SUNY New Paltz

School of Education

Department of Early Childhood and Childhood Education

STUDENT TEACHING Handbook

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This Handbook is for candidates who are student teaching in the Early Childhood and Childhood Education Department. Guidelines in this Handbook apply to candidates preparing for NYS Department of Education initial Early Childhood (B-2) and/or Childhood Education (1-6) certification(s).

Our Conceptual Framework

The Professional Education Unit at SUNY New Paltz, which includes the Department of Early Childhood and Childhood Education, has adopted for its programs a conceptual framework entitled "Caring, Critical and Reflective Professionals Responsive to the Needs of a Diverse Society".

The framework identifies six values and commitments that the unit strives to cultivate as knowledge, skills, and dispositions among its own faculty and staff as well as in the candidates it serves.

Through coursework and field experiences, the Unit aims to prepare "Caring and Critical Professionals for a Diverse Society" who are committed to:

inquiry and intellectual growth: reflection on all aspects of student education; participation in educational research; broad knowledge of one's discipline, the liberal arts and sciences, curriculum planning, pedagogy, the social foundations of education, and technology.

professionalism: collegiality with families, communities and fellow professionals; an ethically informed philosophy and effectiveness in institutional change.

appreciation of human diversity: understanding of and sensitivity to differences that affect learning and development based on race, gender, class, sexual orientation, disability, language, religion, culture and family life.

advocacy and democratic citizenship: concern for and understanding of human development, students' rights to equal educational opportunity and the existing barriers to these in schooling today; and commitment to education as a right of all people, to education for active participation in public life, and to equitable and collaborative work with others.

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Preparing to Student Teach

Candidate Eligibility and Attendance Requirements

Undergraduate Eligibility. Undergraduates must have completed all requirements of their Plans of Study for both the School of Education and the College of Liberal Arts and Sciences, earning no less than a B- in all School of Education courses.

Graduate Eligibility. Candidates in the Master of Science for Teachers (MST) program must continue to meet all criteria of that program and have the approval of the MST Coordinator. Full details of the graduate program criteria are available at: http://www.newpaltz.edu/elementaryed/mst childhood_prog_1_6.html .

Applications. Student Teaching applications must be completed and submitted (USPS, in-person, or scanned/e-mailed) to the Office of Field Experiences by the end of the third week of classes in the semester preceding student teaching. Applications are available at my.newpaltz.edu for eligible candidates.

Medical Clearance. All candidates must have medical clearance from Student Health Services by the last day of the semester preceding student teaching. They must also meet any medical requirements imposed by the school district (such as presenting evidence of a negative TB test or COVID-19 vaccination record).

Requirements for District/School Presence. Candidates must comply with all written health and safety protocols of the school district(s) in which they are placed. All student teacher candidates are responsible for knowing and adhering to school district health and safety policies at their placement site(s). It is each candidate's professional responsibility to visit a placement's district website and/or contact the assigned cooperating teacher to access district policies prior to entering the school.

Candidates with Disabilities. Candidates with disabilities who wish to request reasonable accommodations during student teaching under the ADA and Section 504 of the Rehabilitation Act must contact personnel at the campus Disability Resource Center (DRC) (http://www.newpaltz.edu/drc). After reviewing documentation, the DRC staff will determine reasonable accommodations. It is the candidate's responsibility to bring the DRC's written instructions on accommodations to the Office of Field Placements. It is also suggested that the candidate inform the university supervisor and cooperating teacher of the DRC's recommended accommodations, in writing, to a degree necessary and appropriate for provision of mentorship.

Semester of Opportunity. Candidates are required to student teach in the "semester of opportunity", defined as *the semester for which the student teaching application has been submitted and has been approved according to program completion guidelines*. Only a dire and legally documented personal circumstance will be considered as grounds for request for deferment. Program faculty will decide whether deferment is granted to the candidate. This decision is communicated to the Office of Field Placements, which will provide placement(s) in the semester following the deferment. Should a candidate decide to defer student teaching, be unable to proceed for academic reasons, or take a leave of absence without program faculty approval, School of Education cannot guarantee a placement or placements in the semester(s) following the candidate's semester of opportunity. Placement priority is given to candidates who are scheduled to student teach in accordance with the eligibility guidelines set forth above. A candidate who defers student teaching or takes a leave of absence from student teaching with faculty approval will sign a declaration of acknowledgement of and with agreement with these conditions. The declaration will be filed in the candidate's Starfish account.

Legal Considerations

While student teaching, candidates are protected by law.

Section 3023 of the New York State Education Law. This section requires that each school district protect candidates 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. This protection applies only if the candidate was performing duties within the scope of the position of student teacher.

Section 3001, Subsection 2 of the New York State Education Law. This section states that a student teacher is legally permitted to student teach without the presence of the certified teacher in the classroom if the classroom certified teacher is available at all times and retains supervision of the student teacher.

Chapter 16, Title 1, Article 1, Section 2D of the New York State Education Law. Teacher candidates will not place any personally identifiable information (PII) about students, faculty, or staff with whom they interact in a placement on any personal devices, accounts, or SUNY New Paltz accounts. PII should only be managed and handled by district or BOCES systems or services as directed by district or BOCES staff.

Substitute Teaching. The University does not allow student teachers to be used as paid or unpaid substitute teachers. They may, however, do student teaching under the supervision of a NYS-certified and/or district trained and approved substitute teacher.

Sexual Harassment. Every person is entitled to a work and learning environment free from the devastating effects of sexual harassment. If any candidate encounters any sexual harassment or inappropriate attention during student teaching, he or she should report the situation to the clinical supervisor or to the Office of Field Experiences.

Depending upon the circumstances, the candidate may also wish to report the incident to the Division of Student Affairs. Candidates need to keep complete, dated, current notes on any incidents of concern so that the University can take appropriate action to protect candidates' right to learn and to student teach without harassment.

Child Abuse. Candidates are mandated reporters of suspected child abuse. All candidates are to keep complete, dated, contemporaneous notes on any incidents or observations that raise concern. If you have reasonable cause to suspect that a child in the classroom is an abused or maltreated child, you must first consult with your cooperating teacher immediately. Your cooperating teacher will make the decision regarding the appropriate action to take. Be sure your university supervisor is notified as soon as possible. If the concern is about a school faculty member's behavior, a candidate may ask for the university supervisor's advice.

Illness, COVID-19 Exposure, and Re-entry to a Placement. State University of New York at New Paltz Health Center recommends the following:
- Stay home when you are feeling sick from a respiratory virus (COVID-19, Influenza, Respiratory Syncytial Virus, or an influenza like illness).
- Return to normal activities when you are feeling better and have been fever free for 24 hours.

If a candidate is ill and/or absent from a placement due to a heath health condition, SUNY New Paltz School of Education must and will defer to districts' protocols when determining how, when, and if a candidate will return to a placement. If time away from a placement is substantial or if absence make up assignments cannot be completed in a timely manner due to illness, department faculty may determine that the candidate should withdraw from and repeat a placement. In certain circumstances the faculty may approve a grade of "I" (Incomplete) for the placement in lieu of withdrawal in consultation with the assistant director of field experiences. The candidate should not expect a resolution or alternate placement in the same semester in which withdrawal or leave from placement occurs.

Legal Considerations information in this <u>Preparing to Student Teach</u> section appears courtesy of Ms. Amanda Merritt, School of Education.

Placements

Placement Arrangement and Logistics. The School of Education arranges all student teaching placements through the Office of Field Experiences. **Candidates may not take any steps to arrange their own placements apart from making a request to Office of Field Experiences.** The university will not place candidates in districts their children attend or in which a close family member works. Other restrictions may apply in accordance with varying district policies and decisions of the Department of Early Childhood and Childhood Education.

Candidates must:
- meet any GPA requirements of the district(s) in which they are provisionally placed.
- pass an interview with the principal and school faculty.
- be approved by the district's Board of Education at a regularly scheduled meeting.
- be prepared to commute up to 45 miles to placements.

Placement Candidates are assigned to two, eight-week placements in the sixteen-week semester, one in the primary grades and one in the upper elementary grades. Candidates will teach PK-6 students under the mentorship of a NYS-certified, district-tenured cooperating teacher and with the professional support of the assigned university supervisor.

Placement Performance Expectations. Student teaching responsibilities consist of, but are not limited to, planning, teaching, and assessing student learning in the classroom setting. Candidates should attend staff meetings, professional development/staff training, grade level and/or department meetings, parent conferences, participate in relevant district and school community events, and work with the cooperating teacher before and/or after school.

Candidates may, depending on varying circumstances, also expect to:

- teach online.
- develop and/or support students to complete online learning activities.
- complete SUNY-approved academic assignments.

Placement Difficulties. Candidates who find that some aspect of student teaching is becoming too difficult are expected to communicate this to the assigned university supervisor as soon as possible. If the candidate, supervisor, and cooperating teacher cannot resolve the issue, the supervisor, and the candidate, if requested, will consult with the B-6 program administrator for student teaching to resolve the issue. The administrator for student teaching may present the issue to the department chair, assistant director of field placements, and/or department faculty for discussion and resolution.

Dropping a Placement. If a candidate decides to leave a placement prior to or without discussing the decision with the university supervisor but wishes to attempt student teaching again, the candidate must make a written request to ECCE Department faculty presenting clear and compelling evidence in support of the decision to drop the placement. The administrator for student teaching will present the candidate's request to program faculty at a regularly scheduled program meeting. Department faculty will vote on the candidate's request. The candidate should not expect a resolution or alternate placement in the same semester in which the original placement was dropped.

Removal from a Placement.   At times, circumstances arise in which a candidate is removed from a placement.

Poor Performance and/or Lack of Professional Growth. If a *candidate's performance is deficient and shows little potential for improvement*, the candidate may be removed from the placement. If the university supervisor is aware that this situation is developing, it should be discussed with the administrator for student teaching, who will work with the supervisor to form a plan for improvement. The candidate will be informed of deficient performance and supported to implement the improvement plan prior to removal. The department chair and assistant director of field placements will be notified of the candidate's deficiency and will be consulted regarding removal. The candidate's performance may also undergo ECCE Department faculty review for further consideration of removal. Faculty may also determine if another placement should be given or if the candidate should be removed from the program. The candidate should not expect a resolution or alternate placement in the same semester in which removal from the placement occurs.

Safety Issues. If a *university supervisor considers a placement unacceptable or unsafe*, this should be reported to the student teaching administrator, who will interview the supervisor and candidate. Results of the interview will be shared with ECCE department chair and assistant director of field experiences. A collaborative recommendation will be made whether to continue the placement or if other arrangements will be made.

Dismissal from the Placement Site. If a *cooperating teacher or school administrator requests that a candidate be dismissed from a placement*, the candidate should leave immediately, having returned all school property, and contact the university supervisor. The supervisor should inform the student teaching administrator, who will notify relevant School of Education administration. The candidate will meet with appropriate School of Education personnel to review the dismissal. ECCE Department faculty will review the dismissal, at a future program meeting, to determine whether the candidate should be given another placement or be removed from the program. The candidate should not expect a resolution or alternate placement in the same semester in which removal from the placement occurred.

When a candidate is dismissed from a placement, the assistant director of field placements will interview school district faculty prior to or following candidate dismissal and may request and/or be requested to attend meetings with the candidate. The decision to provide another placement or to remove the candidate from the program rests with the ECCE department faculty, who will conduct a review of the candidate's program performance to date.

If the candidate may repeat the placement, Office of Field Placements will place the candidate the following semester. If the candidate is removed from the program, the student teaching administrator will notify the candidate and the university supervisor. A counseling meeting between the candidate and the department chair will be held to create a plan of study leading to completion of an alternate degree program.

A candidate should not expect to graduate in the semester in which removal or dismissal from a placement occurs.

Candidate Responsibilities

Attendance. During student teaching, **candidates follow public school calendars, not the university calendar.** Without sufficient legal documentation (i.e., physician's note), there are no authorized absences from student teaching. If absent for any reason, the candidate should notify both cooperating teacher and university supervisor as early as possible, via phone call, text, or email. Candidates should expect to make up days missed.

Placement Hours. Candidates observe the same hours as school faculty. Candidates should report to school at the time indicated by the cooperating teacher and should neither expect nor request to leave the placement site prior to contractual dismissal time except in cases of illness or emergency.

Candidates are required to be available after school a minimum of three days per week to work with the cooperating teacher. Candidates attend staff meetings, professional development venues, and parent-teacher conferences in accordance with school policy and under the cooperating teacher's guidance. Candidates who have responsibilities after school should plan all program completion requirements into their weekly calendars.

When applicable, candidates should follow the cooperating teacher's guidance regarding district notification of inclement weather and should always notify the university supervisor regarding delays and closings. Candidates should understand that scheduled district breaks may be shortened if excessive snow days are used.

Planning, Teaching, and Assessment of Student Learning. Each week, candidates assume greater responsibility to plan, teach, and assess student learning under the cooperating teacher's mentorship and with support and feedback from the university supervisor.

Responsibility is assumed by "picking up" subjects, class periods, and/or parts of the daily program each week until gradually the candidate assumes responsibility for teaching the full day in the last weeks of each placement. Candidates are required to follow the pacing schedule provided in the Semester Calendar (see course syllabus). *Once a candidate "picks up" responsibility for a subject, period, or part of the daily program, it remains the candidate's responsibility to plan, teach, and assess students' learning in that curriculum area until the end of the placement.* The order in which the candidate picks up subjects, class periods, and/or parts of the daily program should be decided with the cooperating teacher and shared with the university supervisor.

Candidates use ECCE Department-required planning formats to document daily/weekly and observation lesson plans. In the great majority of placements, candidates can expect to teach lessons that are pre-written as required in district curriculum guides. The cooperating teacher will provide curriculum and skills/content instructional guidance. Lesson plan format guidance is provided in EED406/606, Student Teaching Seminar, and formatively supported and assessed by the university supervisor.

Candidates will teach – or co-teach – using a variety of instructional curricula, delivery formats, and learning arrangements under the direction of the cooperating teacher. Candidates will also develop and/or administer a variety of formative and summative assessments to collect and analyze student learning data. This data is used to make small but meaningful changes to daily plans to improve instruction and student learning outcomes.

Weekly lesson plans are considered weekly course assignments. They should be submitted in the program-required format(s) to the assigned supervisor according to the supervisor's submission directions. Submitting lesson plans Sunday prior to the instructional week is expected, but the supervisor will confer with the

cooperating teacher to determine if this is possible. If not, a reasonable weekly day for submission will be identified based on the cooperating teacher's established planning routine. At the very latest, plans should be submitted by the Sunday night that closes the instructional week.

A candidate who thinks an extension is needed to complete and submit weekly plans should immediately make a request to the university supervisor. Timely planning is so important! It impacts the cooperating teacher's practice, the students' learning, and the candidate's instructional leadership. Chronic poor planning and preparation skills adversely impact future employment and/or graduate school recommendations and may result in removal from a placement.

Observation Visits. *Observations are considered course exams*, executed in a practical format, during which the candidate demonstrates growth in planning, instruction, and assessment. Supervisor and candidate schedule observations for dates and times that are mutually convenient and according to the semester pacing schedule (see course syllabus). Most supervisors conduct on-site observations; remote supervisors will inform the cooperating teacher and candidate at the beginning of the placement and will plan the remote approach collaboratively.

Prior to the observation lesson, the candidate prepares and submits to the supervisor, via email, a lesson plan in the required lesson plan format (see EED406/606, Student Teaching Seminar). During the observation, the candidate will teach the lesson as the supervisor observes to complete the observation report. Following the observation, the candidate and supervisor meet to debrief the teaching performance and to review observation report results. Candidates' teaching is assessed a minimum of five times during the semester; however, the supervisor reserves the right to conduct more than five observations of a candidate's teaching skills if deemed necessary or beneficial to candidate growth.

ECCE Program TPA Learning Segment Capstone. Candidates must successfully plan, execute, submit, and pass a Teacher Performance Assessment (TPA) to complete the preparation program and to earn a NYS initial teaching certificate. Candidates gather specific evidence of readiness to teach full-time during the final weeks of the first placement. Exam files, in final draft format, are submitted in the first weeks of the second placement. ECCE Department's TPA Learning Segment requirements, procedures, rubrics, and support resources are provided in EED406/606, Student Teaching Seminar.

Professional Communication. Candidates are required to demonstrate professionalism in spoken, electronic, and written communication. FERPA law should be practiced in the school setting and elsewhere: information about students and classroom dynamics should not be discussed except with the cooperating teacher and, as necessary, with the supervisor. Candidates should bring placement-related concerns to the university supervisor before reaching out to campus administration. Campus email should be checked daily and responded to in a timely manner. Assignments should be submitted in the requested format, on time, and with care given to the quality of written expression. While it is not permitted to use AI to write lesson plans, AI may be consulted to identify differentiation strategies to meet students' needs, to develop student assessments, and/or to assess completed student work samples (provided the candidate uses the resulting data to improve instruction and/or student learning outcomes).

Assessment. Candidates assess the effectiveness of each student teaching placement and the effectiveness of the supervision experience at the end of the semester through completing exit surveys. Candidates complete the SEI for EED406/606, Student Teaching Seminar, on VIA.

Meetings and Campus-related Activities. During the student teaching semester, candidates can expect to attend campus-based events virtually (i.e., the supervisor's Orientation session and weekly, small-group, supervisor-led check-in meetings). Supervisors may offer to meet assigned candidates weekly in a face-to-face setting. Candidates reserve the right to request virtual accommodation.

To understand what you can expect from your supervisor and your cooperating teacher, read the following two sections.

University Supervisor Responsibilities

Instruction. University supervisors are the course instructors of Student Teaching in the Primary Grades (EED404/604) and Student Teaching in Intermediate Grades (EED405/605). As instructor, the supervisor instructs, supports, and assesses program candidates' professional and pedagogical growth. The supervisor receives a roster of candidates at the beginning of a semester and, barring unforeseen circumstances, works with these candidates in both placements for the full semester.

Observation Visits. School of Education recognizes and supports the value of multiple modes of observation. ECCE Department supervisors vary in observation mode delivery (face-to-face vs. remote) and are assigned candidates based on multiple and varied placement factors. Supervisors reserve the right to vary or adjust observation modes based on factors such as, but not limited to, geographic distance, weather conditions, and/or health concerns.

Supervisors conduct five observations of a candidate over the course of the semester, three observations in one placement and two observations in the other. Supervisors will complete the Department's Student Teaching Observation Form for each observation. The supervisor will provide written evidence/comments on the observation report to substantiate performance scores earned.

Based on evidence from the completed Student Teaching Observation form, supervisor and candidate review the teaching performance at a scheduled debrief following each observation. The supervisor should ask questions to guide the candidate's reflection on the teaching performance. Positive and constructive oral feedback should be provided as well. The supervisor schedules the next observation with the candidate at the conclusion of the debrief. After the observation form is signed by both parties, the candidate is to be provided with a signed copy of the observation, in digital or hard copy, within 48 hours of the observation. Supervisors submit electronic files of each candidate's observation reports and mid-point assessments to the Department's administrative assistant at the end of the semester.

Support of Planning Skills. Candidates develop effective skills in planning using summary formats over the course of the semester. To follow up on the instruction provided in EED406/606, Student Teaching Seminar, supervisors provide formative assessment and feedback to candidates' weekly plan books and observation plans throughout the semester.

The supervisor should expect weekly lesson plans to be submitted the Sunday prior to the instructional week. If this is not possible, the supervisor should confer with the cooperating teacher to determine a day of the week for submission that reflects the classroom planning schedule. At the very latest, plans should be submitted by Sunday evening at the end of the instructional week.

A candidate who thinks an extension is needed to complete and submit lesson plans should immediately make a request to the university supervisor. Consistent failure to submit plans on time will negatively impact end-of-placement assessment, future employment/graduate school recommendations, and may impact placement completion.

Support of TPA Learning Segment Development. Supervisors and ST Seminar instructors can and should scaffold the candidate's application of TPA procedures to the unique dynamics of the placement. Supervisors can answer questions in the early stages of TPA preparation. They may freely discuss elements of planning, instruction, and

assessment, and can support candidates to identify the best choice of TPA curriculum and dates of execution. Supervisors may not give specific suggestions regarding, nor may they offer feedback on or edit, a candidate's written test files.

Communication. Supervisors should establish formal communication with the cooperating teacher and the candidate within the first three days of a placement, usually via email. An initial visit - "the meet and greet" - should be conducted within the first eight days of a placement. During the meet and greet, the supervisor should:

- request an overview of the cooperating teacher's instructional program and daily schedule.
- identify the cooperating teacher's plan for roles and responsibilities the candidate will take on during the placement.
- review program expectations for candidate planning.
- indicate and discuss the way observations are to be conducted.
- briefly explain and provide due dates for School of Education assessments (preview copies are at end of this Handbook).
- discuss and possibly schedule the first observation.

During each placement, the supervisor should check in at least once with the cooperating teacher via email or at an observation visit. More frequent communication is optimal and may be required in the event a candidate is struggling or is not meeting program or placement expectations.

Supervisors should check in weekly with candidates, either one-on-one or in small group(s). Most supervisors elect to hold a weekly, fifty-to-sixty minute "class" wherein a teaching point is provided for candidates' reflection and analysis, followed by opportunities for formal and informal collegial interaction. Seven, scheduled check-in meetings over the course of the semester, balanced with the opening Orientation and five post-observation debrief sessions, provides varied and thorough candidate professional development.

Representation. College supervisors represent the School of Education in PK-6 school settings, in person, and/or remotely. They emotionally connect their assigned candidates to campus. They consult with cooperating teachers to assess and further the professional growth of candidates. Supervisors are first-line responders to candidate and cooperating teacher concerns. If deemed serious, or for questions and/or feedback, supervisors should contact the B-6 program administrator for student teaching, who will respond or forward matters to appropriate campus personnel as necessary.

Assessment. The College supervisor implements a candidate formative performance assessment (plan book, observations) and summative performance assessmentat the end of each placement using ECCE Department and School of Education assessments. Preview copies are available in the Assessments section of this Handbook.

School Faculty Responsibilities

Mentorship. Cooperating teachers (the "CT") initiate and mentor the student teacher into full-time practice over the course of a placement. Cooperating teachers' model, observe, and discuss strategies that span the teaching experience. They think critically about their work and engage the candidate in critical reflection on daily events. Cooperating teachers maximize instructional capacity through co- teaching with the candidate when and if beneficial to student learning.

Cooperating teachers are asked to:
- Identify the candidate as a colleague and in all situations.
- Engage the candidate to use knowledge of students and results of assessment(s) to plan differentiated instruction for all students.
- Provide the candidate opportunity to gradually assume responsibility to plan, teach, and assess full time.
- Co-teach with the candidate when possible, using various approaches.
- Provide advance access to curriculum guides, instructional resources, and teaching materials.
- Provide the candidate with information pertinent to school/district protocols for students and staff.
- Provide task-specific, on-going, informal feedback on candidate's observed growth in planning, teaching, and assessment.
- Include the candidate in parent conferences, professional meetings, and professional development when possible and in accordance with school/district protocols.
- Provide opportunities for the candidate to interact with parents and other professionals in the school community in accordance with school/district protocols.
- Assess the candidate formatively at the midpoint and summatively at the end of the placement.

All school faculty has a right to expect professional initiative, demeanor, and performance from candidates. The cooperating teacher reserves the right to discuss promptly with the candidate, and/or supervisor, any incidents of:
- lateness or excessive absence.
- difficulty in interpersonal relations.
- negligence or failure to observe safety procedures.
- lack of initiative.
- poor planning and/or unpreparedness to teach.
- failure to attend planning sessions, staff meetings, parent conferences, and workshops after school, in the evenings, or on conference days as requested.
- unprofessional dress, decorum, or communication.

Support of TPA Learning Segment Development. Cooperating teachers can answer or ask questions in the early stages of TPA preparation. They may freely discuss elements of curriculum, needs of students, and instructional strategies and resources, and can support a candidate to identify the best TPA curriculum and dates of execution. **Once the candidate commences developing written files, cooperating teachers may no longer give specific suggestions, nor may they offer feedback on or edit a candidate's written test files.**

Assessment. After the fourth week in the placement, the cooperating teacher formatively assesses candidate performance using the Mid-point Assessment rubric. This rubric is provided by and submitted to the supervisor via email. At the end of a placement, the cooperating teacher completes rubrics that are available on School of Education's Watermark (VIA) digital assessment platform. Links to the platform are emailed the last week of the placement by Office of Field Experiences. Preview copies of all assessments are presented in the Assessments section of this Handbook.

Assessment and Grades

TPA Learning Segment Program Capstone Assessment. Per New York State Department of Education, candidates must complete and earn a satisfactory score on an institutionally defined TPA to graduate and be recommended for certification. School of Education Assessment Policy states that during the student teaching

semester, program candidates:

1. must earn minimum combined 80% passing score on all semester rubric assessments.
2. receive <u>no</u> ratings below "Developing" (i.e., "Unacceptable, "Ineffective", or "Highly Ineffective").

The Student Teaching Seminar instructor assesses each candidate's TPA Learning Segment Assessment using rubrics developed and approved by School of Education administration and faculty. A candidate can be rated at the "Developing" level on a small number of rubric items and still 'pass' the TPA as long as an overall 80% proficiency score is earned and no rating below Developing is received.

TPA submissions that do not meet the School of Education Assessment Policy criteria noted above may be revised and resubmitted in situations where the initial submission would have yielded a "passing" evaluation with *a few limited revisions*. For more comprehensive cases (an overall proficiency score of 76% or less), program faculty review of the TPA submission may be necessary. In these cases, assigning a grade of I (Incomplete) to the Student Teaching Seminar until the candidate can complete the revisions identified may be necessary. A candidate may not expect a faculty review-based decision in the same semester in which the TPA Learning Segment Program Capstone is completed.

Assignment of Course Grades. The Seminar course instructor assigns the grade of S (Satisfactory) or F (Fail) for EED406/606 based on earned course assignments points and final TPA scores. The university supervisor assigns the grade of S (Satisfactory) or F (Fail) for EED404/604 and EED405/605 based on plan book preparation, observed teaching performances, and participation at weekly check-in meetings. Supervisors email a roster of candidates' final grades to the program administrator for student teaching by 4 PM on the last day of student teaching for the semester.

Assessment of Growth and Performance. Both supervisor and cooperating teacher summatively assess candidates' growth and performance during student teaching. Office of Field Placements will email a link to access the School of Education's Watermark digital assessment platform for completion of end-of-placement assessments. Preview copies of all assessments are available in the <u>Assessments</u> section of this Handbook.

Alternative Grade Assignment Due to Illness or Emergency. A candidate may earn an Incomplete (I) for a course grade in case of illness or emergency, provided the candidate has successfully completed a minimum of 60% of the course work. Successful performance is defined as meeting all academic and clinical requirements in a timely manner per requirements set forth in course syllabi, this Handbook, and School of Education policy. If an Incomplete (I) is warranted, the candidate and supervisor will present the request to the B-6 program administrator, who will communicate a recommendation, with evidence, to the ECCE Department chair. In some cases, faculty review may be necessary prior to a recommendation being made.

Under certain circumstances, a candidate may receive a Hold (H) designation on a course grade. This may be done with the permission of the ECCE Department chair, who will review the circumstances prior to approving a hold on a course grade.

Graduation and Certification

For graduation guidelines, visit:
www.newpaltz. edu/schoolofed/ graduation checklist.html.

For certification requirements, visit:
www.newpaltz. edu /schoolofed/certification.html.

Please note: INITIAL TEACHER CERTIFICATION IS NOW POSTED ONLINE IN YOUR TEACH ACCOUNT. TO OPEN AN ACCOUNT, VISIT www.highered.nysed.gov/tcert/teach/. IT WILL TAKE APPROXIMATELY 2-6 MONTHS AFTER ALL CERTIFICATION REQUIREMENTS ARE MET FOR YOUR CERTIFICATION TO BE POSTED ON THE TEACH SITE.

Early Childhood/Childhood Education Weekly Lesson Plan Book Formative Assessment

Candidate:

Supervisor:

Plans for Week of:

Performance Scale:

Meets Expectations - Candidate's plans indicate understanding of instructional planning at the level of an in-service, novice teacher.

Developing – Candidate's plans indicate understanding of instructional planning at the pre-service teacher level. Critical information about instruction is partially developed in the submitted lesson plans.

Needs Improvement – Candidate's plans indicate gaps in knowledge or errors in format that are not appropriate at the student teaching level in the program. Candidate is not meeting the department's planning requirements as registered with NYSED. The candidate should review available semester resources to improve planning skills and follow through on supervisor's feedback for improvement.

Planning Criteria	Meets Expectations	Developing Skill	Needs Improvement	Feedback to the Learner
Candidate's plans address required elements of instruction (i.e., learning standards, objective, language demands, end-of-lesson assessment, materials, summarized lesson procedure, differentiation).				
Candidate's plans demonstrate knowledge of the content being taught.				
Candidate's plans are summarized in a coherent manner.				
Candidate's submitted plans are completed for the week.				
Candidate's plans are submitted in a timely manner.				
Candidate's plans demonstrate increasing responsibility for teaching the required curriculum of the placement.				

Early Childhood/Childhood Education Student Teaching Observation Form

Candidate Name_____   District _____

Semester/Year _____Placement _____ Observation # ____   School _____

Supervisor _____   Cooperating Teacher _____

Date _____ Grade Level _____   Subject _____

Performance Scale: 3 = Strength (performing at novice teacher- level)   2 = Satisfactory (performing at pre-service teacher- level)

1 = Needs Improvement (not meeting program expectations)   X = Evidence is not provided to assess performance

I   The Written Lesson Plan
_____ 1. Identifies and cites relevant learning standard(s)
_____ 2. States objective's condition, verb, and criteria
_____ 3. Identifies language demands
_____ 4. Summarizes formative assessment strategies and states end-of-lesson assessment criteria
_____ 5. Objective supports attainment of standard(s) and is measured by end-of-lesson assessment
_____ 6. Selects materials that are engaging and contextually/developmentally appropriate
_____ 7. Summarizes teacher and student actions for three phases of lesson procedure
_____ 8. Differentiates teacher and student actions for individuals/small groups
_____ 9. Identifies formative assessment strategies and questions to monitor learning in each lesson phase
_____ 10.Plans meaningful instruction for small or whole group learning

II   Lesson Implementation
_____ 1. Demonstrates content knowledge
_____ 2. Demonstrates content pedagogical knowledge
_____ 3. Enacts multiple, evidence-based instructional strategies
_____ 4. Explains directions clearly and checks for understanding
_____ 5. Uses available, appropriate, and effective technology to support instruction
_____ 6. Adjusts instruction to fit conditions as they occur
_____ 7. Executes closure and end-of-lesson assessment
_____ 8. Uses acceptable written expression
_____ 9. Uses acceptable oral expression
_____ 10.Modulates voice appropriately in different teaching situations
_____ 11.Uses appropriate pacing

III   Discourse and Feedback
_____ 1. Asks questions that develop higher order thought processes
_____ 2. Provides opportunities for students to practice/meet language demands
_____ 3. Allows adequate time for student(s) to formulate and share responses
_____ 4. Provides specific, constructive, and motivational feedback to students
_____ 5. Supports individual students to revisit and correct misconceptions
_____ 6. Promotes critical thinking by asking students to justify, challenge, and/or extend ideas

IV   Positive Classroom Environment
_____ 1. Uses teaching presence to engage and facilitate student learning
_____ 2. Implements management strategies to optimize learning
_____ 3. Considers/recognizes/responds to students' personal, cultural, and community assets
_____ 4. Scaffolds students' participation to support attainment of language demands
_____ 5. Demonstrates ability to plan for and manage several groups at once
_____ 6. Demonstrates and promotes respect for children as unique individuals
_____ 7. Mediates conflict or scaffolds student conflict resolution

V   Professionalism
_____ 1. Seeks, welcomes, and applies feedback on planning, instruction, and management
_____ 2. Demonstrates preparation
_____ 3. Interacts positively with supervisor and members of the school community
_____ 4. Presents professional appearance and demeanor
_____ 5. Adheres to schedules and meets program/school expectations
_____ 6. Reflects on teaching practice critically and responsibly

Candidate Signature: Supervisor Signature:

Next Observation Date: Time: Subject:

Early Childhood/Childhood Program Student Teaching/Internship Mid-point Assessment

Candidate Name _____   Cooperating Teacher Name _____

Performance Scale:
3 – Strength: meets criterion or performs skill with proficiency of a novice (first year) teacher (Independent)
2 – Satisfactory: meets criterion or performs skill with proficiency of pre-service teacher (Requires minimal or some support)
1 – Needs Improvement: Continued practice or significant support is necessary to demonstrate competency in the criterion
NA - Not assessed: Not evaluated, not seen, not applicable

New York State Teaching Standard I: Knowledge of Students and Student Learning

3 2 1 NA   Acquires knowledge of each student and demonstrates knowledge of student development and learning to promote
                  achievement for all students.
3 2 1 NA   Demonstrates knowledge of child development, including students' cognitive, language, social,
                  emotional, and physical developmental levels.
3 2 1 NA   Demonstrates knowledge of current research in learning and language acquisition theories.
3 2 1 NA   Demonstrates knowledge of and is responsive to diverse learning needs, strengths, interests,
                  and experiences of all students.
3 2 1 NA   Acquires knowledge of individual students from students, families, guardians, and/or caregivers to
                  enhance student learning.
3 2 1 NA   Demonstrates knowledge of and is responsive to the economic, social, cultural, linguistic, family,
                  and community factors that influence students' learning.
3 2 1 NA   Demonstrates knowledge and understanding of technological and information literacy and how
they   affect student learning.

New York State Teaching Standard Standard II: Knowledge of Content and Instructional Planning

3 2 1 NA   Demonstrates knowledge of the content, including central concepts and tools of inquiry.
3 2 1 NA   Engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
3 2 1 NA   Uses a broad range of instructional strategies to make subject matter accessible.
3 2 1 NA   Establishes standards-based expectations for all students that differentiate pathways to achievement.
3 2 1 NA   Connects students' prior understanding and experiences to new knowledge.
3 2 1 NA   Evaluates and uses curricular materials and other appropriate resources to promote student success.

New York State Teaching Standard III: Instructional Practice

3 2 1 NA   Uses research-based practices and evidence of student learning to provide developmentally appropriate instruction.
3 2 1 NA   Communicates clearly and accurately with students and uses feedback to maximize their understanding and learning.
3 2 1 NA   Sets high expectations and creates challenging learning experiences for students.
3 2 1 NA   Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs
                  and engage students.
3 2 1 NA   Engages students in the development of multidisciplinary skills, such as communication, collaboration, critical
                  thinking, and use of technology.
3 2 1 NA   Monitors and assesses student progress and adapts instruction to student needs.

New York State Teaching Standard Standard IV: Learning Environment

3 2 1 NA   Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
3 2 1 NA   Manages the learning environment for the effective operation of the classroom.
3 2 1 NA   Organizes and uses available resources (e.g., physical space, time, people, technology) to create a safe
                  and productive learning environment.

New York State Teaching Standard V: Assessment for Student Learning

3 2 1 NA   Adapts, adopts, or creates and uses a range of assessment tools and processes to measure and document student learning and growth.

3 2 1 NA   Analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction.

3 2 1 NA   Communicates information about various components of the assessment system.

3 2 1 NA   Reflects upon and evaluates the effectiveness of assessments.

3 2 1 NA   Prepares students to understand the format and directions of assessments and the criteria by which they will be evaluated.

New York State Teaching Standard VI: Professional Responsibilities and Collaboration

3 2 1 NA   Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities.

3 2 1 NA   Engages and collaborates with colleagues and the community to support high expectations for student learning.

3 2 1 NA   Communicates and collaborates with families, guardians, and caregivers to enhance student development and success.

3 2 1 NA   Understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities.

New York State Teaching Standard VII: Professional Growth

3 2 1 NA   Reflects on practice to improve instructional effectiveness and guide professional growth.

3 2 1 NA   Recognizes importance of and engages in professional development opportunities.

3 2 1 NA   Communicates and collaborates with students, colleagues, other professionals, and the community to improve practice.

3 2 1 NA   Seeks out and uses professional resources to remain current in knowledge of content and pedagogy.

Candidate Signature _____   Cooperating Teacher Signature _____

Grade _____   School _____   District _____

Date of Review _____

Department of Early Childhood and Childhood Education

CANDIDATE EVALUATION OF STUDENT TEACHING EXPERIENCE

Candidate: _____   Supervisor: _____

Cooperating Teacher: _____   School: _____

District: _____   Grade Level: _____ Pl. _____(1 or 2)

Dates of Placement (Month/Year – Month/Year)   _____   Semester _____

Degree to which your school/cooperating teacher provided:

	Frequently			Infrequently	Does Not Apply
1. Supervision and feedback	5	4	3	2	_____
2. Opportunities to apply teaching strategies learned through courses	5	4	3	2	_____
3. Opportunities to increase understanding of students with special needs	5	4	3	2	_____
4. Opportunities to increase understanding of students from culturally/linguistically diverse backgrounds	5	4	3	2	
5. Ability to gain autonomous responsibility in classroom	5	4	3	2	
6. Opportunities to interact with a variety of professionals	5	4	3	2	
7. Opportunities to observe interactions with parents when appropriate	5	4	3	2	
8. Useful modeling/suggestions to develop classroom management skills	5	4	3	2	_____
9. Opportunities to try out individual ideas in the classroom	5	4	3	2	_____

10. Overall value of the student teaching experience with
      respect to career goals and objectives

   Additional Feedback:

_____

_____

_____

Department of Early Childhood and Childhood Education

CANDIDATE EVALUATION OF COLLEGE SUPERVISION

Supervisor's Name: Placement: 1   2   Both
Semester: _Fall   Spring   Year:

	FREQUENTLY		INFREQUENTLY			Does Not Apply
1. The supervisor was easy to contact.	5	4	3	2	1	_____
2. The supervisor's expectations were clearly communicated to me throughout the semester.	5	4	3	2	1	
3. The supervisor's post-observation discussions were helpful.	5	4	3	2	1	_____
4. The supervisor's written assessments were sent in a consistently timely manner.	5	4	3	2	1	
5. The supervisor's comments helped me improve my practice.	5	4	3	2	1	_____
6. The supervisor responded in a helpful manner to questions/concerns.	5	4	3	2	1	_____
7. The supervisor asked for my reflections and impressions following an observation and during weekly check-in meetings.	5	4	3	2	1	
8. The supervisor demonstrated active listening skills when conferring with me 1:1 and in small group settings.	5	4	3	2	1	_____
9. The supervisor was willing to spend extra time with me when I requested help.	5	4	3	2	1	_____
10. The supervisor's observations of my teaching were appropriately spaced throughout my two placements.	5	4	3	2	1	_____
11. The supervisor supported me to develop my teaching skills prior to the final observation.	5	4	3	2	1	_____
12. The supervisor's attitude supported my growth in confidence and professional skills.	5	4	3	2	1	_____
13. The supervisor was knowledgeable about TPA requirements.	5	4	3	2	1	

Additional Feedback:

<u>Planning Assessment:</u> Supervisor completes at end of placement based on candidate's weekly plan book and observation lesson submissions.

Information for Candidates and Instructors

Successful candidates at SUNY New Paltz must demonstrate that they have developed the skills necessary to plan effective lessons which will have a positive impact on their future students. The SUNY New Paltz Planning Assessment asks for raters (i.e., university faculty, cooperating teachers, and fieldwork supervisors) to evaluate candidates on several key attributes throughout their program to provide formative feedback to foster this skillset. Then, during the student teaching or internship placements in the final semester, the Planning Assessment is used as a summative assessment, together with the Assessment of P-12 Student Learning and the Assessment of Pedagogical Practice, documenting that each candidate has successfully integrated disciplinary content knowledge, pedagogical content knowledge, and education theory and is able to put this knowledge into practice as observably effective teaching.

The Planning Assessment has 11 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing to provide additional specificity to guide candidate improvement.

Candidates are assessed with the Planning Assessment during the culminating experience of the education preparation program and at this point the assessment is considered summative in nature, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates during the culminating experience are rated as being Acceptable on nearly every item in the Planning Assessment; to clarify, candidates must earn Acceptable on a minimum of 80% of the items in the Planning Assessment rubric (9 of 11 items).

Criteria	Unacceptable	Developing	Acceptable
1. Standards	The candidate's planning demonstrates a lack of understanding of relevant state and/or national standards; this may include one or more misinterpretations.	The candidate's planning reflects a superficial or incomplete understanding of relevant state and/or national standards.	The candidate's planning is clearly informed by a critical analysis of relevant state and national standards.
2. Context	The candidate's planning fails to consider relevant learning contexts (e.g., social, cultural, economic, political, legal); this may include one or more misconceptions.	The candidate's planning is informed by a superficial or incomplete analysis and consideration of relevant curricular contexts (e.g., social, cultural, economic, political, legal).	The candidate's planning is clearly informed by critical analysis and consideration of multiple curricular contexts (e.g., social, cultural, economic, political, legal).
3. Incorporating Content Knowledge	The candidate's lesson plans are disconnected from established content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate's lesson plans reflect limited understanding of the content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate incorporates appropriate content and pedagogical content knowledge to make effective lesson plans to maximize student learning.
4. Clarity and Organization	The candidate's plans are unclear and/or disorganized.	The candidate's plans are clear and organized; plans may be incomplete.	The candidate prepares complete plans that are well organized and clearly expressed.
5. Instructional Strategies	The instructional strategies outlined in the candidate's planning reflects ineffective or debunked practices.	The candidate's incorporation of evidence-based instructional strategies is inconsistent or limited.	The candidate's plans incorporate a variety of appropriate evidence-based instructional strategies.
6. Planning for Differentiation	The candidate's plans do not provide evidence of differentiation to address the needs of all students.	The candidate's plans include some evidence of differentiation but are inadequate for addressing the needs of all students in the class.	The candidate's plans appropriately differentiate instruction to meet the needs of all students.
7. Planning for Critical Thinking	The candidate does not plan in ways that will prompt opportunities for critical thinking and higher-order thought processes within the disciplinary context.	The candidate's plans support limited critical thinking opportunities and/or rely on lower order thought processes within the disciplinary context.	The candidate develops questions that promote critical thinking and higher order thought processes within the disciplinary context.

8. Planning for Assessment	The candidate's planning fails to incorporate ongoing assessments of student learning.	The candidate's planning is structured to incorporate assessment, but assessments are not fully developed to maximize student learning.	The candidate's planning is structured to incorporate varied, ongoing assessments to maximize student learning.
9. Planning for Technology	The use of available, appropriate, and effective technology is not included in the candidate's planning.	The candidate's incorporation of available, appropriate, and effective technology is inconsistent or limited.	The candidate's plans incorporate the use of available, appropriate, and effective technology.
10. Appreciation of Diversity	The candidate's planning does not incorporate opportunities promoting appreciation of diversity, tolerance, and inclusion.	The candidate's incorporation of opportunities that promote appreciation of diversity, tolerance, and inclusion is inconsistent or limited.	The candidate's planning provides opportunities that promote appreciation of diversity, tolerance, and inclusion.
11. Planning for Environment	The candidate's planning ignores consideration for safe, democratic, and equitable learning environments; Alternatively, candidate's planning actively creates or allows harmful learning environments (e.g., sarcasm, bullying, ridicule, etc.).	Plans demonstrate that the candidate's consideration of safe, democratic, and equitable learning environments is inconsistent or limited.	The candidate's plans promote safe, democratic, and equitable learning environments.

<u>Assessment of Pedagogical Practice</u>: Supervisor and Cooperating Teacher complete at end of a placement.

Information for Candidates and Instructors

Successful candidates at SUNY New Paltz must demonstrate that they have developed the pedagogical skills necessary to have a positive impact on their future students. The SUNY New Paltz Assessment of Pedagogical Practice asks for raters (i.e., cooperating teachers and fieldwork supervisors) to evaluate candidates on several key attributes during the student teaching or internship placements in the final semester. Together with the Assessment of P-12 Student Learning and the Planning Assessment, the Assessment of Pedagogical Practice documents that each candidate has successfully integrated disciplinary content knowledge, pedagogical content knowledge, and education theory and can put this knowledge into practice as observably effective teaching.

The Assessment of Pedagogical Practice has 8 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing to provide additional specificity to guide candidate improvement.

Candidates are summatively assessed with the Assessment of Pedagogical Practice during the culminating experience of the education preparation program, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates are rated as being Acceptable on nearly every item in the Assessment of Pedagogical Practice; to clarify, candidates must earn Acceptable on a minimum of 80% of the items (7 of 8 items).

Item	Unacceptable	Developing	Acceptable
1. Incorporating Content and Pedagogical Content Knowledge	The candidate's teaching is disconnected from the established content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate's teaching reflects a limited integration of the content and/or pedagogical content knowledge necessary for maximizing student learning.	The candidate incorporates appropriate content and pedagogical content knowledge while teaching to maximize student learning.
2. Critical Thinking	The candidate's teaching does not provide opportunities that promote critical thinking and higher order thought processes within the disciplinary context.	The candidate's teaching supports limited critical thinking opportunities and/or results in lower order thought processes within the disciplinary context.	The candidate asks questions and guides discussions in ways that promote critical thinking and higher order thought processes within the disciplinary context.
3. Feedback to Students	The candidate's feedback to students is primarily negative; feedback is not specific, constructive, or motivational.	The candidate provides limited and/or vague feedback to students, thereby having little influence on the students' abilities to improve or achieve their potential.	The candidate provides specific constructive and motivational feedback that helps students know how to improve and encourages them to achieve their potential.
4. Technology	The use of available, appropriate, and effective technology is not included in the candidate's teaching.	The candidate's incorporation of available, appropriate, and effective technology is inconsistent or limited.	The candidate incorporates the use of available, appropriate, and effective technology.
5. Instructional Strategies and Materials	The instructional strategies utilized in the candidate's teaching reflect developmentally or contextually inappropriate, ineffective, or debunked practices.	The candidate's incorporation of developmentally and contextually appropriate evidence-based instructional strategies is inconsistent or limited.	The candidate's teaching incorporates a variety of developmentally and contextually appropriate evidence-based instructional strategies.
6. Making Learning Meaningful	Candidate fails to make learning meaningful for students by (for example) activating prior knowledge, connecting learning experiences with students' experiences and cultures, and/or helping students relate ideas to real-world situations.	Candidate struggles to make learning meaningful for students while teaching. For example, the candidate may neglect the role of students' prior knowledge, fail to connect learning to students' experiences and cultures, and/or fail to help students relate ideas to real-world situations.	Candidate uses multiple strategies to make learning meaningful for students while teaching. Examples include building on or supporting students' prior knowledge, connecting learning to students' experiences and cultures, and/or helping students relate ideas to real-world situations.

7. Learning Environment	The candidate ignores the importance of or is unable to develop a safe, democratic, and equitable learning environment; alternatively, the learning environment during candidate's teaching negatively impacts students' learning (e.g. includes incidences of sarcasm, bullying, ridicule, disrespect, and/or pervasive disengagement).	The learning environment during candidate's teaching is inconsistent or limited in terms of establishing safe, democratic, equitable, and inclusive learning environments that are student-centered and culturally responsive.	The candidate's teaching promotes safe, democratic, equitable, and inclusive learning environments that are student-centered and culturally responsive.
8. Receiving Feedback	The candidate resists feedback on her or his teaching (instruction and/or management); e.g. the candidate may attempt to place blame for her or his ineffectiveness rather than acknowledge areas needing improvement.	The candidate listens to feedback (and may even acknowledge areas for improvement), but does not or is not able to use feedback to alter her or his teaching (instruction and/or management).	The candidate seeks and uses feedback to alter her or his teaching (instruction and management), demonstrating a genuine desire and ability to improve as a teacher.

P-12 Student Learning Assessment: Cooperating teacher completes at end of a placement.

Information for Candidates and Instructors

Successful candidates at SUNY New Paltz must demonstrate that they have developed the pedagogical skills necessary to have a positive impact on their future students. The SUNY New Paltz P-12 Student Learning Assessment asks for raters (i.e., cooperating teachers and fieldwork supervisors) to evaluate candidates on several key attributes during the student teaching or internship placements in the final semester. Together with the Planning Assessment and the Assessment of Pedagogical Practice, the P-12 Student Learning Assessment documents that each candidate has successfully d to integrated disciplinary content knowledge, pedagogical content knowledge, and education theory and is able to put this knowledge into practice as observably effective teaching.

The P-12 Student Learning Assessment has 5 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate and then choose the level which best represents the candidate's observed behaviors. Ratings below Acceptable during early placements provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, we ask that any rating of Unacceptable be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing to provide additional specificity to guide candidate improvement.

Candidates are assessed with the P-12 Student Learning Assessment during the culminating experience of the education preparation program and are considered summative in nature, as candidates at this point are expected to have developed the appropriate knowledge, skills, and dispositions necessary to be effective beginning teachers. Therefore, it is an expectation of the School of Education that all candidates are rated as being
Acceptable on nearly every item in the assessment; to clarify, candidates must earn Acceptable on a minimum of 80% of the items in the P-12 rubric (4 of 5 items).

Criterion	Unacceptable	Developing	Acceptable
1. Creating Learning Experiences	Candidate creates learning experiences that reflect insufficient and/or inaccurate content and pedagogical content knowledge; learning experiences may, for example, include the presentation of misinformation or misconceptions.	Candidate creates learning experiences that reflect a limited understanding of relevant content and pedagogical content knowledge.	Candidate creates learning experiences that reflect strong content and pedagogical content knowledge.
2. Differentiation of Instruction	Candidate creates lessons and delivers content in a uniform fashion, regardless of individual student learning needs.	Candidate considers individual student learning needs but struggles to implement lessons that are adequately responsive to those individual needs.	Candidate utilizes a variety of strategies that are responsive to individual learning needs and encourage engagement from each individual learner.
3. Assessment of Student Learning	Candidate's assessment of student learning is ineffective. For example, assessments may be misaligned with desired learning outcomes, the candidate may only use summative assessments, or there may be a lack of planned assessment of student learning.	Candidate chooses, designs, and implements authentic and appropriate assessments to evaluate student learning; use of assessment data in planning processes is unclear.	Candidate chooses, designs, and implements authentic and appropriate formative and summative assessments to evaluate student learning, and considers assessment data when making instructional decisions.
4. Student Development	Candidate's students do not demonstrate any significant development in specified content learning, cognitive skills, and/or social skills.	Candidates' students demonstrate a limited degree of development for the articulated learning outcomes in specified content, cognitive skills, and/or social skills.	Candidates' students demonstrate target-level development for articulated learning outcomes in specified content, cognitive skills, and/or social skills.
5. Identifying Teaching Moments	Candidate struggles to identify teaching moments as they occur to make appropriate instructional adjustments.	Candidate is able to identify and discuss effective or problematic teaching moments, but often only after the teaching moment has passed.	Candidate identifies effective or problematic teaching moments as they are occurring and is able to adjust instruction accordingly.

Professional Education Preparation Provider <u>Assessment of Candidate Dispositions in Field Experiences</u>:

Cooperating teacher completes at end of a placement.

Instructions for Raters

In addition to demonstrating excellent content knowledge and a mastery of discipline-specific pedagogy, successful candidates at SUNY New Paltz must demonstrate that they have appropriate dispositional attributes deemed to be essential for inspiring students to become life-long learners. The SUNY New Paltz Dispositions Assessment asks for raters (e.g., cooperating teachers, fieldwork instructors, and School of Education professors) to evaluate candidates on several such attributes throughout the candidate's time in our programs. The purpose for this assessment is to help identify any deficiencies in a given candidate's dispositions so that, under the guidance of SoE faculty, the candidate can remediate such deficiencies prior to the student teaching semester, graduation, and program completion.

This Dispositions Assessment has 14 items, and each item has three levels of performance: Unacceptable, Developing, and Acceptable. Please read the description for each performance level thoroughly before assessing a candidate, and then, based on your interactions with the candidate, choose the level which best represents the candidate's observed behaviors.

It is an expectation of the School of Education that all candidates are rated as being Acceptable on every item in the Dispositions Assessment by the end of their program. Ratings below Acceptable throughout a candidate's program provide feedback to both the candidate and the program that can be used to guide improvement efforts. Additionally, ratings of Unacceptable identify areas of significant weakness that can be useful for program faculty in decision-making processes (e.g., attempting to coach a candidate vs. counseling her/him out of a program). As such, any rating of Unacceptable *MUST* be accompanied by additional comments, including specific examples substantiating the Unacceptable rating. Comments are also highly recommended for ratings of Developing to provide additional specificity to guide candidate improvement.

SUNY New Paltz Dispositions Assessment **Criterion**	**Unacceptable**	**Developing**	**Acceptable**
Professional Relationships	Candidate is unwilling or unable to establish positive professional interpersonal relationships with some stakeholders (e.g., students, parents, colleagues, and administrators). Examples might include (but are not limited to) rejecting the need to communicate, behaving dishonestly or unfairly, exhibiting unprovoked distrust, or disregarding responsibilities toward others.	Candidate has attempted to establish positive professional interpersonal relationships with key stakeholders (e.g., students, parents, colleagues, and administrators) with varying degrees of success.	Candidate has demonstrated the ability to establish positive professional interpersonal relationships with key stakeholders (e.g., students, parents, colleagues, and administrators). Candidate is able to successfully negotiate challenging and problematic interactions with respect and fairness.
Professional Growth	Candidate regularly dismisses or avoids opportunities for professional growth and development.	Candidate engages in opportunities for professional growth and development when directed to do so.	Candidate seeks out and engages in opportunities for professional growth and development.
Communication	Verbal and/or written communication is often unclear, inappropriate, and/or unprofessional. For example, this can manifest as consistent errors in writing conventions (spelling, punctuation, grammar), or in the tone of email communication (e.g., starting an email with "Hey", or failing to use conventions in email communication).	Candidate's verbal and/or written communication skills are underdeveloped and/or at times unprofessional, but the candidate has shown improvement or an effort to improve.	Candidate demonstrates verbal and written communication skills that are situationally appropriate for professional contexts and correspondence, characterized by clear verbal communication and the execution of clear, error-free writing.
Preparedness	Candidate is often disorganized and/or unprepared for required responsibilities.	Candidate requires explicit direction to be prepared for required responsibilities.	Candidate is organized and prepared for required responsibilities.

Criterion	Unacceptable	Developing	Acceptable
Flexibility/Tenacity	When faced with new, unexpected, or challenging situations, the candidate is unable to adjust or adapt. As an example, this could manifest as active resistance, immobility, extreme confusion, or strong negative emotional response to tasks.	Candidate falters when faced with new and/or unexpected situations but is able to quickly recover with prompting and/or support.	Candidate demonstrates the ability to quickly adapt to new and/or unexpected situations while maintaining professional poise.
Self-Reflection	Candidate rejects the need for self-reflection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs.	Candidate examines and reflects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs	Candidate reflects on his or her own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies and acts on areas needed for personal growth and/or change.
Fairness, Equity, and Social Justice	Candidate regularly exhibits favoritism, bias, or other behaviors indicating disregard for or ignorance of fairness, equity, and social justice. This may manifest, for example, in deficit-oriented comments based on race, gender, ability/disability status, or economic status, an inability to recognize oppressive or prejudicial structures or behaviors on her/his part or the part of others, or on the selection of inappropriate instructional materials.	Candidate is able to recognize her/his own or others' biased, unfair, unjust, or insensitive practices and instructional materials, to identify appropriate solutions, and take action for timely correction.	Candidate's words, actions, and instructional materials exhibit fairness, equity, and social justice. Candidate is able to take steps to correct her/his own biased behaviors and intervene appropriately in instances where bias or unfair practices manifest.

Criterion	Unacceptable	Developing	Acceptable
Diversity of Student Needs & Differentiation	Candidate avoids, is unable to, or otherwise does not consider students' social identity dimensions and/or learning needs when designing learning experiences. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.	Candidate attempts to identify students' social identity dimensions and learning needs to inform instruction but is unable to accurately identify and/or act upon these characteristics to maximize student learning and achievement. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.	Candidate accurately identifies students' social identity dimensions and learning needs and acts upon these characteristics to maximize student learning and achievement. Social identity dimensions include issues of race, gender, class, ability, sexual orientation, language, religion, and culture.
Respect for Students	Through comments and actions, candidate exhibits a lack of respect for students.	Through comments and actions, candidate demonstrates respect for all students.	Candidate identifies and capitalizes on opportunities to demonstrate and model respect for all students, and encourages and supports students' growing capacities to respect others.
Ethics	Candidate has demonstrated disregard for the standards of honesty, integrity, and ethics.	Candidate has demonstrated an understanding of the standards of honesty, integrity and ethics.	Interactions are characterized by standards of honesty, integrity and ethics.
Initiative	Candidate requires constant direction and supervision.	Candidate requires some direction and/or supervision around identifying and engaging with appropriate tasks and activities.	Candidate identifies appropriate tasks and activities and initiates them without being prompted.
Professional Responsibility & Commitment	Candidate is unable to recognize, identify, accept or carry out the responsibilities associated with teaching including (but not limited to) supporting learning, ensuring emotionally and socially nurturing environments, and advocating for students and families.	Candidate recognizes, identifies and accepts responsibilities associated with being a teacher, but needs mentor support to adequately carry out these responsibilities.	Candidate independently recognizes, identifies, accepts and carries out responsibilities associated with being a teacher.

Criterion	Unacceptable	Developing	Acceptable
Professional Presentation	Despite feedback, candidate fails to present him/herself in a contextually appropriate professional manner in terms of attire, grooming, and both verbal and nonverbal communication.	Candidate has occasional but rare lapses in professional presentation.	Candidate presents him/herself in a contextually appropriate professional manner in terms of attire, grooming, and both verbal and nonverbal communication.
Emotional Maturity	Candidate's behavior suggests a persistent lack of the necessary emotional maturity to be an educator. Examples might include (but are not limited to) emotional volatility, lack of independence, lack of ability to cooperate with others, high need for attention, or extreme self-centeredness.	Candidate has rare but concerning moments where their emotional maturity could be questioned.	Behavior suggests that the candidate possesses the requisite emotional maturity to be an educator.

Candidate Name:	Semester/Year:
Clinical Faculty/Supervisor Name:	Placement School:
Signature:	**Date:**

SUNY New Paltz Teacher Performance Assessment Instructions
Early Childhood & Childhood Education

In response to the 2022 New York State Education Department (NYSED) mandate that all teacher preparation programs identify an acceptable Teacher Performance Assessment (TPA) to replace the edTPA, the faculty and staff in education preparation programs at SUNY New Paltz have adopted the following capstone activity.

Based on the framework provided by the New York State Teaching Standards, the SUNY New Paltz Teacher Performance Assessment is aligned with and incorporates best-practices from the International Society for Technology in Education (ISTE), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), and the New York State Culturally Responsive Sustaining Education framework; this TPA is a "multi-measure assessment that includes multiple activities with distinct assessment tools that enable faculty and staff to evaluate and provide feedback on candidates' demonstration of specific knowledge and skills for teaching" (NYSED, 2022). Completed during the student teaching semester, the assessment captures candidate performance information that allows SUNY New Paltz faculty to evaluate readiness to enter the field, while also promoting the professional growth of candidates during their culminating clinical experience.

The SUNY New Paltz TPA contains five interwoven activities that allow candidates to demonstrate their proficiency in Technological, Pedagogical and Content Knowledge (TPACK); planning; pedagogical practice; assessment; and reflection; all within the learning context of the student teaching placement. Each program may have additional discipline-specific guidance for the TPA; such information will be provided by your Student Teaching Seminar instructor.

The TPA will be submitted for evaluation through the Watermark assessment platform, Student Learning & Licensure (formerly Via). A video for submitting the assessment can be found on the School of Education website.

New York State Teaching Standards:
       Standard 1: Knowledge of Students and Student Learning
       Standard 2: Knowledge of Content and Instructional Planning
       Standard 3: Instructional Practice
       Standard 4: Learning Environment
       Standard 5: Assessment for Student Learning
       Standard 6: Professional Responsibilities and Collaboration
       Standard 7: Professional Growth

SUNY New Paltz TPA Rubric 1: Context

Rubric Item	Highly Ineffective	Ineffective	Developing	Effective	Highly Effective
Classroom Context	The narrative includes the presentation of some information on the district, school, or classroom, but fails to consider one of these components; key elements from the other components may also be missing. The narrative presented includes a narrow view of the context and contains more than one major recommendation for improvement.	The narrative includes the presentation of some information on the district, school, or classroom, but several key elements of the context are missing. The narrative presented includes a narrow view of the context, and results in no more than one major recommendation for improvement.	The narrative includes the presentation of information on the district, school, and classroom. The narrative presented includes a narrow view of the context, and there are several minor recommendations for improvement.	The narrative includes sufficient presentation of information on the district, school, and classroom to convey the demonstration of adequate consideration of context for the TPA unit. The narrative presented is high-quality, although there are a few minor recommendations for improvement.	The narrative includes a comprehensive presentation of information on the district, school, and classroom, demonstrating thoughtful consideration of the context for the TPA unit. The narrative presented is commensurate with what might be expected of a first-year, novice practitioner.
Knowledge of Students	The number of students in the class may or may not be presented. Limited description of student characteristics is presented, and any identified learning supports are inappropriate for the students.	The number of students in the class is presented. Student characteristics are presented in a limited and/or superficial way, and the connection between student characteristics and the proposed learning supports is unsubstantiated.	The number of students in the class is presented. Some of the relevant student characteristics, including linguistic and special needs factors, have been described. Some technology integrations and learning supports for the identified characteristics have been identified, though one or more may not be appropriate for the given context.	The number of students in the class is presented, and a rationale for any students not to be included in the TPA is also included. Most – but not all – relevant student characteristics, including cultural, linguistic, economic, and special needs factors, have been described, with appropriate technology integration and learning supports for the identified characteristics.	The number of students in the class is presented, and a rationale for any students not to be included in the TPA is also included. All relevant student characteristics, including cultural, linguistic, economic, and special needs factors have been accurately described, and appropriate learning supports and available technology integration opportunities have been identified.

SUNY New Paltz TPA Rubric 2: Planning

Rubric Item	Highly Ineffective	Ineffective	Developing	Effective	Highly Effective
Standards & Content Knowledge	The candidate's lesson plans are disconnected from established content and/or pedagogical content knowledge. As an example, this could manifest as including outdated information that has been widely refuted within the discipline.	The candidate's planning reflects a limited understanding of the content and/or pedagogical content knowledge necessary to maximize student learning.	The candidate's planning incorporates appropriate content and pedagogical content knowledge to maximize student learning. References to state and/or national standards may reflect a superficial or incomplete understanding of the standards.	The candidate's planning incorporates appropriate content and pedagogical content knowledge to maximize student learning and adequately references relevant state and national standards.	The candidate's planning incorporates appropriate content and pedagogical content knowledge to maximize student learning and is clearly informed by a critical analysis of relevant state and national standards.
Instructional Strategies	The instructional strategies outlined in the candidate's planning reflect developmentally or contextually inappropriate, ineffective, or debunked practices.	The instructional strategies outlined in the candidate's planning reflect outdated practices that have been demonstrated to be ineffective.	The candidate's incorporation of instructional strategies that are evidence-based is inconsistent or limited.	The candidate's plans incorporate several appropriate evidence-based instructional strategies.	The candidate's plans incorporate a wide variety of appropriate evidence-based instructional strategies, and the rationale for the use of these strategies relies on reference to the evidence supporting their use.
Differentiation	The candidate's plans clearly demonstrate a one-size-fits-all mentality, ignoring the need consideration of individualized student needs and instructional differentiation.	The candidate's plans do not provide evidence of differentiation to address the needs of all students.	The candidate's plans include some evidence of differentiation but are inadequate for addressing the needs of all students in the class.	The candidate's plans appropriately differentiate instruction to meet the needs of students. Planned modifications to support individual students' needs could benefit from additional, descriptive depth.	The candidate's plans appropriately identify the instructional needs for all students in the class, and clearly demonstrate the ways in which the instruction will be adapted, modified, or changed to meet the needs of all students.

Environment	Candidate's planning actively creates or allows harmful learning environments (e.g., sarcasm, bullying, ridicule, etc.).	The candidate's planning does not consider what is needed to create safe, democratic, and equitable learning environments.	The candidate's plans demonstrate inconsistent or limited consideration of safe, democratic, and equitable learning environments.	The candidate's plans incorporate practices that promote safe, democratic, and equitable learning environments that are student-centered and culturally responsive.	The candidate's plans create a consistently safe, democratic, and equitable learning environment that are student-centered and culturally responsive, and which foster students' intellectual, social, and emotional growth.

SUNY New Paltz TPA Rubric 3: Lesson Delivery

Rubric Item	Highly Ineffective	Ineffective	Developing	Effective	Highly Effective
Making Learning Meaningful	Candidate's lesson delivery is highly ineffective and (for example) comes across as being antiquated, consists of lecturing at students in a "sage-on-the-stage" manner, and/or relies on other outdated or debunked practices.	Candidate fails to make learning meaningful for students by (for example) activating prior knowledge, connecting learning experiences with students' experiences and cultures, and/or helping students relate ideas to real-world situations.	Candidate struggles to make learning meaningful for students while teaching. For example, the candidate may neglect the role of students' prior knowledge, fail to connect learning to students' experiences and cultures, and/or fail to help students relate ideas to real-world situations.	Candidate successfully uses a narrow range of strategies to help make learning meaningful for students while teaching. Examples include building on or supporting students' prior knowledge, connecting learning to students' experiences and cultures, and/or helping students relate ideas to real-world situations.	Candidate successfully uses multiple strategies to make learning meaningful for students while teaching. Examples include building on or supporting students' prior knowledge, connecting learning to students' experiences and cultures, and/or helping students relate ideas to real-world situations.
Student Interactions & Student Feedback	The candidate's fails to provide any feedback to students during the lesson delivery.	The candidate's feedback to students during lesson delivery is primarily negative; feedback is not specific, constructive, or motivational.	The candidate provides limited and/or vague feedback to students during lesson delivery.	During lesson delivery, the candidate provides constructive feedback and that helps students know how to improve.	During lesson delivery, the candidate provides specific constructive and motivational feedback that helps students know how to improve and encourages them to achieve their potential.

SUNY New Paltz TPA Rubric 4: Assessment

Rubric Item	Highly Ineffective	Ineffective	Developing	Effective	Highly Effective
Choosing Assessments	Candidate uses only summative assessment to evaluate student learning. There is no rationale for using any chosen assessments, and there is no attempt to align the assessment with the lesson/unit learning outcomes.	Candidate chooses, designs, and implements limited formative assessments, emphasizing summative assessment to evaluate student learning. There is no rationale for using any chosen formative assessments, and alignment with the lesson/unit learning outcomes is not clearly articulated or readily apparent.	Candidate chooses, designs, and implements formative and summative assessments to evaluate student learning. There is little rationale for using the chosen formative assessments, and alignment between the chosen assessments and the lesson/unit learning outcomes is not clearly articulated or readily apparent.	Candidate chooses, designs, and implements appropriate formative and summative assessments to evaluate student learning. The rationale for using the chosen formative and summative assessments shows some alignment with the lesson/unit learning outcomes.	Candidate chooses, designs, and implements authentic and appropriate formative and summative assessments to evaluate student learning. The rationale for using the chosen formative and summative assessments shows clear alignment with the lesson/unit learning outcomes.
Analyzing Assessment Data	There is no meaningful analysis of assessment data. Any data analysis is confusing or nonsensical, and the candidate's conclusions are not substantiated by the student work samples.	There is some limited data analysis for some formative and summative assessments, but the analysis does not align with the nature of the assessment. Student work samples are included for some assessments, but they focus on either what students have or have not understood (e.g., do not represent both). The degree to which the candidate demonstrates	There is some limited data analysis for some formative and summative assessments. Student work samples are included for some assessments, but they focus on either what students have or have not understood (e.g., do not represent both). The degree to which the candidate demonstrates understanding of the relationship between	There is clear data analysis for some formative assessments. There is clear data analysis for summative assessments. Student work samples are included for some assessments, and highlight what students have and have not understood. The candidate demonstrates understanding of the relationship between	There is clear data analysis for all formative and summative assessments. Student work samples highlight what students have and have not understood. The candidate clearly demonstrates understanding of the relationship between student assessment data and progress toward the learning outcomes.

		understanding of the relationship between student assessment data and progress toward the learning outcomes is obviously limited.	student assessment data and progress toward the learning outcomes may be limited.	student assessment data and progress toward the learning outcomes.	
Use of Data for Instructional Decision-Making	No identified changes to future lessons have been presented.	Any identified changes for future lessons are not clearly linked to the assessment data.	Notes on changes for future lessons are presented together rather than individually.	One or two (but not all) of the formative assessments includes notes on any necessary changes within future lessons to further support student learning and growth.	Each formative assessment includes notes on any necessary changes within future lessons to further support student learning and growth.
Student Development	The description of student development is missing or incomplete. There is no connection between the assessment data and the description of student development.	There is a disconnect between what is presented in the narrative description of student development and the evidence presented in the assessment data and student work samples. This could manifest, for example, as a statement that the students were successful in learning the material, when the work samples and assessment data demonstrate otherwise.	The narrative description shows that the candidate is thinking about their students' learning and development within each lesson. The narrative focuses primarily on students who continued to struggle.	The narrative description shows that the candidate is thinking about their students' learning and development, and includes observations for students who were successful as well as those who continued to struggle.	The narrative description shows that the candidate is thinking about their students' learning and development over the course of the entire unit and includes observations for students who were successful as well as those who continued to struggle. Lingering challenges for the class are identified, and particular students in need of additional supports are noted.

SUNY New Paltz TPA Rubric 5: Reflection

Rubric Item	Highly Ineffective	Ineffective	Developing	Effective	Highly Effective
Reflection on Thinking and Teaching	There is no reflection on the how the candidate's thinking and teaching have been influenced or impacted throughout the program or the TPA unit, or such a reflection is extremely limited.	Candidate's reflection on how their thinking and teaching has been influenced is terse or superficial. The reflection may focus entirely on the preparation program or entirely on the feedback throughout the TPA unit, but fails to incorporate both. The reflection conveys a limited understanding of how the variety of experiences and relationships have influenced their preparedness to be a classroom teacher.	Candidate's reflection identifies one or more influences on their thinking and teaching. The reflection conveys a limited understanding of how the variety of experiences and relationships in the program have influenced their preparedness to be a classroom teacher.	Candidate's reflection identifies and details a few major influences on their thinking and teaching. The reflection shows a developed understanding of how those influences have impacted their preparedness to be a classroom teacher.	Candidate's reflection identifies and details several influences on their thinking and teaching, including components from the preparation program, relationships with colleagues and mentors, and feedback throughout the TPA unit. The reflection shows a deep understanding of how the variety of experiences and relationships have influenced their preparedness to be a classroom teacher.
Reflection on Student Learning Needs and Differentiation	There is no reflection on how individual student needs were identified and met, or such a reflection is extremely limited.	Candidate's reflection includes some identification of student learning needs, though some of the identified needs may have been inaccurate or misinformed. The reflection focuses primarily on the student learning, with limited reflection on the candidates' own awareness and growth.	Candidate's reflection includes some identification of student learning needs and how they acted upon those characteristics. The reflection focuses primarily on the student learning, with limited reflection on the candidates' own awareness and growth.	Candidate's reflection includes the accurate identification of student learning needs and how they acted upon those characteristics to maximize student learning. The narrative includes some reflection on how their own understanding of individual student needs throughout the TPA activity has been affected, impacted, or reinforced.	Candidate's reflection includes the accurate identification of student learning needs and how they acted upon those characteristics to maximize student learning. The narrative includes extensive reflection on how their own understanding of individual student needs throughout the TPA activity has been affected, impacted, or reinforced, and reflects a (re)dedication to differentiation as a necessary practice.

Reflection on Assumptions, Biases, and Strengths	Candidate rejects the need for self-reflection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs.	Candidate's reflection on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs appears to be limited or superficial.	Candidate examines and reflects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, with limited connection to future personal development.	Candidate reflects on their own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies areas needed for personal development.	Candidate reflects on their own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies and acts on areas needed for personal development.
Areas for Growth and Goals	Candidate does not acknowledge the need for professional growth and development.	Candidate regularly dismisses or avoids opportunities for professional growth and development.	Candidate engages in opportunities for professional growth and development when directed to do so.	Candidate independently identifies and engages in opportunities for professional growth and development.	Candidate has independently developed a long-term professional development plan that will support their ongoing growth.