Practicum: 50 Hours / 30 Days

HANDBOOK

(Revised August 2014)
Forward

This handbook is designed to serve as a guide to the initial certification and additional certification graduate practicum students from the Nyack College School of Education. It is hoped that the handbook will contribute to the richness of the clinical experience by giving the background and guidance needed in implementing the program.

The practicum 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 truncated student teaching program an enriching and productive experience. The committee on Teacher Education has the responsibility of directing and supervising the practicum 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 full-time undergraduate and graduate program faculty committee members:

Professor Christopher Beirne, Clinical Placement Coordinator (Manhattan, Grad)
Dr. Christine Buel, Director of Childhood and Childhood Special Education (M.S.)
Ms. Linda D’Amato, Clinical Placement Coordinator (Rockland, Ugd and Grad)
Dr. Dion Harrigan, Education Professor
Dr. Sherry Jarrett, Chair of Early Childhood Education (Rockland)
Dr. JoAnn Looney, Dean of the School of Education, Chair of Childhood Education (Rock.)
Professor Joan Mallory, Chair of Music Education
Dr. James Nichols, Chair of Adolescence Education (Rockland)
Dr. Frank Tuzi, Chair of TESOL (M.A.T. and M.S.)
Professor Miriam Velez, Director of Student Teaching (Manhattan)
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**

**EVALUATION PRINCIPLES AND PROCEDURES**

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

<table>
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<th>Each Placement</th>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
<th>College Supervisor</th>
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<td>● Daily mentoring</td>
<td>● Post-observation conferencing for 1-2 informal and 2 formal observations</td>
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<td>● E.5 Reference Letter</td>
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**DISTANCE PLACEMENTS**

**Considerations**

Practicum students generally complete Practicum in the NY Metro area. Students taking the online program outside of the NY Metro area will be primarily responsible for locating a suitable placement classroom and an appropriately certified and qualified individual to serve as proxy College Supervisor.
Communication and Evaluation

Instances where distance placements are in operation require greater effort regarding communication for all participants: Practicum Student, Cooperating Teacher, College Supervisor, and Proxy Supervisor. All lines of communication must remain well intact (weekly contact between all parties) for the most beneficial Practicum 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 by the school district of the cooperating teacher. The Practicum Student 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 Spring Break.

Nyack College students are excused from their assignments at the schools when hazardous driving conditions exist—determined by the announcement over www.cancellations.com of the closing of the school district in which the student is teaching. However, because Practicum is based on logging hours or days, the time must be made up. It is good practice to account for this from the beginning and to arrange with the Cooperating Teacher for additional dates as contingency dates that may or may not be needed. If make-up days can only be scheduled while the College is closed, students must assume room and board expenses.

If, at any time, a student is unable to be present at his/her assigned school, the Practicum Student 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. Excessive absences or rescheduled dates may result in unfavorable evaluations and may even lead to discontinuation of the Practicum placement.

SUBSTITUTE TEACHING/PAID INTERNSHIP

Nyack College Practicum Students are not yet certified in the program’s area of study and practice teaching. Therefore, it is expected that Practicum Students 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). Practicum Students are not permitted to serve as substitute teachers on the days/hours designated for Practicum, as employment incurs liability. In an emergency situation, the building principal may take responsibility for supervising the Student Teacher. Practicum Students that are already employed in their first area of certification must still complete their Practicum requirement under the supervision of a teacher/administrator qualified in the area of study for the Practicum experience.
LIABILITY PROTECTION

Student Teachers and Practicum Students 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 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 Practicum Students are placed. Practicum Students 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 Practicum Students are placed, those Students shall not be present at that school until the conflict is resolved. During that period, Nyack Students 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 Practicum Student 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 and practicum programs. 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 and practicum programs.

- **The Director of Student Teaching/Clinical Placement Coordinator** recommends to the cooperating schools practicum student 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 Practicum Student's program should be brought to the attention of the Director of Student Teaching.

- **The College Supervisors** observe and evaluate Practicum Students.

- **The Practicum Student** 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 Practicum Student 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. Practicum 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 Practicum Students, and have a strong desire to induct the young into the profession. Cooperating Teachers will influence the Practicum Student by their methods of teaching, their techniques of classroom housekeeping, and by their relations with the pupils, other school personnel, and the Practicum Student as well. Therefore, the Cooperating Teacher should schedule a common planning session with the Practicum Student 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 practicum, understand the importance and advantages of accepting the practicum 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 Practicum Student, 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 Practicum Student.
THE PRACTICUM STUDENT

General Responsibilities
The Practicum Student 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 1-2 informal observations of interaction with the Teacher and students and 2 formal observations of instruction and assessment—submitting lesson plans for formal observations in advance.
- 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

Most aspects of Practicum are the same across the board. What separates the Practicum for initial certification students from Practicum for additional certification students is the number and length of placements. Practicum students seeking additional certification will use Practicum as the final clinical experience and are required by New York State regulations to have 2 placements, one at the lower grade range and one at the upper grade range. Practicum students seeking initial certification will be engaged later in Internship or Student Teaching to fulfill the requirement for 2 placements, so this Practicum experience is a single placement of 50 hours.

The Practicum seminar, observations, and assignments (including the modified edTPA assessment) apply to both sets of Practicum students. Because there is a difference in the number of placements, the information that follows will be listed as ‘per placement’ instead of total for the semester.

Planning for Instruction

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 learning segment).

The edTPA process will be strictly internal to the College and will not require videotaping instruction—see the edTPA section below for more detailed instructions. Although each placement requires teaching a unit, only one edTPA will be constructed for the Practicum.
Observations
Each Practicum Student is required to be formally observed by the College Supervisor 2 times over the course of each placement. The Student should arrange with the Cooperating Teacher and College Supervisor to schedule 1-2 informal observations for rapport and planning in the first two weeks and 2 formal observations of instruction (preferably of the unit) in the remaining weeks.

For each observation (formal or informal), it is the Practicum Student’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 2 formal observations per placement, it is the Practicum Student’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 2 lesson plans per placement will be kept in the Student Teacher’s File.

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

End of Placement Evaluation
Practicum Students 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 S.1 Post-Observation Feedback. Although not included in the final grade at all, a Practicum Student is expected to assess himself/herself using the very same S.1 Post-Observation Feedback. This is completed in the final week of each placement and submitted to the College Supervisor for inclusion in the Practicum Student’s file.

Each Practicum Student will also complete a Formal Evaluation of the Experience regarding various aspects of practice 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 |
| Wk 1-2 | • Arrange for College Supervisor (CS) informal observation #1 (and #2, if possible) |
| Formal Obs. 1-2 | • Arrange for CS formal observation  
• Submit typed lesson plan (Form T.3) to CT and CS prior to formal observation  
• Submit Post-Observation Reflection (Form T.4) to CS after formal observation |
| End | • Submit Standards-Based Observation (Form S.1) self-evaluation to CS  
• Submit Formal Evaluation of Experience (Form T.7) to the Director of Student Teaching |
THE COOPERATING TEACHER

General Responsibilities
The Cooperating Teacher will:

• Introduce the Practicum Student to the classroom environment.
• Make teaching assignments, including a complete instructional unit (3- to 5-lesson learning segment for the edTPA assignment). See the edTPA section below for details.
• Approve the Practicum Student’s lesson plans in advance.
• Maintain ongoing dialogue with the Practicum Student for constructive criticism, exchange of ideas, effectiveness of lessons and the Student’s progress. The Supervision series of forms (S.1 – S.6) 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 Practicum Student at the completion of the placement, submitting evaluation forms to the College Supervisor for the Student’s file.
• Confer with the College Supervisor regularly throughout the placement to evaluate the Practicum Student’s performance.
• Call College Supervisor in the event of any problems/questions regarding the student/practicum experience.

Guidance & Evaluation

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

Supervisor/Cooperating Teacher Conferences
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 Practicum Student’s personal style and his/her ability to critically analyze and remediate his/her own work. The Cooperating Teacher, College Supervisor, and Practicum Student should try to schedule the 2 formal observations before or after a prep period or lunch so there is uninterrupted time for these conferences.

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 Standards-Based Observation (Form S.1). This form should be completed prior to the termination of the practicum placement and given to the College Supervisor. This performance data is collected for institutional accreditation as well as for Practicum Student records. Another final evaluation tool is the Reference Letter Form E.5 (optional) for the Practicum Student’s file and professional portfolio.
THE COLLEGE SUPERVISOR

General Responsibilities
The College Supervisor will:

- Visit the Practicum Student for 1-2 informal observations and 2 formal observations per practicum placement, observing and critiquing the Practicum Student’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.
- Conference with the Practicum Student 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 Practicum Student within 24 hours of the observation (S-series forms).
- Schedule ongoing dialogue with the Cooperating Teacher, as part of the observation visits, regarding the Practicum Student’s progress. And, schedule a final conference for summative evaluation of the Practicum Student’s performance using the Standards-Based Observation Form S.1.
- Monitor development of the Student Teacher’s modified edTPA—see the edTPA section below for full details.
- Collect in the Practicum Student’s file all lesson plans, observation notes, and practicum forms, including forms submitted by the Practicum Student and Cooperating Teacher. Deliver the Practicum Student’s full file to the Director of Student Teaching at the close of the semester, containing:
  - 2 Lesson Plan forms (T.3) from the Practicum Student (per placement)
  - 2 evaluation forms (S.1-S.5) from own formal observations (per placement)
  - 2 Faculty Post-Observation forms (S.6) from own formal observations (per placement)
  - 2 Post-Observation Reflection forms (T.4) from the Practicum Student (per placement)
  - 3 Standards-Based Observation form (S.1) from the Practicum Student, Cooperating Teacher, and own evaluation (per placement)
  - 1 Professional Recommendation form (E.4) from own evaluation (per placement)
  - 1 Reference Letter (E.5) from the Cooperating Teacher (per placement) (optional)
  - 1 Visit Report form (A.7)

Guidance & Evaluation
The Practicum Student 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 Practicum Student in action throughout the experience.

The first guidance provided by the College Supervisor is to ascertain the level of instructional responsibility being granted, including the designation of one full instructional unit. In so doing, the College Supervisor can advocate, if necessary, on behalf of the Practicum Student for appropriate instructional opportunities during the experience.

Observations & Reflective Interviews
The College Supervisor is required to observe the Practicum Student 3-4 times over the course of each placement. The College Supervisor should communicate availability clearly to the Practicum
Student (who arranges with the Cooperating Teacher) in order to schedule 1-2 informal observations of rapport and planning in the first two weeks and 2 formal observations of instruction in the remaining weeks. The formal observations, if possible, should be for lessons from the learning segment that will be used in the modified edTPA.

All observations conducted by the College Supervisor should be documented by written notes and forms. For each of the 2 formal observations per placement, the College Supervisor collects the Practicum Student’s typed lesson plan. Then, during each formal observation, the College Supervisor attends to multiple aspects of the Practicum Student’s planning, instruction, classroom presence and management, assessment, and so forth.

**Notes, 1 form from the Supervision series (S.1 – S.5), and 1 S.6 Post-Observation Feedback form** are to be completed for each formal observation and kept in the Practicum Student’s file as appropriate documentation. The 2 forms are to be given/sent to the Practicum Student within 24 hours of the observation so there is adequate written guidance for timely improvement.

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

**End of Placement Evaluation**

Practicum Students 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 S.1 Standards-Based Observation Form and by the professor of the Practicum seminar. Although not included in the final grade at all, the College Supervisor collects the Practicum Student’s self-reflection using the very same S.1 Standards-Based Observation Form for the Student’s file.

Additionally, the College Supervisor summarizes the Practicum Student’s competency and readiness for higher level study via completion of the E.4 Professional Recommendation form.
# OVERVIEW OF FORMS

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<th>Student</th>
<th>Teacher</th>
<th>College</th>
<th>Coop.</th>
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* ✓ 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 Practicum Students, this assessment is to be constructed and submitted during Practicum as a seminar course assignment. Since the Practicum experience is not the final experience for candidates in the initial certification program, and since it is the final clinical experience for candidates in the additional certification program who already hold initial teacher licensure, the edTPA in Practicum will be modified for course use and accreditation data collection and will not submitted to the State for the licensure requirement. Accordingly, the videotape evidence from the Practicum classroom will not be necessary.

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.  
  (http://edtpa.aacte.org/ as posted on 6/21/2013)

Practicum Student Responsibilities
The Practicum Student is responsible for the construction of the modified edTPA project.

The Practicum Student will receive full instructions about the edTPA project via an official Pearson edTPA handbook and related templates in the seminar course accompanying the practicum experience. By way of overview, the Practicum Student must:

• Work with the Cooperating Teacher to determine a learning segment of 3-5 lessons on which to construct the modified 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.
• Author, edit, assemble, and upload the modified edTPA to LiveText.

Cooperating Teacher Responsibilities
Acknowledging that the modified edTPA is a College requirement for the Practicum experience as an accreditation assessment, it is incumbent upon the Cooperating Teacher to facilitate the Student’s completion of the assessment.

The Cooperating Teacher is expected to:

• Assign a learning segment of 3-5 lessons for which the Practicum Student is primarily responsible to prepare, implement, and collect student assessment data and artifacts.
• Accommodate, as possible, the College Supervisor’s 2 formal evaluative visits to the classroom during the Student’s implementation of the learning segment.

As it is an individual’s College project, the Cooperating Teacher is not permitted to provide/author the lesson plans for the Practicum Student 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 free to provide support for the Practicum Student’s modified edTPA project because it is not the official licensure assignment.

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

• Ensure during the first or second informal observation that the Student Teacher and Cooperating Teacher have identified a learning segment of 3-5 lessons for the edTPA.
• Complete 2 formal observations during the edTPA learning segment, if possible.
• Grade the edTPA using a local evaluation rubric.