
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

3. The lesson addresses the role of government and/or structures of power in history.
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

4. The lesson addresses global connections and interdependence.
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

5. The lesson addresses civic ideals and the practice of citizenship.
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

6. The lesson addresses the analysis of primary sources in historical context
   Evidence in Planning: 1   2   3   4 5 NA
   Evidence in Teaching: 1   2   3   4 5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

7. The lesson addresses the importance of geography in historical analysis.
   Evidence in Planning: 1   2   3   4   5 NA
   Evidence in Teaching: 1   2   3   4   5 NA
   Evidence of Effectiveness in Producing the desired student learning: 1   2   3   4   5 NA

   Comments:

Provide a brief evaluation of student observation, focusing on strengths, weaknesses, and suggestions for improvement.

WORLD LANGUAGES (FRENCH AND SPANISH): CONTENT OBSERVATION FORM

This form is to be completed by the content-area supervisor twice during each of the placements. Assessment reflects ACTFL standards.

Key

1: **Below standards – unprepared, excessive errors, lack creativity, little information**
2: **Approaching standards – somewhat prepared, many errors, some creativity, basic information**
3: **Meeting standards – adequately prepared, few errors, limited creativity, good information**
4: **Above standards– well prepared, minimal errors, creative, specific information and details**
5: **Exceeding standards – extremely well prepared, negligible errors, extremely creative, very detailed information**
N/A: Not applicable

Student: _____   **Date:** _____
School: _____   **Class:** _____
Observer: _____   **Mileage:** _____
Cooperating teacher: _____

- **ACTFL Standard 1: Language, Linguistics, Comparisons**

1) Candidate demonstrates language proficiency (grammar and pronunciation): effective in communicative skills. (ACTFL 1a)

Evidence in planning: 1   2   **3**   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

2) Candidate identifies language comparisons by comparing and contrasting target language with native language to help students understand the language systems. (ACTFL 1c)

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

- **ACTFL Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts**

3) Candidate demonstrates cultural competence through such means as: (ACTFL 2)
- Literary and cultural texts and traditions
- Embedded culture into curriculum, instruction and assessment
- First-hand knowledge and/or experiences

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

4) Candidate integrates other disciplines in instruction showing interdisciplinary nature of foreign language instruction. (ACTFL 2c)

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

- **ACTFL Standard 3: Language Acquisition Theories and Instructional Practices**

5) Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for the negotiation of meaning and meaningful interaction for maximum learning. (Role of facilitator – positive feedback to students) (ACTFL 3a)

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

- **ACTFL Standard 4: Integration of Standards Into Curriculum and Instruction**

6) Candidate demonstrates understanding of language acquisition in lesson planning and in class by integrating Standards for Foreign Language Learning and the state standards into curriculum and instruction and develops a variety of instructional practices that reflect language outcomes and learner diversity. (Use of NYS standards and curricular goals to evaluate, select, design, and adapt instructional resources) (ACTFL 3b & 4)

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

- **ACTFL Standard 5: Assessment of Languages and Cultures**

7) Candidate assesses regularly and demonstrates knowledge of multiple ways of assessment that are age-and level- appropriate; he/she implements purposeful measures and reflects on results of student assessments to adjust instruction accordingly, analyzes the results of assessments and uses success and failure to determine the direction of instruction. (ACTFL 5)

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

8) Candidate uses target language to the maximum in class.

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

9) Candidate integrates various forms of technology in foreign language instruction and classroom.

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

10) Candidate demonstrates proper classroom management.

Evidence in planning: 1   2   3   4   5   N/A
Evidence in teaching: 1   2   3   4   5   N/A
Evidence in effectiveness in producing desired student learning: 1   2   3   4   5   N/A

Comments:

Additional comments:

Guidelines for Grading Student Teachers
EDUC487 & EDUC488 (Clinical Experience in the Middle/High School)

At the end of the student teaching experience, the student teacher and each person in their support team (cooperating teacher, content area supervisor, clinical supervisor) has the opportunity to recommend a grade that they feel best represents the student teacher's achievement during the spring student teaching placement experience. Here is an overview of the grading process:

Grading process:
1. Cooperating teacher, student teacher, and each supervisor provide a grade recommendation and their rationale.
2. Supervisors meet to review the individual grade recommendations, discuss any variability, review student teacher materials and observation data, and come to a consensus grade recommendation.
3. Student teachers will also be submitting a teaching portfolio with evidence of their planning, instruction, and assessment practices. The Director of Field Experiences and the Director of Teacher Preparation Program will use assessment of these portfolios, alongside the consensus grade recommendations from the supervisors, to determine final EDUC487/488 grades.

When completing the Student Teacher Recommended Grade form, please use the ratings you provided on the final Form D (Student Teacher Evaluation form) to inform your grade recommendation. Form D focuses on the following four domains associated with assessing teacher performance: planning and preparation, the classroom environment, instruction, and professional responsibilities. You may give more weight to the student teacher's demonstrated ability and performance in the final weeks of placement.

Grade: A
The teacher candidate **consistently demonstrates exemplary performance and ability across all four domains, consistently earning ratings of "Meets Expectations" AND OFTEN earning ratings of "Exceeds Expectations.}**
Additionally, by the end of the placement the teacher candidate:
- Displays an exceptional ability to analyze problems/challenges and implement solutions with minimal assistance.
- Displays very strong motivation for continued growth and development.
- Performs at a level that could serve as a model for other student teachers and/or beginning teachers.

Grade: A-
The teacher candidate **consistently demonstrates very strong performance and ability across all four domains, as evidenced by consistently earning ratings of "Meets Expectations" AND SOMETIMES "Exceed Expectations."**
Additionally, by the end of the placement the teacher candidate:
- Displays a strong ability to analyze problems/challenges and implement solutions with some assistance.
- Initiates many ideas and acts on suggestions from supervisors.
- Demonstrates both a desire and an ability to continue growing.

Grade: B+
The teacher candidate **demonstrates solid performance and ability across all four domains, as evidenced by consistent ratings of "Meets Expectations" (NOTE: the candidate may have an occasional "Developing" and/or "Exceeds Expectations" rating, but the majority of ratings are at the "Meets Expectations" level).**
Additionally, by the end of the placement the teacher candidate:
- Is generally able to identify the reasons for a problem/challenge and is usually able to implement corrective measures with some assistance.
- Initiates some personal ideas and usually acts on suggestions from supervisors.
- Demonstrates both a desire and an ability to continue growing, and subsequent growth in target areas is expected with experience.

Grade: B
The teacher candidate **demonstrates satisfactory performance and ability across all four domains, as evidenced by ratings that are usually at the "Meets Expectations" level, with some areas identified as "Developing."**
Additionally, by the end of the placement the teacher candidate:
- Initiates some ideas or solutions to problems/challenges, but often relies on suggestions from supervisors.
- Generally acts on suggestions from supervisors, perhaps displaying some difficulty in effectively implementing those suggestions.
- Clearly made progress during student teaching, but that progress may have been inconsistent or slow at times.
- Demonstrates a desire for continued growth and openness to assistance.

Grade: B-
The teacher candidate **demonstrates somewhat satisfactory performance and ability across all four domains, as evidenced by ratings that are a combination of "Meets Expectations" and "Developing."**
Additionally, by the end of the placement the teacher candidate:
- Often relies on suggestions from supervisors and sometimes has difficulty implementing those suggestions.
- Made progress during student teaching, but that progress was inconsistent and/or slow.
- Demonstrates a desire for continued growth and the disposition to benefit from assistance.

Grade: C+
The teacher candidate **demonstrates below satisfactory performance/ability across one or more domains, with numerous ratings of "developing" across domains.**
Additionally, by the end of the placement the teacher candidate:
- Usually relies on suggestions from supervisors and often has difficulty implementing those suggestions
- Made some progress during student teaching, but that progress was inconsistent and slow.
- Somewhat demonstrates a desire for continued growth and the disposition to benefit from assistance.

Grade: C
The teacher candidate **does not meet entry-level expectations, as evidenced by ratings that include numerous "Developing" and some "Below Expectations."**
Additionally, by the end of the placement the teacher candidate:
- Relied extensively or completely on suggestions from supervisors and often had difficulty implementing them.
- Made inconsistent and slow progress, perhaps due to inconsistent or low effort.
- Would need continued experience and mentoring in several fundamental aspects of the role in order to achieve satisfactory status.

APPENDIX B:
TEMPLATES AND RESOURCES

Unit Plan Requirements and Template

Lesson Plan Requirements and Template

APPENDIX B: TEMPLATES AND RESOURCES

Backwards Planning: Curriculum Map and Calendar Overview

As part of their methods courses in the fall semester, student teachers work with backwards planning (Understanding by Design). They practice planning units and/or lesson sequences by first mapping out the key elements for their instruction on a curriculum map, and then using a calendar overview to help them design a logical flow and progression of lessons and learning activities. Here is the Unit Plan Template students will be using.

Lesson Plan Requirements

Siena College requires student teachers to write a lesson plan for each lesson they will teach. These lesson plans should include the following elements:

- Context (date, time length of lesson, class/grade, topic)
- Materials
- Learning Objectives (written as measurable items: "Students will be able to…")
- Relevant Standards (content <u>and</u> relevant NYS NGS ELA/math standards as appropriate)
- Elements of Academic Language (e.g., vocabulary, syntax, or discourse demands)
- Learning Plan (we recommend a <u>numbered list</u>, with specific steps that show what the teacher and students will be doing at any given time) - include following elements
  - Hook/engagement/connection to prior learning
  - Strategies/opportunities for students to actively engage with learning
  - Questioning strategies (e.g., actual questions the teacher plans to ask)
  - Time estimates
  - Closure
- Assessment strategies
- Differentiation/Accommodations

We do not require a particular template for lesson plans, so long as these elements are present. The following page offers a possible template that student teachers may use, or they may adapt the template used by their host district.

Possible Lesson Plan Template

Teacher Name:

Context:

Materials
- Students will need:
- Teacher will prepare/bring:

Learning Objectives
- Students will be able to

Standards
- Content standards:
- Focal Next Generation ELA/Math Standards:

Academic Language
- Content and general academic vocabulary:
- Specific syntax or discourse elements:

Learning Plan -(include time estimates, active learning/questioning strategies, and closure):
1.
2.
3.

Assessment(s):

Differentiation/Accommodations:

APPENDIX C: CERTIFICATION PROCESS & REQUIREMENTS

Overview of Certification Application Process

Fingerprinting Process

NYS Teacher Certification Exams

APPENDIX C: CERTIFICATION PROCESS & REQUIREMENTS

Overview of Certification Application Process

Students who successfully complete the Siena College Education Department Teacher Preparation Program requirements are eligible to be recommended for the New York State Initial Certificate in their content area. The Director of Field Experiences will make this formal recommendation following the conferral of the baccalaureate degree for full-time Siena students and following completion of Education Department program requirements for returning students.

In order for the Director of Field Experiences to officially recommend a student teacher for certification, the student teacher must first set up a TEACH online account through the New York State Education Department's TEACH Online Services (www.highered.nysed.gov/tcert). Candidates should set up a TEACH account once accepted into the Teacher Preparation Program. There is no cost to setting up this account.

Note: Successfully completing the Siena College Teacher Preparation Program does not in itself guarantee that a candidate will be granted a teaching certificate. To qualify for an initial certificate in New York State, candidates must also pass two teacher certification exams (see below), have fingerprint clearance, complete three required workshops, and submit application and fee for initial certification (see this link for specific details: http://www.highered.nysed.gov/tcert/certificate/certprocess-search.html).

We recommend candidates apply for certification as soon as possible after all application requirements are completed. The earliest this can occur is the day after graduation. Candidates must pay a fee for each certificate for which they are recommended by the College. If a candidate has completed the necessary coursework for a Grade 5-6 extension and/or for the General Science extension, they need to apply and pay for these separately in addition to the secondary certification.

Fingerprinting Requirement

New York State law requires applicants for certification and prospective employees of school districts, charter schools, and BOCES to undergo a fingerprint supported criminal history background check conducted by the New York State Education Department's Office of School Personnel Review and Accountability (OSPRA). There is currently only one vendor that is licensed to capture fingerprints for civil purposes of New York State agencies. The name of the vendor is MorphoTrust.

To schedule a fingerprint appointment, contact MorphoTrust by going to their website at https://uenroll.identogo.com/workflows/14ZGQT . The closest location to the Siena College campus is located at 21 Everett Rd Ext., Albany. Other nearby locations are in Schenectady and Troy.

MorphoTrust requires each applicant to provide a Service Code. The Service Code is a unique number that is assigned to the New York State agencies by the New York State Division of Criminal Justice Services ("DCJS"). It is a way for both the vendor and DCJS to know to which agency to send the fingerprint results once the fingerprinting process is complete. The NYSED code is:

<div align="center">

14ZGQT

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The fingerprinting fee can only be paid at the time of the appointment through a credit card or check. If you are paying by credit card, the person the credit card is issued to must be present. You may also pay by check (i.e., personal, business check, government check, certified check, bank check or money order made payable to "MorphoTrust USA"). CASH IS NOT ACCEPTED!

Please keep your receipt from paying the fingerprinting fee for your records.

Tips:
- Make sure that ALL information matches your TEACH account exactly. For example, if you use your middle name or initial on your TEACH account, you should also use it for fingerprinting.
- Verify that your social security number is correct at the time of service. If they do not ask you to verify it, please ask them to do so.

MorphoTrust takes a photograph at the time the fingerprints are scanned. You must have two forms of identification. At least one form of identification must contain a photo. Check online for acceptable forms of identification.

New York State Teacher Certification Examinations

The New York State Teacher Certification Examinations (NYSTCE) address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. The tests required for certification include the following:

- Educating All Students Test (EAS)
- Content Specialty Tests (CST)

For the most current information on each required assessment, please visit www.nystce.nesinc.com.   A brief overview of the test requirements follows:

Test	Test Description
Educating All Students (EAS)	The Educating All Students test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected-response items. The EAS test measures the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools. Fee : $80 Minimum Passing Score: 520 (Score Range 400-600) Test Length: 2 hours and 15 minutes Click here to register for the exam
Content Specialty Tests (CSTs)	The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. The CSTs for languages other than English include recorded listening and/or speaking components and writing components. CSTs measure knowledge and skills in the content area of the candidate's field of certification. Refer to "Test Selection" for information about specific CSTs on the NYSTCE website. Fee: $122 Minimum Passing Score: Varies according to content area. Test Length: Varies according to content area. Click here to register for the exam