Fieldwork and Internship Handbook for Initial Certification Programs

Department of Teaching, Learning, & Educational Leadership

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Dear Clinical Partners and Students:

Thank you for partnering with the Department of Teaching, Learning, and Educational Leadership as we prepare our initial-certification students for their first experiences in the classroom. We rely on exceptional teachers to help us introduce students to the professional responsibilities and best practices that lead to highly effective classroom teaching, and we greatly appreciate your service.

We hope this handbook will help students and teachers have fruitful initial classroom experiences. The Field Experience Handbook is a “work in progress” and we welcome any feedback you may have to offer about its content and form, clarity, and completeness. Our program and coursework, including field placements, are modified regularly based on ongoing program review and in response to NYS teaching certification requirements and accreditation expectations. Questions or suggestions regarding your student’s program are welcome and may be directed to me, the Field Experience Office, or to any TLEL program faculty member.

Thank you for supporting our future teachers!

Sincerely,

Candace Mulcahy, Ph.D.

Chair, Department of Teaching, Learning, and Educational Leadership
**PART 1--FIELDWORK**

**Introduction to Fieldwork**
The Department of Teaching, Learning, and Educational Leadership (TLEL) at Binghamton University offers initial preparation programs at the early childhood/childhood (birth through sixth grade) and adolescence (seventh through twelfth grade) levels. Both programs lead to initial teacher certification in NYS and require considerable time to be spent by teacher candidates in field experiences in their first two semesters, prior to the internship (i.e. student teaching) semester(s). These experiences allow teacher candidates to learn more about the role of the educator and to apply the instructional methods learned in coursework to a classroom. Simultaneously, it permits faculty members to gauge the readiness and ability of a teacher candidate to take on the role of educator.

Teacher candidates, mentor teachers, and university supervisors should use this handbook as a reference for general information and questions, but should also speak with program faculty members for more detailed information and if questions or concerns should arise. Contact information for faculty and staff are located in Appendix A.

Teacher candidates in the early childhood/childhood initial certification program (referred to as the C/EC program) graduate with a master’s degree (MS.Ed.) and the ability to earn NYS teaching certification in either (a) childhood, early childhood, and literacy, or (b) childhood, early childhood, early childhood special education, and childhood special education. Therefore, field experiences must provide a wide range of objectives, including interviewing students, attending meetings, and participating in community-based events.

At the secondary level, teacher candidates graduate with a Master’s of Arts in Teaching (MAT) and the ability to earn NYS teaching certification in their selected content area (English, Spanish, French, mathematics, biology, chemistry, physics, earth science, or social studies). Field experiences to a great extent focus on candidates’ ability to understand the role of the content teacher, but also the methods for engaging and instructing a variety of learners.

Candidates in MAT graduate-level programs complete the Field Experience I placement in their first (typically fall) semester and the Field Experience II placement in their second (typically spring) semester. Candidates in C/EC programs will complete their early childhood fieldwork and childhood fieldwork throughout the course of their first year.

**NEW YORK STATE, SUNY, and Program Requirements**

**Program Requirements**
All initial preparation programs require fieldwork placements throughout the course of study, intensifying in duration and expectation as the candidate progresses. To ensure that all New York State Education Department (NYSED) regulations concerning field work are met, all placements will be coordinated through the Field Education Office and program coordinators. Under no circumstances should teacher candidates make any contact with school personnel without approval from the Field Education Office. TLEL seeks out individuals who have demonstrated a commitment to teaching to serve as partner teachers. It is preferred these individuals have at least four years of teaching experience, a master’s degree, and tenure in their district. Mentor teachers should also have a minimum of one year of experience in their current classroom and hold either permanent or professional NYS certification for their position.
In addition to requirements related to the expertise and experience of the mentor teacher, field experiences must reflect the variety of school settings and diverse populations candidates may teach in their careers. Therefore, the Field Education Office works hard to provide all candidates with placements in urban, rural, and suburban schools and in classrooms serving diverse student populations. In particular, NYSED requires at least:

- 15 hours of field experience working with students with disabilities prior to student teaching, and
- One “high needs” placement, defined by NYSED as a school with 30% or more of the student body eligible for free or reduced school lunch.

Teacher candidates can meet these requirements during either of the Fieldwork Placements (I or II).

**Time Requirements**

Students enrolled in the MAT program are expected to spend one day per week in the classroom of their mentor teacher for the duration of each semester. In one semester they will work in a classroom in grades 7 through 9, and in the other they will be in a classroom in grades 10 through 12.

Students in the C/EC program will complete fieldwork in grades UPK, K, 1, and 2-3 and/or 4-6 in the first year of coursework. Depending on their track, students will spend time with either a literacy or special education teacher. Those on the Special Education track will also have an Early Childhood Special Education internship in the winter session of their second year in the program.

**TEACH Account**

All students in initial preparation programs must create a TEACH account. This account will be used by NYSED to process applications for teacher certification, as well as to record fulfillment of all other NYS requirements for teacher certification, including fingerprinting, mandatory workshops, certification exams, and payment for certification. The account also documents substitute teaching experience, teaching positions, and completion of professional development requirements. The TEACH account serves multiple purposes for candidates seeking certification, novices beginning their careers, and experienced teachers documenting their careers. **Therefore, it is essential that candidates retain all TEACH account username and password information for their records.**

Evidence of the creation of a TEACH account will be collected early in the candidate’s course of study via Taskstream.

**NYS-Required Workshops**

Supplementing coursework and field experiences, NYSED requires teacher candidates to complete several mandatory workshops. The Child Abuse Recognition and Reporting (CARR) and School Anti-Violence Education (SAVE) workshops are held on campus at least annually (typically in the fall). These workshops review the process for reporting if a P-12 student discloses any form of child abuse, neglect, or harassment or discrimination to a teacher candidate.

**Please note:** In all circumstances, the teacher candidate is legally obligated to report immediately to their mentor teacher any such disclosure of child abuse, neglect, or harassment or discrimination and to follow the directive of the school concerning filing a report.

Separately, the Dignity for All Students (DASA) workshop provides candidates with information and training on the social patterns of harassment, bullying and discrimination. It requires completing a 3-hour, on-campus workshop as well as a 3-hour “online” component. The on-campus portion is provided multiple times throughout the year.

*Completion of CARR and SAVE workshops must occur prior to the beginning of the first fall semester.* **DASA must occur prior to the start of the internship semester(s).** Documentation of completing these activities must be submitted to Taskstream along with the **Intention to Complete Internship** form in the semester prior
to the internship. Information regarding the specific dates for these workshops will be communicated with candidates and posted on the department website.

*Please note:* If unable to attend the workshops on the scheduled dates at BU, it is the candidate’s responsibility to find another date/location within the required timeframe. For information about NYS-approved workshops please visit: DASA, CARR, and SAVE.

**Fingerprinting**

Prior to beginning Field Experience I, all teacher candidates must be fingerprinted by MorphoTrust (www.identogo.com), the only vendor NYSED uses for processing fingerprints for certification. Details regarding this policy can be found at http://www.highered.nysed.gov/tsei/ospra/fpprocess.html. Candidates should visit the MorphoTrust website to identify a location and time that fits their schedule. Candidates will be asked to submit to Taskstream proof of fingerprinting along with evidence of a TEACH account prior to the beginning of the fall semester. Students participating in the Substitute Teacher Program are required to submit fingerprints before they are allowed to work in the schools, so they are required to be fingerprinted in the summer before they begin coursework.

*Please note:* Candidates should be aware that some states, including New York, may restrict or deny professional licensure for people with felony convictions, misdemeanor convictions, or actions taken against them by a professional organization. Binghamton University’s Department of Teaching, Learning, and Educational Leadership cannot guarantee licensure upon completion of the program. Students should contact the state licensure board and their program coordinator to discuss any concerns.

Candidates in teacher and educational leader preparation programs must complete field experiences, including practica and internships (student teaching), in schools or other educational settings. For placement into field experiences, students are required to provide personal information, fingerprints, and may be subjected to a criminal background check. Students admitted into the program are not guaranteed a field placement, practicum, or internship placement as schools, districts, and other educational settings have the right to refuse or terminate a placement at any time.

Candidates having such a situation would benefit from consulting with their state’s licensure board and their program coordinator/faculty advisor.

**Dispositions Policy (see also pp. 19-22)**

As a professional school, the Department of Teaching, Learning, and Educational Leadership (TLEL) at Binghamton University is dedicated to preparing teachers and scholars who are well-grounded in their discipline and in pedagogical practice. Candidates and program participants engage in rigorous coursework that integrates theory, research, and applied practice focused on learning across disciplines, grade levels, and educational environments. Clinically-rich field experiences and internships throughout our graduate programs enhance and further develop skills attained through coursework.

Whether in coursework or while engaged in fieldwork in school and community settings, the TLEL faculty members expect all teacher candidates and program participants to demonstrate the professional dispositions expected of an educator. These include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as accountability, respect, honesty, integrity, and professional competence and conduct. The faculty members developed the TLEL Professional Dispositions from the standards advanced by the Interstate New Teacher Assessment and Support Consortium (InTASC), the New York State Education Department (NYSED), and the content and specialization areas represented in TLEL. Additionally, stakeholder
groups (i.e., superintendents, teachers, and other education professionals) provided feedback on the items included, giving a means to confirm their validity as the dispositions expected by teachers, administrators, and teacher educators of novice teachers. The TLEL Professional Dispositions supplement the *Ethics and Integrity Policies and Procedures*, which establish the values, principles, and standards expected of all students taking courses within the College of Community and Public Affairs (CCPA). Advisors and course instructors should make candidates aware of both policy documents.

According to the TLEL Professional Dispositions (see pp. 19-22), candidates in both initial and advanced programs are expected to:

1. Demonstrate a commitment to learning and diversity.
2. Build rapport and serve as a strong role model to others.
3. Display effective communication skills in all settings.
4. Demonstrate professional competence and conduct.

Professional competence and conduct includes taking full advantage of placements in school and community settings. This includes attending regularly, assisting mentor teachers with classroom responsibilities, and taking part in opportunities for instruction and engagement with learners. During field experience semesters, candidates must commit to attending their assigned placement weekly on a day determined with input from the mentor teacher. Initial program candidates completing internships must attend daily, following the schedule of the assigned school or settings. Advanced program participants should follow the guidelines established by their programs.

In any of these placements, mentor teachers value the full participation of the candidates included in their classroom and may design lessons that incorporate them into the activities. For this reason, attendance is essential. Only in emergency situations should candidates consider not attending a placement or following the agreed schedule. In these situations, candidates must contact the mentor teacher via their preferred method of communication (email, text, or phone call) as soon as possible. In addition, candidates must contact the university supervisor or liaison, the Field Education office, and their advisor to make them aware of ALL absences related to fieldwork. It is expected that candidates will reschedule any absences within three days.

In the event that a candidate fails to meet the expected level at a scheduled checkpoint or if a Dispositional Concern Form is completed, faculty advisors will be notified and appropriate parties contacted to address the issue in a timely manner. Possible courses of action include (but are not limited to):

- Individual meeting with the student, the individual who completed the form, and any other relevant persons (i.e., faculty program advisor, mentor teacher, university supervisor, etc.)
- Development of a *Professional Dispositions Plan for Improvement*
- Additional, required fieldwork prior to advancement to internship or practicum
- Suspension or termination of fieldwork or internship placement (*Please note: mentor teachers and schools always have the right to use this option; this may not automatically result in the student’s removal from the program which is an advisor, program, and department-level decision*)
- Extension of placement, internship, or practicum
- Removal from the program

In most cases, the development of a *Professional Dispositions Plan for Improvement* will be the anticipated course of action (see Appendix C for a sample form). Course instructors, mentor teachers, university supervisors, as well as program advisors may elect to complete this form with a candidate. Regardless of who completes the form, the program advisor should receive a copy and an additional copy must be placed in the candidate’s record, available in the TLEL office.
The Plan for Improvement must specifically identify the professional disposition(s) of concern, a plan of action for remediating the situation, and the resources necessary. Upon receipt of a plan (regardless of who completed it), the candidate’s program advisor will follow up with the candidate and ensure improvement is made and the situation remediated.

Expectations of Field Experiences

Commuting
While candidates are responsible for housing and transportation to and from field placements, the Field Education Office attempts to keep commutes to less than 45 minutes each way under normal circumstances. Outside commitments made by candidates, including jobs and coaching positions, bear no influence on the location or scheduling of placements. Additionally, since the TLEL has partnerships with schools within the proximity of Binghamton University, candidates living outside of the local area may have considerable commutes to placement sites. While faculty and staff members make every effort to place candidates in close proximity to the university, extenuating circumstances may arise. All candidates are required to complete placements with an approved and amenable mentor teacher. If one is not available locally, candidates may be required to commute up to 45 minutes each way to fulfil this requirement.

Role and Expectations of the Mentor Teacher and University Liaison
The role of the mentor teacher is to shepherd the teacher candidates through a series of gradually increasing, scaffolded classroom responsibilities over the course of the semester, culminating with the oversight of the teacher candidate as he or she develops, plans, and provides whole class instruction for at least one lesson. Other experiences include helping the teacher candidate assume clerical responsibilities (gradebook, attendance, etc.), using classroom technology, developing instructional materials, monitoring small groups and special activities, reviewing and grading tests and homework, and observing other teachers. Mentor teachers are expected to provide guidance and feedback to the teacher candidates as they progress through these experiences. They are also expected to verify the teacher candidates’ completion of these tasks by signing the candidates’ fieldwork log, and evaluate their progress via the Pre-CPAST tool (see Evaluation for more detailed information). If at any point the mentor teacher feels the teacher candidate is having difficulty meeting expectations, the mentor teacher should complete the TLEL Dispositions Concern Form (Appendix C) or contact the Field Education Office, faculty advisor, or the university liaison. TLEL makes mentor teacher concerns a priority and will respond immediately.

At least once in the semester, the university liaison will observe the teacher candidate in the classroom and discuss the candidate’s progress with the mentor teacher. The liaison will also report any feedback from the mentor teacher regarding the candidate’s performance to the candidate’s faculty advisor and/or the Field Education Office.

For samples of the Field Experience Checklist for the MAT and C/EC programs, please see Appendix E.

TLEL Perks Program
We are proud to announce a new initiative, the TLEL Perks Program, to reward our hard-working teachers and to express our appreciation for their service. Teachers are entitled to the following Binghamton University perks for one calendar year every time they work with our students:

- Library borrowing privileges of 50 books at a time for 6 weeks
- Interlibrary Loan services access and access to Library online resources.
- Anderson center faculty/staff discount on shows with ID card
• Bookstore discount with ID card (10%)
• Fit Space all-Inclusive Membership at faculty/staff rate (38% discount)
• Free access to the open rec areas (gym, pool, locker rooms) Monday-Friday from 5:45 AM to 12:30 PM.
• OCC Transport and BC Transit bus rides are free with ID card
• A Binghamton University ID card
• A BU parking Pass decal for $25
• A Binghamton.edu email account

At the beginning of each semester, the TLEL Field Education Office will email teachers and supervisors an application form to complete and send back to the Field Office. Once the application is processed, teachers and supervisors will be informed by the Field Office they have been approved for benefits.

**Roles and Expectations of Candidates**

The successful teacher candidate is one who views these initial field experiences as the foundation of his or her teaching career. Time in the classroom will enable our students to reflect upon their strengths, areas in need of improvement, and their core pedagogical philosophy. Successful candidates will make themselves invaluable to their mentor teachers as well as the students with whom they interact, and will become resources for the school community.

**Professional Conduct**

Throughout coursework and during field experiences, teacher candidates are expected to conduct themselves as professionals in every respect. If there are any questions about what constitutes professional conduct, teacher candidates are urged to consult their course instructors, host teachers and/or the Field Education Office. Teacher candidates are reminded that they are subject to the University’s Student Code of Conduct.

**Please Note:** Conduct unbecoming to a professional may result in removal from the field experience.

Professional conduct includes, but is not limited to, the following:

• Dressing in appropriate professional attire consistent with host school personnel policy;
• Demonstrating professionalism through the use of appropriate language;
• Arriving on time each day;
• Asking questions, getting help or eliciting more information to avoid confusion or miscommunication;
• Assisting the host teacher whenever possible;
• Participating in daily activities;
• Avoiding excessive class time conversations with other teacher candidates during placement; and
• Avoiding personal usage of technology (internet, cell phone, iPad, etc.).

**Communicating with Mentor Teachers**

By the time the teacher candidate receives confirmation of his or her placement, his or her advisor, host teacher, and principal or other school administrator have already been notified of and have approved the placement themselves, and are anticipating receiving communication from the teacher candidate. Therefore, as soon as they learn of their placements, teacher candidates should

• Make contact with host teacher;
• Schedule initial start date
• Discuss procedures for initial school visit, identification, sign-in, and parking.

On the first day of each field experience, the candidate must:

• Arrive promptly as scheduled;
• Report immediately to the office of the building principal;
• Learn the daily schedule of the host teacher;
• Become familiar with the building and its emergency procedures;
• Learn the general policies by which the school and faculty operate; and
• Determine a schedule for future visits to the site.

All teacher candidates must submit a copy of the Emergency Contact Form via Taskstream before the first week of their placement. This form contains contact information in the event of a medical emergency (a copy should also be submitted to the school nurse at each school to which the teacher candidate is assigned).

It is recommended that mentor teachers meet with teacher candidates during their first few days in the school to discuss both immediate and long-term plans.

Items to be discussed include the following:

- School regulations and policies (handbooks, emergency procedures, school calendar, classroom visitors policy)
- Classroom materials (textbooks, state and local curricula, library books)
- Resource contacts (assistant principals, librarian, counselors)
- Policies regarding responsibility for materials/equipment (teaching aids)

**Email and Other Electronic Communication**

Teacher candidates should keep in mind the following tips when corresponding via email with their mentor teacher and other colleagues at their placements, their university supervisor, family members of students in their classroom, and with faculty members:

- Always begin with an appropriate greeting (hello, Dear ________, good afternoon).
- Be concise and to the point.
- Use proper spelling, grammar, and punctuation.
- Be timely in replying to emails.
- Try to avoid “fancy” fonts, colors, and formats (including background colors).
- Read (and re-read) emails before sending.
- Take care when using abbreviations.
- Remember that typing CAPITALS indicates “shouting.”
- Use a meaningful subject line.
- Do NOT use email to discuss confidential information.
- Use active rather than passive verbs.
- Avoid long sentences.
- Avoid long emails.

Teacher candidates should discuss with their mentor teachers the school and district policies regarding emailing with families and the use of social media (Facebook, Twitter, Edmodo, etc.). Also, they should discuss with the mentor teacher whether he or she uses email to correspond with families and whether he or she feels comfortable with teacher candidates emailing families, students, or other teachers.

**Absences**

Teacher candidates are expected to report to their assignments each day that school is in session during any given observation period. If teacher candidates become ill, they are responsible for notifying their course instructors, the Field Education Office, and host teachers as soon as possible prior to scheduled arrival time, by the method determined after first day’s visit. The teacher candidate’s attendance will be recorded and monitored by both the course instructor and host teacher. To ensure placement requirements are fulfilled, it is necessary
for teacher candidates make up any missed days or class periods, and arrangements to do thus must be made no later than three days after the absence occurs.

**Evaluation**

**Fieldwork Logs MAT and C/EC Program**
Both the MAT and C/EC programs require teacher candidates to verify their experiences in the field by keeping a fieldwork log. Teacher candidates are expected to record details of their participation and to have their mentor teacher and/or university supervisor or liaison sign off on each entry. The successful completion and submission of the logs is mandatory for a teacher candidate to advance through the program.

**Self-Evaluation**
After the teacher candidates complete their initial field experiences, they are required to submit a self-evaluation via Taskstream. This assessment tool allows teacher candidates to reflect upon their abilities to be punctual, to meet deadlines and other obligations, their ability to collaborate, their responses to feedback and constructive criticism, and their dispositions. A sample of the self-evaluation is available in Appendix G.

**Fieldwork Evaluation Forms**
The Fieldwork Evaluation Form is an assessment tool used to gauge the teacher candidate’s competencies after their initial field experiences. A form for mentor teachers will be emailed for completion; mentor teachers will be asked to assess the teacher candidate’s readiness to progress in the program. Mentor teachers will be asked to designate whether a teacher candidate “Meets Expectations,” is “Emerging,” or “Does Not Meet Expectations.” A sample of the Fieldwork Evaluation Form is in Appendix H.

**Employment Opportunities, Substitute Teaching, America Reads/America Counts**
TLEL offers several opportunities for teacher candidates to earn income during the semesters of their initial field experience. In addition to the Graduate Assistantships offered directly through the department, TLEL also participates in the Substitute Teaching Program with various local school districts. In this program, a teacher candidate is assigned to work as a substitute teacher in one school district (to be determined by the Field Education Office) for two days each week to be determined between the district and the teacher candidate. The teacher candidate is guaranteed work for those two days, in any school in the district, and is also guaranteed a field placement with an appropriate teacher in an appropriate grade level for a third day each week. The teacher candidate will work for a different district in both the fall and spring semesters of the first year of the program to meet state requirements. **Due to contractual obligations with the districts and the varying availability of appropriate mentor teachers, teacher candidates in the Substitute Teaching Program may not request the district or school in which they would like to work.** Applications for this program are available through the Field Education Office.

TLEL also participates in the America Reads/America Counts Program. Teacher candidates provide one-on-one tutorials with students in reading or math in one of several participating local school districts (to be determined by the Field Education Office). This is a 10-hour per week commitment for both semesters of the first year and, in most cases, does not count toward field experience. Because it is a federally-funded program, teacher candidates must complete a FAFSA and paperwork for their assigned district. More information is available through the Field Education Office.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>CARR</td>
<td>Child Abuse Recognition and Reporting</td>
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<tr>
<td>C/EC</td>
<td>Childhood/Early Childhood</td>
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<tr>
<td>CPAST</td>
<td>Candidate Preservice Assessment of Student Teaching</td>
</tr>
<tr>
<td>DASA</td>
<td>Dignity for All Students Act</td>
</tr>
<tr>
<td>TLEL</td>
<td>Department of Teaching, Learning, and Educational Leadership</td>
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<tr>
<td>MAT</td>
<td>Master of Arts in Teaching</td>
</tr>
<tr>
<td>NYSED</td>
<td>New York State Education Department</td>
</tr>
<tr>
<td>Pre-CPAST</td>
<td>Pre-Candidate Preservice Assessment of Student Teaching</td>
</tr>
<tr>
<td>SAVE</td>
<td>School Anti-Violence Education</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td>A certified and experienced teacher who opens their classroom to and oversees the progress of a new teacher candidate in his or her initial field experiences.</td>
</tr>
<tr>
<td>Teacher Candidate</td>
<td>A graduate student in training to become a classroom teacher.</td>
</tr>
<tr>
<td>Initial Preparation</td>
<td>Educational program designed for students who wish to become classroom teachers but are not yet certified by the state of New York</td>
</tr>
<tr>
<td>University Liaison</td>
<td>Contact person between the students, the mentor teacher, the faculty and the Field Education office. This person will observe the teacher candidate in the classroom and will discuss his or her performance with both the mentor teacher and the candidate’s faculty advisor.</td>
</tr>
</tbody>
</table>
PART 2--INTERNSHIPS

Introduction to Internships
All initial preparation programs culminate in internship semesters, also commonly referred to as “student teaching.” These experiences provide teacher candidates with an opportunity to apply the teaching practices and instructional methods learned in coursework to an actual classroom. The length of the internship depends on the program, but the general expectations are consistent. Teacher candidates, cooperating teachers, and university supervisors should use this handbook as a reference for the general procedures, but should also speak with program faculty members for more detailed information and if questions or concerns should arise.

For students in the early childhood/childhood initial certification program (referred to as the C/EC program), the student teaching internship occurs over three semesters and includes one late-spring 8-week term (in the second semester of the first year) focused on early childhood, one semester (typically the fall) focused on general education teaching and one semester (typically the spring) focused on a field of specialization, either special education or literacy. Teacher candidates completing this program graduate with a master’s degree and the ability to earn NYS teaching certification in either (a) childhood, early childhood, and literacy, or (b) childhood, early childhood, and special education.

At the secondary level, teacher candidates complete the internship in one semester (typically the fall), often participating in two, 8-week placements or a single 16-week placement. Teacher candidates who meet the demands of this program graduate with a Master’s of Arts in Teaching (MAT) and the ability to earn NYS teaching certification in their selected content area (English, French, Spanish, mathematics, biology, chemistry, physics, earth science, or social studies).

Goals of the Internship Placement
Because this is a graduate program, teacher candidates enter the initial certification programs with demonstrated content expertise (typically a bachelor’s degree in a content area). In the semesters preceding the internship, teacher candidates are immersed in courses focused on pedagogy and instructional methods while simultaneously completing fieldwork in a variety of settings. By the time teacher candidates enter the internship, they have completed at least 200 hours of fieldwork with opportunities for feedback from university supervisors and/or cooperating teachers.

As the culminating experiences of their initial certification program, the internship semesters provide opportunities for teacher candidates to fully engage in the education profession. TLEL faculty members anticipate teacher candidates will be included to the greatest extent possible in every facet of the teaching process (i.e., lesson planning and curricular development, whole group and small group instruction, classroom management, and non-instructional tasks including attendance, teacher duties, student evaluation, etc.). The overarching goal of the internships is for teacher candidates to demonstrate the pedagogical and dispositional expectations of novice educators, including ability to:

- Plan for curriculum, instruction, and assessment;
- Deliver instruction;
- Assess student learning and progress;
- Analyze their teaching and make necessary modifications;
• Demonstrate a commitment to the profession of teaching;
• Establish professional relationships; and
• Think critically and reflect on the practice of teaching.

Throughout the internships opportunities will be provided to the intern, the cooperating teacher, and the university supervisor to reflect and to evaluate a teacher candidate’s performance in each of these areas.

The Internship Placement Process
Faculty members in TLEL value the role of the cooperating teacher and university supervisor in the development of an effective educator. Significant time goes into cultivating relationships with these individuals, the schools, and the districts to ensure teacher candidates gain a meaningful experience.

Finding, selecting, and placing teacher candidates can be a complicated process. Our placements depend on maintaining strong relationships with the partner school and district. As such, we must follow the expectations, policies, and procedures mandated by NYSED and those each district sets forth regarding how to establish an internship placement. For example, some districts require the Field Education Office to contact the district personnel offices to secure placements, while others prefer the Field Education Office to speak directly with school principals. However, NO school permits the Field Education Office or faculty members to contact a teacher directly to inquire about a field placement. **This is why teacher candidates must not attempt to arrange their own placement or ask a teacher or principal for help in arranging a placement.** Doing so could compromise TLEL’s ability to put teacher candidates in that school or even that district in the future.

Step 1: Upon recommendation from program faculty members, the Field Education Office contacts the school(s) and/or district(s) to verify whether an appropriate cooperating teacher is available to host the intern.

Step 2: The Field Education Office staff verify that a potential cooperating teacher is qualified, approved, available, and amenable to hosting teacher candidates. In general, individuals must have at least four years of teaching experience in their content area, a master’s degree, and tenure in their district. In addition, cooperating teachers for the internship semester must have one year of experience in their current classroom and hold professional NYS teaching certification for their position.

Step 3: As soon as all placements for a program are finalized, the Field Education Office staff works with faculty members to inform teacher candidates and cooperating teachers of the match (typically via email).

Step 4: As soon as a teacher candidate learns of the match, he or she should contact the cooperating teachers to meet to discuss expectations of the internship, learn about the placement, and obtain information about the curriculum to begin planning for the subsequent semester.

**Additional Notes about Placements:** To meet certification requirements, NYSED requires teacher candidates to complete a variety of experiences in their preparation, including placements in urban, rural, suburban, and high-needs schools. Therefore, teacher candidates should not expect to complete all required placements in one school or district. Furthermore, placements can be very difficult to secure. Only individuals who are qualified, approved, available, and amenable to hosting teacher candidates can serve as cooperating teachers. Placements can be, and sometimes are, rescinded by the school or district with no notice and no explanation. Therefore, teacher candidates must be prepared to go anywhere a placement can be made (typically within a 30-mile radius of the Binghamton University-Vestal campus). It is assumed that teacher candidates live locally and have
reliable transportation to and from all field experiences. If a candidate has a special mitigating circumstance, he or she should let the Field Education Office know immediately.

**For Teacher Candidates in the Childhood/Early Childhood Program**

Prior to the student teaching internships, program faculty members and the Field Education Office work together to secure placements. Most students in this program complete one early-childhood internship in May-June of their first year and two semester-long internship assignments in their second year; however, those on the Special Education track will also have an Early Childhood Special Education internship in the winter of the second year. In the fall semester, teacher candidates experience the role of an elementary educator, with assignments in either grades 1-3 or 4-6, as determined by the program coordinator and the Field Education Office.

In the spring, teacher candidates complete their specialization placement, either in Literacy or in Special Education. This must be in the opposite grade set than the fall.

**For Teacher Candidates in the Adolescence (MAT) Programs**

Internships occur in the second fall semester of the adolescence programs. The majority of these placements are arranged for the student in the previous semesters. All cooperating teachers must hold certification in the proper content area or a closely related field and have approval from their school administration to mentor a student teacher. During the internship, the teacher candidate is expected to be present at the school all day every day in accordance with the district school calendar, which will differ from the Binghamton University academic calendar. Due to the demands of the internship experience, teacher candidates are expected NOT to hold outside employment during this time.

**Eligibility for the Internship Semester**

In order to advance to the internship semester, teacher candidates must:

- Complete the application for internship distributed by the Field Education Office
- Complete all required prerequisite coursework
- Complete all fieldwork obligations
- Maintain a GPA of 3.0 or higher
- Submit fieldwork logs to Taskstream
- Submit proof of fingerprinting to Taskstream
- Submit proof of workshop completions to Taskstream
- Exhibit professional dispositions

**Expectations during the Internship**

The internship functions to help teacher candidates as they transition from preparation to joining the profession of teaching. In this next section, we provide a brief overview of the expectations of teacher candidates during the internship semester according to NYSED and SUNY regulations in addition to outlining general departmental expectations. For more specific expectations related to individual programs, please refer to the course syllabi and information provided by program faculty members.
State and SUNY Requirements
NYS requires all students in initial certification programs to complete an internship experience consisting of a minimum of 40 days, while SUNY requires a minimum of 75 days (some programs require longer internship experiences or multiple experiences). Both the State and SUNY require the cooperating teacher at the partnering school/district to hold a certification in the area of the certificate sought or a closely related area, and be either designated by the district as a teacher mentor or coach or be rated Effective or Highly Effective under the school’s/district’s approved Annual Professional Performance Review (APPR) plan, or both.

Students in the Childhood/Early Childhood Education complete three internship experiences:

Early Childhood Internship I: Eight-week full-week experience, completed in May-June at the end of the first year of course work.

Childhood Internship II: a semester-long, full-week experience that follows the BOCES calendar; completed in the fall semester of the second year of the program; and

Specialization Childhood Internship III: a semester-long, full-week Childhood Special Education Practicum or Childhood Literacy Practicum, completed in the spring of the second year of the program.

For teacher candidates in the adolescence MAT programs, the internship consists of either two 8-week placements or a single 16-week placement. If candidates are in two placements, one is typically in grades 7-9 and the other in grades 10-12.

Incremental Shifts in Responsibilities
All internship placements are scaffolded for teacher candidates and result in taking on more and more responsibility. For C/EC teacher candidates in the Early Childhood Internship I, responsibilities include designing and leading center activities, leading morning circle, conducting transitions, and co-teaching with other team members. By the end of the placement, teacher candidates will have designed and conducted a lesson sequence of at least three lessons.

By the end of each MAT placement and C/EC Internships II and III, each teacher candidate should have complete responsibility for at least one full week of curricular planning, instruction, and assessment. There is great variation in teacher candidates’ prior experience, so the rate and type of teaching responsibilities assumed may vary tremendously. The cooperating teacher and teacher candidates should decide together when and how to add responsibilities. The following “schedule” suggests activities in which students might participate over the course of their practicum.

Please note: Teacher candidates completing two 8-week placements and teacher candidates in the Early Childhood Internship I will need to move through these stages more swiftly than those with semester-long placements. Additionally, the expediency at which a candidate can take on various responsibilities in instruction and management may be highly dependent on the teacher candidate and the particular classroom context.

Initial Period: At the onset of the internship, the cooperating teacher and the teacher candidate should develop a schedule of mutually-agreeable times for planning and feedback; meetings may occur before, during, or after school as suits the teacher and teacher candidate. Cooperating teachers are encouraged to introduce the teacher candidate to the principal, office staff, other administrators, other teachers, etc. Teacher candidates appreciate knowing the organization of classrooms where the cooperating teacher works, and location of materials that
may and may not be used. In addition, the school or district’s Teacher/Staff Handbook may be a useful resource.

It is also important for the teacher candidate to observe and become acquainted with the cooperating teacher, student body, and school/classroom environment. He or she should begin working with pupils as directed by the cooperating teacher, perhaps in small groups or one-on-one.

- Other important information to share with the teacher candidate may include:
  - Location for parking (and arrangements for a pass if needed)
  - Sign-in procedures (including arrangements for a school ID, if necessary)
  - Map of the school
  - Organization of classrooms where the cooperating teacher provides instruction
  - Location of materials that may/may not be used
  - Student records location/software and confidentiality policies/procedures
  - Computer and copy machine policies/procedures and passwords
  - Discipline policies and procedures
  - Policies and procedures related to the playground/recess, cafeteria/lunch, and library, for both students and staff
  - Written and unwritten standards of professional dress and personal conduct

Throughout the Placement: Teacher candidates are expected to demonstrate their ability to perform all activities listed, taking on responsibilities on an incremental basis and as suitable to the classroom or content area. During this time, a university supervisor will visit to provide feedback and to meet with the cooperating teacher regarding the intern’s performance. Typically, a three-way conversation occurs following the observation.

Other important activities to do with the Intern may include:

- Planning: including with the cooperating teacher, independently with review by the cooperating teacher, and co-planning with colleagues
- Teaching: assisting individual students while a teacher leads a lesson; teaching small groups with assistance and independently; and co-teaching (as appropriate)
- Assessment: collecting and using diagnostic and formative data day-to-day on student academic performance, as well as creating, administering, and evaluating summative assessments

Final Period: To the greatest extent possible, teacher candidates in the MAT programs and in C/EC Internships II and III should assume full instructional responsibilities for the scheduled teaching block for at least one full week (often referred to as the “solo week”). Teacher candidates in the Early Childhood Internship I are fully engaged in planning and co-teaching by the end of the internship. A final observation by the university supervisor should happen during this time. In addition, it may be valuable (provided there is time) for the teacher candidate to visit other classrooms to observe a variety of instructional and management styles.

**TLEL Professional Dispositions**

As a professional school, the Department of Teaching, Learning, and Educational Leadership (TLEL) at Binghampton University is dedicated to preparing teachers and scholars who are well-grounded in their
discipline and in pedagogical practice. Candidates and program participants engage in rigorous coursework that integrates theory, research, and applied practice focused on learning across disciplines, grade levels, and educational environments. Clinically-rich field experiences and internships throughout the graduate programs enhance and further develop skills attained through coursework.

Whether in coursework or while engaged in fieldwork in school and community settings, the TLEL faculty members expect all teacher candidates and program participants to demonstrate the professional dispositions expected of an educator. These include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as accountability, respect, honesty, integrity, and professional competence and conduct.

The faculty members developed the TLEL Professional Dispositions from the standards advanced by the Interstate New Teacher Assessment and Support Consortium (InTASC), the New York State Education Department (NYSED), and the content- and specialization areas represented in TLEL. Additionally, stakeholder groups (i.e., superintendents, teachers, and other education professionals) provided feedback on the items included, providing a means to confirm their validity as the dispositions expected by teachers, administrators, and teacher educators of novice teachers. The TLEL Professional Dispositions supplement the Ethics and Integrity Policies and Procedures, which establish the values, principles, and standards expected of all students taking courses within the College of Community and Public Affairs (CCPA). Advisors and course instructors should make candidates aware of both policy documents.

According to the TLEL Professional Dispositions, candidates in both initial and advanced programs are expected to:

- Demonstrate a commitment to learning and diversity.
- Build rapport and serve as a strong role model to others.
- Display effective communication skills in all settings.
- Demonstrate professional competence and conduct.

In the next sections, these Professional Dispositions are expanded upon in several ways. First, examples of how a candidate can demonstrate meeting the dispositions are provided for clarity. Second, the procedures for introducing and assessing the dispositions during coursework and in fieldwork are defined. In the third section, the process for documenting concerns and the potential actions that may be pursued are described.

Demonstrating the Dispositions

Please note: This section is meant to be illustrative, not exhaustive. Candidates, faculty members, adjunct instructors, and cooperating teachers should use the descriptions to assist them with reflecting on the dispositions expected of an educator.

Professional Disposition 1 - Demonstrate a commitment to learning and diversity.

It is essential for an educator to be firmly committed to the belief that all individuals can learn and should be valued. Through coursework and field-based experiences, teacher candidates gain the skills to support learning and to better understand how development affects learning. This includes learning to plan for differentiation, to provide accommodations when necessary, and to consider alternatives as the need arises.
For these pedagogical skills to be effective, an individual must first hold the disposition that all learners can achieve, and that diversity is something to embrace, not overcome. Through coursework and field experiences, teacher candidates and advanced program participants can demonstrate this disposition through their engagement in discussions, their willingness to assist all learners, and their desire to seek out ways to improve the learning experience for all individuals.

Professional Disposition 2 - Build rapport and serve as a strong role model to others.

Coursework and fieldwork activities provide candidates with opportunities to interact with peers, colleagues, and learners in community and school settings. Whether in a university or K-12 classroom, during extracurricular activities, or at a community agency, candidates should seek out ways to make meaningful connections that will allow learners to gain from the experience.

To take advantage of such occasions, candidates must show initiative, ask questions and seek clarification, and be willing to work with all learners across content areas. Therefore, candidates may need to seek out professional resources independently, look for additional ways to be engaged in the classroom, and get involved in activities within, and outside of, the classroom and school. Candidates should also look for ways to engage meaningfully with peers in collaborative activities and group work during and outside of class meeting times.

At the same time, it is important for candidates to clarify the district and school guidelines related to email and social media, as it relates to students and families/legal guardians, with cooperating teachers and administrators. In some schools, use of email and/or social media for communication is strongly encouraged, while in others it is strictly prohibited. Faculty members from TLEL encourage candidates and cooperating teachers to discuss the advantages and disadvantages of each stance, but will defer to cooperating teachers for providing guidance.

Professional Disposition 3 – Display effective communication skills (oral and written) in all settings.

Throughout their program, candidates should display effective communication skills (oral and written) in all settings, during coursework, and in fieldwork. This includes showing enthusiasm and projecting a positive attitude for the wide array of responsibilities and duties expected of educators. It also includes listening carefully and responding to the feedback provided by cooperating teachers, university supervisors, and administrators. Last, demonstrating this disposition includes responding to all correspondence in a timely and professional manner.

During fieldwork experiences, candidates should proactively seek out additional feedback from other professionals, such as administrators in the building or co-teachers and be receptive to constructive criticism. Candidates should also be reflective of the feedback learners provide and be receptive to adjusting their instructional practice to meet the needs of the classroom.

This disposition also includes the wide range of ways candidates engage in written communication. Emails, social media posts, text messages, as well as written assignments, should demonstrate a strong commitment to the achievement of all learners and a desire to build rapport and to collaborate with peers and colleagues. Furthermore, candidates should follow rules established by their professional affiliation in written communication (e.g., the American Psychological Association) and the more informal rules of social media and email guidelines (a helpful guide to professional communication is provided on BU’s Fleishman Center for
Professional Disposition 4 – Demonstrate professional competence and conduct.

Candidates and advanced program participants are expected to act professionally during coursework, field experiences, and throughout their careers. In addition to communicating in a timely and professional way and demonstrating a commitment to learning, acting professionally includes dressing appropriately, following school and district policies, maintaining confidentiality, and treating the cooperating teacher’s time and property with respect.

Teacher candidates are expected to maintain the confidentiality of students and staff at all times. This includes discussions of student academic progress, classroom behavior, special education identification, etc. Teacher candidates should maintain all standards set forth in the Family Educational Rights and Privacy Act (FERPA) and be aware of their surroundings when discussing confidential student information. No confidential information should ever be shared in an email, in a public setting (e.g., at a grocery store), or with individuals who do not have direct contact with the student or staff member.

Faculty members from TLEL expect all candidates to be reliable, punctual, and keep all commitments to cooperating teachers, colleagues, and administrators in the school building (as well as for course meeting times). During field experiences and in the internship/practicum semesters, teacher candidates should anticipate following the contractual schedule of the cooperating teacher—arriving and leaving at the same time and completing all required duties. In addition, teacher candidates may need to arrive earlier or stay later to feel prepared for their responsibilities in the classroom.

Professional competence and conduct includes fully taking advantage of placements in school and community settings. This includes attending regularly, assisting cooperating teachers with classroom responsibilities, and taking advantage of opportunities for instruction and engagement with learners. During field experience semesters, candidates must commit to attending their assigned placement weekly on a day determined with input from the cooperating teacher. Initial program candidates completing internships must attend daily, following the schedule of the assigned school or settings. Advanced program participants should follow the guidelines established by their programs.

In all of these placements, cooperating teachers value the full participation of the candidates included in their classroom and may design lessons that incorporate them into the activities. For this reason, attendance is essential. Only in emergency situations should candidates consider not attending a placement or following the agreed schedule. In these situations, candidates must contact the cooperating teacher via their preferred method of communication (i.e., email, text, or phone call) as soon as possible. In addition, candidates must contact the university supervisor, the Field Education office, and their advisor to make them aware of ALL absences related to fieldwork. It is expected that candidates will reschedule any absences within three days.

Assessing Candidates’ Professional Dispositions during Fieldwork

Cooperating teachers and university supervisors can gauge the ability of a candidate to demonstrate the dispositions in a classroom environment. To capture this information, cooperating teachers and university supervisors will be asked to rate the extent to which candidates demonstrated the dispositions within the
classroom. This form will be emailed to cooperating teachers toward the end of the placement. Supervisors will be asked to complete the rubric in Taskstream.

At any point during coursework or in field experiences, if a concern is identified by a course instructor, advisor, cooperating teacher, or university supervisor, contact should be made with the faculty advisor either via direct contact (e.g., email message, phone call, or meeting) and/or a Disposition Concern Form should be completed to identify the Professional Disposition(s) of concern and to provide a short assessment of the situation (see Appendix C). Members of the Field Education Office will receive the form and contact relevant faculty members (typically the candidate’s program advisor) to share the information and identify appropriate next steps. To directly email a concern or for assistance with completing the form, individuals are encouraged to email the Office of Field Education (places@binghamton.edu).

It is expected that all candidates in initial programs will receive a rating of Meets Expectations in each area of professional disposition for further advancement in the program. Faculty advisors and the TLEL Director of Field Education will ensure all candidates meet this expectation in coursework by review of program data. Similarly, faculty advisors and the Director of Field Education will review feedback on dispositions provided by cooperating teachers and university supervisors. If a teacher candidate receives a rating of Emerging or Does Not Meet Expectations rating in a field experience or from a course instructor, he or she may be asked to complete another field experience successfully before advancing in the program and/or before applying for the internship or the practicum semester. In some instances, failure to meet expectations may lead to dismissal from TLEL programs.

**Role of the Cooperating Teacher**

The cooperating teacher is expected to provide support, guidance, and ongoing feedback related to the development of the teacher candidate’s teaching effectiveness. This feedback may include, but is not limited to, assistance with lesson and unit planning designed by the teacher candidate, strategies for effective instruction and assessment, models of classroom management, motivational strategies, and documentation of pupil progress. Such guidance may occur during both formal and informal conferences conducted by the cooperating teacher.

*Please note:* Most programs ask that cooperating teachers and teacher candidates meet prior to the start of the internship semester, when possible. This important meeting provides the cooperating teacher an opportunity to become acquainted with the teacher candidate, to provide an overview of classroom and school policies, and to arrange an initial set of classroom assignments for the teacher candidate (i.e., curricular materials for review, texts to read, etc.). This can allow the intern to contribute from the very beginning, distinguishing himself or herself as a co-teacher to students in the classroom, and not merely an observer.

Throughout the placement, cooperating teachers will have an opportunity to meet with the university supervisor to discuss the teacher candidate’s progress. Additionally, cooperating teachers are encouraged to contact the university supervisor if any concerns or issues arise at any point during the internship.

For candidates completing the Early Childhood Internship I, cooperating teachers will be asked to provide feedback regarding the candidate’s performance at the end of the May-June placement. An email will be sent with directions and a link to the Pre-Candidate Preservice Assessment of Student Teaching (Pre-CPAST).
Cooperating teachers should complete the evaluation (consisting of approximately five questions) prior to the final visit by the university supervisor.

For candidates completing other internships, evaluations of candidate performance will occur at the mid-point and again at the end of the placement. During these internships, the cooperating teacher must complete the Candidate Preservice Assessment of Student Teaching (CPAST) form (information for completing this will be provided). The cooperating teacher should complete this form prior to the final three-way conference between candidate, cooperating teacher, and supervisor, allowing the university supervisor an opportunity to review the scores and use the evaluation to guide the discussion.

To discuss the process of the internship and review expectations, all cooperating teachers will be invited to attend a Continuing Education and Appreciation event prior to the start of the internship placement. At the event, cooperating teachers will complete a training session on the use of CPAST.

In exchange for mentoring the teacher candidates, TLEL provides either a stipend or a SUNY tuition credit. Cooperating teachers who host their students for 8-weeks and Early Childhood Internship I are entitled to their choice of either a cash stipend or a SUNY Tuition Waiver. Teachers who host their students for more than 8-weeks are entitled to a double stipend or two waivers. Once the cooperating teacher has hosted the student long enough to become eligible, he or she will receive a payment form via email from the Field Education Office, which the teacher must complete and return. Payment comes from New York State, not the university, so teachers are required to register with the Statewide Financial System the first time they host a teacher candidate. Teachers can expect it to take 6-8 weeks for payment to be received in the mail.

**Role of the University Supervisor**

This university supervisor serves as the professional representative of the preparation program to the school community and acts as the liaison between them. Often an individual with substantial classroom and/or administrative experience, the university supervisor is expected to provide support, guidance, and ongoing feedback related to the development of the teacher candidate’s teaching effectiveness through regularly scheduled, supervisory observations.

In general, university supervision will consist of the following:

- *An Introductory Visit* for C/EC Supervisors or a Formal first visit for MAT Supervisors. The university supervisor introduces himself or herself to the principal, cooperating teacher, and the classroom, and observes patterns of classroom structure, procedure, and context. Goals and a tentative schedule for the teacher candidate’s experience are established.

- *Scheduled Observations.* The university supervisor will observe each teacher candidate several times during the placement (programs vary in the number of times--please refer to program materials). During these visits, the supervisor will review any teacher candidate-created materials, observe classroom instruction, conference with the teacher candidate after the lesson to give feedback, and confer with the cooperating teacher regarding the teacher candidate’s progress. The university supervisor must provide written feedback to the teacher candidate after each lesson observed. During one of these supervisory visits, the university supervisor, in conjunction with the teacher candidate and the cooperating teacher, will conduct a formative, mid-semester evaluation (for MAT students, this will be at the end of their first placement). Copies of this evaluation form will be provided.
- **Final Three-Way Conference.** The cooperating teacher, teacher candidate, and university supervisor will participate in a three-way conference toward the end of the student’s internship experience (for the MAT students, this will be at the end of their second placement). Oral and written feedback will be provided to the student; the written feedback will be documented on the CPAST form and on the pre-CPAST form for teacher candidates in Early Childhood Internship I. Information about completing the evaluation form will be provided.

Additional Information for University Supervisors of Candidates in the Childhood/Early Childhood Program:

Faculty members from the C/EC program recruit university supervisors with substantial backgrounds in schools and classrooms. The university supervisor is expected to provide support, guidance, and on-going feedback related to the development of the teacher candidates’ teaching effectiveness through regularly scheduled supervisory observations. The University Supervisor also attends as many internship seminar sessions as possible throughout the semester (a minimum attendance of four sessions is expected) to enhance the collaboration between the placement and seminar discussions.

Additional Information for University Supervisors of Candidates in the Adolescence Programs:

University supervisors are typically recruited by the program coordinators; however, people who feel they are qualified to supervise may reach out to faculty with their credentials for consideration. Also, in some cases, full-time university faculty who teach the discipline-specific “methods” courses supervise some or all of their own students. In either case, the university supervisor is expected to observe the student teacher in the classroom a minimum of three times throughout the internship (candidates completing two 8-week placements may be observed by the university supervisor once or twice in EACH placement). The supervisor must provide both verbal and written feedback of the intern’s classroom performance to the candidate, the cooperating teacher, and to the student’s faculty advisor. Additionally, university supervisors are invited to attend one or more of the concurrent seminar classes.

**Role of Program Faculty Members**

Throughout coursework (both preceding and during the internship), the program advisor works with the candidate to ensure he or she receives the experiences necessary to become an effective educator. During the internship, program advisors often conduct a seminar that unites methodology with their hands-on experiences. Cooperating teachers and university supervisors should contact the program advisors any time there is a question or concern. A complete list of program advisors is provided in Appendix A and on the TLEL website.

**Evaluation and Assessment of Teacher Candidates**

**TLEL Requirements**

Evaluation of these requirements must be conducted using the rubrics in Taskstream. Additional information will be provided.

**The Internship Evaluation Form**

At the mid-point and again at the end of the internship, university supervisors and cooperating teachers will complete a summative evaluation of the teacher candidates using the Internship Evaluation form, which
assesses both pedagogy and dispositions. Teacher candidates in the Early Childhood Internship I will only have an end-of-internship evaluation using the Fieldwork Evaluation Forms. In addition, the teacher candidate will complete a self-evaluation. The form consists of descriptions of observable and measurable behaviors to inform scoring. Supervisors and cooperating teachers must complete a required training module before using the assessment. Additional resources will be provided to help identify the qualities and behaviors associated with the various performance levels of each component.

At the Mid-Point Meeting: Prior to the mid-point meeting, both the teacher candidate and the cooperating teacher should review the Internship Evaluation Form, the scoring procedures, and complete a draft version of the Internship Evaluation Form (teacher candidates should draft 1–2 semester goals). During the three-way meeting, the university supervisor will discuss scores identified by each member of the team. As a group, a consensus score should be identified for each row of the Internship Evaluation Form. Lastly, 1-2 goals for the teacher candidate to focus on for the remainder of the student teaching experience, including a progress monitoring plan, should be developed and recorded. The university supervisor should then record results from the consensus form in Taskstream.

At the Final Meeting: Prior to the final meeting, the Internship Evaluation Form or the Fieldwork Evaluation Form should be reviewed and completed by all members of the team (teacher candidate, cooperating teacher, and university supervisor) in Taskstream. The university supervisor will have the ability to review the cooperating teacher’s evaluation and the teacher candidate’s self-evaluation. During the course of the meeting a final, consensus score should be recorded in Taskstream by the university supervisor. Again, goals for the teacher candidate should be created and recorded.

**Learning Segment**
All teacher candidates must submit a multi-day “learning segment” to the internship seminar instructor for evaluation prior to the end of the semester (due dates will vary based on instructor). Typically, for teacher candidates in the MAT programs and in C/EC Internships II and III, these learning segments will reflect the lesson plans created for the “solo week” and may also be used as part of the edTPA submission (see below). Seminar instructors will provide additional information about expectations in their respective syllabi and course materials. Completed learning segments should be uploaded to the teacher candidate’s Taskstream account. Instructors will evaluate learning segments using agreed-upon rubrics (also in Taskstream).

**NYSED Certification Requirements**
In addition to course and fieldwork assignments, teacher candidates must complete all NYSED certification requirements. Some of these requirements may be completed prior to the internship (i.e., establishing a TEACH account, completing required workshops, and getting fingerprinted). Other certification requirements should be completed during the internship semester, especially the edTPA. Teacher candidates should discuss specific requirements and determine a plan of action for completing these requirements with their program advisor.

**Educating All Students (EAS) Examination**
To earn initial certification in NYS, all teacher candidates must achieve a passing score on the EAS examination. This exam assesses a teacher candidate’s professional and pedagogical knowledge to provide instruction to all students. Prior to completing this examination, teacher candidates should review the test framework and complete the study guide provided by NYSED (http://www.nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_intro_201.asp).
Content Specialty Tests (CST)
Depending on the program, teacher candidates may need to achieve a passing score on one or on multiple CSTs (e.g., teacher candidates in the C/EC program need to complete two multi-subject exams as well as an exam in their specialty area and teacher candidates from the adolescence science programs need to complete the discipline-specific content exams for their major and any additional science fields for which they seek certification). These tests assess an individual’s content and pedagogical knowledge.

Please note: Teacher candidates ready to complete the EAS or the appropriate CST examinations must schedule a test date at an approved testing center (TLEL does not administer these exams). Please visit the NYSTCE website to register. Additional information about which tests to complete and appropriate codes are provided on the TLEL website.

edTPA
A NYSED requirement for initial teacher certification, the edTPA requires teacher candidates to complete a sequence of lesson plans, videotape instruction, and series of analytical, reflective essays, and upload to Pearson, Inc. (via their Taskstream account) the required documents and files linked to a multi-day lesson sequence they designed and taught. The NYS Teacher Certification Examinations website (www.nystce.nesinc.com) provides information about the main concepts of the edTPA, shares important links, and offers resources for preparing the edTPA portfolio. Teacher candidates, cooperating teachers, and university supervisors should take time to review the information and become familiar with the expectations of edTPA (see: https://www.binghamton.edu/tlel/resources/edtpa/).

Faculty and staff members in TLEL also provide edTPA support. Teacher candidates will be introduced to the requirements of the edTPA during coursework and will be invited to workshops to help them prepare.

Central to edTPA is the submission of examples of teaching by teacher candidates, including short video recordings of the teacher candidate providing instruction. Although the video recordings involve interaction between the teacher candidate and various students, the primary focus is upon the candidate’s instruction and curriculum-embedded assessment, not on the students in the class. In addition to the videos, the teacher candidate must also submit samples of student work as evidence of his or her teaching practice.

The teacher candidate must remove all students’ names from any materials submitted and ensure all materials are kept confidential at all times. The video recordings are subject to parental submission and student work submitted will not be made public in any way; all videotapes will be uploaded to a secure site administered by the Pearson educational company (www.pearson.com) through a contract with the New York State Education Department.

The teacher candidate’s assessment materials may also be used by Pearson, under secure conditions, for program development and implementation, including scorer training, and to support continued program improvement activities such as validity and reliability studies. If the district requires, Appendix E provides a generic form for teacher candidates to use to document permission to include student work and/or images on video recordings for these activities.
## Appendix A: Faculty and Staff Contact Information

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email &amp; Phone</th>
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<tbody>
<tr>
<td>Candace Mulcahy, PhD</td>
<td>Department Chair</td>
<td><a href="mailto:mulcahy@binghamton.edu">mulcahy@binghamton.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>607-777-2727</td>
</tr>
<tr>
<td>Andrea Decker</td>
<td>Director, Field Education Office</td>
<td><a href="mailto:places@binghamton.edu">places@binghamton.edu</a></td>
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<tr>
<td></td>
<td></td>
<td>607-777-5208</td>
</tr>
<tr>
<td>Tami Mann</td>
<td>Director, Recruitment, Admissions, &amp; Certification</td>
<td><a href="mailto:tmann@binghamton.edu">tmann@binghamton.edu</a></td>
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<td>607-777-5322</td>
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<tr>
<td>Nicole Smith</td>
<td>Staff</td>
<td><a href="mailto:smithn@binghamton.edu">smithn@binghamton.edu</a></td>
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<td>607-777-2727</td>
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Please contact Andrea Decker in the Field Education Office with all questions related to internship expectations, cooperating teacher stipends and perks, and candidate concerns.

### Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Email &amp; Phone</th>
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<tbody>
<tr>
<td>Jenny Gordon, PhD</td>
<td>Childhood/Early Childhood</td>
<td><a href="mailto:gordon@binghamton.edu">gordon@binghamton.edu</a></td>
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<td>607-777-4184</td>
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<tr>
<td>S.G. Grant, PhD</td>
<td>Adolescence, Social Studies</td>
<td><a href="mailto:sggrant@binghamton.edu">sggrant@binghamton.edu</a></td>
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<tr>
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<td>607-777-5072</td>
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<tr>
<td>Chesla Ann Lenkaitis, PhD</td>
<td>Adolescence, Romance Languages</td>
<td><a href="mailto:lenkaitis@binghamton.edu">lenkaitis@binghamton.edu</a></td>
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<td>607-777-2645</td>
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<tr>
<td>Matthew McConn, PhD</td>
<td>Adolescence, English</td>
<td><a href="mailto:mmcconn@binghamton.edu">mmcconn@binghamton.edu</a></td>
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<td>607-777-4678</td>
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<tr>
<td>Thomas O’Brien, PhD</td>
<td>Adolescence, Science</td>
<td><a href="mailto:tobrien@binghamton.edu">tobrien@binghamton.edu</a></td>
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<td>607-777-4877</td>
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<tr>
<td>Adam Laats, PhD</td>
<td>Adolescence, Social Studies</td>
<td><a href="mailto:alaats@binghamton.edu">alaats@binghamton.edu</a></td>
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<tr>
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<td>607-777-3329</td>
</tr>
<tr>
<td>Amber Simpson, PhD</td>
<td>Adolescence, Math</td>
<td><a href="mailto:asimpson@binghamton.edu">asimpson@binghamton.edu</a></td>
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Appendix B: Professional Teaching Standards

New York State Teaching Standards

*Standard I: Knowledge of Students and Student Learning*

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

*Standard II: Knowledge of Content and Instructional Planning*

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

*Standard III: Instructional Practice*

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

*Standard IV: Learning Environment*

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

*Standard V: Assessment for Student Learning*

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

*Standard VI: Professional Responsibilities and Collaboration*

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

*Standard VII: Professional Growth*

Teachers set informed goals and strive for continuous professional growth.

Interstate Teacher Assessment and Support Consortium (InTASC)

*Standard #1: Learner Development*

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Standard #2: Learning Differences*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Standard #3: Learning Environments*
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

_Standard #4: Content Knowledge_

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

_Standard #5: Application of Content_

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

_Standard #6: Assessment_

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

_Standard #7: Planning for Instruction_

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

_Standard #8: Instructional Strategies_

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

_Standard #9: Professional Learning and Ethical Practice_

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

_Standard #10: Leadership and Collaboration_

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

International Society for Technology in Education (ISTE)

1- Facilitate and inspire student learning and creativity.

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2- Design and develop digital age learning experiences and assessments.
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the standards.

3- Model digital age work and learning.

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4- Promote and model digital citizenship and responsibility.

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5- Engage in professional growth and leadership.

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

National Association for the Education of Young Children (NAEYC)

Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Standard 4. Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally
appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**Standard 6. Becoming a Professional**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Standard 7. Early Childhood Field Experiences**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**National Council of Teachers of English (NCTE)**

**I- Content Knowledge**

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

**II- Content Knowledge**

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

**III- Content Pedagogy: Planning Literature and Reading Instruction in ELA**

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

**IV- Content Pedagogy: Planning Composition Instruction in ELA**

Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
V- Learners and Learning: Implementing English Language Arts Instruction

Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

VI- Professional Knowledge and Skills

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

VII- Professional Knowledge and Skills

Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

National Council for the Social Studies (NCSS) Pedagogical Standards

1. Learning and Development

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners’ intellectual, social, and personal development.

2. Differences in Learning Styles

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3. Critical Thinking, Problem Solving, and Performance Skills

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. Active Learning and Motivation

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. Inquiry, Collaboration, and Supportive Classroom Interaction

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. Planning Instruction

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7. Assessment
Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. Reflection and Professional Growth

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. Professional Leadership

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

National Science Teachers Association (NSTA)

Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

National Council of Teachers of Mathematics (NCTM) - Secondary Math Teacher Standards

**Standard 1: Content Knowledge**

Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

**Standard 2: Mathematical Practices**

Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

**Standard 3: Content Pedagogy**

Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

**Standard 4: Mathematical Learning Environment**

Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

**Standard 5: Impact on Student Learning**

Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

**Standard 6: Professional Knowledge and Skills**
Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

**Standard 7: Secondary Mathematics Field Experiences and Clinical Practice**

Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers

**Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational**

Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts.

**Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

**Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs**

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students’ backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students’ needs.

**Standard 4: Integration of Standards in Planning and Instruction**

Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

**Standard 5: Assessment of Languages and Cultures – Impact on Student Learning**
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students’ ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

**Standard 6: Professional Development, Advocacy, and Ethics**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

International Literacy Association (ILA) Standards for Reading Professionals

**Standard 1- Foundational Knowledge**

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Standard 2- Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Standard 3- Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Standard 4- Diversity and Equity**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Standard 5- Learners and the Literacy Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard 6 - Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Standard 7 – Practicum/Clinical Experiences

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Council for Exceptional Children (CEC) Initial Level Standards

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Appendix C: TLEL Disposition Concern Form

Throughout coursework and field experience opportunities, a candidate’s demonstration of “professional dispositions” is assessed, in addition to their content knowledge and pedagogical skills. **If a candidate fails to demonstrate any of these traits, please use this form to document the concern and email it to the Field Education Office in TLEL (places@binghamton.edu).** The information will then be shared with respective parties, such as the candidate's adviser or other course instructors, to determine an appropriate course of action. This form can also be completed via this [this link](#) from the TLEL website.

Please note: information provided will be shared with individuals directly involved (i.e., the candidate, his/her faculty adviser, course instructor, university supervisor, and/or cooperating teacher). While care will be taken to keep the information private, it cannot be kept confidential.

Professional Disposition of Concern (check all that apply):

TLEL candidates…

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<td>1.</td>
<td>… demonstrate commitment to learning and diversity.</td>
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<td>2.</td>
<td>… builds rapport and serves as a strong role model.</td>
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<td>3.</td>
<td>… display effective communication skills (oral and written) in all settings.</td>
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<td>4.</td>
<td>… demonstrate professional competence and conduct.</td>
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Please provide a short, detailed description of the event/behavior/etc. that led you to identify this as a concern.

Are there additional concerns TLEL faculty and staff members should be aware of at this time?

Please use the back of this page for any additional information.

- Candidate copy (if appropriate)  - Program Advisor copy  - Candidate Record copy (TLEL office)  - Other
Appendix D: Student Permission Form—Videotaping for edTPA

To: Parents & Guardians

Topic: Student Permission Form – Videotaping for Education Teacher Performance Assessment (edTPA)

From: ____________________________, Teacher Candidate, Binghamton University
       ____________________________, Cooperating Teacher (i.e., your child’s teacher)
       ____________________________, Building Principal, __________ School

Dr. Candace Mulcahy, Chair, Department of Teaching, Learning, & Educational Leadership, Binghamton University

Date: ________________

Dear Parent/Guardian:

I am a student in the Department of Teaching, Learning, & Educational Leadership at Binghamton University and I will be student teaching this semester in your child’s classroom. I am looking forward to the experience as it will help me become the very best teacher I can be while serving your child’s learning needs. My teaching work will be done under the close, daily supervision of your child’s certified teacher and periodic visits from my university supervisor.

During student teaching I am required to document examples of my teaching in a video to be submitted and scored by educators as part of a state certification requirement known as the Education Teacher Performance Assessment (edTPA). This video, while designed to assist my development in becoming a teacher, is necessary for anyone interested in becoming a New York State certified teacher.

This requirement will include submissions of short video recordings of my teaching in your child’s class. Although the video recordings involve both me and various students, the primary focus is upon my instruction and curriculum-embedded assessment, not on the students in the class. In the course of taping the class, your child may appear on the video recordings. I must also submit samples of student work as evidence of my teaching practice, and that sample may include some of your child’s work.

No student’s name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way; all videotapes will be uploaded to a secure site administered by the Pearson educational company (www.pearson.com) through a contract with the New York State Education Department.

My assessment materials may also be used by Pearson, under secure conditions, for program development and implementation, including scorer training, and to support continued program improvement activities such as validity and reliability studies. The attached form is intended to document your permission to include your child’s work and/or image on video recordings for these activities.

Thank you for your consideration of this request regarding my training to become a New York State certified teacher.

Sincerely, ____________________________ (Signature/Teacher Candidate)
**Student Release Form**

(To be completed either by the parents/legal guardians of minor students involved in this project)

Student Name: __________________________________

I am the parent/legal guardian of the child named above. I have read and understand the project description offered in the letter provided with this form, and agree to the following:

(Please check the appropriate choice below.)

_____ I DO give permission to you to include my child’s student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of performance assessment of my teaching abilities.

I understand that my child’s name and any other personally identifiable information about my child will not appear on any of the submitted materials.

_____ I DO NOT give permission to you to include my child’s student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose performance assessment of my teaching abilities.

Name of Parent/Guardian: ___________________________________ Date: _____________

Signature of Parent/Guardian: ______________________________________
Appendix E: Field Experience Checklist

Name ____________________________________________  Semester ______________________

School __________________________________________  Grade/Role ______________________

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<tr>
<td>Prior to Beginning Field Experience</td>
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<tr>
<td>8/XX/18</td>
<td>1- Attend mandatory Field Experience I Orientation (includes Project SAVE and Child Abuse &amp; Maltreatment Identification Reporting Procedures).</td>
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<td>2- Review Field Experience Handbook.</td>
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<td>3- Create Taskstream account.</td>
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<td>4- Complete Orientation Forms and upload fingerprinting/TEACH account verification to Taskstream.</td>
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<td></td>
<td>5- Complete Field Experience Application and upload to Taskstream.</td>
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<td></td>
<td>6- Schedule meeting with Fieldwork Supervisor to develop Field Experience Plan and post to Taskstream.</td>
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<tr>
<td>Begin Week 4 &amp; Continue Until End of Semester</td>
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<tr>
<td>7- Review Field Experience Plan and this Checklist with Mentor Teacher</td>
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<tr>
<td>8- Learn students’ names and become familiar with school layout (administration office, cafeteria, classrooms, etc.)</td>
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<td>9- Review textbooks, teacher’s manuals, and curriculum framework</td>
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<td>10- Assume clerical responsibilities and assist with supervising and managing students (attendance, gradebook, roll, lunch, copies, etc.)</td>
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<tr>
<td>11- Use classroom technology</td>
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<td>12- Assist with developing instructional materials, such as worksheets, displays, and/or PowerPoint presentations</td>
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<tr>
<td>13- Monitor small groups and special activities (throughout experience)</td>
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<tr>
<td>14- Prepare, conduct, and evaluate small group activities.</td>
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<td>15 - Develop, plan, and provide individualized instruction for at least one lesson</td>
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<tr>
<td>16- Monitor students during independent practice activities</td>
<td></td>
</tr>
<tr>
<td>17- Review tests/assessments, check homework, grade tests</td>
<td></td>
</tr>
<tr>
<td>18- Develop, plan, and provide whole class instruction for at least one lesson</td>
<td></td>
</tr>
<tr>
<td>19 – Observe other teachers in the school</td>
<td></td>
</tr>
</tbody>
</table>

Print: ____________________________________________  Signature: ______________________  Date: ______________________

Teacher Candidate

Mentor Teacher

Dates Absent: ______________________  Make-up Dates: ______________________
Appendix F: Field Experience Logs

Field Experience Activity Log

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>Semester ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ____________________________</td>
<td>Grade/Role ____________________________</td>
</tr>
</tbody>
</table>

**Expectation 1:** Participate in a classroom environment (instructing, tutoring students individually or in small groups, assisting with classroom tasks) under mentor teacher supervision at least one day per week* (14 weeks) and including one, full-time-week (Finals Week) in mentor teacher's classroom.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Participation Details</th>
<th>Mentor Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td></td>
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<tr>
<td>2</td>
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<tr>
<td>14</td>
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</tr>
</tbody>
</table>

Full Week (Binghamton University’s Final Exam Week)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Expectation 2 (SEC 500): Complete at least 20 hours in a school- or community-based, remedial or small group setting (Liberty, America Reads/America Counts, Promise Zone, AIS or resource rooms, Boys & Girls Club, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Participation Details</th>
<th>Supervisor/Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix G: Self-Evaluation
Form: "Field Experience I Candidate Self-Evaluation"

Created with: Taskstream
Author: 
Date submitted:

Professional Dispositions Evaluation

Professional Commitment and Behaviors

(REQUIRED) Item A. Demonstrates Punctuality

**Meets Expectations:**
Reports on time for daily student teaching
**AND**
Additional teacher engagements (e.g., IEPs, teacher committees)

**Emerging:**
Inconsistently reports on time for daily student teaching
**AND/OR**
Additional teacher engagements (e.g., IEPs, teacher committees)

**Does Not Meet Expectations:**
Does not report on time for student teaching
**AND/OR**
Additional teacher engagements (e.g., IEPs, teacher committees)

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response Legend: 2 = Meets Expectations 1 = Emerging 0 = Does Not Meet Expectations

(REQUIRED) Item B. Meets Deadlines and Obligations

**Meets Expectations:**
Meets deadlines and obligations established by the cooperating teacher and/or supervisor
**AND**
Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
**AND**
Provides clear and complete

**Emerging:**
Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor
**AND**
Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
**AND**
Provides clear and complete

**Does Not Meet Expectations:**
Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor
**AND/OR**
Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
**AND/OR**
Does not provide directions and
directions and lessons for substitutes/cooperating teacher faculty members) of lessons for substitutes/cooperating teacher absences prior to the absence AND Provides incomplete directions and lessons for substitutes/cooperating teacher

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
</table>

Item B. Meets Deadlines and Obligations

Response Legend: 2 = Meets Expectations 1 = Emerging 0 = Does Not Meet Expectations

Professional Relationships

(REQUIRED) Item C. Collaboration

**Meets Expectations:** Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

**Emerging:** Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

**Does Not Meet Expectations:** Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
</table>

Item C. Collaboration

Response Legend: 2 = Meets Expectations 1 = Emerging 0 = Does Not Meet Expectations

Critical Thinking and Reflective Practice

(REQUIRED) Item D. Responds Positively to Feedback and Constructive Criticism
**Meets Expectations:**
Is receptive to feedback, constructive criticism, supervision, and responds professionally AND
Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice

**Emerging:**
Is receptive to feedback, constructive criticism, and supervision AND/OR
Incorporates feedback inconsistently

**Does Not Meet Expectations:**
Is not receptive to feedback, constructive criticism, and supervision AND/OR
Does not incorporate feedback

<table>
<thead>
<tr>
<th>Item D. Responds Positively to Feedback and Constructive Criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>

**Response Legend:** 2 = Meets Expectations 1 = Emerging 0 = Does Not Meet Expectations

**REQUIRED) Dispositions**

<table>
<thead>
<tr>
<th>I reported on time for daily student teaching AND additional teacher engagements (e.g., IEPs, teacher committees).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I met deadlines and obligations established by the cooperating teacher and/or supervisor AND informed all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I demonstrated collaborative relationships with my cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND attempted to work with and learn from colleagues in planning and implementing instruction.</th>
</tr>
</thead>
</table>
I was receptive to feedback, constructive criticism, supervision, and responded professionally AND incorporated feedback (e.g., from cooperating teacher, university supervisor) to improve my practice.

**Response Legend:** 4 = strongly agree 3 = Agree 2 = Disagree 1 = strongly disagree

**(REQUIRED)** In your estimation, did this classroom provide you with experiences:

Check all that apply.

In high need schools?

With socioeconomically disadvantaged students?

With students with disabilities?

**How many hours would you estimate you interacted with students with disabilities?**

**Reflecting on this placement, what went well? What do you consider your areas of strength?**

**What do you consider as an area(s) in need of further development?**

Please provide any additional comments about your performance or about the placement not addressed elsewhere in this form.
Appendix H: Fieldwork Evaluation Form

Fieldwork Evaluation Form

Completed by Cooperating Teachers, Supervisors, & Candidates

Rubric and assignments may not be shared without permission

- **Pedagogy** Evaluation
- **Dispositions** Evaluation

<table>
<thead>
<tr>
<th>Pedagogy Evaluation</th>
<th>Alignment with National, State, &amp; Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for Instruction and Assessment</td>
<td>InTASC</td>
</tr>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets (FIELDWORK II ONLY)</td>
<td>InTASC 7a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Dispositions Evaluation</th>
<th>Alignment with National, State, &amp; Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment and Behaviors</td>
<td>InTASC</td>
</tr>
<tr>
<td>B. Demonstrates Punctuality</td>
<td>InTASC 9o</td>
</tr>
<tr>
<td>C. Meets Deadlines and Obligations</td>
<td>InTASC 9o</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>InTASC 10b</td>
</tr>
</tbody>
</table>

| Critical Thinking and Reflective Practice | InTASC 9n | 7 | 5 | 6 | VII | 6 | 5 | 6 | 6 | 6 | -- |

| E. Responds Positively to Constructive Criticism | InTASC 9n | 7 | 5 | 6 | VII | 6 | 5 | 6 | 6 | 6 | -- |
**InTASC** = Interstate Teacher Assessment and Support Consortium; **NYS** = New York State Teacher Standards; **CAEP- Elem** = Council for the Accreditation of Educator Preparation K-6 Elementary Standards; **NAEYC** = National Association for the Education of Young Children; **NCTE** = National Council of Teachers of English; **NCTM** = National Council of Teachers of Mathematics; **NCSS** = National Council for the Social Studies; **NSTA** = National Science Teachers Association; **ACTFL** = American Council on the Teaching of Foreign Languages; **CEC** = Council for Exceptional Children; **ILA** = International Literacy Association

### Fieldwork Evaluation Form

**Candidate: ___________________________**
**University Supervisor: ___________________________**
**Cooperating Teacher/s: ___________________________**
**Semester: ___________**
**Date: ___________________________**

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Row Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Focus for Learning: Standards and Objectives/Targets</strong></td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are not aligned with each other AND Does not articulate objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners</td>
<td>___________</td>
</tr>
</tbody>
</table>
Professional Dispositions Evaluation

**What are dispositions?** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

**What else should a teacher candidate know?** It is the candidate's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in fieldwork can be measured, therefore it is up to the candidate to demonstrate the dispositions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Row Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Demonstrates Punctuality</strong> InTASC 9o</td>
<td>Reports on time or early for daily placement AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Reports on time for daily placement AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Inconsistently reports on time for daily placement AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Does not report on time for placement AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td></td>
</tr>
<tr>
<td><strong>C. Meets Deadlines and Obligations</strong> InTASC 9o</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for</td>
<td>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides incomplete directions</td>
<td>Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging (1 point)</td>
<td>Does Not Meet Expectations (0 points)</td>
<td>Row Score</td>
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</tr>
<tr>
<td><strong>Professional Relationships</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| D. Collaboration  
InTASC 10b | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  
AND  
Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  
AND  
Attempts to work with and learn from colleagues in planning and implementing instruction | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  
AND  
Attempts to work with and learn from colleagues in planning and implementing instruction | Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | |
| **Critical Thinking and Reflective Practice** | | | | | |
| E. Responds Positively to Feedback and Constructive Criticism  
InTASC 9n | Is receptive to feedback, constructive criticism, supervision, and responds professionally  
AND  
Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice  
AND  
Proactively seeks opportunities for feedback from other professionals | Is receptive to feedback, constructive criticism, supervision, and responds professionally  
AND  
Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice | Is receptive to feedback, constructive criticism, and supervision  
AND/OR  
Incorporates feedback inconsistently | Is not receptive to feedback, constructive criticism, and supervision  
AND/OR  
Does not incorporate feedback | |

**What went well? Areas of strength?**
### Goals for Improvement: Pedagogy and Dispositions

Following the discussion with the Intern, University Supervisor, and Cooperating Teacher, the Intern will identify **three** specific and measurable goals for improvement for the duration of the placement experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the candidate.

As part of the final summary evaluation, goals for the following semesters should be identified.

<table>
<thead>
<tr>
<th>Connection to 3-way form</th>
<th>Goal (must have a minimum of one goal) with Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L. Assessment: Feedback to Learners</strong></td>
<td>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

**Possible opportunities for growth**

**Comments**
Appendix I: TLEL Internship Evaluation Form

**TLEL Internship Evaluation Form**
Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)
Rubric and assignments may not be shared without permission

- **Pedagogy** Evaluation
- **Dispositions** Evaluation
- **Goals**

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Alignment</th>
<th>Dispositions</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning for Instruction and Assessment</strong></td>
<td></td>
<td><strong>Professional Commitment and Behaviors</strong></td>
<td></td>
</tr>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td>InTASC 7a</td>
<td>N. Participates in Professional Development</td>
<td></td>
</tr>
<tr>
<td>B. Materials and Resources</td>
<td>InTASC 7b</td>
<td>O. Demonstrates Effective Communication with Parents or Legal Guardians</td>
<td>InTASC 10d</td>
</tr>
<tr>
<td>C. Assessment of P-12 Learning</td>
<td>InTASC 6b</td>
<td>P. Demonstrates Punctuality</td>
<td>InTASC 9o</td>
</tr>
<tr>
<td>D. Differentiated Methods</td>
<td>InTASC 2b</td>
<td>Q. Meets Deadlines and Obligations</td>
<td>InTASC 9o</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R. Preparation</td>
<td>InTASC 3d</td>
</tr>
<tr>
<td><strong>Instructional Delivery</strong></td>
<td></td>
<td><strong>Professional Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>E. Learning Target and Directions</td>
<td>InTASC 7c</td>
<td>S. Collaboration</td>
<td>InTASC 10b</td>
</tr>
<tr>
<td>F. Critical Thinking</td>
<td>InTASC 5d</td>
<td>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</td>
<td>InTASC 10j</td>
</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td>InTASC 8b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Digital Tools and Resources</td>
<td>CAEP 1.5</td>
<td><strong>Critical Thinking and Reflective Practice</strong></td>
<td></td>
</tr>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td>InTASC 3d</td>
<td>U. Responds Positively to Constructive Criticism</td>
<td>InTASC 9n</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Data-Guided Instruction</td>
<td>CAEP 2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td>InTASC 6d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Assessment Techniques</td>
<td>InTASC 7d</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Connections to Research and Theory</td>
<td>CAEP 1.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pedagogy Evaluation

Directions - The form will be used at least twice during the course of the Internship and will be provided by the Director of Field Education to the University Supervisor, Cooperating Teacher, and Candidate.

Each member of the team (Cooperating Teacher, University Supervisor, and Candidate)

1) Completes the evaluation in week 5 or 6 (Mid-term) of the internship experience AND in week 13 or 14 (Final). For candidates completing TWO placements during the Internship Semester, the Mid-Term evaluation should occur at the end of the first placement, prior to moving to the second placement.

2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

1) Goals are set for the remainder of the internship experience

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7. Candidates completing TWO placements during the Internship Semester, should share the Mid-Term evaluation with their cooperating teacher at the second placement within the first week of the placement to discuss areas that need to be strengthened or addressed.

At the Final 3-way conference

1) Suggestions and comments are made to assist in the transition to teaching role

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the “Glossary” and the “Look For” document.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Row Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets InTASC 7a</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners</td>
<td></td>
</tr>
</tbody>
</table>
| B. Materials and Resources InTASC 7b | Uses a variety of materials and resources that  
1. Align with all objectives/targets  
2. Make content relevant to learners  
3. Encourage individualization of learning | Uses a variety of materials and resources that  
1. Align with all objectives/targets  
2. Make content relevant to learners | Uses materials and resources that align with some of the objectives/targets | Materials and resources do not align with objectives/targets |
| C. Assessment of P-12 Learning InTASC 6b | Plans a variety of assessments that  
1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)  
2. Align with the appropriate P-12 state learning standards  
3. Are culturally relevant and draw from learners’ funds of knowledge  
4. Promote learner growth | Plans a variety of assessments that  
1. Provide opportunities for learners to illustrate competence (whole class)  
2. Align with the appropriate P-12 state learning standards  
3. Are culturally relevant and draw from learners’ funds of knowledge | Planned assessments  
1. Provide opportunities for some learners to illustrate competence (whole class)  
2. Align with the appropriate P-12 state learning standards | Planned assessments  
1. Are not included  
OR  
2. Do not align with the appropriate P-12 state learning standards |
| D. Differentiated Methods InTASC 2c | Lessons make meaningful and culturally relevant connections to  
1. Learners’ prior knowledge  
2. Previous lessons  
3. Future learning  
4. Other disciplines and real-world experiences  
AND Differentiation of instruction supports learner development  
AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners | Lessons make clear and coherent connections to  
1. Learners’ prior knowledge  
2. Previous lessons  
3. Future learning  
AND Differentiation of instruction supports learner development  
AND Organizes instruction to ensure content is comprehensible and relevant for learners | Lessons make an attempt to build on, but are not completely successful at connecting to  
1. Learners’ prior knowledge,  
2. Previous lessons, OR future learning  
AND Differentiation of instruction is minimal  
AND Organizes instruction to ensure content is comprehensible for learners | Lessons do not build on or connect to learners’ prior knowledge  
AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning  
AND/OR Differentiation of instruction is absent |
| E. Learning Target and Directions InTASC 7c | Articulates accurate and coherent learning targets  
AND Articulates accurate directions/explanations throughout the lesson | Articulates an accurate learning target  
AND Articulates accurate directions/explanations | Articulates an inaccurate learning target  
AND/OR Articulates inaccurate directions/explanations | Does not articulate the learning target  
OR Does not articulate directions/explanations |
<p>| | AND Sequences learning experiences appropriately | AND Sequences learning experiences appropriately | | | | | <strong>F. Critical Thinking</strong> | Engages learners in <strong>critical thinking</strong> in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions | Engages learners in <strong>critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections | Introduces <strong>AND/OR models critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections | <strong>Does not introduce AND/OR model critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections | | <strong>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</strong> | Checks for understanding (whole class/group and individual learners) during lessons using <strong>formative assessment</strong> AND Differentiates through planned and responsive adjustments (whole class/group and individual learners) | Checks for understanding (whole class/group) during lessons using <strong>formative assessment</strong> AND Differentiates through adjustments to instruction (whole class/group) | <strong>Inconsistently checks for understanding</strong> during lessons using <strong>formative assessment</strong> AND Adjusts instruction accordingly, but <strong>adjustments may cause additional confusion</strong> | <strong>Does not check for understanding</strong> during lessons using <strong>formative assessment</strong> OR <strong>Does not make any adjustments</strong> based on learners’ responses | | <strong>H. Digital Tools and Resources</strong> | Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners’ understanding of concepts | Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills | <strong>Discusses developmentally appropriate technologies (digital tools and resources)</strong> relevant to learning objectives/targets of the lesson AND <strong>Technology is not available</strong> | <strong>One of the following:</strong> A. <strong>Does not use technologies (digital tools and resources)</strong> to engage learners AND <strong>Technology is available</strong> in the setting OR B. Use of <strong>technologies is not relevant</strong> to the learning objectives/targets of the lesson OR C. <strong>Does not discuss technologies</strong> AND <strong>Technology is not available</strong> in the setting | | <strong>I. Safe and Respectful Learning Environment</strong> | Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND | Manages a <strong>safe and respectful learning environment</strong> through the use of routines and transitions | Attempts to manage a <strong>safe learning environment</strong> through the use of routines and transitions | <strong>Does not manage a safe learning environment</strong> OR <strong>Does not establish</strong> constructive relationships to engage learners |
| Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group) | AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group) | AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group) | OR Does not use constructive strategies to maintain learners’ attention (individual and whole group) |</p>
<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>J. Data-Guided Instruction CAEP 2.3</td>
<td>Uses <strong>data-informed decisions</strong> (trends and patterns) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner <strong>data</strong> record-keeping and <strong>analysis</strong></td>
</tr>
<tr>
<td>K. Feedback to Learners InTASC 6d</td>
<td>Provides <strong>feedback</strong> that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely <strong>feedback</strong>, guiding learners on how to use feedback to monitor their own progress</td>
</tr>
<tr>
<td>L. Assessment Techniques InTASC 7d</td>
<td>Evaluates and supports learning through <strong>assessment techniques</strong> that are 1. Developmentally appropriate 2. Formative AND <strong>summative</strong> 3. <strong>Diagnostic</strong> 4. Varied</td>
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<thead>
<tr>
<th>Analysis of Teaching</th>
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<tbody>
<tr>
<td>M. Connections to Research and Theory CAEP 1.2</td>
<td>Discusses, provides <strong>evidence</strong> of, and <strong>justifies</strong> connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners’ progress</td>
</tr>
</tbody>
</table>
**Professional Dispositions Evaluation**

**What are dispositions?** The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.)

**What else should a teacher candidate know?** It is the candidate’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in the Internship can be measured, therefore it is up to the candidate to demonstrate the dispositions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Row Score</th>
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<tbody>
<tr>
<td><strong>Professional Commitment and Behaviors</strong></td>
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<tr>
<td>N. Participates in Professional Development (PD)</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) <strong>AND</strong> Provides evidence of an increased understanding of the teaching profession as a result of the PD <strong>AND</strong> Reflects on own professional practice with evidence of application of the knowledge acquired from PD during internship</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshop, seminar, attending a professional conference) <strong>AND</strong> Provides evidence of an increased understanding of the teaching profession as a result of the PD</td>
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<tr>
<td>O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td><strong>Does not provide evidence of communication with parents or legal guardians</strong></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
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<td>P. Demonstrates Punctuality InTASC 9o</td>
<td>AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</td>
<td>AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</td>
<td>communication via email or online</td>
<td>Does not report on time for placement AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>—</td>
</tr>
<tr>
<td>Q. Meets Deadlines and Obligations InTASC 9o</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND</td>
<td>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND</td>
<td>Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor</td>
<td>—</td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging (1 point)</td>
<td>Does Not Meet Expectations (0 points)</td>
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<td></td>
<td>lessons for substitutes/cooperating teacher <em>without reminders</em></td>
<td>Provides <em>clear and complete</em> directions and lessons for substitutes/cooperating teacher</td>
<td><em>AND</em></td>
<td>absence</td>
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<td></td>
<td><em>Provides incomplete</em> directions and lessons for substitutes/cooperating teacher</td>
<td>AND/OR</td>
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<td></td>
<td></td>
<td></td>
<td><em>Does not provide</em> directions and lessons for substitutes/cooperating teacher</td>
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<tr>
<td>R. Preparation</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</td>
<td><em>Not consistently prepared</em> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</td>
<td><em>Not prepared</em> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</td>
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<tr>
<td>InTASC 3d</td>
<td>AND Materials are easily accessible AND organized</td>
<td>AND Materials are easily accessible AND organized</td>
<td>AND/OR</td>
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<tr>
<td></td>
<td>AND Prepared for the unexpected and flexible</td>
<td>AND Prepared for the unexpected and flexible</td>
<td>Material are not organized NOR easily accessible</td>
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</tbody>
</table>

**Professional Relationships**

<p>| S. Collaboration | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) |          |
| InTASC 10b | | | | |          |</p>
<table>
<thead>
<tr>
<th><strong>Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</strong></th>
<th><strong>AND</strong>&lt;br&gt;<strong>Attempts to work with and learn from colleagues in planning and implementing instruction</strong></th>
<th><strong>teachers, school personnel, administrators, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</strong>&lt;br&gt;InTASC 10j</td>
<td>Recognizes and articulates specific areas in need of <strong>advocacy</strong>, including the 1. <strong>Needs of learners</strong> (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices)&lt;br&gt;<strong>AND</strong>&lt;br&gt;Takes action(s) based upon identified needs, while following district protocols</td>
<td>Recognizes areas in need of <strong>advocacy</strong>, but cannot articulate the 1. <strong>Needs of learners</strong> (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices)</td>
</tr>
</tbody>
</table>
Goals for Improvement: Pedagogy and Dispositions
Following the Three-way Midterm Evaluation between the Candidate, University Supervisor, and Cooperating Teacher, the Candidate will identify three specific and measurable goals for improvement for the duration of the internship experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Candidate.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

<table>
<thead>
<tr>
<th>Connection to 3-way form</th>
<th>Goal (must have a minimum of one goal) with Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Assessment: Feedback to Learners</td>
<td>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</td>
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<tr>
<td></td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
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</table>

Comments: