Student Teaching & Internship HANDBOOK

(Revised January 2017)
Forward

This handbook is designed to serve as a guide to the undergraduate student teachers and the graduate interns and student teachers from the Nyack College School of Education. It is hoped that the handbook will contribute to the richness of the capstone clinical experience by giving the background and guidance needed in implementing the program.

The student teaching/internship experience involves the cooperative efforts of many different individuals. The faculty of Nyack College is deeply indebted to cooperating teachers and their schools for their efforts to make the student teaching program an enriching and productive experience. The Committee on Teacher Education has the responsibility of directing and supervising the student teaching experience for Nyack College. In the event that you have questions or concerns, please refer them to the appropriate College Supervisor from Nyack College, who will in turn bring these concerns to the Committee on Teacher Education. The following is a list of the committee members:

Dr. Christine Buel, Director of Childhood and Childhood Special Education (M.S.)
Professor Linda D’Amato, Clinical Placement Coordinator (Rockland, Ugd & Grad)
Dr. Dion Harrigan, Education Professor
Dr. JoAnn Looney, Dean of the School of Education
Professor Miriam Velez, Director of Student Teaching (Manhattan, Ugd)
Dr. Marie White, Chair of Childhood Education & Adolescence Education (Manhattan)

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ABOUT NYACK COLLEGE

HISTORY AND DEVELOPMENT OF NYACK COLLEGE

The founder of Nyack College is widely recognized as one of the foremost figures in the American missionary movement. Dr. A.B. Simpson resigned a prestigious New York City pastorate to develop an interdenominational fellowship devoted to serving unreached people. Simpson’s view was shared by a wide group of men and women, including mainline church leaders, laborers, and theological scholars. This ever-growing alliance was bound together by a desire to inspire the church to fulfill its Great Commission of world evangelization.

An important step towards turning their vision into a reality was the founding of the Missionary Training Institute in New York City in 1882, making the forerunner of Nyack College the first Bible College in North America. The Institute received a provisional charter from the New York State Board of Regents in 1944 allowing it to award the Bachelor degrees of Theology, Religious Education, and Sacred Music. The charter was made absolute in 1949, authorizing the College to offer programs leading to the Bachelor degrees of Science, Arts, and Music, and the Doctorate degrees of Divinity, Laws, Letters, and Music. This degree-granting status was reflected by the change of name in 1956 to Nyack Missionary College. The College received accreditation by the Middle States Association in 1962 and added a one-year graduate program known as the Jaffray School of Missions.

In 1972 the College transformed its curriculum from that of a Bible college to that of a liberal arts institution. Along with that transformation came the change of name to Nyack College. An alteration of structure within the institution led to a separation of programs within the Nyack College Corporation, distinguishing the undergraduate liberal arts program of Nyack College from the graduate studies program of the Jaffray School (known today as the Alliance Theological Seminary). Nyack College has continued to develop and expand with the addition of the Adult Degree Completion Program in 1989 and the establishment of extension sites in various locations.

Today Nyack College, a fully accredited liberal arts college, continues to fulfill the vision of its founder. Nyack College seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility. It is committed to promoting Christian knowledge, moral maturity, and spiritual development in its students, and to preparing them for lives of ministry and service. To achieve these objectives, the institution offers traditional and non-traditional undergraduate programs. Thus, from its beginning in New York City in 1882, Nyack College has been devoted to the concept of education as preparation for service.

The School of Education’s teacher preparation programs were founded in 1967. Every program leading to teacher licensure is registered with the New York State Department of Education. The School has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 2006. NCATE is becoming the Council for Accreditation of Educator Preparation (CAEP), and the School of Education will seek to meet those revised standards as well.
THE SCHOOL OF EDUCATION

Logo and Mission Statement
Pursuing Truth and Preparing for Service. Nyack College aspires to foster intellectual development, social responsibility, and spiritual growth. To fulfill these aspirations, we are committed to the preparation of professional educators who are life-long learners, pedagogically aware and skilled, knowledgeable of professional standards and assessment, devoted to their faith, and capable of working effectively with diverse populations in a constantly changing global community.

Therefore, it is the mission of the School of Education to prepare and equip teacher candidates spiritually, intellectually, and socially to provide ethical, exemplary, equitable instruction to a diverse student population in a variety of cultures, contexts, and communities.

Philosophy of Education
“Pursuing truth and preparing for service” is a statement that centralizes the mission statement and conceptual framework of the Nyack College School of Education. Teacher candidates are prepared using the lens of evangelical Christianity to focus content and pedagogy in order to become capable, caring, reflective professional educators serving communities throughout the world or around the corner.

The professional faculty of the unit believes several fundamental values for educators are derived from a Christian worldview:

Service expresses the belief that teacher candidates are to be focused on others rather than themselves. This belief moves the candidate from a teacher-centered approach to a student-centered model to teaching and learning, one that includes service to family and community. Candidates are called to have servant hearts and to use their knowledge, skills, and dispositions to positively transform their school, community, and world, reflecting A. B. Simpson’s founding principles for Nyack College in 1882.

“If anyone wants to be first, he must be the very last, and the servant of all.” (Mark 9:35)
Academics is the pursuit of truth, which begins with a knowledge and understanding of God and leads to spiritual and moral understandings, as well as values the traditional content and pedagogical knowledge. It follows that teacher candidates must meet a stringent core curriculum and content specialization. This produces a well-rounded candidate in the liberal arts who is competent in a variety of disciplines and yet possesses an expertise in a selected field of study, understands the theoretical underpinnings that support educational advancement, and sees the connection, or integration, of content, theory and practice. Education courses build on the footings of content (and theory) and interconnect to provide knowledge and understanding of the teaching and learning process. Foundational to the understanding of both content and pedagogy are the moral and ethical perspectives that inform dispositions. Candidates are prepared to use the tools of learning and inquiry to integrate strands of technology, and to assimilate pedagogy and content into practice.

Leadership in a servant model is by example. Professional faculty and candidates endeavor to model the behaviors and dispositions born of the values and morals of the Christian life. These values give vision to leadership that operates on principles of equity and diversity that transform school and community. Candidates follow a higher calling and become agents of transformation upon graduation. They are expected to be role models personally and professionally, communicating by actions and word the values that drive them to serve others before themselves. As educators, they are expected to have a vision to serve a diverse student population and provide them with opportunities to become successful individuals in a global community.

Teaching is developing the capabilities of the individual. All individuals are valued as God’s special creation and, as a result, are valued for who they are and what they can become. Effective teaching is a thoughtful process that assesses and reflects on past performance and informs future practice. The teacher strategically balances the science of pedagogy with the art of addressing the individual need of each student through appropriately differentiated instruction. Teachers establish a collaborative classroom environment where success of all students is equally important, and a nurturing climate that reflects high expectations, equity, and compassion.
The SALT theme begins the conceptual framework to clarify our values and beliefs, as well as to establish a standard of excellence for ongoing professional program development and improvement.

**Standards**
Nyack College drew from the Interstate New Teacher Assessment and Standards Consortium (1993), National Board of Professional Teacher Standards (1991), and revised New York State Standards (2000) to develop a set of professional standards for our own professional education program. Our working definition of standards comes from the INTASC definition of standards (1993, p. 8) as “a set of principles in terms of desired teacher understandings and practices and their related knowledge, dispositions, and performances.” The standards that the college has developed, therefore, reflect a composite framework of all three cited professional sets of standards and comprise the knowledge base for candidates prepared within our professional education program. Further, these standards for beginning teachers reflect each of the key components of our SALT model.

**Service:**
1. The teacher engages students in meaningful learning tasks and helps them to value exploration of important personal and global issues.
2. The teacher creates positive relationships and works collaboratively with families, schools, and community agencies to improve schools, support student learning, and secure the well-being of all students.
3. The teacher understands how children from varied cultural backgrounds differ in their approaches to learning, provides instructional opportunities based upon their needs, and instills in them respect for world cultures and ethnic differences.

**Academics:**
4. The teacher understands the central concepts, tools of inquiry, and the academic standards of the discipline(s).
5. The teacher uses an understanding of developmental learning theories and can provide learning opportunities that support students’ intellectual, social, and personal development.
6. The teacher explores and integrates important themes and topics that appear within and across disciplines and provides linkage with students’ prior knowledge and understanding.

**Leadership:**
7. The teacher articulates a clear plan (vision) for establishing and managing a productive, inclusive, stimulating, and safe learning environment.
8. The teacher uses knowledge of effective oral, written, and visual representations with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom.
9. The teacher is a reflective practitioner who actively demonstrates ethical behavior consistent with the Christian faith and engages in professional activities in order to improve school performance, strengthen professional collaborations, and promote personal teaching effectiveness.
Teaching:
10. The teacher demonstrates an ability to plan instruction based on student need, curriculum frameworks, and academic standards, while maintaining a Christian worldview.
11. The teacher uses multiple teaching strategies to actively motivate and engage students in a collaborative learning environment.
12. The teacher uses formative and summative measures reflecting academic standards, bases his (her) instruction on ongoing assessment, and encourages students to monitor their own learning.

Our standards serve a dual purpose: One is that they are responsive to the steadily growing body of knowledge about learning and teaching upon which to base best practice; the second is that they remain consonant with a vision of possibilities for the betterment of educational practice, as represented in the knowledge base and professional and state standards.

SCHOOL OF EDUCATION POLICIES AND PRACTICES

Hereafter, “Student Teacher” refers to both student teachers and interns and “Director of Student Teaching” refers to both Director of Student Teaching and Clinical Placement Coordinator personnel.

EVALUATION PRINCIPLES AND PROCEDURES

A variety of formative and summative evaluative tools are used to measure a Student Teacher’s performance during the student teaching experience. The Nyack College faculty member and the cooperating teacher jointly conduct assessments of the student teacher using extensive rubrics linked to the InTASC principles, Nyack College Standards, and standards of specialized professional agencies (e.g., NCTM, ACEI). The supervising college faculty member and the cooperating teacher also employ conferencing to encourage personal contact with the student teachers and to allow for feedback regarding observations and the associated evaluations. Student teachers are encouraged to conduct frequent self-analysis of teaching performance in the form of videotaped teaching critiques, performance rubrics, and post observation feedback forms.

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DISTANCE PLACEMENTS

Student Teaching Abroad
Undergraduate students may have the opportunity to do one student teaching placement abroad. English is the language used at these schools, so fluency in a second language is not required. Since there are limited spaces at each school (an average of 2 per semester), students are advised to let the Director of Student Teaching know of their interest during their sophomore year because of the need to apply to overseas schools in advance.

Students will serve their first placement locally under Nyack College supervision and will go to an ACSI International School overseas for their second placement. They will be jointly supervised by an on-site proxy supervisor at the overseas school and a Nyack College faculty supervisor.

Tuition costs for the semester remain the same. Students will pay ½ the Nyack College room and board at the beginning of the semester. Living expenses during the 6-7 week stay abroad are approximately the same as the savings on room and board. Housing will be arranged for the student teachers by the overseas school, usually with the family of a faculty member.

Trips of interest may be arranged for the student teachers by the school. Students should be prepared to bring about $300-400 for spending money.

It is the STUDENT’S responsibility:
- To have a valid passport.
- To book the flight.
- To notify the respective school of all travel arrangements. (Flight #, arrival schedule, etc.)
- To notify the Academic Office of their intended student teaching overseas. Supply any information requested.
- To notify the treasurer at Registration that they will only be living in the residence hall for half of the semester. The student’s bill will be adjusted accordingly.
- To make all financial arrangements with the overseas school. Nyack College has no involvement in this.
- To supply the Director of Student Teaching with all flight information.

The Director of Student Teaching must have on file:
- A photocopy of the itinerary the student receives with his/her ticket.
- The student’s passport number and photocopy of the passport picture page.

Requests for Student Teaching Placements Outside the Local Area
The School of Education continues to handle requests for student teaching placements more than fifty miles away from the Nyack/Manhattan area on an individual basis. It is far preferable to student teach in the immediate area and student teachers are strongly encouraged to do so unless considering an overseas placement. However, if a student requests a placement in the States that is farther than 50 miles from campus, a mileage fee will be charged to the student for supervisor visits if the placement is approved.

To be considered for a placement away from campus, the student must submit a
proposal/rationale to the Director of Student Teaching and their Department Head (in writing by March 1st of the year prior to student teaching.)

The following requirements must also be met:
1. The student must have a 3.0 grade point average prior to student teaching.
2. The circumstances must be unusual, not a normal option.
3. The student must be of exemplary character and reliability, able to represent the college with full accountability and Christian integrity.
4. The student must have demonstrated the capability and maturity to handle unusual situations independently (e.g. junior tutorials or other professional activities).

Detailed guidelines for teaching away from the campus may be obtained from the Director of Student Teaching. Each proposal will be approved or disapproved on an individual basis by vote of the Education Faculty.

Communication and Evaluation
Instances where distance placements are granted require greater effort regarding communication for all participants: Student Teacher, Cooperating Teacher, College Supervisor, and Proxy Supervisor. All lines of communication must remain well intact (weekly contact between all parties) for the most beneficial student teaching experience.

All assignments and evaluations remain the same as a local placement, except that transmission is electronic and includes the use of a Proxy Supervisor.

ATTENDANCE, SCHOOL CLOSINGS, AND OTHER ABSENCES
The student is required to arrive, remain and depart from the school according to those hours required of the cooperating teacher by the school district. The Student Teacher follows the calendar of the cooperating school rather than the college calendar during the assignment. However, the college calendar is followed on the opening and closing of the academic year, and on specified college functions. Housing arrangements may need to be made over the College’s Breaks.

Nyack College students are excused from their assignments at the schools when hazardous driving conditions exist—determined by the announcement of the closing of the school district in which the student is teaching (usually on the district’s website).

If, at any time, a student is unable to be present at his/her assigned school, the Student Teacher will notify 3 people—the Cooperating Teacher (directly or through the school office), the School of Education Administrative Assistant, and the College Supervisor—in advance of the absence. Unexcused absences may result in unfavorable evaluations and may even lead to discontinuation of the student teaching placement. Any absences that exceed three days for the semester (not per placement) must be made up. If make-up days are required, students must assume room and board expenses if the college is closed.

SUBSTITUTE TEACHING/PAID INTERNSHIP
Nyack College Student Teachers are not yet certified. Therefore, it is expected that Student Teachers are to be, at all times, under the supervision of competent professional personnel (i.e. the cooperating teacher, a licensed substitute teacher, and the building principal). Student Teachers are
not permitted to serve as substitute teachers or in paid teaching positions, as employment incurs liability. In an emergency situation, the building principal may take responsibility for supervising the Student Teacher.

LIABILITY PROTECTION

Student Teachers are protected from liability by the following New York State law:

AN ACT to amend the education law, in relation to the obligation of certain school authorities to protect practice or cadet teachers from liability for negligence

Became a law March 14, 1961, with the approval of the Governor, Passed, by a majority vote, three-fifths being present

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section three thousand twenty-three of the education law, as added by chapter five hundred eighty-three of the laws of nineteen hundred fifty-five, is hereby amended to read as follows:

3023. Liability of a board of education, trustee, trustees or board of cooperative educational services.

Notwithstanding any inconsistent provision of law, general, special or local, or the limitation contained in the provisions of any city charter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty-eight of this chapter, to save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school building, provided such teacher, practice or cadet teacher, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment and/or the direction of said board of education, trustee, trustees, or board of cooperative educational services, and said board of education, trustee, trustees, or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state, or in any insurance company authorized by law to transact business in this state, or such board, trustee, trustees or board of cooperative educational services may elect to act as self-insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, board of trustees, or board of cooperative educational services.

2. This act shall take effect July first, nineteen hundred sixty-one.

JOB ACTIONS IN SCHOOLS

In order to provide high quality teaching experiences for Nyack College students, it is important that Nyack College maintains harmonious relations with both the administration and faculty of any school district in which our Student Teachers are placed. Student Teachers should not be placed in a position of taking sides in any contract dispute. Therefore, when a disruption of normal school activities occurs due to a teacher strike (or similar job action) in a school where Nyack Student Teachers are placed, those Student Teachers shall not be present at that school until the conflict is resolved. During that period, Nyack Student Teachers will observe in other schools in the area, study on campus, or do some other suitable activity as directed by his/her supervisor. Whenever possible, advance notice of impending job actions should be given to the Nyack supervisors. If any strike or job action is not resolved in a reasonable length of time, the Director of Student Teaching will have the option of reassigning the Student Teacher to another school district.
ROLES AND RESPONSIBILITIES OF PERSONNEL

The success of the capstone clinical experience is dependent on each person involved in the process fulfilling their designated roles and responsibilities. By overview, these participants include:

- **The College Committee on Teacher Education** controls all aspects of the student teaching program. Any questions or concerns are brought to the appropriate College Supervisor who, in turn, brings all concerns to the College Committee on Teacher Education. The committee includes all faculty involved in the student teaching program.

- **The Director of Student Teaching/Clinical Placement Coordinator** recommends to the cooperating schools student teaching candidates approved for placement, and acts as the liaison between the college and the schools. Any problem regarding the planning or the implementation of the Student Teacher’s program should be brought to the attention of the Director of Student Teaching.

- **The College Supervisors** observe and evaluate Student Teachers.

- **The Student Teacher** is required to maintain a high standard of professional ethics and personal conduct. S/he is to be at all times well prepared for assigned teaching responsibilities in the school and is to follow the accepted channels of communication in the school system as well as those in Nyack College. The Student Teacher fulfills obligations to Nyack College, such as maintenance of accurate time records and lesson plans, as directed by the College Supervisor and/or Director of Student Teaching. Student teaching responsibilities take priority over other demands upon the student’s time.

- **Cooperating Teachers** should have a broad academic background, be fully certified, be successful teachers in the subject at the grade level for which they are to supervise, understand the purposes and advantages of supervising Student Teachers, and have a strong desire to induct the young into the profession. Cooperating Teachers will influence the Student Teacher by their methods of teaching, their techniques of classroom housekeeping, and by their relations with the pupils, other school personnel, and the Student Teacher as well. Therefore, the Cooperating Teacher should schedule a common planning session with the Student Teacher weekly to review the week and give feedback.

- **School Administrators**, including superintendents, assistant superintendents, coordinators of instruction, principals, and others, should consider all legal aspects having to do with student teaching, understand the importance and advantages of accepting the student teaching program, clarify the program to the school staff and to the lay public, and they may, additionally, select eligible teachers for the program, give some supervisory help to the Student Teacher, and maintain healthy relationships with the College by mutual understanding of programs and procedures.

- **Clinical Faculty** observe and evaluate all student teachers in their area of expertise each semester. They are a rich resource of knowledge and experience for the student teacher.
THE STUDENT TEACHER/INTERN

**General Responsibilities**
The Student Teacher will:

- Arrive at school promptly and regularly.
- Dress like a professional teacher.
- Act with integrity and professionalism toward pupils, school personnel, and the public—including upholding strict confidentiality.
- Demonstrate professional interest through participation in school activities.
- Find things to do. Show initiative.
- Assume classroom responsibilities as directed by the Cooperating Teacher.
- Prepare and teach lessons assigned by the Cooperating Teacher, submitting lesson plans to the Cooperating Teacher for approval at least one day in advance of teaching.
- Arrange with the Cooperating Teacher for the College Supervisor to visit for 4 formal observations of instruction and assessment—submitting lesson plans for formal observations in advance—and 2 additional flexible observations.
- Confer with the Cooperating Teacher at length at least once a week and hold short conferences each day after school or when convenient for the Cooperating Teacher. Be open-minded, invite suggestions and criticism, and try to profit by them. Be a good listener.
- Consult the Cooperating Teacher and Nyack College Supervisor as needed.
- Complete all Student Teaching assignments on time and turn them in to the College Supervisor.

**Assignments and Observations**

**Setting Goals**
Each student will compile a statement of 8 goals for him/herself on Form T.2 prior to each placement. These goals may reflect various categories (e.g., teaching, learning, interpersonal skill, organization and management, professional and personal development, etc.) as aligned to the School of Education SALT Standards and InTASC Standard categories. After the goals are reviewed with the College Supervisor, the form will be placed in the Student Teacher’s File.

**Planning for Instruction**
Instructional responsibilities are determined weekly/daily in consultation with the Cooperating Teacher. A weekly planbook outlining components of these instructional responsibilities will be completed by the student and reviewed by the Cooperating Teacher and the College Supervisor each week.

At the beginning of each placement, plan with the Cooperating Teacher to be assigned full responsibility of planning, implementing, and assessing at least one unit of instruction (a 3- to 5-lesson edTPA learning segment). In the first placement, this learning segment will be videotaped and parental permission (Form T.6) must be obtained for each participating student—see the edTPA section below for full details.
Observations
Each Student Teacher is required to be observed by the College Supervisor 6 times over the course of each placement. The Student Teacher should arrange with the Cooperating Teacher and College Supervisor to schedule 4 formal observations of instruction and 2 additional flexible observations.

For each observation (formal or flexible), it is the Student Teacher’s responsibility to work with the Cooperating Teacher and College Supervisor to arrange mutually agreeable dates and times for the visits. Attempt to schedule the visits immediately before or after a prep period or lunch so the Cooperating Teacher has some undistracted some time to speak with the Supervisor. Also, determine a quiet location for the Cooperating Teacher/Supervisor discussions and the Supervisor/Student Teacher discussions that are part of these school visits.

For each of the 4 formal observations per placement, it is the Student Teacher’s responsibility to provide a typed Lesson Plan, using the template Form T.3, to the College Supervisor (generally one day before each observation). A total of 8 lesson plans (4 each placement) will be kept in the Student Teacher’s File.

Conference with the College Supervisor after each formal observation with a combination of Student Teacher self-reflection and College Supervisor formative feedback. The Student Teacher must submit a formalized Post-Observation Reflection, using Form T.4, to the Supervisor within 24 hours of each formal observation.

Second Placement Only – Whole Class Observation Form
During the first week of the second placement of student teaching, the T.5 Whole Class Observation form must be completed by the Student Teacher and submitted to the College Supervisor. The purpose of the form is, having had the experience of the first placement behind them, for Student Teachers to orient themselves to the make-up of the classroom population and begin to anticipate instructional needs.

End of Placement Evaluation
Student Teachers are given a letter grade for each placement in light of their growth over time and final competency at the conclusion. These are determined jointly by the Cooperating Teacher’s and College Supervisor’s selections on the E.2 Teaching Competencies Rubric. Although not included in the final grade at all, a Student Teacher is expected to assess himself/herself using the very same E.2 Teaching Competencies Rubric form. Ideally, this is completed during Senior Seminar class in the final week of each placement. The E.2 self-evaluation is submitted to the College Supervisor for inclusion in the Student Teacher’s file.

Each Student Teacher will also complete a Formal Evaluation of the Experience regarding various aspects of student teaching on Form T.7 at the end of each placement and return it directly to the Director of Student Teaching.
### General Overview

**Prior**
- Contact Cooperating Teacher (CT) to make introduction and/or complete interview
- Give the Extra/Emergency Info (Form T.1) to the Director of Student Teaching
- Give a statement of 8 goals for yourself (Form T.2) to the College Supervisor (CS)

**Week 1**
- Submit weekly lesson planbook to CT and CS
- Arrange for CS formal observation #1
- **First Placement:** Distribute and collect edTPA Permission (Form T.6) for videotaping
- **Second Placement:** Submit the Whole Class Observation (Form T.5) to CS

**Week 2**
- Submit weekly lesson planbook to CT and CS
- Submit typed lesson plan (Form T.3) to CT and CS prior to formal observation #1
- Submit Post-Observation Reflection (Form T.4) to CS for formal observation #1
- Arrange for CS formal observation #2 and 1st flexible observation

**Week 3**
- Submit weekly lesson planbook to CT and CS
- Submit typed lesson plan (Form T.3) to CT and CS prior to formal observation #2
- Submit Post-Observation Reflection (Form T.4) to CS for formal observation #2
- Arrange for CS formal observation #3 and 2nd flexible observation
- Request the CT to complete E.1 Developmental Teaching Competencies Rubric

**Week 4**
- Submit weekly lesson planbook to CT and CS
- Submit typed lesson plan (Form T.3) to CT and CS prior to formal observation #3
- Submit Post-Observation Reflection (Form T.4) to CS for formal observation #3
- Arrange for CS formal observation #4

**Week 5**
- Submit weekly lesson planbook to CT and CS
- Submit typed lesson plan (Form T.3) to CT and CS prior to formal observation #4
- Submit Post-Observation Reflection (Form T.4) to CS for formal observation #4

**Week 6**
- Submit weekly lesson planbook to CT and CS
- Submit E.2 Teaching Competencies Rubric self-evaluation to CS
- Submit Formal Evaluation of Experience (Form T.7) to the Director of Student Teaching
- Request the CT to complete E.2 Teaching Competencies Rubric

### THE COOPERATING TEACHER

**General Responsibilities**
The Cooperating Teacher will:
- Introduce the Student Teacher to the classroom environment.
- Make teaching assignments, including a complete instructional unit (3- to 5-lesson learning segment) for the edTPA certification requirement for New York State. See the edTPA section below for details.
- Approve the Student Teacher’s lesson plans in advance.
- Assist in scheduling observations of other teachers in school, if desired.
Maintain ongoing dialogue with the Student Teacher for constructive criticism, exchange of ideas, effectiveness of lessons and the Student Teacher’s progress. The Supervision series of forms (S.1 – S.3) may be helpful. Schedule a weekly common planning session to review the past week and plan lessons for next week.

Complete formalized evaluations of the Student Teacher halfway through the placement and at the completion of the placement, submitting evaluation forms to the College Supervisor for the Student Teacher’s file.

Confer with the College Supervisor regularly throughout the placement and during the final week of the student teaching placement to evaluate the Student Teacher’s performance.

Call College Supervisor in the event of any problems/questions regarding student teaching/teacher.

Guidance & Evaluation

Mentoring Relationship
The Cooperating Teacher establishes a mentoring relationship with the Student Teacher. Conferences with the Student Teacher may simply be two-way (the Student Teacher and Cooperating Teacher), or may involve other persons as well. The College Supervisor will be observing the Student Teacher on essentially a weekly basis and should be accommodated.

Supervisor/Cooperating Teacher Conferences and Mid-Point Evaluation
Frequent informal conferences with the College Supervisor prove highly beneficial to the student. The conference should focus upon specific elements in the teaching act and should serve to not only develop technical strengths and correct errors, but to develop the Student Teacher’s personal style and his/her ability to critically analyze and remediate his/her own work. The Cooperating Teacher, College Supervisor, and Student Teacher should try to schedule the 4 formal observations before or after a prep period or lunch so there is uninterrupted time for these conferences.

The Cooperating Teacher is required to complete a formal evaluation of the Student Teacher halfway through the placement, using the Developmental Teaching Competencies Rubric (E.1). Complete this form prior to the fourth week of student teaching. The Student Teacher should receive one copy as part of a conferencing discussion and the original is to be submitted to the College Supervisor at their next visit.

Final Conference and Evaluation Tasks
During the final weeks of each placement, a summative evaluation conference will be conducted by the College Supervisor and the Cooperating Teacher.

The Cooperating Teacher must complete a final evaluation using the Teaching Competencies Rubric (E.2). These forms should be completed prior to the termination of the student teaching placement and given to the College Supervisor. This performance data is collected for institutional accreditation as well as for Student Teacher records. Other final evaluation tools include the Professional Recommendation (E.3) and Reference Letter (E.4) for the Student Teacher’s file and professional portfolio.
THE COLLEGE SUPERVISOR

General Responsibilities
The College Supervisor will:

- Review the Student Teacher’s Statement of Placement Goals Form T.2 with him/her as each placement begins.
- Visit the Student Teacher for 4 formal and 2 flexible observations per student teaching placement, observing and critiquing the Student Teacher’s teaching performance with the aid of notes and S-series observation forms. Note the mileage/tolls for visits with the Visit Report Form S.7. Flexible observations may be in-person, recorded, or live feed.
- Conference with the Student Teacher in person after each observation visit to elicit his/her self-reflection and provide insight, guidance, and goals for improvement. Provide formalized feedback to the Student Teacher within 24 hours of the observation (S-series forms).
- Schedule ongoing dialogue with the Cooperating Teacher, as part of the observation visits, regarding the Student Teacher’s progress. And, schedule a final conference for summative evaluation of the Student Teacher’s performance using the Teaching Competencies Form E.2.
- Monitor development of the Student Teacher’s edTPA in the first placement, including parental permission to video form (T.6)—see the edTPA section below for full details.
- Collect in the Student Teacher’s file all lesson plans, observation notes, and student teaching forms, including forms submitted by the Student Teacher and Cooperating Teacher. Deliver the Student Teacher’s full file to the Director of Student Teaching at the close of the semester, containing:
  ✓ 2 Statement of Placement Goals forms (T.2) from the Student Teacher
  ✓ 8 Lesson Plan forms (T.3) from the Student Teacher
  ✓ 8 Reflection on Teaching Effectiveness forms (S.1) from own formal observations and any optional supervision forms (S.2-S.3)
  ✓ 8 Post-Observation Reflection forms (T.4) from the Student Teacher
  ✓ 1 Whole Class Observation form (T.5) from the Student Teacher (2nd placement)
  ✓ 2 Developmental Teaching Competencies Rubrics (E.1) from the Cooperating Teachers
  ✓ 6 Final Teaching Competencies forms (E.2) from the Student Teacher (2), Cooperating Teachers (2), and own evaluations (2)
  ✓ 4 Professional Recommendation forms (E.3) from the Cooperating Teacher and own evaluation
  ✓ 2 Reference Letter forms (E.4) from the Cooperating Teachers
  ✓ 1 Visit Report form (S.4)

Guidance & Evaluation
The Student Teacher receives guidance through the supervisory efforts (observation, seminar, conferences) of Nyack College personnel, through classes and school activities, and through professional organizations and literature. The Nyack College Supervisor, and perhaps other Nyack College personnel or school administrators, will observe the Student Teacher in action throughout the experience.
The first guidance provided by the College Supervisor is the review of the Student Teacher’s Statement of Placement Goals (Form T.2) prior to each placement. Other ‘big picture’ oversight relegated to the College Supervisor is weekly review of the Student Teacher’s lesson planbook to ascertain the level of instructional responsibility being granted, including the designation of one full instructional unit. In the first placement this is a 3- to 5-lesson learning segment for completion of the edTPA certification requirement. In so doing, the College Supervisor can advocate, if necessary, on behalf of the Student Teacher for appropriate instructional opportunities during the capstone student teaching experience.

Observations & Reflective Interviews
The College Supervisor is required to observe the Student Teacher 6 times over the course of each placement. The College Supervisor should communicate availability clearly to the Student Teacher (who arranges with the Cooperating Teacher) in order to schedule 4 formal observations of instruction and 2 flexible observations (in-person, recorded, or live feed). In the first placement, 2 of the formal observations should be for lessons from the edTPA learning segment, if possible.

All observations conducted by the College Supervisor should be documented by written notes and forms. For each of the 4 formal observations per placement, the College Supervisor collects the Student Teacher’s typed lesson plan. Then, during each formal observation, the College Supervisor attends to multiple aspects of the Student Teacher’s planning, instruction, classroom presence and management, assessment, and so forth. Note, the S.1 Reflection on Teaching Effectiveness form is to be completed for each formal observation and kept in the Student Teacher’s file as appropriate documentation. Forms S.2 and S.3 are optional forms available for additional guidance. Any forms are to be given/sent to the Student Teacher within 24 hours of the observation so there is adequate written guidance for timely improvement.

A conference with the Student Teacher after each formal observation will include a combination of Student Teacher self-reflection and College Supervisor formative feedback. The Student Teacher must submit a formalized Post-Observation Reflection (T.4) to the College Supervisor within 24 hours of each formal observation for collection in the file.

End of Placement Evaluation
Student Teachers are given a letter grade for each placement in light of their growth over time and final competency at the conclusion. These are determined jointly by the Cooperating Teacher’s and College Supervisor’s selections on the E.2 Teaching Competencies Rubric. Although not included in the final grade at all, the College Supervisor collects the Student Teacher’s self-reflection using the very same E.2 Teaching Competencies form for the Student Teacher’s file.
### Overview of Forms

<table>
<thead>
<tr>
<th>Category</th>
<th>Form Description</th>
<th>Student Teacher</th>
<th>College Supervisor</th>
<th>Coop. Teacher</th>
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<tbody>
<tr>
<td><strong>Teaching Series</strong></td>
<td>T.1 Extra/Emergency Information</td>
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<td></td>
<td>T.2 Statement of Placement Goals</td>
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<td>T.3 Lesson Plan Template</td>
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<td>T.4 Post-Observation Reflection</td>
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<td>T.5 Whole Class Observation</td>
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<td>T.6 edTPA Video Permission</td>
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<td></td>
<td>T.7 Formal Evaluation of Experience</td>
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<tr>
<td><strong>Supervision Series</strong></td>
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<td>S.2 Teacher Question Analysis</td>
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<td>S.3 Class Management Analysis</td>
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<td>S.4 Visit Report</td>
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<td><strong>Evaluation Series</strong></td>
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<td>E.2 Teaching Competencies Rubric</td>
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<td>E.3 Professional Recommendation</td>
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<td>E.4 Reference Letter</td>
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</table>

* ✗ indicates that a form is standard. ✗ ✗ indicates that a form is optional.

All forms are available in electronic format—and in paper format by request. Timely submission is expected for all forms in order to ensure maximum candidate benefit and efficient program assessment.

### The edTPA Requirement

The New York State Education Department has made passing the edTPA one of the criteria for earning initial teacher licensure (effective May 1, 2014).

For Nyack College teacher candidates, this assessment is to be constructed and submitted during student teaching/internship as a Seminar course assignment.

According to the edTPA website hosted by the American Association of Colleges for Teacher Education (http://edtpa.aacte.org/faq), a basic introduction to the project includes this explanation:

> “edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate’s authentic teaching materials as the culmination of a
teaching and learning process that documents and demonstrates each candidate’s ability to effectively teach his/her subject matter to all students.

“Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA, formerly the Teacher Performance Assessment. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers). The design and review team was comprised of more than 100 university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K-12 teachers.

“edTPA is intended to be used for teacher licensure and to support state and national program accreditation. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. This is the first time teacher preparation programs will have access to a multiple-measure assessment system aligned to state and national standards to guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

“edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as, the medical licensing exams, the architecture exam, or the bar exam in law. As a nationally available teacher performance assessment, edTPA:

- Will help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates’ ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

“Evidence of a candidate’s ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. Based on the submitted evidence, which is reviewed by trained scorers, faculty and candidates can discuss the impact of candidates’ teaching performance on student learning and determine ways to improve teaching. Faculty can analyze evidence of candidate performance to guide decision-making about program revision. State education agencies may use edTPA scores for licensure and accreditation.” [http://edtpa.aacte.org/ as posted on 6/21/2013]
Student Teacher Responsibilities

As a teacher licensure exam, the Student Teacher is solely responsible for the construction and submission of the edTPA project. The edTPA’s developers (Stanford University), operators (Pearson), and certification stakeholders (NYSED, in our case) demand limitation of the type and level of involvement in which the Cooperating Teacher or College Supervisor are allowed to participate in the Student Teacher’s project.

The Student Teacher will receive full instructions about the edTPA project via an official Pearson edTPA handbook and related templates in the Seminar course accompanying student teaching/internship. By way of overview, the Student Teacher must:

- Work with the Cooperating Teacher to determine a learning segment of 3-5 lessons on which to construct the edTPA.
- Prepare and implement all aspects of the learning segment, collecting student assessment data and artifacts, and responding to specific prompts about each aspect of the teaching process.
- Distribute and collect parental permission forms (T.6) at the beginning of the first placement for student involvement in videotaped lessons and collection of copies of student artifacts.
- Obtain an appropriate video recording device, set it up to run correctly, and arrange students in the classroom to allow the inclusion of students with parental permission for recording and the exclusion of students without parental permission for recording from the visual line of the video recording device; maintain absolute confidentiality of the student names, the student recordings and artifacts, the school name and location.
- Author, edit, assemble, and upload the edTPA with very limited assistance.

Cooperating Teacher Responsibilities

Acknowledging that the edTPA is a State licensure requirement, it is incumbent upon the Cooperating Teacher to facilitate the Student Teacher’s completion of the assessment.

The Cooperating Teacher is expected to:

- Assign a learning segment of 3-5 lessons for which the Student Teacher is solely responsible to prepare, implement, and collect student assessment data and artifacts.
- Facilitate the Student Teacher’s distribution and collection of parental permission forms (T.6) for student involvement in videotaped lessons and collection of copies of student artifacts.
- Allow the Student Teacher to set up and use a video recording device in the classroom. The Cooperating Teacher is neither required to provide the device nor to run it.
- Facilitate the arrangement of students in the classroom, as necessary, to allow the inclusion of students with parental permission for recording and the exclusion of students without parental permission for recording from the visual line of the video recording device.

As it is an individual’s licensure project, the Cooperating Teacher is not permitted to provide/author the lesson plans for the Student Teacher nor to provide consultation to the candidate regarding the project prior to submission. Only the typical, generalized guidance regarding successful teaching is acceptable and encouraged.
College Supervisor Responsibilities

A College Supervisor is very limited by edTPA’s creator, Stanford SCALE, in the kind and level of support that is permitted regarding a Student Teacher’s edTPA project.

The following list outlines Nyack College’s supervision expectations for the College Supervisor as related to the project:

- Ensure that the Student Teacher and Cooperating Teacher have identified a learning segment of 3-5 lessons for the edTPA.
- Ensure that the Student Teacher was able to obtain parental permission in advance for videotaping students and for keeping copies of student artifacts for the edTPA.
- Ensure that the Student Teacher has made arrangements for an appropriate video recording device. The College Supervisor is not required to provide the device but should be willing to run it, if necessary.
- Complete 2 of the 4 required formal observations during the edTPA learning segment, if possible.
- Grade the candidate’s edTPA using a local evaluation rubric.

Stanford’s delineation of acceptable and unacceptable supports for college representatives (e.g., College Supervisor, Senior Seminar professor, etc.) are described next.

Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents (such as Making Good Choices) about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment
Unacceptable Forms of Candidate Support During the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provide specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.