Evaluations are available as a hard copies or e-versions for both Cooperating Teachers and Student Teachers. These will be provided to you.

Please note that final evaluations will be completed through a link to Chalk & Wire.

All forms are due within two weeks following the completion of the placement from Cooperating Teachers and College Supervisors.

Please submit all completed forms to College Supervisor.

The College of Saint Rose
Music Department
432 Western Ave.
Albany, NY 12203

Revised 2018
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THE COLLEGE OF SAINT ROSE
MUSIC DEPARTMENT

Contact Personnel and Telephone Numbers:

Dr. Sherwood Wise 518.454.5230 (Office)
Music Department Chairperson
wises@strose.edu

Dr. Jennifer Campbell (General Music/Choral) 518.454.5178 (Office)
Music Education Program Coordinator
campbelj@strose.edu

Dr. Robert Hansbrough (Instrumental) 518.454.2022 (Office)
hansbror@strose.edu

Dr. Michael Levi (Choral) 518.339.0804 (Cell/Texting)
levim@strose.edu

Dr. Michael Lister (Choral) 518.454.5230 (Office)
listerm@strose.edu

Ms. Barbara Poole (Choral/General Music 518.542.0561 (Cell/Texting)
Singwme634@nycap.rr.com

Mr. George Smith (Instrumental) 518.937.7958 (Cell/Texting)
gsmith@strose.edu

Dr Jay Stoltzfus (Instrumental) 607.368.9400 (Cell/Texting)
stoltzfj@strose.edu

Ms. Patricia Zullo (Choral/General) 518.774.7859 (Cell/Texting)
zullop@strose.edu

Amanda Jo Wilsey, Coordinator – Music Department
wilseya@strose.edu

Music Department Phone 518.454.5178
Music Department Fax 518.454.2146
Dear Colleagues,

Thank you so much for your willingness to work with our music education students from The College of Saint Rose! Faculty members of the music department are greatly appreciative of your role during the transition from student to music educator for our students.

The music education faculty is committed to making our student teaching process the best that it can be for both our Student Teachers and Cooperating Teachers. Our goal is to match music educators and their programs not only to areas of need for the student but the strengths and qualities as well.

Music education faculty are assigned as supervisors once student teachers are paired with Cooperating Teachers. We believe strongly that our student teachers need to be supervised by music education faculty. Moreover, it ensures that we continue to experience current classroom practices and situations. We welcome this opportunity!

This handbook is designed to answer many of your questions. Please read it carefully and notify me with further questions. As this handbook is a continual work in progress, your input is invaluable. I appreciate your suggestions for improvement for this handbook and the student teaching process as a whole.

Thank you for you for the work that you will do with this student teacher. The benefits they will receive in this placement are indeed many.

Sincerely,

Dr. Jennifer Campbell
Music Education Program Coordinator
Assistant Professor of Music Education
Guidelines and Responsibilities

Music Education Program Coordinator
- Requests and finalizes student teacher placements
- Seeks placement permission from appropriate personnel
- Provides student teacher handbook and needed training to all cooperating teachers
- Assigns College Supervisors to Student Teachers
- Serves as a resource for questions from all involved
- Revises handbook and student teaching procedures via appropriate committees
- Meets with music educators and staff as needed or requested

Cooperating Teachers
- Three years of teaching experience with at least one year in current position
- Approval of appropriate personnel
- Maintains an established music education program
- Commitment to working and help shape future music educators
- Ability to
  - appropriately provide encouragement and constructive criticism
  - view a progression in teaching ability by the student teacher
- Willingness to
  - allow the student teacher to teach and work with students
  - keep continued contact with the College Supervisor
  - share information about the school and community with student teacher
  - discuss and share teaching ideas and experiences with student teacher
  - provide an overview of the student teaching session the (when and how the student teacher will be teaching)
  - complete cooperating teacher checklist
  - submits summative evaluation via Chalk & Wire
- Has read the student teacher handbook
- Provides student teacher with dates of staff meetings, concerts, programs, scheduled non-school days, etc. as they have them to help student teacher plan their time
- Provides student teacher with curriculum, musical scores, textbooks, etc. needed during the placement
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plan prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in initial and final evaluative meeting with the Student Teacher and College Supervisor.
- Informs College Supervisor of Teacher Candidate’s progress.
- Completes and submits all evaluation forms.
- Maintains final authority on all matters related to the classroom.

College Supervisor
- Serves as a liaison between cooperating schools, teachers, Student Teacher, Coordinator of Music Education and the college.
- Assists cooperating teachers in guidance and evaluation of Student Teacher
- Regular contacts cooperating teachers and student teacher
- Resource for questions from cooperating teachers and student teacher
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Participates in initial and final evaluative meeting with Student Teacher and Cooperating Teacher.
- Completes and submits all evaluation forms.
- Assigns Pass/Fail grade for Student Teacher.
The Student Teacher:

- Has completed and passed all core/professional courses, passed the piano proficiency, professional qualities assessment, and received permission from Coordinator of Music Education to student teach.
- Accepts the student teaching experience as a **full-time teaching experience** for which all other commitments are secondary. However, as a unique aspect of the music education program, students may continue development of musicianship during the Student Teaching semester, with the permission of the Coordinator of Music Education and the College Supervisor. This may include participation in a music ensemble and secondary applied lessons that are directly related to the student’s primary instrument (or voice) and that supports skills essential to a successful student teaching experience. Transfer students who are required to enroll in the fourth semester of a major ensemble may do so. **No other courses are taken during the Student Teaching semester.**
- Reads and understands the student teaching handbook.
- **Immediately** provides the College Supervisor and Coordinator of Music Education with name, phone number, and email of the Cooperating Teacher.
- **Immediately** provides the College Supervisor and Coordinator of Music Education with your schedule.
- Maintains:
  - the highest professional standards and confidentiality
  - the highest degree of musicianship and knowledge
  - regular and consistent contact with the College Supervisor
  - writing a weekly journal and emails it to seminar instructor and College Supervisor
  - drafting and completing the EdTPA
- Notifies cooperating teacher and College Supervisor of absences. **ONLY 3 ABSENCES ARE ALLOWED PER SEMESTER.** Absences beyond the three may jeopardize the student teaching semester.
- Weekly attendance at student teaching seminar
- Completes student teaching checklist
- Maintains open-communication with the Cooperating Teacher and College Supervisor
- Completes duties and instructional responsibilities as assigned by the Cooperating Teacher
- Actively seeks and applies feedback regarding classroom management, knowledge of various teaching styles, etc. from cooperating teacher
- Strengthens ability to self-assess lesson planning, instructional strategies
- Willingness to accept constructive criticism from cooperating teacher and supervisor
- Uses effective interpersonal skills with students, staff, faculty, administrators, other professionals, parents and members of the community
- Plans and practices for all teaching assignments
- Understands that student teaching is a full-time job. When the cooperating teacher is working, the student teacher is expected to be there as well unless previous permission has been granted. **Required activities include** rehearsals of after school programs, NYSSMA Conference, performances, field trips, etc.
- Submits weekly journal on time (Mondays by 8:00 am)

**Student Teaching Seminar**

- 2 Credit Course
- Meets weekly or as scheduled
- Preparation and discussion of edTPA
- Discussion of student teaching experiences
- Discussion of various educational topics
- Students are required to attend seminar.

**Music Department Coordinator**

- Emails and receives placement contracts and compensation information
- Liaison between cooperating teacher and payroll
Phases of Student Teaching

*Immediately plan the dates/times when the edTPA will be completed and which placement*

- **Orientation and observation**
  - First week of student teaching. Become familiar with the surroundings.
  - Meet the cooperating teacher, principal, students and staff of the school.
  - Familiarize yourself with the physical environment of the classroom and school.
  - Establish a working relationship with the cooperating teacher and other school personnel
  - Begin to know students and instructional materials used by the cooperating teacher.
  - Familiarize yourself with the school policies and regulations such as school calendar, teacher schedules, faculty meetings, and appropriate dress.
  - Abide by all school policies and regulations that apply to student teachers.
  - Develop a professional image.
  - Plan regular formative observations with your cooperating teacher.
  - Discuss edTPA with your cooperating teacher. You may want to plan what to include or set dates for which items will be accomplished.
  - **Immediately** provide the College Supervisor **and** Coordinator of Music Education with name, phone number, and email of the Cooperating Teacher.
  - **Immediately** provide the College Supervisor **and** Coordinator of Music Education with your schedule.

- **Participation**
  - **Participation begins as soon as the student teacher arrives.** In the beginning, this could be participation in the activities of the students or even individual/small group facilitating. Make certain you are prepared for all teaching experiences. These experiences will gradually increase as well as participation in other professional activities.
  - Develop interpersonal skills necessary for working effectively with students.
  - Develop techniques of classroom management based on those used.
  - Work with individual students or small groups/ensembles.
  - Perform tasks that are normally the responsibility of a classroom teacher (i.e., creating bulletin boards, keeping records, planning instruction, assessing student learning, etc.)
  - Begin to self-reflect and evaluate your progress.

- **Teaching**
  - Teaching experiences early in the student teaching experience will occur with individuals or small groups (ensembles).
  - The student teaching experience thus culminates with full or primary responsibility for the classroom without the aid of the Cooperating Teacher. Responsibilities will be determined by the Cooperating Teacher and the College Supervisor but will include the following:
    - **Writing daily lesson plans.**
    - Developing and teaching one complete unit (or major portion thereof).
    - Using a variety of teaching techniques, approaches, and pedagogies.
    - Planning for the needs of individual students.
    - Implementing the classroom management/discipline procedures as guided by the cooperating teacher and the host school.
    - A full week of solo teaching.
    - Observation of other music teachers in the school district.
Professionalism

Student teachers are guests in a school that is willing to welcome and host a future teacher. The student teacher has been invited into the classroom of a practicing teacher – the cooperating teacher. The priority of the cooperating teacher is to their students, and student teachers must work within this framework. Student teachers are expected to follow a Code of Ethics and be a professional member of the teaching community.

Cell Phone Use: Cell phones/texting are not to be used during school activities. However, if an observation has been scheduled, please monitor your phone in case a situation with the College Supervisor arises.

Teaching professionalism is evident through the following behaviors:

- **Attitude**
  - Enter student teaching with a positive attitude and a determination to do your best.
  - Show enthusiasm and prove you have a contribution to make to the teaching profession.
  - Student teaching is a full-time task. Recognize the time commitment. It is recommended that you not hold other jobs during this experience.

- **Appearance**
  - Look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance.

- **Attendance and Punctuality**
  - Teaching requires time beyond that specified by school policy. Your hours should be the same as your cooperating teacher. Understand the importance of the personal impression you make on the faculty, students, staff, administration, and parents.
  - **Attendance in the school is mandatory each day for all student teachers. In case of illness or emergency, you must notify the school, your Cooperating Teacher and College Supervisor BEFORE the school day begins.**
  - Student teachers may be withdrawn or receive a failing grade for consistent lateness, absence or lack of preparation.

Student teaching IS your full-time job. When the cooperating teacher is working, you are expected to be there as well unless previous permission has been granted. **Required activities include** rehearsals of after school programs, NYSSMA Conference, performances, field trips, etc.

- **Confidentiality**
  - The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to students with whom student teachers are working is confidential. Student Teachers must under no circumstances, discuss the educational programs or records of their students with individuals other than those who are directly or indirectly involved in the educational programming of those students. The Cooperating Teacher must be consulted in all matters relating to the sharing of student information.

**Code of Ethics**

While it is not the intent of the Music Department at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. Thus, a copy of the “Code of Ethics of the Education Profession” adopted by the National Education Association in 1975 is included as an example of professional standards that are recognized and accepted at the national level.

**Photographs, Pictures, Audiotapes & Videotapes**

Most school boards have a policy in this regard. Generally, they prohibit any photographing or videotaping without permission of parents. Check with the Cooperating Teacher and School Principal beforehand. If using a digital camera to record for your edTPA, it is possible to record the lesson and then edit the students from appearing in the recording.
Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student’s access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract person worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

©National Education Association
Adopted at the 1975 Representative Assemblyhttp://www.nea.org/aboutnea/code.html
**Professional Qualities Assessment**

These standards, along with the philosophy and purpose of The College of Saint Rose, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

**Communication Skills**
- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

**Professional Responsibility/Accountability**
- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

**Ethics**
- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations

Student teachers, college supervisors, and cooperating teachers should discuss the professional qualities required of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, a Professional Qualities Assessment (PQA) Report will be completed in order to document, discuss, and remedy concerns about professionalism. Further, one positive professional qualities assessment must take place during the Student teaching semester. College Supervisors will be responsible for conducting the PQA with support of either cooperating teacher for a given Teacher Candidate.
### WEEKLY GUIDELINES – COOPERATING TEACHER (7-8 Week Placement)

### WEEK 1 (Observation & Orientation)
- Welcome student teacher to your classroom
- Arrange for a desk or work area
- Introduce them to school faculty and staff
- Show them around the building
- Give small teaching and routine experiences
- Explain school policies and procedures (i.e., fire drills, lunch schedules, etc.)
- Plan for benchmark meetings
- Explain your informal observation procedures and expectations
- Know when they meet for seminar
- Contact supervisor or Coordinator of Music Education with any questions
- Discuss the edTPA procedures and dates if done during your session with the student teacher

### WEEK 2 (Initial Teaching Experiences)
- Increase planning and teaching responsibilities for the student teacher
- Involve the student teacher with individual work or small ensembles/sectional rehearsals
- Discuss the assessment component of the music program
- Begin to help the student teacher test their skill at diagnosing musical problems
- Begin to involve the student teacher in lesson and instructional planning
- Observe the teaching and provide constructive criticism
- Conduct formative teaching evaluation 1 and submit to College Supervisor (may be moved to week 3 if needed)

### WEEK 3 & 4 (Increased Teaching Experiences)
- Allow the student teacher to handle regular classroom routine (i.e. attendance, etc.)
- Assign additional lesson planning and teaching responsibilities
- Continue to discuss classroom management issues and ideas, discipline, assessment, available materials and educational issues
- Conduct formative teaching evaluation 2 & (3)* and submit to College Supervisor

### WEEK 5, 6, & 7 (Increased & Independent Teaching Experiences)
- Prepare student for solo week
- Solo week ideally is five days. However, it may be appropriate to extend or shorten this period.
- Conduct formative teaching evaluation (3)* & 4 and submit to College Supervisor

### FINAL WEEK (Transition)
- Begin to resume teaching responsibilities yet keep the student teacher actively involved
- Complete summative teaching conference with College Supervisor and Student Teacher and summative evaluation via Chalk & Wire

### THROUGHOUT THE SEMESTER…
- Model effective teaching strategies and discuss with the student teacher
- Review lesson plans and provide written and verbal feedback
- Encourage additional professional participation in activities and meetings
- Continue to monitor, assess, and discuss overall progress
- Keep a record of all absences and tardiness

*Thank you for sharing your classroom and your expertise with one of our students. We appreciate your efforts and look forward to working with you again!*
### WEEK 1
- Discuss dress requirements
- Understand school policies and procedures (i.e. fire drills, lunch schedules, etc.)
- Set up dates for regular benchmarks with cooperating teacher
- Observe cooperating teacher and note style, procedures, etc.
- Learn student names
- Introduce yourself to the faculty and staff
- Find out about non-instructional duties (i.e. bus duty, etc.)
- Become involved with classroom routines as soon as you can
- Plan your EdTPA unit (may only occur at one 7-8 week placement)
- Send out EdTPA and lesson evaluation photo releases
- Provide college supervisor and Coordinator of Music Education with email, phone/extension/fax number, and schedule of cooperating teacher
- Send weekly journal to seminar instructor and college supervisor
- Attend seminar
- Discuss the edTPA procedures and dates if done during your session with the cooperating teacher

### WEEK 2
- Begin teaching at least one class or portion of one class
- Discuss lesson plans and instructional strategies with cooperating teacher
- Begin assessing student work and progress with cooperating teacher
- Work with individual students or small ensembles
- Continually evaluate your teaching and presence in the classroom/school
- Send weekly journal to seminar instructor and supervisor
- Attend seminar
- Conduct formative teaching observation 1 with Cooperating Teacher and with College Supervisor

### WEEK 3 & 4
- Add additional planning and teaching responsibilities
- Collect EdTPA photo releases and begin EdTPA lessons*
- Send weekly journal to seminar instructor and supervisor
- Attend seminar
- Conduct formative teaching observation 2 & (3)* with Cooperating Teacher and with College Supervisor

### WEEK 5, 6, & 7
- Add additional planning and teaching responsibilities
- Plan your solo teaching week
- Begin finalizing your EdTPA for this session*
- Send weekly journal to seminar instructor and supervisor
- Attend seminar
- Conduct formative teaching evaluation (3)* & 4 with Cooperating Teacher and with College Supervisor

### FINAL WEEK
- Gradually return teaching responsibilities to cooperating teacher
- Provide a smooth transition for students as you finish up your session
- Plan to observe other music and/or general classrooms if possible
- Complete your final evaluation(s) for this session
- Participate in summative teaching conference with your Cooperating Teacher and College Supervisor (together)
- Return all materials
- Attend seminar
Frequently Asked Questions

Can cooperating teachers leave the classroom?

Traditionally student teachers have been left on their own intermittently as an important step in their growth as classroom managers, especially during “solo week.” New York State law is as follows:

**NYSED State Law 8:38**

*Teacher candidates enrolled in teacher education programs may teach a class without the presence of a certified teacher in the classroom provided the classroom teacher is available at all times and retains supervision of the student teacher. However, the number of certified teachers employed in the district must not be reduced because of the presence of student teachers.*

During “solo week,” the student teacher should assume the majority of teaching responsibilities in the classroom. However, this does not necessarily mean that the teacher is required to be out of the classroom. In fact the cooperating teacher can become an anonymous observer in the classroom, providing the student teacher with valuable feedback regarding performance. The Music Department does not require the cooperating teacher to be out of the room during “solo” week. The decisions made with regard to “solo week” should be collaboration between the cooperating teacher, the college supervisor, and most importantly, the student teacher. The student teacher must feel prepared and comfortable when assuming this responsibility, and the cooperating teacher and the supervisor must assess the student teacher’s state of readiness.

Can student teachers work as substitute teachers?

The model of teacher preparation in which all parties are involved acknowledges the fact that this is an apprenticeship and that a student teacher will always be under the supervision of a cooperating teacher. Due to these expectations, the student teacher may not act as a paid or unpaid substitute teacher during their student teaching placement.

Contractually, the student teacher must be supervised by a person (i.e. the cooperating teacher) who is employed by the district and whose duties include supervision. A student teacher is not a paid contractual employee, and therefore not eligible to be hired while on a student teaching assignment.

However, in an emergency, a student teacher may provide coverage in their own classroom, provided the college supervisor and the student teacher are informed and in agreement with this emergency arrangement.

Compensation?

During the semester you are working with a student teacher you will receive a compensation form from the Administrative Assistant. Choices include payment via check or tuition reimbursement. Fill the form out accordingly and mail back to Amanda Wilsey who will also be able to answer all questions about remuneration.

Can a student teacher be terminated or removed?

Yes, a student teacher may be terminated or removed if this is an appropriate consequence of the situation. The cooperating teacher, college supervisor, department chair, and coordinator of music education must be informed and agree to this decision. The student deserves the right to a hearing regarding the situation.

Lesson Plans?

Our student teachers are required to create lesson plans for each teaching experience. The edTPA lesson plan is very formal and they are not required to do this for each lesson. Student Teachers must complete a full lesson plan for all formative teaching evaluations as conducted by their cooperating teacher and college supervisor.
Dear Parent/Guardian/Student:

I am a student teacher intern from The College of Saint Rose and I am in the process of applying for my license to be a certified teacher. One of the requirements for this certification is a “performance assessment,” which requires video recordings of me teaching. The video recordings will include both the students and me, but the primary focus is on my instruction, not the students in the class. In the course of recording my teaching, your child (or you) may appear in the video.

Another requirement for my certification is “evidence of student learning,” which requires submitting student work samples completed during times I am teaching. Those samples may contain some of your child’s (or your) work.

No student’s name will appear on anything I submit, and all materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Everything I turn in will be viewed by faculty in my program at The College of Saint Rose and the certification reviewers. My application materials, including the video and student work, may also be used by Stanford University or Pearson (the institutions that created the teacher certification application) under secure conditions to train people to score other applications.

The attached permission slip is your opportunity to say that you do or do not give me permission to use your child’s (or your) work and/or image in my application process. The “performance assessment” exam is required for all new applicants for teaching licensure in most states, including New York, and your support is much appreciated. Thank you in advance for considering helping me in this very important step of my career.

If you have questions about the video or student work and how it will be used, please contact Dr. Jennifer Campbell, Music Education Program Coordinator at The College of Saint Rose, at 518.454.5178 or campbelj@strose.edu

Sincerely,

[Signature]

Jennifer Campbell, PhD
Assistant Professor of Music Education; Coordinator of Music Education
432 Western Ave. Albany, NY 12203
o: 518.454.5286 • strose.edu

HOME. OF ACADEMIC EXCELLENCE.
CONSENT FORM
To be completed either by the parents/legal guardians of minor students (please complete Part 1)
or by students who are 18 or more years of age (please complete Part 2)

Student Name: ________________________________

PART 1

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

Please check the appropriate box below

☐ I DO give permission to you to include my child’s student work and/or image on video recordings as
part of video(s) showing your classroom performance, to be used only for the purpose of completing
your application for teacher certification. I understand that my child’s name and any other personally
identifiable information about my child will not appear on any of the submitted materials.

☐ I DO NOT give permission to you to include my child’s student work and/or image on video
recordings as part of video(s) showing your classroom performance to be used only for the purpose of
completing your application for teacher certification.

Signature of Parent or Guardian: ________________________________ Date: ______________

PART 2

I am the student named above and am more than 18 years of age. I have read and understand the purpose
of this permission slip, given in the letter provided with this form, and agree to the following:

☐ I DO give permission to you to include my student work and/or image on video recordings as part of
video(s) showing your classroom performance, to be used only for the purpose of completing your
application for teacher certification. I understand that my name and any other personally identifiable
information about me will not appear on any of the submitted materials.

☐ I DO NOT give permission to include my student work and/or image on video recordings as part of
video(s) showing your classroom performance to be used only for the purpose of completing your application for
teacher certification.

Signature of Student: ________________________________ Date: ______________

Date of Birth: ___ / ___ / ___
mmdyyyy
**Spring 2019 Protocol for formative evaluations of Student Teacher lessons.**

1. During week 1 of the placement, class meeting schedule is submitted to college supervisor who will create a schedule for formative observations. Cooperating Teacher may choose to follow this schedule, or they may choose to observe different lessons than the college supervisor. Cooperating Teachers and college supervisors will be referred to as mentor observers within this document and the *Student Teacher Handbook*.

2. Student Teacher creates a lesson plan with support from mentors (as needed and when submitted to mentors with adequate time).

3. 24-12 hours before the formative evaluation student teacher submits lesson plan to their mentor observers (each team may decide the deadline for lesson plan submission). Student Teacher will have a printed lesson plan for their mentor observer(s) at the time of observation.

4. One or both mentor observers observe the lesson.
   a. Student Teacher will video record all lessons observed for evaluation. Student Teacher will position the camera to maximize focus on them and visuals (whiteboard, projector screen, etc.) and to minimize students’ faces. (The procedure of minimizing student identifying features will allow for the video to be shared among the team without a photo release.) Student Teacher will make the video available to mentor observer(s) ASAP.

5. Informal Reflection & debriefing meeting is scheduled at a mutually agreed upon time between mentor observer(s) and student teacher.

6. *College Supervisors have the flexibility of completing a distance learning (assessment of video-recorded lesson with a debriefing at a mutually agreed upon time and place—before or after Student Teacher Seminar is recommended) if needed to support their St. Rose teaching schedule.*

7. Within one business week of the lesson, the finalized evaluation form is submitted by mentor observer(s) to college supervisor and student teacher for review and acceptance. Student Teacher must affirm acceptance of the evaluation via signature or digital signature (an email stating affirmation of acceptance). College Supervisors are responsible for collecting formative evaluations completed by the cooperating teacher.

8. The Final Student Teaching Evaluation (Revised October 2015) will be used as the rubric to guide all formative evaluations. This will allow the Student Teacher demonstrate growth and work towards mastery with no change to criterion between formative evaluations and summative evaluation.

**Progression of Criterion Evaluated at each Observation.**

The process of developing teaching behaviors with critical and positive feedback is an on-going process among the team of the student teacher, cooperating teacher, and college supervisor. To guide the formative assessment of the student teacher, the mentor observers should provide feedback and record teacher behaviors demonstrated based on the following schedule.

*The schedule may be altered with clear communication between mentor observer(s) and student teacher. The goal is for student teachers to have documentation of growth and development over their placement at a given site.*

**The mentor observer(s) may choose to provide early narrative feedback in a non-observed area in order if there is a concern, or a rating of a criterion if behaviors demonstrated in an observation would warrant a designation of *proficient* or higher.*
### Suggested Schedule of Observed Criterion

<table>
<thead>
<tr>
<th>Observation Name/Week</th>
<th>Criterion Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative 1/ Week 2 or 3</td>
<td>I. Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>Formative 2/ Week 3 or 4</td>
<td>I, II. Development, Learning, &amp; Motivation, and III. Planning and Implementing Instruction</td>
<td>*IX and/or X may be substituted for II or III during this evaluation.</td>
</tr>
<tr>
<td>Formative 3/ Week 4, 5, or 6</td>
<td>I, II, III, and IX. Conducting and Piano Skills and/or X. Instrumental Knowledge</td>
<td></td>
</tr>
<tr>
<td>Formative 4/ Week 5, 6, or 7</td>
<td>ALL</td>
<td></td>
</tr>
</tbody>
</table>

- Criterion V, VI, VII, VIII should be documented on at least 2 observation forms

May be observed outside of classroom observation setting

---

Guidelines for Rating Scale. For all ratings, a teacher candidate must have documented behaviors to support the rating selected. The mentor observer(s) (college supervisor and/or cooperating teacher) must document behaviors observed during a lesson and outside of the lesson during professional interactions, and select the rating that matches the reported behaviors.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTINGUISHED (4)</td>
<td>Consistently exceeds expectations for a beginning teacher; demonstrates initiative and independence</td>
</tr>
<tr>
<td>PROFICIENT (3)</td>
<td>Meets and sometimes exceeds expectations for a beginning teacher; capable of successfully working independently</td>
</tr>
<tr>
<td>NOVICE (2)</td>
<td>Minimally meets expectations for a beginning teacher; has shown growth; performs satisfactorily with support</td>
</tr>
<tr>
<td>UNSATISFACTORY (1)</td>
<td>Does not meet expectations for a beginning teacher</td>
</tr>
<tr>
<td>NOT OBSERVED (NO)</td>
<td>No opportunity to observe</td>
</tr>
<tr>
<td>NOT APPLICABLE (NA)</td>
<td>Not applicable to this setting</td>
</tr>
</tbody>
</table>
The following scale is to be used with the Student Teaching Formative Evaluation Form. The evaluator should mark the box that corresponds to the observed level of performance of the student teacher in each area of competency listed on the evaluation form and record observed behaviors to support each rating.

<table>
<thead>
<tr>
<th>Scale Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>Not applicable to this setting</td>
</tr>
</tbody>
</table>

### I. Content Knowledge (CSR Standard 1)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>Demonstrates evidence of content knowledge; depth, breadth, and accuracy</td>
</tr>
<tr>
<td>K-2</td>
<td>Presents content that is rigorous and challenging, indicative of high expectations for student learning</td>
</tr>
<tr>
<td>K-3</td>
<td>Organizes content in a coherent manner.</td>
</tr>
<tr>
<td>K-4</td>
<td>Presents content in a manner that promotes student learning in accordance with the appropriate P-12 learning standards.</td>
</tr>
<tr>
<td>K-5</td>
<td>Anticipates possible student misunderstandings of content and/or alternate ways of thinking.</td>
</tr>
</tbody>
</table>

### II. Development, Learning, and Motivation (CSR Standard 2)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-1</td>
<td>Maintains a student-centered learning environment that is safe, positive, aesthetic and supportive.</td>
</tr>
<tr>
<td>L-2</td>
<td>Establishes goals that reflect developmentally appropriate expectations.</td>
</tr>
<tr>
<td>L-3</td>
<td>Motivates diverse learners through the use of varied instructional activities.</td>
</tr>
<tr>
<td>L-4</td>
<td>Clearly defines behavioral expectations for the classroom.</td>
</tr>
<tr>
<td>L-5</td>
<td>Engages students in and monitors individual and group learning activities that help motivate achievement and success.</td>
</tr>
<tr>
<td>L-6</td>
<td>Uses a variety of effective positive management strategies.</td>
</tr>
</tbody>
</table>
L-7 Monitors students’ behavior. | Choose an item.  
---|---  
L-8 Provides clear directions and plans efficient transitions between activities. | Choose an item.  
L-9 Plans and implements effective strategies for behavior change. | Choose an item.  

### III. Planning and Implementing Instruction (CSR Standard 3)

| I-1 | Selects, creates, and uses materials, resources and assistive technologies to enhance the learning process for all students. | Choose an item.  
---|---  
I-2 | Identifies and addresses learning standards in written plans (e.g., NAfME, NCAS, NYS). | Choose an item.  
I-3 | Engages students’ interest and involvement in lessons. | Choose an item.  
I-4 | Paces instruction using effective introduction, procedures, and closure. | Choose an item.  
I-5 | Uses range of questioning techniques effectively. | Choose an item.  
I-6 | Employs creative and innovative instructional strategies, i.e., inquiry, problem-solving, cooperative learning. | Choose an item.  
I-7 | Logically links instruction to goals, objectives, stated outcomes, assessments, and students’ interests and needs. | Choose an item.  
I-8 | Exhibits enthusiasm for content during instruction. | Choose an item.  

### IV. Assessment (CSR Standard 4)

| A-1 | Regularly checks for understanding during instruction (formative evaluation). | Choose an item.  
---|---  
A-2 | Measures student mastery of instructional goals and statements of intent through performance, etc. (summative evaluation). | Choose an item.  
A-3 | Uses a variety of assessment tools and techniques (checklists, tests, rubrics, performance assessments, observations in different setting). | Choose an item.  
A-5 | Adjusts and adapts instruction based on observed assessment of student understanding. | Choose an item.  
A-6 | Promotes students’ self-evaluation of learning and/or behavior. | Choose an item.  
A-7 | Utilizes continuous progress monitoring to inform subsequent instructional planning. | Choose an item.  
A-8 | Provides individualized corrective feedback to students during and after instruction. | Choose an item.  
A-9 | Uses assessment information to reflect on teaching effectiveness. | Choose an item.  


V. Professionalism (CSR Standard 5)

| P-1 | Collaborates with other professionals in the planning and delivery of instruction. | Choose an item. |
| P-2 | Exhibits varied roles of the teacher (direct instructor, facilitator, guide, coach, observer, and evaluator). | Choose an item. |
| P-3 | Assumes appropriate responsibility as a student teacher. | Choose an item. |
| P-5 | Is prompt and prepared. | Choose an item. |
| P-6 | Demonstrates respect for the occasion. | Choose an item. |
| P-7 | Interacts positively with students and staff. | Choose an item. |
| P-8 | Adheres to legal and ethical standards for educators. | Choose an item. |
| P-9 | Demonstrates poise, self-confidence and emotional maturity. | Choose an item. |
| P-10 | Is responsive to feedback from others. | Choose an item. |
| P-11 | Engages in activities that enhance professional development including faculty meetings. | Choose an item. |
| P-12 | Engages in reflective practice. | Choose an item. |

VI. Diversity (CSR Standard 6)

| D-1 | Is responsive to students’ diversity, including but not limited to race, gender, ability, ethnicity, and family lifestyles. | Choose an item. |
| D-2 | Attends to diverse needs of all students when considering development, learning, and motivation. | Choose an item. |
| D-3 | Adapts materials to address diverse needs of all students when planning and implementing instruction. | Choose an item. |
| D-4 | Attends to diverse needs of all students when engaging in assessment practices. | Choose an item. |

VII. Communication (CSR Standard 7)

| C-1 | Models effective communication strategies in conveying ideas and information and in asking questions. | Choose an item. |
| C-2 | Demonstrates professionalism in spoken and written communication. | Choose an item. |

VIII. Technology (CSR Standard 8)

| T-1 | Uses digital tools and resources to support student centered learning. | Choose an item. |
| T-2 | Uses technology to support communication, planning and collaboration. | Choose an item. |
| T-3 | Uses technology to support assessment and record keeping. | Choose an item. |
IX. Conducting and Piano Skills (CSR Music Content Standard X)

<table>
<thead>
<tr>
<th>S-1 Demonstrates clear speaking/singing voice</th>
<th>Choose an item.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-2 Demonstrates effective use of the piano</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-3 Demonstrates diagnostic/remediation skills</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-4 Demonstrates leadership/control</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-5 Engages in score preparation leading to effective rehearsals</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-6 Demonstrates clarity of beat patterns</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-7 Demonstrates proper use of left hand for conducting</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>S-8 Utilizes supportive facial gestures while conducting</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

X. Instrumental Knowledge (Instrumental Content Standard X)

| IK-1 Demonstrates knowledge of fingerings, ranges, transpositions and playing positions of the instruments. FOR BAND/ORCHESTRA ONLY, N/A for Vocal | Choose an item. |
| IK-2 Describes/demonstrates effective articulation/bowing techniques FOR BAND/ORCHESTRA ONLY, N/A for Vocal | Choose an item. |
| IK-3 Demonstrates knowledge of intonation and balance. FOR BAND/ORCHESTRA ONLY, N/A for Vocal | Choose an item. |
| IK-4 Overall student teacher’s performance on demonstrating acceptable technical knowledge of the instruments. FOR BAND/ORCHESTRA ONLY, N/A for Vocal | Choose an item. |

Additional Comments: