St. Lawrence University
Nondiscrimination, Discriminatory Harassment & Sexual Harassment Policies

Nondiscrimination Policy
All members of the St. Lawrence community are valued equally. We are committed to multicultural diversity in our faculty, staff, student body and curriculum. Awareness training for students, faculty and staff is designed to eliminate all forms of discrimination. St. Lawrence University subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination in Employment Act (ADEA); the Age Discrimination Act of 1975; New York State Human Rights Law; and Part 53, Section 607 of the New York State Educational Law) regarding discrimination, as well as the Drug Free Workplace Act of 1988. The University does not discriminate against students, faculty, staff, or other beneficiaries on the basis of race, color, gender, religion, age, disability, marital status, veteran’s status, sexual orientation, or national or ethnic origin, or any other category protected by law or regulation, in admission to, or access to, or treatment, or employment in its programs and activities. Retaliatory action of any kind taken by any employee, student, or beneficiary against any other employee, student, or beneficiary as a result of that person’s seeking redress under this policy is prohibited. St. Lawrence University is an Affirmative Action/Equal Opportunity Employer. For further information contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, lcania@stlawu.edu.

Discriminatory Harassment Policy
It is the policy of St. Lawrence University that all our employees and students should be able to enjoy a work and educational environment free from all forms of discrimination and discriminatory harassment, including sexual harassment. St. Lawrence University provides for the development of a climate of tolerance and pluralism and prohibits expressive behavior which is demeaning, intimidating or hostile, communicated verbally, physically or with other communication device, including telephonic or electronic means. It is expressly against University policy for any employee or student to engage in discriminatory harassment which is defined as any demeaning, intimidating or hostile verbal, physical or symbolic behavior that is based on race, religion, ethnicity, age, gender, national origin, marital or veteran’s status, disability or sexual orientation, or any other category protected by law or regulation, and has the effect of interfering with a reasonable person's academic or work performance or of creating, as experienced by a reasonable person, an intimidating or hostile situation or environment. Such behaviors include, but are not limited to, the use of slurs, epithets, gestures, demeaning jokes or derogatory stereotypes.

*Sexual harassment is one form of discriminatory harassment, and is covered by this policy. It is expressly against University policy for any employee or student to engage in sexual harassment. A charged atmosphere is often involved in instances of sexual harassment, which is defined as any unwelcome sexual advancement, request for sexual favors, or other physical or verbal conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

No forms of discriminatory harassment of students or employees will be tolerated. Any employee or student will be subject to disciplinary action for violation of this policy, up to and including termination or expulsion. Discrimination and harassment may be found to be illegal under both state and federal law. In some cases, it may be susceptible to prosecution under criminal sexual law.

This policy is not intended to proscribe, and should not limit free discussion of, the merits of any issue relating to ethnic, racial, religious or other multicultural difference or open inquiry into any material or issue relevant to the academic content of a course.

Not all offensive conduct or language that might be derogatory concerning an individual or group necessarily constitutes discriminatory harassment. Whether a specific act does in fact constitute discriminatory harassment must be determined on a case-by-case basis in light of all relevant circumstances.

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Introduction

The Teacher Education Program at St. Lawrence University has been based for scores of years on premises that provide for its strength and flexibility:

- A liberal arts background is both fundamental to, and tested by, the challenges of teaching in public school settings.

- Each student in the program is a unique learner who must learn to find her or his own teaching style through exposure to options, modeling, and supervised experience.

- Opportunities for learning about teaching should be found both on campus and in field-based settings.

- The development of self-discipline and self-evaluation will aid the teacher to reflect upon, understand, and improve her or his personal/professional attitudes and abilities.

Such a program is consistent both with the University's aims and objectives and its mission statement, as well as with recent research-based recommendations on the Education of effective teachers. In short, individuals with a solid liberal arts background who make good use of pedagogical preparation and carefully supervised practica can become outstanding teachers because they possess a strong academic knowledge base, an inquiring and reflective mind, and a sense of professionalism that develops through field experience, practica, and exposure to top-flight practitioners.

Programs and Certifications Offered

The University offers three separate but interrelated programs leading to initial certification – one using undergraduate courses only, one using a combination of undergraduate and graduate courses, and one using only graduate courses. Students in all three tracks may complete the academic requirements for professional certification by completing the additional requirements for the M. Ed. degree in General Studies in Education at St. Lawrence.

St. Lawrence University has registered programs with the New York State Education Department leading to Initial Teaching Certification in adolescence Education (7-12) for English, Mathematics, Social Studies, Biology, Chemistry, Physics, Earth Science, Social Studies, and Foreign Language (French, German and Spanish). The University also has registered a program leading to Initial Teaching Certification in special subjects for K-12 Art. The University has registered the M. Ed. in General Studies as a route leading to Professional Teaching Certification for all of the categories listed above, as well as for all categories of the middle-level specialist certificate. The three routes to Initial and Professional Teaching Certification at St. Lawrence are diagrammed on the following page.
Three Routes to Initial and Professional Teaching Certification at St. Lawrence University

**Undergraduate-only Option**  
(Certification Minor)

- Pre-requisites:
  - EDUC 203
  - EDUC 301
  - EDUC 305
  - EDUC 455

- Professional Semester
  - EDUC 405
  - EDUC 406
  - EDUC 436
  - EDUC 437
  - EDUC 410

- Bachelor’s Degree  
  (Initial Certification)

- Enter General Studies Program

- Complete 36 sem hrs. of graduate study

- M. Ed. degree  
  (Prof. Certification)

**Undergraduate/Graduate Option**  
(Pre-Certification Minor)

- Pre-requisites:
  - EDUC 203
  - EDUC 301
  - EDUC 305
  - EDUC 455

- Professional Semester (shared courses with undergrads – EDUC 586 does not count toward M. Ed. in General Studies)
  - EDUC 585
  - EDUC 586
  - EDUC 588
  - EDUC 589
  - EDUC 590

- Initial Certification  
  (student may choose to leave upon completion)

- Complete remaining 27 sem. hrs. of graduate study

- M. Ed. degree  
  (Prof. Certification)

**Graduate-only Option**  
(open to graduates from SLU & from other accredited institutions)

- Bachelor’s Degree  
  (from SLU or other institution w/content major)

- Enter Post-Baccalaureate Cert.
  - General Studies Programs & General Studies Programs

- Professional Semester (12 sem. hrs.) (shared courses with undergrads – EDUC 586 does not count toward M. Ed. in General Studies)
  - EDUC 585
  - EDUC 586
  - EDUC 588
  - EDUC 589
  - EDUC 590

- Initial Certification  
  (student may choose to leave upon completion)

- Complete remaining 12 sem. hrs. of graduate study

- M. Ed. degree  
  (Prof. Certification)
Students intending to complete a program in Teacher Education leading to certification in other states or in Canadian provinces should confer with the Coordinator of Teacher Education prior to sophomore registration, in order to obtain detailed information regarding the requirements in professional certification in those jurisdictions.

The University offers certification programs in 7-12 English, mathematics, social studies, science (biology, chemistry, earth science, physics, and general science), languages other than English (French, German, and Spanish), and in K-12 Art. Undergraduate students at St. Lawrence must major in the subject matter of the certificate. Graduate students with a bachelor’s degree from another accredited institution must have a major in the subject of the certificate or must have completed a minimum of 30 semester hours of approved study in the subject, covering the topics outlined in the testing objectives of the New York State Content Specialty Test for the certificate. Approved majors for St. Lawrence undergraduates in social studies include anthropology, economics, global studies (U.S. Studies option), government, history, and anthropology; coursework in other departments is also required beyond the major. (See the Undergraduate Catalog for details.) The only approved major for St Lawrence undergraduates or for graduate students seeking certification in earth science is geology.

**New York State Standards for Teacher Education**

The University’s teacher Education programs are designed to help students meet the New York State standards for initial and professional teaching certification. In order to be registered by the New York State Board of Regents, these programs have the support of the University’s administration and trustees. They promote diversity and strength in the faculty and the student body. They are continually evaluated and modified to assure that the programs are of top-notch professional quality. They feature sustained partnerships with the public schools, providing practicing teachers with solid opportunities for professional development and providing prospective teachers with carefully developed field experiences.

As a part of its curriculum to meet New York State Standards, the Teacher Education Program provides state-mandated instruction in the following:

- Identification and mandated reporting of child abuse
- Prevention of violence in schools
- School safety and fire prevention
- Adolescent and child use of drugs and ways to prevent, intervene, and treat it

The workshops and coursework covering these topics is imbedded in the teacher Education curriculum.

Finally, the programs are also designed to help students achieve qualifying scores on the New York State Teacher Certification Examinations – the Liberal Arts and Sciences Test, the Written Assessment of Teaching Skills, the Content Specialty Test(s), and the Performance Assessment of Teaching Skills. The test objectives for the New York State Assessment of Teaching Skills are given on the following page.
Objectives of the New York State Assessment of Teaching Skills

a) Human developmental processes and variations, and their applications in schools
b) Effect of factors in the home, school, and community, and how to create an environment in the school in which all students can learn
c) Diverse student populations and how to address the needs of all learners, foster a sense of community and respect for others
d) The impact of students’ culture, heritage, and history on their growth and development
e) The importance of home-school and school-community relationships and how to foster them to support student learning
f) Language acquisition and literacy development, and how to foster student literacy
g) Learning processes and styles, and how to foster learning that contributes to preparing students for productive work, citizenship in a democracy, and individual growth
h) The range of disabilities and their effect on learning, and how to engage students with disabilities fully in learning to their highest levels of achievement and independence
i) Significant factors in curriculum development and instructional planning, and how to apply them in designing effective instruction
j) Formal and informal assessments, and how to use them to learn about students, plan instruction, and make instructional adjustments
k) Principles and procedures for organizing and implementing lessons, and how to use that understanding to help students learn
l) Multiple approaches to instruction (based on study and experiences using cooperative learning, interdisciplinary instruction, independent study, lectures, and hands-on activities), and how to apply that understanding to enhance learning
m) Uses of technology for teaching and learning, and how to apply them to use technology and teach students to use technology to enhance learning
n) Principles and practices of motivation and communication, and how to apply them to promote student achievement, interest, and cooperation
o) Structuring and managing a classroom, and how to apply that knowledge to create a safe and productive learning environment
p) Means of analyzing one’s own teaching practice and how to use various resources and opportunities to enhance effectiveness
q) The role of Education in society and the rights and responsibilities of teachers, students, parents, community members, school administrators, and others, and how to use that understanding to interact effectively as a teacher

These topics are infused throughout St. Lawrence University’s Teacher Education curriculum, both on the undergraduate and graduate levels.
Stages of Progress toward Initial & Professional Teaching Certification at St. Lawrence

Student progress toward initial teaching certification is tracked through four benchmarked gateways at St. Lawrence spanning undergraduate and graduate study. They are:

Gate 1 – Admission into a Teacher Education Program

Requirements for admission to the programs (Gate 1)

1a. Successful study at St. Lawrence University as an undergraduate student
   - 2.00 minimum GPA in first two years of study
   - Declaration of a major in the appropriate subject matter area in the sophomore year. For social studies certification, majors may include anthropology, economics, history, global studies, government or sociology. Regardless of major, all candidates for initial certification in social studies must complete at least 21 semester hours (6 undergraduate courses at St. Lawrence) in the study of world, U.S., and New York history and geography. Specific course requirements are listed in the University’s Catalog under each of the appropriate majors. For science, majors in biology, chemistry, and physics will be certified to teach in those particular subjects, and geology majors who take specified additional coursework in physics will be certified to teach in earth science.
   - Declaration during the sophomore year of one of the two Education minors:
     - Certification Minor – all coursework completed at the undergraduate level
     - Educational Studies Minor – all pre-requisites to the Professional Semester (student teaching) completed at the undergraduate level; Professional Semester completed at the graduate level.

-or-

1b. Admission to the Post-Baccalaureate Teacher Certification Program
   - Bachelor’s Degree from accredited institution of higher Education (official transcripts).
   - Undergraduate content coursework equivalent to SLU’s registered program in the certificate(s) sought. (Deficiencies in the liberal arts and content core must be made up by approved coursework at SLU or other accredited institutions of higher Education, either on the undergraduate or graduate level.)
   - 2.50 undergraduate cumulative GPA, or demonstrated promise for success in teaching
   - Application essay (writing sample)
   - 3 recent recommendations about prospects for teaching in certificate area

Gate 2 – Admission to the Professional Semester (Student Teaching)

The Professional Semester (student teaching) is open to qualified students on the undergraduate level and the graduate level. There is no differentiation in expectations for students in the Professional Semester, regardless of level. Application forms are available in the Education Department office. They are due by March 1 for student teaching in the following fall semester and by Oct. 1 for student teaching in the following spring semester. Applications will be reviewed by the Teacher Education Advisory Committee of the faculty at St. Lawrence.

Requirements for admission into the Professional Semester (Gate 2)

1. Senior standing or graduate-level standing at St. Lawrence
2. Good academic and social standing at the University
3. Completion of all prerequisite courses in Education at the 2.5 level or higher:
   - EDUC 203, 301, 305, and 455 on the undergraduate level
   - EDUC 507, 540, and 573; EDPS 538 and 550 on the graduate level
4. Successful completion of at least one semester of college-level study in a foreign language.
5. Demonstrated competence in the liberal arts and mastery of the subject matter of the certificate as attested by:
   - successful completion of the freshman program (or its equivalent);
   - competence of the student's language facility, articulateness, and technology capability demonstrated in prior SLU Education courses; successful completion of all remediation requirements for unsatisfactory writing, if required, prior to student teaching.
   - recommendation by the department chair or designate of the student's undergraduate major (or equivalent recommendation for graduate students)
   - successful study in St. Lawrence University courses, as attested by
     - a 2.5 cumulative undergraduate grade average, or
     - a 3.0 average the semester prior to application for student teaching, or
     - approval by the University's Academic Advising Committee following review of the applicant's credentials and recommendations.
6. Demonstrated commitment toward professionalism and personal qualities needed for a successful career in teaching, as demonstrated by:
   - satisfactory performance of at least 60 clock hours of field experience in the public schools, as attested to in evaluations from one or more field supervisors.
   - a satisfactory pre-student teaching portfolio documenting learning in pre-requisite courses and associated field experience.
   - a sincere interest in undertaking student teaching, as reflected in a personal statement and/or in an interview with the Teacher Education Program staff.
   - exhibition of personal qualities of caring, concern, enthusiasm, openness, empathy, cooperativeness, and flexibility to adapt to new situations, as attested to by the Teacher Education Program faculty, field experience supervisors, and other faculty members at the University and in the schools.

Gate 3 – Initial Certification in Adolescence and/or Art Education

Requirements for Initial Teaching Certification in New York State (Gate 3)

1a. A bachelor's degree with an approved academic major in the certification area.
   - or -
1b. A bachelor's degree with minimum of at least 30 semester hours of study in the academic discipline(s) of the certification area that is equivalent to St. Lawrence University's requirements for the teaching certificate.

2. Successful completion of the Professional Semester (student teaching) with a 2.5 or better in each course, either at the undergraduate or the graduate level. This includes completion of the mandated workshops during the semester on identifying and reporting child abuse; preventing violence in school settings; preventing child abduction; preventing alcohol, tobacco and other drug abuse; providing safety Education; and providing instruction in fire and arson prevention. Additional standards and requirements for successful completion of the Professional Semester are outlined in the evaluation rubric for student teaching on pages 20-28 of this Handbook.
3. Passing scores on the three New York State Teacher Competency Examinations, and one portfolio required for initial certification:
   - the Liberal Arts and Sciences Test (LAST)
   - the Assessment of Teaching Skills – Written (ATS-W – secondary version)
   - the appropriate Content Specialty Test (CST)
   - the Teacher Performance Assessment (TPA)

   (NOTE: In 2010-2011, 100 percent of St. Lawrence University teacher Education students passed the LAST, and 100 percent of the teacher Education students passed the ATS-W) on the first time they took the exams. Data regarding achievement on the CST is not available for 2010-2011.)

4. Recommendation by the University’s Teacher Education Program for Initial Certification to the New York State Education Department (NYSED) or all reciprocating jurisdictions.

Gate 4 – Professional Teaching Certification in Adolescence, Middle School (specialist) and/or Special Subjects

Requirements for Professional Teaching Certification in New York (Gate 4)

1. Completion of a masters degree via:
   a. a program of instruction in Education registered by the New York State Education Department (NYSED), to include recommendation for professional certification by the degree-granting institution (at St. Lawrence, the M. Ed. in General Studies – Professional Certification Option)
   b. a program of instruction in the certificate field or in Education not registered by the New York State Education Department, requiring individual evaluation of the official transcript by the NYSED

2. Completion of a full year of successful mentored teaching in a public school in New York (or its equivalent)

3. Completion of at least three full years of successful teaching in a public school setting (or its equivalent)

4. Recommendation by the University’s Teacher Education Program for Professional Certification to the New York State Education Department (NYSED)
Developmental Levels of Teacher Education
St. Lawrence University
Department of Education

St. Lawrence envisions teacher preparation and professional development as passing through 4 gates:

<table>
<thead>
<tr>
<th>Gate 1</th>
<th>Gate 2</th>
<th>Gate 3</th>
<th>Gate 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declare EDUC. Minor</td>
<td>Apply for Student Teaching</td>
<td>Apply for Initial Certification</td>
<td>Apply for Professional Certification</td>
</tr>
</tbody>
</table>

- Pre-service coursework and field experience needed for Gate 2 (14.4 sem. hrs. undergrad; 15 sem. hrs. grad.)
- Professional Semester (student teaching) coursework needed for Gate 3 (16.2 sem. hrs. undergrad; 13 sem. hrs. grad.)
- Induction Level (new teacher) coursework needed for Gate 4
- Continuing Level (career Educator) coursework needed to maintain certificate continuously

**Undergraduate Courses:**
- Contemp. Issues 203
- Ed. Psych. 305
- Teaching 301
- Literacy Devel. 455

**Graduate Courses:**
- Philosophy of Ed 507
- Lifespan Devel. 550
- Literacy Devel. 540
- Teaching 573
- Learning Disabilities 538

**Gate 1 Courses**
- Dynamics of Teaching 405/585
- Supervised Student Teaching 406/586
- Indiv. Differences 436/588
- Classrm. Management 437/589
- Methods & Literacy in the Content Area 410/590

(Same coursework for undergraduates and graduate students – EDUC 586 and EDUC 589 do not count toward M. Ed.)

**Gate 2 Courses**
- Mentor/Internship (1 year)
- 3 years teaching
- Master’s degree from accredited institution in appropriate content area or in Education (M.Ed. in General Studies in EDUC. at St. Lawrence)

**Gate 3 Courses**
- 175 hours of professional development every 5 years
- (or National Certification by NBPTS – optional)
# Pre-Requisite Courses to the Professional Semester & Field Experiences

## Introduction

The purpose of pre-requisite coursework in Education is to help the student develop the knowledge, skills, and inclinations toward professionalism that are necessary for successful student teaching. The courses and associated field experiences at St. Lawrence that promote this development have been carefully planned to provide the opportunities needed to accomplish these goals.

## Pre-Requisite Coursework in Education

In order to pass through Gate 2 into student teaching, students must complete pre-requisite courses in Education (or their equivalents) at the 2.5 level or higher, either at the undergraduate level or the graduate level:

<table>
<thead>
<tr>
<th>Undergraduate Courses (14.4 sem. hrs.)</th>
<th>Graduate Courses (15 sem. hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 203, Contemporary Issues in American Education</td>
<td>EDUC 507, Philosophy of Education</td>
</tr>
<tr>
<td>EDUC 305, Educational Psychology</td>
<td>EDUC 573, Teaching and Learning in the Public Schools</td>
</tr>
<tr>
<td>EDUC 301, Principles of School Teaching</td>
<td>EDPS 550, Human Development &amp; Lifespan Counseling</td>
</tr>
<tr>
<td>EDUC 455, Language Acquisition &amp; Literacy Development across the Curriculum</td>
<td>EDPS 538, Learning Disabilities</td>
</tr>
<tr>
<td></td>
<td>EDUC 540, Language Acquisition &amp; Literacy Development across the Curriculum</td>
</tr>
</tbody>
</table>

The first two courses listed (both for undergraduates and graduates) are best taken before the others.

## Field Experience in the Public Schools

The pre-requisite courses in Education include requirements for successful field experiences in the public schools. Opportunities for field experience will be announced at the outset of each semester, drawing upon the resources of the Regional Professional Development Collaborative in the schools. The field experiences provide opportunities to work closely with school professionals, not only to learn first-hand the knowledge and skills for teaching, but also to assist school age pupils in working to achieve the state's learning standards. The prospective teacher's learning in the field experiences will be mediated in the pre-requisite courses through readings, discussion, journaling, and the completion of a portfolio documenting learning by the student about teaching in professional environments. Each student must complete and document at least 60 clock hours of successful field experience in the pre-requisite courses including all items listed on the “Checklist for Field Experience” published by the Department of Education. An additional 40 semester hours must be completed in the first three weeks of the Professional Semester. (see the “Field Experience Checklist for the Professional Semester” on p. 18-19)
The Professional Semester

Introduction

The Professional Semester is designed to provide teacher Education candidates with a practical, field-oriented experience in which to develop and apply the knowledge, skills and attitudes required of competent classroom teachers. It consists of a one-semester full-time assignment within the public schools, accompanied by concurrent courses dealing with advanced topics in teaching methodologies and the dynamics of school teaching. Student teachers are expected to gradually assume responsibilities for classroom instruction under the direction and guidance of both the cooperating teacher and the University supervisor. As the student teacher begins to demonstrate proficiency at assigned tasks, increasing amounts of responsibility should be assumed. (See Appendix I - "Student Teaching Load" for overall responsibilities.)

During the Professional Semester the student teacher, cooperating teacher, University supervisor, and methods instructor work together as a team, helping the student teacher to identify his/her strengths and weaknesses, and assisting in the development of effective teaching techniques. As the semester progresses, the student teacher will be expected to demonstrate increasing skill using the processes of reflection and self-evaluation.

In addition to focusing on teaching skills, the SLU Professional Semester seeks to assure the development of appropriate professional attitudes. Student teachers are expected to participate in all aspects of the role of classroom teacher. In addition, weekly seminars for student teachers involve discussion directed toward increasing the candidate's knowledge about the teaching process, the nature of schooling, and teaching as a profession. Since the art of teaching is never completely mastered, the student teacher is expected to develop the habits of study and professional inquiry that will continue throughout his/her teaching career.
Responsibilities of Student Teachers

1. **Attendance.** Student teachers are expected to be present every day at their teaching assignments as well as at University classes, teachers' meetings, conferences, etc. Should illness require that s/he be absent, the student teacher is expected to inform the cooperating teacher and the University supervisor immediately.

2. **Accepting Responsibility.** One characteristic of a competent teacher is his/her willingness to accept responsibility for all aspects of the professional role. Although the transition from being a full-time student to becoming a full-time teacher is admittedly a difficult one, the effective student teacher is one who begins quite early in the semester to identify and assume professional responsibilities as they occur.

3. **Meeting Deadlines.** Throughout the semester, student teachers will be required to complete a number of different tasks, sometimes specifically related to their classroom teaching assignments and at other times related to their concurrent courses. In all cases, assignments must be submitted on the dates on which they are due, except under the most extraordinary circumstances. Should an exception to a deadline be necessary, a student teacher is expected to receive prior permission from all of the appropriate supervisors – the cooperating teacher, the University supervisor, and/or the University instructor, as needed.

4. **Planning and Record Keeping.** Student teachers are expected to provide copies of their plan books to their cooperating teachers and university supervisors at least one week in advance. These plans will be reviewed to schedule observations and assist the student teacher in establishing effective approaches to teaching. Student teachers are also expected to keep a notebook in which they store lesson plans, teaching notes, reflections on their teaching experiences, and notes on critical incidents, problems, and ideas leading to the development of their final portfolio.

5. **Observation.** One of the most effective ways of getting feedback on one's teaching performance is through direct observation by experienced teachers. Such observations can be very informal, as when the cooperating teacher and student teacher share reactions to a lesson, or somewhat more structured, as when the University supervisor makes a scheduled visit. For scheduled observations by the University supervisor, the student teacher is expected to have prepared in advance a detailed lesson plan for the particular lesson to be observed. In addition, the student teacher should have copies of all texts or materials that will be used by the students during the lesson being observed, so that the University supervisor can follow along effectively. Such observations will be followed by discussion and/or a written report from the supervisor.

6. **Weekly Seminars.** EDUC 405/585, the program of concurrent weekly seminars which occur during the entire Professional Semester, is designed to help students to put their experiences into perspective through sharing problems, questions, and common concerns. The seminar is also a means of exploring further some of the major issues in teaching and in the preparation of curricular and instructional materials. In some cases the weekly seminar will involve a large-group meeting of all student teachers and their University supervisors to listen to presentations from outside speakers. Usually the weekly seminar will also involve a small-group meeting of student teachers in each subject-matter area to discuss special concerns and methods in their discipline. The schedule of weekly seminars will be available early in the semester.
7. **Evaluation.** In addition to written evaluations that are done by both the cooperating teacher and the University supervisor, each student teacher is expected to submit a written self-evaluation at both the mid-term and the end of the semester. At mid-term (approximately five weeks after beginning the practicum) a conference is held by the cooperating teacher, the student teacher, and the University supervisor to discuss progress and to make suggestions for the remainder of the practicum.

8. **Commitment.** It should be understood that the Professional Semester is a full-time commitment. The requirements and responsibilities of the Professional Semester should be each student's highest priority.
Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is unquestionably one of the most demanding and important components within an effective student teaching program. As any experienced teacher knows, the task of assisting the beginning student-teacher in developing and applying appropriate teaching techniques while simultaneously overseeing the best possible instructional program for his/her own students is not an easy one. Fortunately for the field of teacher Education, there exist teachers with a strong professional commitment to assume this most necessary role.

Within the SLU Professional Semester, the cooperating teacher, student teacher and University supervisor meet together at least twice during the professional semester to plan out the student teacher's observation, tutoring and teaching schedule, and to evaluate formally the student teacher's classroom performance. During the professional semester, the cooperating teacher performs the following supervisory duties:

- Develops at least two unit plans with the student teacher; these often include special projects or activities such as role plays, class debates, tournaments, or field trips that provide opportunities for authentic performance-based assessment of student learning. One of the units must be used by the student teacher for the state-mandated Teacher Performance Assessment (TPA), which must include a “Learning Segment” of 3-5 sequential lessons based on Common Core learning standards. Episodes in the Learning Segment must be video-taped (after prior permissions are attained). (See the TPA Handbook for additional information about the TPA requirements.)

- Reviews and comments on the student teacher's daily and/or weekly lesson plans, especially during the first four weeks of student teaching. (See Appendix IV)

- Observes and critiques the student teacher's classroom teaching on a regular and systematic basis. For example, in the first several weeks of classroom teaching, the cooperating teacher provides critical assessment of the student teacher's daily lessons and provides suggestions for improvement. As the professional semester progresses, the cooperating teacher normally provides weekly but not necessarily daily assessments of the student teacher's strengths and weaknesses as a classroom teacher; these assessments are usually conveyed orally to the student teacher.

- After the supervisor's observations, the cooperating teacher is encouraged to join in the post-observation discussion with the student teacher and University supervisor.

- At the mid-semester three-way evaluation conference, the cooperating teacher, supervisor, and student teacher join in an overall assessment of the student teacher's progress. At this time all participants review the status of the student teacher with regard to the competencies required for teacher certification. (See Appendix III - Midterm/Semester Evaluation)

- At the end of the professional semester, the cooperating teacher confers with the University supervisor for the purpose of summative evaluation of the student teacher's achievement toward the program standards for new teachers. The cooperating teacher provides a written assessment of the student teacher's classroom performance (using the evaluation form) and a letter of recommendation for the student's personal file.

- At the end of the professional semester, the cooperating teacher attends an evening session at the University to assist in conducting mock interviews.
Evaluation Process for Student Teachers

Systematic, constructive, and ongoing evaluation is critical in helping the student teacher develop the requisite teaching competencies and leadership skills required for successful classroom teaching. If at anytime during the semester the cooperating teacher feels that a student teacher's performance and/or progress is unsatisfactory, he or she should ask for a formal evaluation conference to be held at which the University supervisor, the director of the Teacher Education Program, and the principal (or designate) will be present. A suggested procedure is outlined below.

Bi-Weekly Evaluation. Every two weeks the student teacher is formally observed by the University supervisor. After each observation, the student teacher will be provided feedback on her/his teaching and suggestions for improvement.

Mid-semester Evaluation. At the mid-semester three-way conference, the University supervisor and the cooperating teacher(s) will provide a formal assessment of the student teacher's progress in meeting the New York State standards for beginning teachers. (See the sample Mid-semester/Final Evaluation Form in Appendix III). For self-evaluation purposes, the student teacher will also complete the Mid-semester Evaluation Form and share her/his reflections on progress.

If the student teacher is not making satisfactory progress, the principal (or designate) and the director of the Teacher Education Program may be asked to participate in this conference or in another evaluation conference at which only the cooperating teacher and the University supervisor are present. Normally, after such evaluation conferences, a written detailed plan for improvement will be provided to the student teacher. Under extraordinary circumstances, the recommendation may be that the student teacher be dismissed from classroom teaching and assigned other field work or field research responsibilities. The student teacher will then not be eligible for teacher certification.

Final Evaluation. During the final week(s) of the professional semester, the cooperating teacher and the University supervisor will confer about the student teacher's teaching performance. If there is agreement that the student teacher is performing well, then the cooperating teacher and University supervisor will complete the Final Evaluation Form (see Appendix III), and the University supervisor will hold a final evaluative conference with the student teacher assessing the individual's strengths and weaknesses as a prospective teacher.

If there is serious concern about the student teacher's classroom performance, a formal evaluation conference should be called at which the principal (or designate), the director of the Teacher Education Program, the cooperating teacher(s), and University supervisor will be present. While the final decision about certifying a student teacher rests with the University, each of the school and University supervisors will be asked for his/her evaluation of the prospective teacher's classroom teaching performance. Among the options that will be considered by the University include: recommending for certification; recommending against certification; or recommending for certification only after certain conditions have been met that might involve extending the student teacher experience or undertaking student teaching again at a different time.
Responsibilities of the University Supervisor

The University supervisor serves as a resource person within the student teaching experience, bridging the gap between classroom experiences and on-campus seminars. In addition, the University supervisor makes bi-weekly formal observations of the student teacher's performance in order to provide evaluative feedback. After each formal observation, the University supervisor will discuss with the student teacher the major strengths and weaknesses of the lesson observed, encouraging the student to self-evaluate. Through these conferences the student teacher, cooperating teacher and University supervisor can work together toward planning subsequent teaching experiences. At mid-semester, the University supervisor will meet with the other members of the team for a mid-term conference. At that time, the student teacher's progress will be reviewed, and plans for the remainder of the Professional Semester will be discussed.

At the close of the semester, final grades are determined by the University supervisor and the Director of Teacher Education after reviewing all evaluations, the records of the University supervisor, and related coursework. The grades for student teaching are based on the Student Teaching Evaluation form (see Appendix III) and the input of the cooperating teacher(s) and the University supervisor. The evaluation form is aligned with the standards for initial teaching certification in New York State.

The University supervisor provides support and assistance to the student teacher on the development of artifacts for the “Teacher Performance Assessment” (TPA), as required for initial teaching certification in New York State and other states and jurisdictions.
Logistics of the Professional Semester

First Four Weeks:

1. The first four weeks of the Professional Semester proceeds in conjunction with the St. Lawrence University academic calendar.

2. Coursework at the University will include the following:
   - EDUC 405/585 – Seminar: The Dynamics of School Teaching
     Meets three mornings per week for the first four weeks, and includes up to 40 clock hours of field experience in the student teacher's public school placement prior to actual student teaching on Tuesdays and Thursdays.
   - EDUC 406/586 – Supervised Student Teaching
     Meets by arrangement on afternoons during the first four weeks to assist student teachers in preparing for supervised student teaching.
   - EDUC 436/588 – Individual Differences in Inclusive Classrooms
     Meets on afternoons during the first four weeks to assist student teachers in preparing for working with mainstreamed students in their placements.
   - EDUC 437/588 – Classroom Management and Organization
     Meets on afternoons during the first four weeks to assist student teachers in preparing for managing classroom climate and discipline.
   - EDUC 410/590 – Methods, Materials, and Literacy in the Content Areas
     Meets two afternoons or evenings per week during the first four weeks. Separate sections of the course are taught by SLU Adjunct Instructors who are tenured teachers with permanent certification in the public schools.

3. Field Experience -- Two days per week during the first four weeks are designated as field experience days in the schools. Student teachers will be at their public school placements during these days, except, if required by their methods instructors, to observe in a different school setting for a day. They are to observe classes, learn about the school's resources, complete all items on the “Field Experience Checklist for the Professional Semester,” and "gear up" for the student teaching practicum during this time period. At least 40 hours of field experience in the schools must be completed by each student teacher during the first three weeks of the Professional Semester.

Student Teaching Practicum (last eleven weeks):

1. The student teaching practicum begins in week five and finishes near or during finals week as scheduled by St. Lawrence University's academic calendar.

2. Seminars during the practicum will be scheduled and required on each Wednesday evening. Instructors in all five courses listed above will contribute to the seminars.

3. During the practicum, each student teacher will be observed bi-weekly by a University Supervisor. Each student may also be visited by her or his methods instructor and/or the University’s Director of Teacher Education.

4. Student teachers will be formally evaluated twice during the practicum: once at mid-semester, once at the end of the semester.

5. Grading of student teachers for the practicum (EDUC 406/586) will be the responsibility of the University Supervisor, who will consider the input of the cooperating teacher(s), the student teacher, and the other instructors for the final grade.
Appendix I -- Student Teaching Load

Decisions regarding the student teaching load should be made jointly among the cooperating teacher, the student teacher, and the University supervisor. The student teacher's schedule should be set early during the professional semester (during the field experience days in the first four weeks) and agreed upon during the three-way conference prior to the beginning of the student teaching practicum.

To comply with new New York State Education Department mandates, the schedule for each student teacher seeking an adolescence (7-12) certificate must include work with students both in grades 7-9 and grades 10-12; the only exception is for the sciences, in which exposure in the middle grades is recommended but not required. For student teachers seeking a special subjects (K-12) certificate, exposure both in K-6 and 7-12 is required. If the cooperating teacher's load does not automatically include both possibilities, then arrangements should be made within the school to provide the student teacher exposure to the other level in another teacher's class for the equivalent of at least 20 school days. The school and the student teacher are encouraged to address the teaching load in a creative and professional manner. Final decisions must be approved by the cooperating teacher, the student teacher, and the University supervisor.

As student teachers begin their practicum, they should work into a "full load" over a period of time (e.g., begin teaching one preparation during the first week, pick up additional ones during the following week, and so forth). Decisions about the timing for this are up to the cooperating teacher, the University supervisor, and the student teacher. In all cases, the student teacher should be carrying a "full load" by the close of the fourth week of the practicum.

Once the practicum is in full swing, the suggested “full load” for student teachers (based on an 8-period schedule) is as follows:

- 4 periods of teaching
  - Work up to a full load after the third week of practicum.
  - Three periods "solo" by sixth week; "team teach" the other with cooperating teacher throughout the practicum.
- 1 period assisting students with specialized learning needs, either in a “resource room" or in the classroom setting.
- 1 period in service to the school
  - Determined by joint agreement among student teacher, cooperating teacher, and University supervisor.
- 2 periods of preparation

Several factors may affect the individual student teacher's load, including the number of periods in the school's daily schedule, the subject matter (science labs, art studios, etc.), and the needs of the school (study halls, coaching assignments, etc.). While some cooperating teachers may want their student teachers to teach their entire daily schedule, little research supports the notion that novices learn best from such situations. If the student teacher is to teach the entire daily schedule, it should only happen in the final weeks of the practicum after all agree that the student teacher is ready to do so.

With the implementation of the “Teacher Performance Assessment” (TPA) for initial teaching certification, student teachers must develop multiple artifacts for inclusion in a state-mandated portfolio during the practicum. See the TPA Handbook for your discipline for details about the artifacts to be developed. Special care must be taken to follow the guidelines carefully for artifact development.
Appendix II -- Field Experience Checklist for the Professional Semester

Student teachers are to accomplish each of the following in the first three weeks:

- Write about and discuss your content knowledge and teaching strengths and weaknesses
- Determine appropriate dress, and dress appropriately daily
- Tour the building
- Get a copy of the textbooks you will be using
- Find out the teacher’s year-long plan/timeline
- Find out where you will begin teaching in the material; discuss the TPA requirements in the TPA Handbook
- Obtain and/or familiarize yourself with:
  - plan book
  - code of conduct
  - student handbook
  - teacher handbook
  - referral forms
  - attendance procedure
  - homework procedures
  - school’s mission statement
- Examine resources available in the classroom
- Discuss how the teacher grades and wants grades recorded
- Ask about teacher preference regarding unit plan and daily lesson plan formats
- Make a list of the non-teaching duties the teacher must do on the first day of school
- Create seating charts
- Meet the faculty in an informal setting (i.e. faculty room, lunch, etc.)
- Help with opening day activities; and then reflect on the opening day
- Help with procedures to learn student names (ex., hand back papers, etc.)
- Analyze your sponsor teacher’s approach to differing ability levels and grade levels
- Discuss logistics with your cooperating teacher for your first week of teaching
- Create a draft of your first unit plan, including calendar; discuss it with your teacher
- Create draft lesson plans for the first week and discuss them with your teacher
- Revise your lesson plans for the first week
- Make all copies of extra materials necessary for your first unit
- Discuss your plans for classroom management with your teacher
- Prepare how you will introduce your classroom rules and consequences
Familiarize yourself with the school’s special education policies and with individual student IEPs.

**Field Experience Checklist for the Professional Semester, Continued**

Student teachers are to accomplish each of the following in the first three weeks:

_____ Meet the following people:

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Secretaries</td>
<td></td>
</tr>
<tr>
<td>Custodians</td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td></td>
</tr>
<tr>
<td>School Psychologists</td>
<td></td>
</tr>
<tr>
<td>Special Education Staff</td>
<td></td>
</tr>
<tr>
<td>(with whom you’ll be working with)</td>
<td></td>
</tr>
</tbody>
</table>

_____ Examine resources available in the school, and learn procedures to access them:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact Person</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-Visual (A-V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSE/Resource Rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Intervention Services (AIS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copier/Copying Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III – Midterm/Semester Student Teaching Evaluation Rubric

Student Teacher’s Name ___________________________ School __________________________

Evaluator’s Name ___________________________ Position __________________________

Grade Level(s) ___________________________ Subject(s) __________________________

**Instructions:** Rate the student teacher’s achievement of each of dimension for standards 1-8 on the following pages using the following definitions:

- **ACCOMPLISHED** – Independent performance comparable to a skilled master teacher; notably above the benchmarks for proficient performance.
- **PROFICIENT** – Performance above the benchmarks for capable performance, but not fully accomplished.
- **CAPABLE** – Acceptable, competent performance, at the level of the benchmarks needed for initial certification; prospects are solid that the student teacher will do well as a beginning teacher.
- **NOVICE** – Certifiable at the beginning level, but continued mentoring and improvement are indicated.
- **INADEQUATE** – Significant improvement in performance needed; not certifiable at the present level.

**Notes regarding the use of this evaluation instrument:**

- This rubric accommodates all levels of performance of teaching professionals. It can be used as a self-evaluative tool throughout an entire career in teaching. The benchmarks for ratings of “accomplished” and “proficient” describe levels of teaching that are very difficult for beginning teachers to attain. While it is possible that student teachers may attain ratings as high as proficient or even accomplished in some dimensions during the Professional Semester, the expectation is for them to attain ratings of “capable” – i.e., competent performance for a beginning teacher. The intent of including ratings of accomplished and proficient is to help student teachers understand and aspire to the goals for professional practice in education.
- The term “Not Applicable” is used to indicate ratings that do not apply to a particular dimension. For example, for the dimension of Exhibiting Positive Regard under Standard 6, one either exhibits positive regard at all times (accomplished) or one does not (inadequate); thus the ratings “proficient,” “capable,” and “novice” are not applicable to the dimension.
- The mid-semester evaluation is a formative evaluation, to be used for the purposes of improvement. Ratings from the mid-semester evaluation are not averaged into the ratings for the final evaluation; only the final evaluation ratings are used to determine recommendation for certification at the close of the Professional Semester. Mid-semester ratings are used to help student teachers know where they are doing well and where they need to improve by the end of the semester.
- The summary evaluation for standards 1-8 on the last page of this instrument are determined by the university supervisor using the LiveText evaluation form.
- Grades in student teaching do not correspond directly to the evaluation summary in this set of rubrics. While the summaries are considered carefully, grades are also assigned on the basis of observation and evaluation by cooperating teachers and University supervisors.
- An evaluation of “inadequate” on any dimension of any standard on the final evaluation at the close of the Professional Semester is sufficient evidence for the University to withhold recommendation for initial teaching certification.
Midterm/Semester Student Teaching Evaluation Rubric – Standard 1
Plan, implement, and assess effective standards-based instruction in public school settings.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ia. Subject Matter</td>
<td>Expert in subject discipline and fully aware of the entire NY curriculum and the relationship to the NY State Learning Standards</td>
<td>Solid in the subject discipline and aware of most of the NY curriculum with little extra research; good potential to learn new subject matter quickly and help students prepare for assessments.</td>
<td>Solid in all topics taught during student teaching; good potential to learn new subject matter quickly; able to help students prepare for assessments.</td>
<td>Competent in most topics taught during student teaching; understands NY curriculum content and assessments; additional work needed to strengthen knowledge-base and help students prepare for assessments.</td>
<td>Significant problems with subject matter and understanding of NY curriculum and assessments; additional study needed for initial certification.</td>
</tr>
<tr>
<td>Ib. Unit Planning</td>
<td>Units meet the benchmark for proficient, plus demonstrate noteworthy innovation and creativity.</td>
<td>Units meet benchmark for capable, plus are engaging and address a variety of learning needs.</td>
<td>Units contain all required Elements and provide a neat, comprehensive, and understandable view of the plan for instruction and assessment.</td>
<td>Units need additional work in terms of completeness, neatness, comprehensiveness or understandability.</td>
<td>Unit planning lacks sufficient quality to meet standards or professional expectations. Additional work is indicated for certification.</td>
</tr>
<tr>
<td>Ic. Daily Planning</td>
<td>Lesson plans meet the benchmark for proficient and incorporate noteworthy innovation and creativity.</td>
<td>Lesson plans contain all elements and provide a neat, comprehensive, and understandable view of the plan for instruction.</td>
<td>Lesson plans include all elements and are functional.</td>
<td>Plans need additional work in terms of completeness, neatness, comprehensiveness or ease in understanding.</td>
<td>Plans lack sufficient quality to meet standards or professional expectations. Additional work is indicated for certification.</td>
</tr>
<tr>
<td>Id. Timeliness of Planning</td>
<td>Comprehensive Instructional Calendar and lessons shared with cooperating teachers and appropriately revised independently.</td>
<td>Comprehensive Instructional Calendar and lessons shared with cooperating teachers and appropriately revised with minimal prompting.</td>
<td>Comprehensive Instructional Calendar and lessons shared with cooperating teachers and appropriately revised with repeated prompting.</td>
<td>Comprehensive Instructional Calendar lacking and/or lessons completed without feedback from cooperating teachers.</td>
<td>Comprehensive Instructional Calendar lacking; lessons not completed in advance of implementation.</td>
</tr>
<tr>
<td>Ie. Implementation</td>
<td>Instruction meets the benchmark for proficient and utilizes spontaneous interventions when necessary.</td>
<td>Instruction meets the benchmark for capable and incorporates daily engaging student-centered activities.</td>
<td>Instruction accomplished utilizing planned lesson. Students are engaged by teacher-centered behaviors.</td>
<td>Instruction is organized but lacks complete implementation of planned lesson or lacks awareness of student involvement.</td>
<td>Instruction lacks organization, student engagement, and awareness of learners.</td>
</tr>
<tr>
<td>If. Assessment</td>
<td>Assessment meets the benchmark for proficient and students use feedback to enhance their own learning.</td>
<td>Regularly uses a full variety of assessment procedures effectively to redesign instruction to increase student learning.</td>
<td>Uses a variety of assessment procedures effectively.</td>
<td>Only uses traditional tests and quizzes.</td>
<td>Uses only short-answer and/or textbook assessments.</td>
</tr>
</tbody>
</table>

Comments:
# Midterm/Semester Student Teaching Evaluation Rubric – Standard 2

## Develop effective curricular approaches to subject matter, tools of inquiry, and disciplinary structures.

<table>
<thead>
<tr>
<th>2a. Basic Skills</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Providing instruction that is clear, organized, engaging, and age-appropriate)</td>
<td>Meets the benchmark for proficient and incorporates objectives for higher-level thinking skills throughout the unit.</td>
<td>Meets the benchmark for capable and incorporates objectives for higher-level thinking skills to culminate the unit.</td>
<td>Performance-based objectives are communicated and aligned with effective instruction.</td>
<td>Frequently lacking clear objectives and/or instruction is not clear, organized, engaging, or age-appropriate.</td>
<td>Lacking objectives and/or instruction is not clear, organized, engaging, and age-appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2b. Varying Instruction</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Using a variety of methods and approaches, including student centered strategies, that align with objectives)</td>
<td>Meets the benchmark for proficient and tailors strategies according to individual student needs.</td>
<td>Meets the benchmark for capable and tailors strategies according to the needs of the class as a whole.</td>
<td>Uses a variety of teacher-centered and student-centered methods and approaches, as appropriate.</td>
<td>Primarily uses teacher-centered instruction with minimal effort to include student-centered strategies.</td>
<td>Teacher-centered instruction with no variety of methods and/or approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2c. Using Resources</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Using materials drawn from many sources and technologies to develop lessons, activities, displays, and/or learning centers related to objectives.)</td>
<td>Designs and uses materials drawn from many sources and technologies to develop lessons, activities, displays, and/or learning centers related to objectives.</td>
<td>Meets the benchmark for capable and applies resources to other educational activities e.g., displays and/or learning centers related to objectives.</td>
<td>Uses materials drawn from many sources and technologies to develop lessons and activities.</td>
<td>Uses available resources and technology only occasionally (e.g., “internet research”). Strategies not necessarily related directly to objectives for instruction.</td>
<td>Does not use materials other than textbook.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2d. Promoting Inquiry</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Encouraging students to think for themselves about the academic discipline)</td>
<td>Encourages students and models investigation of the structure and limitations of the discipline, accurate multicultural perspectives on it, and relationships with other fields.</td>
<td>Encourages students to investigate the structure and limitations of the discipline, accurate multicultural perspectives on it, and relationships with other fields.</td>
<td>Tells students about the structure and limitations of the discipline, accurate multicultural perspectives on it, and relationships with other fields.</td>
<td>Has a limited awareness of the structure and limitations of the discipline, accurate multicultural perspectives on it, and relationships with other fields.</td>
<td>No consideration given to the structure and limitations of the discipline, accurate multicultural perspectives on it, and relationships with other fields.</td>
</tr>
</tbody>
</table>

**Comments:**
Midterm/Semester Student Teaching Evaluation Rubric – Standard 3
Establish and maintain a productive and safe classroom environment for diverse learners

<table>
<thead>
<tr>
<th></th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a. Classroom Organization</strong> (The physical environment and established routines)</td>
<td>Creates student ownership by exhibiting student works; routines jointly established by teacher and students, and followed.</td>
<td>Creates an interesting physical environment with graphics and interest centers; establishes routines that are followed.</td>
<td>Creates a safe physical environment and establishes predictable routines.</td>
<td>Has an uninteresting physical environment; routines are rarely followed consistently.</td>
<td>Cluttered, uninteresting physical environment; no set routines.</td>
</tr>
<tr>
<td><strong>3b. Behavior Management</strong> (Creating a safe and controlled environment in the classroom so that learning can take place)</td>
<td>Creates a pro-active environment to prevent disciplinary problems from starting and has back-up intervention strategies ready; works with other professionals to manage disciplinary problems before they arise.</td>
<td>Plans instruction so well that disciplinary incidents will have little chance to occur; intervenes appropriately when necessary.</td>
<td>Manages student behavior to promote effective learning, attention to task, and respect for class and school rules; anticipating and preventing misbehavior; intervening appropriately when necessary.</td>
<td>Chooses to ignore small disciplinary infractions; fails to enforce class and school rules equitably.</td>
<td>Chooses to ignore disciplinary problems until they are out of hand; needs other professionals to intervene.</td>
</tr>
<tr>
<td><strong>3c. School Law</strong> (Federal and State mandates e.g., NCLB, CSE regulations, Safe schools, etc.)</td>
<td>Fully aware of mandates, follows them, and makes an effort to encourage others to do the same.</td>
<td>Complies with all mandates independently.</td>
<td>Complies with all mandates when instructed to do so.</td>
<td>Aware of mandates but needs to be reminded to follow them.</td>
<td>Not aware of mandates and/or violates them.</td>
</tr>
<tr>
<td><strong>3d. Relevant to Diversity</strong> (Individual and group differences in the classroom environment)</td>
<td>Consistently encourages students to explore each other's diversity from many perspectives; respect for diversity is reinforced.</td>
<td>Meets the benchmark for capable and structures activities to validate all students' participation.</td>
<td>Aware of the role of diversity and encourages student participation in a diverse setting.</td>
<td>Acknowledges diversity only from his/her own limited perspective.</td>
<td>Fails to acknowledge diversity in any way.</td>
</tr>
</tbody>
</table>

Comments:
Midterm/Semester Student Teaching Evaluation Rubric – Standard 4
Promote the developmental learning needs of students with diversified abilities
and/or language backgrounds

<table>
<thead>
<tr>
<th>4a. Supporting Development</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Supporting the learning needs of students based on developmental theory)</td>
<td>Meets the benchmark for proficient and works to implement strategies both in and beyond the classroom.</td>
<td>Meets the benchmark for capable and plans accordingly for academic success.</td>
<td>Knows the stages of adolescent development; typically encourages high levels of achievement and independence.</td>
<td>Knows the stages of adolescent development, but uses instructional strategies that encourage dependence in learners.</td>
<td>Lacks understanding of adolescent development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4b. Differentiating Instruction</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Planning and implementing instruction to meet the needs of individual learners within the classroom)</td>
<td>Meets the benchmark for proficient and individualizes assignments and activities for a variety of specific students with diverse abilities.</td>
<td>Meets the benchmark for capable and attempts to individualize assignments and activities for a variety of specific students with diverse abilities.</td>
<td>Aware of cultural and ability factors, and learning styles that make students unique; implements instruction to meet needs of a variety of student abilities and learning styles in a general way.</td>
<td>Aware of cultural and ability factors and learning styles and makes effort to implement instruction for diverse needs of students.</td>
<td>Lacks awareness of cultural and ability factors and learning styles; “one size fits all” approach to curriculum, instruction, and assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4c. Language Arts Instruction</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Integrating effective and diverse methods of literacy development into instruction)</td>
<td>Uses multiple effective and diverse strategies to integrate literacy development into the curriculum with individual students’ needs in mind.</td>
<td>Integrates effective and diverse methods of literacy development into instruction.</td>
<td>Integrates effective methods of literacy development into instruction.</td>
<td>Attempts to integrate effective and diverse methods of literacy development into instruction.</td>
<td>Does not attempt to integrate effective and diverse methods of literacy development into instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4d. Use of School Resources</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Accessing available resources to help meet each student’s needs, e.g., guidance counselor, school psychologist, CSE process, library, etc.)</td>
<td>Recognizes students’ needs proactively, knows and accesses available resources, and actively advocates for appropriate intervention.</td>
<td>Recognizes students’ needs proactively, knows and accesses available resources, and intervenes as appropriate to help meet each student’s needs.</td>
<td>Knows and accesses available resources, and intervenes as appropriate to help meet each student’s needs.</td>
<td>Knows available resources, and intervenes to help meet each student’s needs only when instructed.</td>
<td>Unaware of most available resources; fails to recognize opportunities to intervene in order to meet each student’s needs.</td>
</tr>
</tbody>
</table>

Comments:
### Midterm/Semester Student Teaching Evaluation Rubric – Standard 5

**Utilize effective communication techniques and technologies**

<table>
<thead>
<tr>
<th></th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5a. Voice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Speaking with appropriate inflection, clarity, volume and freedom from distracting mannerisms in varying situations)</td>
<td>Speaks with appropriate inflection, clarity, volume and freedom from distracting mannerisms in varying situations.</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Inconsistently speaks with appropriate inflection, clarity, volume and freedom from distracting mannerisms in varying situations.</td>
<td>Inflection, clarity, volume or distracting mannerisms disrupt learning significantly.</td>
</tr>
<tr>
<td><strong>5b. Language Usage</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Using appropriate oral and written English, spelling, and handwriting)</td>
<td>Uses appropriate oral and written English, spelling, and handwriting.</td>
<td>Not Applicable</td>
<td>Only makes occasional errors in oral or written English, spelling, or handwriting that do not distract learning.</td>
<td>Uses inappropriate oral and written English, spelling, or handwriting that does not distract learning significantly.</td>
<td>Oral or written English, spelling, or handwriting disrupt learning significantly.</td>
</tr>
<tr>
<td><strong>5c. Visual Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Utilizing effective techniques for board-work, bulletin boards, handouts, graphic organizers, etc.)</td>
<td>Meets the benchmark for proficient and incorporates creative and innovative visuals.</td>
<td>Meets the benchmark for capable and incorporates displays of student work.</td>
<td>Utilizes effective techniques for board-work, bulletin boards, handouts, graphic organizers, etc.</td>
<td>Limits use of techniques to board-work and handouts.</td>
<td>Board-work, bulletin boards, handouts, graphic organizers, etc. not utilized effectively</td>
</tr>
<tr>
<td><strong>5d. Technologies for Teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Utilizing a spectrum of available appropriate technologies to augment teaching the discipline)</td>
<td>Meets the benchmark for capable and uses self-created advanced technology-based strategies, e.g. PowerPoint, virtual tours, WebQuests, data collection probes, etc.</td>
<td>Meets the benchmark for capable and uses pre-existing advanced technology-based strategies, e.g. PowerPoint, virtual tours, WebQuests, data collection probes, etc.</td>
<td>Utilizes basic technologies to augment teaching the discipline, e.g. overhead, internet, discipline-based equipment, video, etc.</td>
<td>Inconsistently and/or inappropriately utilizes available technologies to augment teaching the discipline.</td>
<td>Fails to utilize appropriate technologies to augment teaching the discipline.</td>
</tr>
<tr>
<td><strong>5e. Technologies for Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Motivating, instructing and directing students to use appropriate technologies for learning the discipline)</td>
<td>Meets the benchmark for capable and involves students in using self-created advanced technology-based activities, e.g. PowerPoint, virtual tours, WebQuests, data collection probes, etc.</td>
<td>Meets the benchmark for capable and involves students in using pre-existing advanced technology-based activities, e.g. PowerPoint, virtual tours, WebQuests, data collection probes, etc.</td>
<td>Motivates, instructs and directs students to use basic technologies for learning the discipline, e.g. overhead, internet, discipline-based equipment, video, etc.</td>
<td>Involves students in using technology for learning very infrequently.</td>
<td>Fails to motivate, instruct and direct students to use appropriate technologies for learning the discipline.</td>
</tr>
<tr>
<td><strong>5f. Computing for Prof. Practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Utilizing district-based software for data management, e.g. grading, attendance, CSE, etc.)</td>
<td>Actively explores and upgrades computer skills independently; assists other staff members.</td>
<td>Upgrades computer skills as instructed for district expectations.</td>
<td>Computer skills are adequate to meet district expectations.</td>
<td>Developing computer skills as needed for district expectations.</td>
<td>Fails to maintain computer skills as needed for district expectations.</td>
</tr>
</tbody>
</table>

**Comments:**

Overall Evaluation for this Standard _____________________________________________

Student Teacher’s Name _______________________________________________________

Students’ Name _____________________________

Midterm/Semester □ Final Evaluation (check one)

□ Mid-Semester □ Final Evaluation

Overall Evaluation for this Standard _____________________________________________
### Midterm/Semester Student Teaching Evaluation Rubric – Standard 6

**Foster and maintain positive relationships with students, school professionals, parents, and other stakeholders to promote student achievement**

<table>
<thead>
<tr>
<th>6a. Positive Regard for Students</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Exhibiting fairness, objectivity, and respect for all learners; building and sustaining good relationships with students of diverse abilities and backgrounds; promoting the well-being of students)</td>
<td>Consistently exhibits fairness, objectivity, and respect for all learners; builds and sustains good relationships with students of diverse abilities and backgrounds; promotes the well-being of students.</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Exhibits occasional lapses in fairness, objectivity, or respect for all learners; making consistent efforts to build and sustain good relationships with students of diverse abilities and backgrounds.</td>
<td>Fails to exhibit fairness, objectivity, and respect for all learners; fails to build and sustain good relationships with students of diverse abilities and backgrounds.</td>
</tr>
</tbody>
</table>

| 6b. Positive Regard for Staff | Positive relationships with faculty, staff and administration are developed into working relationships (i.e. candidly discuss work-related issues). | Appropiately seeks opportunities to enhance positive relationships with faculty, staff and administration. | Establishes and sustains positive relationships with faculty, staff and administration. | Limited involvement with faculty, staff and administration. | Behaviors impede relationship with faculty, staff and administration. |
| (Exhibiting fairness, objectivity, and respect; establishing good relationships) | | | | | |

| 6c. Positive Regard for Parents | Regularly communicates and invites parents and caregivers to be engaged in their child’s learning. | Meets benchmark of capable as well as invites parents and caregivers to be engaged in their child’s learning, both in and out of school. | Opens lines of communication as needed beyond district requirements. | Limited communication as per district requirements (progress reports, open house, and report cards). | Fails to communicate as per district requirements (progress reports, open house, and report cards). |
| (Welcoming; exhibiting openness and respect; establishing cooperative relationships) | | | | | |

| 6d. Positive Regard for the Community | Aware of and involved with the school’s community; instruction demonstrates sensitivity to community environment. | Aware of the school’s community; instruction demonstrates sensitivity to community environment. | Aware of the school’s community and developing skills to access information about it. | Limited awareness of community and the need to develop skills to access information about it. | Limited awareness of community affects ability to interact effectively with students and community. |
| (Aware of and involved with the school’s community; demonstrating sensitivity to community environment) | | | | | |

**Comments:**
## Midterm/Semester Student Teaching Evaluation Rubric – Standard 7

Exhibit emerging professionalism and good moral character

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a. Basic Professional Behaviors</td>
<td>Meets expectations</td>
<td>Not Applicable</td>
<td>Meets expectations with only very occasional lapses in expectations.</td>
<td>Meets expectations with repeated prompting. (e.g., unavailable for extra time beyond school hours)</td>
<td>Irresponsible behaviors. (e.g., arriving late or leaving early without notification; not fully prepared for teaching, not having substitute plans in case of absence; etc.)</td>
</tr>
<tr>
<td>7b. Attitudes toward Teaching</td>
<td>Expresses lasting commitment to the profession; meets the benchmark for proficient and applies concepts from professional journals and professional development activities</td>
<td>Openly expresses enjoyment of the profession; meets the benchmark for capable and affiliates with professional organizations in education</td>
<td>Expresses allegiance to the profession; “going through the motions” of teaching</td>
<td>Expresses interest in the profession; shows little or no interest in professional development</td>
<td></td>
</tr>
<tr>
<td>7c. Appearance</td>
<td>Dress demonstrates respect for all stakeholders in the school setting; no distracting mannerisms</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Requires repeated prompting to change distracting manners or appearance</td>
<td>Dress, etc. not appropriate for school setting; refuses to address or change distracting mannerisms</td>
</tr>
<tr>
<td>7d. Maturity</td>
<td>Exhibits exceptional maturity in judgment and behaviors, open-mindedness, intellectual honesty, and appropriate emotional control.</td>
<td>Not Applicable</td>
<td>Exhibits adequate judgment and behaviors, open-mindedness, intellectual honesty, and appropriate emotional control.</td>
<td>Needs occasional assistance improving judgment, behaviors, open-mindedness, intellectual honesty, or appropriate emotional control.</td>
<td>Lacks sound judgment, open-mindedness, intellectual honesty, or appropriate emotional control.</td>
</tr>
<tr>
<td>7e. Time Management</td>
<td>Consistently sets priorities to focus on teaching and preparation.</td>
<td>Not Applicable</td>
<td>Dedicates adequate time for teaching and preparation.</td>
<td>Allows conflicting obligations to interfere with teaching responsibilities</td>
<td>Does not commit adequate time and energy to teaching and preparation.</td>
</tr>
<tr>
<td>7f. Physical Health</td>
<td>Displays vigor and energy meeting professional responsibilities.</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Physical health occasionally interferes with professional responsibilities.</td>
<td>Physical health significantly interferes with professional responsibilities.</td>
</tr>
<tr>
<td>7g. Cultural Sensitivity</td>
<td>Aware of personal biases; consciously works to keep biases from impacting instruction or interaction with stakeholders.</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Aware of personal biases; requires prompting to limit interjection of biases into instruction on occasion.</td>
<td>Fails to recognize cultural differences or to accommodate instruction accordingly.</td>
</tr>
</tbody>
</table>

Comments:
Midterm/Semester Student Teaching Evaluation Rubric – Standard 8
Reflect on one’s own practice to improve one’s teaching and to identify individualized goals in seeking professional development

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Proficient</th>
<th>Capable</th>
<th>Novice</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. Openness to Critique</td>
<td>Demonstrates openness to feedback from students, mentors, and supervisors; encourages critique through formal and/or informal means.</td>
<td>Not Applicable</td>
<td>Developing openness to feedback from students, mentors, and supervisors.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>8b. Self-Evaluation</td>
<td>Assesses and discusses progress realistically; demonstrates a clear understanding of personal strengths and areas needing improvement.</td>
<td>Not Applicable</td>
<td>Developing abilities to discuss progress realistically; demonstrates an emerging understanding of personal strengths and areas needing improvement.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>8c. Goal-setting</td>
<td>Articulates short- and long-range plans for self-improvement as a teacher through realistic assessment and self-evaluation.</td>
<td>Not Applicable</td>
<td>Developing abilities to articulate short- and long-range plans for self-improvement as a teacher; emerging ability to self-evaluate.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>8d. Implementing Change</td>
<td>Changes behaviors or teaching strategies as a response to critiques; acts on supervisors’ comments and suggestions; recognizes need to improve teaching skills.</td>
<td>Not Applicable</td>
<td>Occasionally changes behaviors or teaching strategies as a response to critiques.</td>
<td>Reluctantly acts on supervisors’ comments and suggestions; acknowledges need to improve teaching skills.</td>
</tr>
</tbody>
</table>

Comments:
Appendix IV - Comprehensive Teacher Education Portfolio Requirements

Student teachers are to submit a Comprehensive Teacher Education Portfolio at the end of the Professional Semester. The portfolio is based on the New York State Teaching Standards. It incorporates artifacts that can be also be submitted for the Teacher Performance Assessment (TPA) as a part of the New York State Teacher Certification Examinations (NYSTCE). The portfolio is used in determining the final grades for the student teaching seminar. Student teachers are to include artifacts in the portfolio that provide evidence of meeting all eight of St. Lawrence University’s teacher education standards, which are aligned with the New York State Teaching Standards. Items listed below in **bold** are required; items not in bold are optional. For the New York State Teaching Standards, see: http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf.

**Instructions:** Using the instructions on the LiveText template for the Comprehensive Teacher Education Portfolio, students should insert two kinds of documents:

1. **Artifacts (titles):** For the first seven SLU standards, students are to insert electronic copies of artifacts that demonstrate their progress toward meeting that standard. The number of artifacts to be inserted for each standard is up to the individual student. The evaluation rubric for the portfolio indicates that additional artifacts beyond the required ones are sometimes required for higher grades on the portfolio, although the portfolio should not be overwhelmed with a large number of artifacts. Instead, judicious and thoughtful selection is the key to creating a genuinely useful portfolio of high quality. Remember, the artifacts are used to demonstrate the degree to which each standard has been accomplished. Because the portfolio can be used as a tool for interviewing, the combination of artifacts should be both manageable and particularly instructive to prospective employers.

2. **Rationale:** For each standard, students must also insert a single statement explaining how the various artifacts selected help specifically to evidence accomplishment of that standard.

**Introduction**
___ a. Overview of the portfolio
___ b. Resume and references (SLU suggests placing a list of references with contact information on a separate page.)
___ c. Philosophy of teaching statement.
   - Art students include a well-developed artistic statement which highlights your direction, viewpoint and experiences.
___ d. Check for writing and mechanics! (This is extremely important!!)

**Std. 1 Plan, implement, and assess effective standards-based instruction in public school settings**

**Artifacts:** Evidence that shows knowledge and skill in addressing:
___ a. **Unit planning:** At least one complete unit plan. The unit must demonstrate your knowledge of the content (e.g., key concepts, themes, and disciplinary-specific language), including relationships among central concepts, tools of inquiry, and structures and current developments within the discipline(s). The unit must also demonstrate planning that will engage students in examining the essential questions and standards-related focus(es) of the content to be covered in the unit, as well as multiple strategies for assessing student learning. You may attach TPA-related documents (including video) in your portfolio if you choose. You may also attach more than one unit plan if you believe that you can better present your overall preparation better with more than one, but only one is required.
___ b. **A variety of appropriate assessment strategies:** Artifacts that evidence a variety of summative and formative assessments such as tests, performance tasks (including extending and refining tasks and meaningful use tasks), rubrics, portfolios, etc.
___ c. Commentary describing your communication of appropriate test-taking strategies to students, as well as testing purposes and results to all stakeholders.
___ d. Other artifacts demonstrating planning and teaching utilizing student assessment outcomes, and evidence of students’ expression of critical thinking in oral and/or written form.
Std. 2  Develop effective curricular approaches to subject matter, tools of inquiry, and disciplinary structures

**Artifacts:** Evidence that shows knowledge and skill in addressing:

___ a. **General lesson planning** (e.g., communication of objectives, alignment of instruction with standards, use of varying methods and resources, etc.): Evidence of lesson planning that demonstrates research-based strategies for student learning, including strategies for using academic language, connecting students’ prior understanding and experiences to new knowledge, and/or revealing common misconceptions in the content area.

___ b. Specialized lessons exhibiting different approaches to interdisciplinary teaching and/or structures of the discipline (i.e., investigation of strengths and limitations of the discipline, creating opportunities for students to engage in self-directed learning)

___ c. Other artifacts demonstrating skill in pedagogy, including instruction or activities that involve critical thinking, collaboration, problem solving, and presentations in a constructivist manner among students with diverse backgrounds and points of view.

Std. 3  Establish and maintain a productive classroom environment for diverse learners

**Artifacts:** Evidence that shows knowledge and skill in addressing:

___ a. **Classroom management** (e.g., copies of rules, routines, expectations, narratives and analyses of classroom management incidents, analyses describing fostering positive student-to-student interaction; examples of activities creating an environment of acceptance, respect and mutual responsibility, etc.)

___ b. **Classroom organization** (e.g., maps of classroom resources, seating charts, bulletin boards, exhibits of student work, equitable access to available resources, etc.)

___ c. **Development of a culturally relevant classroom climate** (e.g., narrative describing how you developed your classroom management system that is sensitive to cultural differences among your students, examples of activities emphasizing how diversity is an asset in the classroom, etc.)

___ d. Other artifacts demonstrating skill in developing and maintaining classroom climate, and in identifying and developing student motivation to be independent learners.

Std. 4  Promote the developmental learning needs of students with diversified abilities, learning styles, language and literacy backgrounds, and cultural backgrounds

**Artifacts:** Evidence that shows knowledge and skill in addressing:

___ a. **Differentiated instruction** (e.g., learning abilities, learning styles, language and literacy backgrounds, etc.). Artifacts inserted may include lesson plans and or commentaries generated using the guidelines in your specific TPA Handbook.

___ b. **Diversified cultural backgrounds:** At least one document illustrating cultural diversity found in a class, school, and/or school community (e.g, a socio-gram, chart, graphic organizer, or essay; a narrative of activities helping students to learn about cultural differences, etc.).

___ c. A case study with reflection or other artifacts demonstrating skill in addressing child/adolescent development.

___ d. Other artifacts demonstrating understanding or skill in promoting developmental learning needs of students.

Std. 5  Utilize effective communication techniques and technologies in the teaching/learning environment including approaches that would lead to students becoming knowledgeable and critical consumers and users of quality information

**Artifacts:** Evidence that shows knowledge and skill in addressing:

___ a. **Oral and written communication** (e.g., the state-mandated videos w/ commentary; lesson plans including strategies to help students understand and use discipline-specific language and terms, etc.)

___ b. **Visual communication** (e.g., graphic organizers, bulletin boards, etc.)

___ c. **Use of technology for teaching and learning** (e.g., narrative or examples of technology applications in teaching, annotated bibliography of content and professional resources, etc.)

___ d. Narrative of an activity completed which encourages students to be knowledgeable and critical consumers and users of internet-acquired information. (e.g., students detect whether internet information is biased, propagandized, or accurate.)
___ e. Other artifacts demonstrating skill in technology for professional practice (e.g., computer literacy for professional practice; description of work with school-based software, etc.)

Std. 6 Foster and maintain positive relationships with students, school professionals, parents, and other stakeholders to promote student achievement

Artifacts: Evidence that shows knowledge and skill in fostering and maintaining relationships with:
___ a. Students (e.g., survey results on development of relationships in the classroom, essays on first and later impressions of students, etc.)
___ b. Other Stakeholders: Artifacts that demonstrate communication with parents/caregivers (e.g., letters/emails home, narratives of open house/phone conversations, etc.), or school staff (e.g., narratives of collaborative meetings & workshops, team teaching, work with colleagues, etc.), or other stakeholders in the school’s community (e.g., involvement with the school’s community; narratives and/or graphic organizers of community understanding and/or involvement, etc.)

Std. 7 Exhibit emerging professionalism and good moral character

Artifacts:
___ a. Essay on professionalism in teaching (no additional rationale needed). Write a brief essay on what you have learned about professionalism as a beginning teacher. Include commentary demonstrating a willingness to receive and act on constructive feedback, participate actively as part of an instructional team, and promote the shared school and district vision to support school improvement.
___ b. Reflective essay on time management (no additional rationale needed). Write a brief essay on what you have learned about how to manage your time for professional practice as a teacher.
___ c. Other artifacts that demonstrate professionalism and good moral character (e.g., narrative on personal biases, developing cultural awareness, and/or analysis of teachers’ roles in the classroom, understanding and complying with school laws and policies.) Add a rationale statement when including artifacts in addition to the required reflective essay on professionalism and the essay on time management.

Std. 8 Reflect on their own practice to improve their teaching and to identify individualized goals in seeking professional development

Artifacts:
___ a. Reflection on your own professional development. (no additional rationale needed) Evaluate your current learning about your own development as a teacher. At this point, what goals can you set toward becoming a skilled teacher, including the need to expand your knowledge of current research as it applies to curriculum, instruction, and assessment methods through access to professional literature and other professional development opportunities. Be specific about your future plans for professional growth.
___ b. Reflection on your own undergraduate work. Highlight your undergraduate coursework, significant creative, musical, scholarly productions/presentations/publications, study abroad experiences, research, community experiences. How do these experiences contribute to your development as a teacher?
___ c. Art Students: Reflection on a variety of quality visuals and well written statements detailing your own artwork from your undergraduate experience from within your concentration and other areas. Include artwork examples.
## Appendix V – Comprehensive Teacher Education Portfolio Rubric

St. Lawrence University  
Teacher Education Program  

<table>
<thead>
<tr>
<th>Component</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Inadequate (1 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduction to the Portfolio</td>
<td>Inviting and informative. Writing conveys a clear, well-organized introductory picture of the portfolio and the student teacher's interest in welcoming the reader to view it; no mechanical errors.</td>
<td>Informative. Writing conveys a clear, well-organized introductory picture of the portfolio; sense of welcome is not well developed; no mechanical errors.</td>
<td>Acceptable. Writing conveys a useful introductory picture of the portfolio. Sense of welcome is not well developed; no mechanical errors.</td>
<td>Weak. Writing does not convey a particularly useful introductory picture of the portfolio or genuinely welcome the reader; no mechanical errors.</td>
<td>Very weak. Writing fails to convey a useful introductory picture of the portfolio or genuinely welcome the reader, minor mechanical errors.</td>
</tr>
<tr>
<td>b. Resume and References</td>
<td>Exceptional. Resume presents a clear, concise, attractive picture of the student teacher's background and preparation; solid use of detail to amplify the reader's understanding of the student teacher's abilities; no mechanical errors.</td>
<td>Solid. Resume presents a clear, concise picture of the student teacher's background and preparation; good use in almost all cases of detail to amplify the reader's understanding of the student teacher's abilities; no mechanical errors.</td>
<td>Good. Resume presents a relatively clear and concise picture of the student teacher's background and preparation; lack of detail in several cases diminishes the reader's full understanding of the student teacher's abilities; no mechanical errors.</td>
<td>Weak. Resume presents a relatively unclear picture of the student teacher's background and preparation; considerable lack of detail diminishes the reader's full understanding of the student teacher's abilities; minor mechanical errors.</td>
<td>Very weak. Resume presents a very unclear picture of the student teacher's background and preparation; minor mechanical errors.</td>
</tr>
<tr>
<td>c. Philosophy of Teaching</td>
<td>Sophisticated, creative explanation of beliefs; concisely structured; fully evidenced in artifacts in the portfolio; no mechanical errors.</td>
<td>In-depth explanation of beliefs; concisely structured; evidenced in many artifacts in the portfolio; no mechanical errors.</td>
<td>Well-developed explanation of beliefs; evidenced in some artifacts in the portfolio; no mechanical errors.</td>
<td>Incomplete or confusing explanation of beliefs; not evidenced in artifacts in the portfolio; minor mechanical errors.</td>
<td>Highly incomplete or confusing explanation of beliefs; not evidenced in artifacts in the portfolio; minor mechanical errors.</td>
</tr>
<tr>
<td>d. Writing expression and mechanics</td>
<td>&quot;Ready to publish&quot; quality. Writing conveys ideas easily with creativity and inspirational qualities.</td>
<td>Only a few minor errors in mechanics. Writing conveys ideas easily with occasional inspirational qualities.</td>
<td>More than a few minor errors, but easily corrected. Writing conveys ideas successfully, but does not necessarily inspire.</td>
<td>More than a few minor errors, and not easily but easily corrected. Writing demonstrates some difficulty in conveying ideas.</td>
<td>Mechanical errors raise genuine concern. Writing demonstrates considerable difficulty in conveying ideas.</td>
</tr>
</tbody>
</table>

### Comments:

Overall Rating for this Component ____

Semester ____ (Fall or Spr) (Year)
Comprehensive Teacher Education Portfolio Rubric

St. Lawrence University  Semester ________     _____
Teacher Education Program     (Fall or Spr)    (Year)
Student Teacher’s Name ______________________  Overall Rating for this Component __

SLU Std. 1 Plan-Implement-Assess Instruction

<table>
<thead>
<tr>
<th>Rating for each category</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Unit Plan(s)</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; adequate use of technology in presenting artifact(s).</td>
<td>Unit plan(s) not fully complete or easy to understand; weak use of technology in presenting artifact(s).</td>
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</tr>
<tr>
<td>1b. Variety of Appropriate Assessment Strategies</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
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<td></td>
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</tr>
<tr>
<td>1c. Other Artifacts</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the standard; acceptable linkage of each additional artifact to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Little relation of additional artifacts to the SLU standard; weak linkage of artifact(s) to the standard; weak use of technology in presenting artifact(s).</td>
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</tr>
<tr>
<td>(One-paragraph statement of the reason(s) the artifacts were selected for inclusion.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:
## SLU Std. 2 Effective Approaches to Subject Matter

St. Lawrence University
Teacher Education Program

Student Teacher’s Name ____________________________

Overall Rating for this Component __

<table>
<thead>
<tr>
<th>Rating for each category</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. General Lesson Plans</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each artifact to the standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each artifact to the standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; acceptable linkage of each artifact to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Exhibition of evidence somewhat related to the SLU standard; acceptable linkage of most artifacts to the standard; weak use of technology in presenting artifact(s).</td>
<td></td>
</tr>
<tr>
<td>2b. Other Artifacts</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to standard; acceptable linkage of each additional artifact to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Exhibition of evidence somewhat related to SLU standard; acceptable linkage of most artifacts to the standard; weak use of technology in presenting artifact(s).</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
SLU Std. 3 Maintain Classroom Environment

<table>
<thead>
<tr>
<th>3a. Evidence regarding Classroom Management</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b. Evidence regarding Classroom Organization</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3c. Development of Culturally Relevant Classroom Management</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3d. Other Artifacts</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; acceptable linkage of each additional artifact to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Exhibition of evidence somewhat related to SLU standard; acceptable linkage of most artifacts to the standard; weak use of technology in presenting artifact(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3e. Rationale for Std. 3 (One-paragraph statement of the reason(s) the artifacts were selected for inclusion.)</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
</table>

Comments:
## SLU Std. 4 Promote Diversity and Development

**St. Lawrence University**  
**Teacher Education Program**  
**Student Teacher's Name _____________________________**

<table>
<thead>
<tr>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
</table>
| **4a. Differentiating Instruction**  
(work with special needs students) | Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s). | Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s). | Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s). | Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s). |
| **4b. Work w/ diversified cultural backgrounds** | Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s). | Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s). | Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s). | Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s). |
| **4c. Other Artifacts** | Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; creative and skilled use of technology in presenting artifact(s). | Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; solid use of technology in presenting artifact(s). | Competent exhibition of evidence related to the SLU standard; acceptable linkage of each additional artifact to the standard; acceptable use of technology in presenting artifact(s). | Exhibition of evidence somewhat related to SLU standard; acceptable linkage of most artifacts to the standard; weak use of technology in presenting artifact(s). |
| **4d. Rationale for Std. 4**  
(One-paragraph statement of the reason(s) the artifacts were selected for inclusion.) | Exceptionally thorough statement, demonstrating deep awareness of the implications of the standard. | Relatively thorough statement, demonstrating circumspect awareness of the implications of the standard. | Competent statement, demonstrating thoughtful awareness of the implications of the standard. | Unreflective, demonstrating little awareness of the implications of the standard. |

**Comments:**
# SLU Std. 5 Use Effective Communication Techniques

St. Lawrence University  
Teacher Education Program

Student Teacher’s Name ____________________________  
Overall Rating for this Component __________

<table>
<thead>
<tr>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5a. Oral &amp; written communication</strong></td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
</tr>
<tr>
<td><strong>5b. Visual communication</strong></td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
</tr>
<tr>
<td><strong>5c. Use of technology for teaching &amp; learning</strong></td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
</tr>
<tr>
<td><strong>5d. Other Artifacts</strong></td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid linkage of each additional artifact to the standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; acceptable linkage of each additional artifact to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Exhibition of evidence somewhat related to SLU standard; acceptable linkage of most artifacts to the standard; weak use of technology in presenting artifact(s).</td>
</tr>
</tbody>
</table>
| **5e. Rationale for Std. 5**  
(One-paragraph statement of the reason(s) the artifacts were selected for inclusion.) | Exceptionally thorough statement, demonstrating deep awareness of the implications of the standard. | Relatively thorough statement, demonstrating circumspect awareness of the implications of the standard. | Competent statement, demonstrating thoughtful awareness of the implications of the standard. | Unreflective, demonstrating little awareness of the implications of the standard. |

Comments:
### SLU Std. 6 Relationships with Stakeholders

St. Lawrence University
Teacher Education Program

Student Teacher’s Name ________________________

Overall Rating for this Component ________

<table>
<thead>
<tr>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Relationships w/ students</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
</tr>
<tr>
<td>6b. Relationships w/ other stakeholders</td>
<td>Exceptional and thorough exhibition of evidence related to the SLU standard; creative and skilled use of technology in presenting artifact(s).</td>
<td>Thoughtful exhibition of evidence related to the SLU standard; solid use of technology in presenting artifact(s).</td>
<td>Competent exhibition of evidence related to the SLU standard; moderate use of technology in presenting artifact(s).</td>
<td>Weak exhibition of evidence related to the SLU standard; weak use of technology in presenting artifact(s).</td>
</tr>
</tbody>
</table>

Comments:
# SLU Std. 7 Exhibit Professionalism

St. Lawrence University  
Teacher Education Program  

<table>
<thead>
<tr>
<th></th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b. Personal Reflection on Time Management</td>
<td>Penetrating and insightful reflective essay on what you have learned for yourself about time management in and out of school.</td>
<td>Thoughtful reflective essay on what you have learned for yourself about time management in and out of school.</td>
<td>Competent reflective essay on what you have learned for yourself about time management in and out of school.</td>
<td>Weak reflective essay on what you have learned for yourself about time management in and out of school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7c. Other Artifacts</td>
<td>Thoughtful, judicious exhibition of additional, useful evidence related to standard; solid linkage of artifact(s) to the standard; creative and skilled use of technology in presenting artifacts.</td>
<td>Useful exhibition of additional evidence related to standard; solid linkage of artifact(s) to the standard; solid use of technology in presenting artifacts.</td>
<td>Moderate exhibition of additional evidence related to standard; acceptable linkage of artifact(s) to the standard; acceptable use of technology in presenting artifact(s).</td>
<td>Little relation of evidence to the standard; weak linkage of additional artifact(s) to the standard; or weak use of technology in presenting artifact(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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40
**SLU Std. 8 Identify Prof. Development Goals**

St. Lawrence University  
Teacher Education Program  

Student Teacher's Name _______________________________  
Overall Rating for this Component ________

<table>
<thead>
<tr>
<th>8a. Reflective Statement on Your Own Professional Development</th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally thorough reflective statement; demonstrates deep awareness of one's own strengths and challenges; comprehensive professional development plan.</td>
<td>Relatively thorough reflective statement; demonstrates considered awareness of one's own strengths and/or challenges regarding teaching; professional development plan includes specifics and details.</td>
<td>Competent reflective statement; demonstrates thoughtful awareness of one's own strengths and/or challenges regarding teaching; includes basic plan for professional development.</td>
<td>Unreflective; demonstrates little or no awareness of one's own strengths and/or challenges regarding teaching; professional development plan lacks specificity or missing entirely.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8b. Reflection on your own undergraduate work | Exceptionally thorough reflective statement; demonstrates deep awareness of one's own strengths and challenges; comprehensive professional development plan. | Relatively thorough reflective statement; demonstrates considered awareness of one's own strengths and/or challenges regarding teaching; professional development plan includes specifics and details. | Competent reflective statement; demonstrates thoughtful awareness of one's own strengths and/or challenges regarding teaching; includes basic plan for professional development. | Unreflective; demonstrates little or no awareness of one's own strengths and/or challenges regarding teaching; professional development plan lacks specificity or missing entirely. |

| 8c. Art Students: Reflection on a variety of your artwork (include visuals) | Exceptionally thorough reflective statement; demonstrates deep awareness of one's own strengths and challenges; comprehensive professional development plan. | Relatively thorough reflective statement; demonstrates considered awareness of one's own strengths and/or challenges regarding teaching; professional development plan includes specifics and details. | Competent reflective statement; demonstrates thoughtful awareness of one's own strengths and/or challenges regarding teaching; includes basic plan for professional development. | Unreflective; demonstrates little or no awareness of one's own strengths and/or challenges regarding teaching; professional development plan lacks specificity or missing entirely. |

**Comments:**

**Impact of Portfolio**

<table>
<thead>
<tr>
<th></th>
<th>Professional (5 pts)</th>
<th>Skilled (4 pts)</th>
<th>Able (3 pts)</th>
<th>Underdeveloped (2 pts)</th>
<th>Missing (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Writing Expression and Mechanics</td>
<td>&quot;Ready to publish&quot; quality. Writing conveys ideas easily with</td>
<td>Only a few minor errors in mechanics. Writing conveys ideas easily with</td>
<td>More than a few minor errors. Writing conveys ideas</td>
<td>Mechanical errors raise genuine concern. Writing</td>
<td></td>
</tr>
<tr>
<td>c. Integration and Insight</td>
<td>creativity and inspirational qualities.</td>
<td>occasional inspirational qualities.</td>
<td>successfully, but does not necessarily inspire.</td>
<td>demonstrates difficulty in conveying ideas.</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>d. Overall Impact</td>
<td>Exceeds expectations beyond required artifacts. All parts of portfolio aligned with teaching philosophy; exceptional coherence and understandability.</td>
<td>All parts of portfolio aligned with teaching philosophy; solid coherence and understandability.</td>
<td>Almost all parts of portfolio aligned with teaching philosophy; relatively coherent and understandable.</td>
<td>Not well aligned with teaching philosophy; overall portfolio relatively incoherent and difficult to understand.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Comprehensive Teacher Education Portfolio Rubric

St. Lawrence University  
Teacher Education Program  
Semester ________ _______  
(Fall or Spr) (Year)  

Student Teacher’s Name __________________________ Overall Rating for this Component ____

Overall Portfolio Rating Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall Ratings on each component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 1 Plan-Implement-Assess Instruction (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 2 Effective Approaches to Subject Matter (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 3 Maintain Classroom Environment (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 4 Promote Diversity and Development (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 5 Use Effective Communication Techniques (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 6 Relationships with Stakeholders (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 7 Exhibit Professionalism (10%)</td>
<td></td>
</tr>
<tr>
<td>SLU Std. 8 Identify Prof. Development Goals (10%)</td>
<td></td>
</tr>
<tr>
<td>Overall Impact (10%)</td>
<td></td>
</tr>
</tbody>
</table>

Total Score = __________  Grade = ________________

Grading Scale:

<table>
<thead>
<tr>
<th>LiveText %</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94%</td>
<td>50-47 pts.</td>
<td>4.0</td>
</tr>
<tr>
<td>93 – 90%</td>
<td>46-45 pts.</td>
<td>3.75</td>
</tr>
<tr>
<td>89 – 86%</td>
<td>44-43 pts.</td>
<td>3.5</td>
</tr>
<tr>
<td>85 – 82%</td>
<td>42-41 pts.</td>
<td>3.25</td>
</tr>
<tr>
<td>81 – 78%</td>
<td>40-39 pts.</td>
<td>3.0</td>
</tr>
<tr>
<td>77 – 74%</td>
<td>38-37 pts.</td>
<td>2.75</td>
</tr>
<tr>
<td>73 – 68%</td>
<td>36-34 pts.</td>
<td>2.5</td>
</tr>
<tr>
<td>67 – 64%</td>
<td>33-32 pts.</td>
<td>2.25</td>
</tr>
<tr>
<td>63 – 58%</td>
<td>31-29 pts.</td>
<td>2.0</td>
</tr>
<tr>
<td>57 – 54%</td>
<td>28-27 pts.</td>
<td>1.75</td>
</tr>
<tr>
<td>53 – 48%</td>
<td>26-24 pts.</td>
<td>1.5</td>
</tr>
<tr>
<td>46 – 44%</td>
<td>23-22 pts.</td>
<td>1.25</td>
</tr>
<tr>
<td>42 – 40%</td>
<td>21-20 pts.</td>
<td>1.0</td>
</tr>
<tr>
<td>≤ 40%</td>
<td>≤20 pts.</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Appendix VI -- Instructional Planning Outlines

Elements of the Learning Unit (Unit Plan)

The following outline describes St. Lawrence University’s expectations for a complete Learning Unit in the Professional Semester:

1.0 Overview (an overall description of the Unit)
1.1 Abstract (title, subject area(s), grade level, brief description)
1.2 Essential Questions to guide the entire Unit
1.3 Standards addressed by the Unit
1.4 Declarative Knowledge covered in the Unit
1.5 Procedural Knowledge covered in the Unit
1.6 Initiating Activity (Unit Launch)
1.7 Acquiring and Integrating Experiences
1.8 Extending and Refining Experiences
1.9 Meaningful Use Task(s)
1.10 Unit Calendar
1.11 Assessment
1.12 Grading Plan
1.13 Pre-requisite Skills and Modifications
1.14 Technology Integration
1.15 Resources used by students
1.16 References used by the teacher
2.0 Content Notes (either separate or included in Lesson Plans)
3.0 Evaluation Tools (copies of tests, quizzes, rubrics, etc.)
4.0 Lesson Plans (including materials, handouts, etc.)

Learning Units are to be written so that an experienced teacher could teach them easily, without confusion as to expectations or activities. Not all units incorporate all elements listed above; however, every Learning Unit should provide a rationale for why a component is not included.

Elements of the TPA (Teacher Performance Assessment)

It is essential that the student teacher organize Task 1, Task 2, and Task 3 of the TPA on their hard drive (make sure to back up on the P drive or other.) (e.g., all Task 1 materials and commentaries should be kept in a TPA Task 1 folder and saved as either .pdf or .docx)
Elements of the Lesson Plan (Suggested Outline)

The following outline describes St. Lawrence University’s expectations for a complete Lesson Plan:

1. Standards
2. Essential Questions (associated with the lesson)
3. Objectives (written using performance verbs)
4. Instruction
   4.1 Anticipatory Set
      Lesson Launch Activity
      Communication of Objectives
      Statement of Relevance and/or Benefits
   4.2 Introduce Information/Concepts/Procedures
   4.3 Guided Practice
   4.4 Assessment
   4.5 Closure
5. Independent Practice (teacher should check for understanding, etc.)
6. Resources needed for the lesson
7. Materials List (if needed)
8. Teaching Notes (including content outline, instructions for activities, grouping, etc., copies of handouts, and all other necessary teaching materials)

Lesson Plans are to be written so that an experienced teacher could teach them easily, without confusion as to expectations or activities. Not all lessons incorporate all elements listed above; however, every Lesson Plan should provide a rationale for why a component is not included. Even if Lesson Plans are expected to extend for more than one class period, a plan for each period should be written, including at a minimum the Anticipatory Set for the day and the Closure activity in section 4.
Lesson Overview:
Delete these instructions and provide a brief overview for the lesson. State the grade level and the subject area for which the lesson is prepared (e.g., 10th grade English, or 7th grade Social Studies, etc.) Also state the anticipated length of the class period (e.g., 50 minutes), and the approximate number of students anticipated for the class (e.g., 24 students). Add any comments that will help the reader to understand the context for the lesson (e.g., "This is the first lesson in a unit on _________," or "This E&R lesson follows three A&I lessons on __________," etc.).

Note: You do not need to include your name in the title of the Lesson Plan you are creating; LiveText adds it automatically (above right). If you want to change the title of your lesson plan, click on the "Edit Properties" tab (above), and change the title of the plan accordingly. LiveText will save your changes automatically in your documents. For micro-teaching lessons in EDUC 301/573, it might be useful to include the words "Launch Lesson," or "A&I Lesson," or "E&R Lesson" in the title, along with the lesson topic or theme. For lessons in a full unit, simply insert an appropriate title. The Lesson Plan should be written in 3rd person, e.g., "The teacher will..." NO FIRST PERSON.

Objectives:
By the end of this lesson, the students will be able to:
Utilize Bloom’s Taxonomy Verbs
Delete these instructions and list what the student should know and be able to do upon completion of the lesson. Always use performance verbs when stating objectives for an individual lesson plan. Leave the following stem in this section, and then "complete the sentence" for as many objectives as you identify for the lesson:

Standards:
Directions for adding standards
• Teachers preparing lesson plans in English and Math must use the Common Core Standards (only); also add NY Curriculum standards if appropriate.
• Teachers preparing lesson plans in social studies, sciences, and technical subjects must use both NY Curriculum Standards and Common Core Standards.
• Teachers preparing lesson plans in all other subjects use NY Curriculum Standards (only).
• Only select performance indicators or grade-level standards you plan to assess in the lesson. For any NY performance indicator you select, also select the associated key idea and K-12 standard. For any grade-level Common Core standard you select, also select its associated anchor standard (for ELA) or domain (for Math).
• You may delete this section (Directions for adding standards) after adding, saving, and finishing the standards by clicking on "Manage Sections."

Instructional Activities:
Anticipatory Set
Delete these instructions and complete each of the following sections of this page. This is the beginning episode of an instructional session, whether it falls at the beginning of a class period or after other routines and activities have taken place. The Anticipatory set includes a "lesson launch" (to capture the learner's attention and get them engaged in the topic), the announcement of objectives, and the announcement of the relevance of the lesson to the students' learning (connection to standards).

Description of the Lesson Launch activity:

Description of how objectives will be communicated to students:

Description of the relevance of the learning:

Introduce New Information & New Concepts
Delete these instructions and describe how new information, concepts, or procedures will be introduced, step-by-step. This is the case both for new declarative knowledge and new procedural knowledge. If it is declarative knowledge, describe how you will aid students in storing the information -- graphic organizers, mnemonics, etc. If it is procedural knowledge, describe how you will help students to visualize the procedure and how it will be demonstrated. Refer to the resources listed later in the lesson plan.
Guided Practice
Delete these instructions and describe how you will help the students to apply the new information, concepts, and/or procedures under your supervision in the classroom. Refer to the resources listed in the lesson plan.

Note: It is ok if a Guided Practice activity is also an Assessment activity. If so, refer back to the Guided Practice activity when writing up the Assessment section of this lesson plan.

Assessments
Delete these instructions and list (and explain) the types of assessments you will use to check for understanding and assess student learning before or during the close of the lesson. The assessments should align with the lesson's objectives. Attach copies of handouts, quizzes, etc.

Closure
Delete these instructions and describe how you will bring closure to the students’ learning at the end of the lesson, regardless of when it occurs during the class period. Include a "homework assignment" if appropriate, but this is not necessary.

Note: It is ok if an Assessment activity (above) also serves as a Closure activity, or conversely if a Closure activity (here) also contributes to assessment of the lesson's objectives. If so, indicate the relationship between the two in this section of the lesson plan.

Resources:

Materials Needed:
Delete these instructions and list any special materials need to teach the lesson (art supplies, artifacts, etc.). Do not re-list resources already listed in the "Resources" section of the plan (above). Do not list standard classroom equipment or standard materials that students normally bring to class (paper, pencils, etc.)

Credits:
This is the "bibliography" for the lesson plan. Delete these instructions and "give credit where credit is due" for any resource you used in creating this lesson plan. if you have none to state (other than LiveText resources listed above), simply state "None."

Teaching Notes:
Delete these instructions and add the content you need to know in order to teach the lesson successfully. (This information should be sufficient for a qualified substitute teacher to follow in order to teach the lesson successfully, too.) Be certain to add information needed for organizing the classroom as well (grouping, etc.).
Appendix VII -- Evaluation Form for Cooperating Teachers

St. Lawrence University
Department of Education

Cooperating Teacher's Name

Evaluation of Cooperating Teacher

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall supervision by Cooperating Teacher:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Providing regular feedback on my lessons:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Offering concrete and useful suggestions:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Providing constructive criticism of my teaching:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Exhibiting fairness in critiquing my teaching:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Allowing me appropriate autonomy in my teaching:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Giving me control of the class when I was ready:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Defining her/his expectations for me clearly:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Providing useful information regarding school policies:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Providing guidelines about classroom management:</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Other ______________________________</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Professional Competence of the Cooperating Teacher: (essay answers…)

- List the major strengths of your cooperating teacher in her/his role.

- List some ways your cooperating teacher might have improved her/his effectiveness in working with you.

- Your recommendation: Would you recommend that the University’s Teacher Education Program ask your cooperating Teacher to participate in the Program for next year? Why?
Glossary of Terms

This glossary contains a listing of terms and their definitions used by the Professional Semester staff at St. Lawrence University. Because these Educational terms sometimes hold different meanings for individuals in the profession, the glossary is presented here to help all individuals associated with the Professional Semester to understand the way in which they are defined for the program. In many cases, equivalent terms are listed in parenthesis.

Standards-based Education
Delivery of learning activities based on Educational standards determined by authorities. Accountability is maintained through the use of authentic assessments, monitoring and reporting of achievement and accommodation based on the results.

Educational Mission (Mission Statement)
Statement(s) describing the desired activities based on Educational standards determined by authorities. Accountability is maintained through the use of authentic assessments, monitoring and reporting achievement and accommodation based on the results.

Educational Goals
Statement(s) describing the long-range student outcomes to which a school district or an institution aspires. Because they are long-range, goal statements lack the specificity of Educational objectives or outcome statements; goal statements describe broader intentions.

Educational Objectives (Outcome Statements)
Specific statements of student behaviors that will indicate that learning has taken place about a stated Educational goal. Objectives are written in the form "by the end of instruction, students will be able to _______ " with the blank filled by a verb that implies how learning can be observed (i.e., a performance-based verb describing an action that can be observed or evaluated by the teacher.) Selection of the verb(s) is based on task analysis of the thinking/learning skills to be developed.

Bloom's Taxonomy -- The hierarchy of Educational objectives described by Benjamin Bloom, in which factual memorization, comprehension of concepts and ideas, and application of principles are ranked as easier for learners to accomplish than analysis of ideas, synthesis of concepts, or evaluation of models or projects. While Bloom's taxonomy usually refers to the cognitive domain alone (i.e., thinking skills), his work also spurred comparable into objectives in the affective domain (D.R. Krathwohl) and the psychomotor domain (E.J. Simpson), which remain equally important to teachers and learners.

Maslow's Hierarchy of Needs -- The hierarchy of basic needs described by Abraham Maslow, in which deficiency needs in physical factors, safety factors, belongingness, and self-esteem make positive growth and learning problematic. In Maslow's theory, teachers must help students to meet these deficiency needs in order to promote intellectual, social, and aesthetic learning, which is seen as a basic human need as well.

Standards
Statements of the level of mastery required by authorities, such as a school district board or a state board of education.
Learning Standards
Standards used in the assessment of learning by students.

The New York State Learning Standards published in 1996 and revised for some subject areas since then include standards, key ideas, and performance indicators.

The New York State Common Core Standards published in 2011 for College & Career Readiness in Mathematics and for English Language Arts & Literacy (including Social Studies, Science, and Technical Subjects) include anchor standards and performance indicators aligned with grade levels.

Teaching Standards
Standards used in the evaluation of teachers. The New York State Teaching Standards published in 2011 include standards, elements, and performance indicators.

Benchmarks
Specific levels of mastery to be obtained enroute to achieving a standard. Benchmarks require agreement among Educators on specific, exemplary performances or products. Benchmarks are usually identified for the purpose of determining and monitoring student progress. They are often linked to grade-level expectations, such as fourth-grade reading levels, eight-grade mathematics levels, and the like.

Performance Task (Meaningful Use Task)
A goal-directed assessment activity that replicates or parallels a task facing a professional, a consumer, or a citizen. A well-developed task provides "authentic" assessment of learning by requiring performance of students in such areas as writing, speaking, listening, artistic creation, physical activity, finding and citing evidence, problem-solving, arguing critically, synthesizing divergent viewpoints, working as a team, and/or demonstrating values. All of these require activity on the upper levels of Bloom's taxonomy of Educational objectives or its parallel taxonomies.

Evaluation Criteria (Assessment Criteria)
Essential traits or qualities of a successful performance. The basis upon which a performance tasks is evaluated or assessed.

Evaluation Rubric
A set of guidelines and indicators for giving scores to student work. A rubric typically contains a scale ranging from 4 to 1 or 6 to 1 in performance assessment. The rubric states all the different dimensions to be assessed and provides key signs or traits of behavior for determining the degree to which each one is achieved.

Portfolio
An organized collection of student work with documentation that demonstrates the level of achievement of specified Educational standards. There are two basic types of portfolio -- a process portfolio, in which the collection shows the progress a student makes in achieving standards, and a presentation portfolio, in which the collection represents the student's best work in achieving standards.

Teacher Performance Assessment (TPA)
A portfolio-based assessment used for initial teaching certification in New York State and many other states, effective in 2013-2014. The assessment requires development of artifacts during the student
teaching semester. These “teacher performance assessments” are to be developed during and after the unit is implemented for the purposes of initial teaching certification. Cooperating teachers must assist their student teacher(s) in developing the TPA sections of the unit plan as the semester unfolds. Careful pre-planning is required for the TPA sections. The methods teachers will be reviewing the TPA throughout the semester as the unit starts to unfold.

LiveText
A web-based resource for students of education and for school-based educators utilized by individuals and educational institutions through the US and the world. Operated by LiveText, Inc., the program provides resources for planning, instruction, and assessment, including templates for lesson plans, unit plans, and rubric development, as well as access and use of digital images and up-to-date educational videos on a searchable online library. LiveText is the provider of choice used by St. Lawrence University. It provides digital access to the New York State Learning Standards (including the New York State Common Core Standards). Similar providers are used by other institutions (TaskStream, Inc., etc.) The TPA will be submitted to NYSTCE via LiveText with all sections incorporated into three word docs (.docx).

Learning Unit (Unit of Instruction)
A collection of all materials to be used by a teacher in guiding student learning about a specific topic. Materials would include statements of Educational goals and objectives linked to state and district learning standards, an abstract or rationale for the unit, an assessment plan (including a table of specifications), a calendar or schedule of activities, specific lessons plans, lecture notes and/or a content outline, copies of handouts, assignments tests, and other assessments, a listing of references, and any other materials that would help another teacher to understand the nature of the instruction to be implemented, such as copies of student work. Learning units are constructed to include the following:

- **Launch** activities that motivate student interest in the subject, provide an explanation of its relevance and benefits for student learning, and introduce the unit's goals and objectives, its assessment procedures, and its schedule of learning activities.
- Activities that help students acquire new information and integrate it with previously learned knowledge through the use of graphic organizers (cognitive maps), mnemonics, and/or other strategies. These activities differentiate between declarative knowledge (i.e., facts and concepts) and procedural knowledge (i.e., processes and techniques).
- Activities that help students extend and refine concepts through the use of guided practice with requisite cognitive, affective, and psychomotor skills. In the cognitive domain, these activities require higher order thinking skills on bloom's taxonomy, such as comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstracting, and analyzing perspectives.
- **Performance tasks (meaningful use tasks)** that are assessed using rubrics linked to the unit's goals and objectives. These often provide opportunity for the use of different (multiple) intelligence. Performance tasks provide opportunity for students to demonstrate decision-making, problem solving, experimental inquiry, invention, and investigation.
- **Accommodations** for differently-abled students, including gifted and talented students as well as learning-challenged students and English language learners who are included in the classroom.

Multiple Intelligences
The types of intelligence first identified by psychologist Howard Gardner that characterize human mental capacities. Gardner's original seven intelligence's were linguistic, logical-mathematical, spatial (three-dimensional thinking), bodily kinesthetic, musical, interpersonal (interactions with others), and
intrapersonal (understanding of self). Gardner later added an eighth intelligence – naturalistic (i.e., ecological understanding).
Placement Information for St. Lawrence University Graduates, 2012-2013

Approximately 65 percent of the Class of 2010 teacher Education graduates from St. Lawrence entered the teaching profession as new teachers within one year after graduation. Approximately 20 percent entered full-time graduate school and the remaining 15 percent followed other career paths.

Teacher supply and demand data from the American Association for Employment in Education for the year 2012–2013 indicates that there is moderate demand throughout the U.S., including the Northeast, for teachers of 7-12 English, sciences, mathematics, Spanish and German. Demand for teachers of K-12 art and 7-12 social studies and French is balanced.
St. Lawrence University
Nondiscrimination, Discriminatory Harassment & Sexual Harassment Policies

Continued from inside front cover...

If you believe you have experienced or are experiencing discriminatory harassment, talk to the person or persons who may be responsible for the problem. If that is not possible, or doesn't work, speak to someone for help or advice. Any St. Lawrence University employee having a complaint of harassment is urged to notify his or her immediate supervisor at once. If the complaint is against the immediate supervisor, or if the complainant for any other reason is not comfortable with or is unable to contact his or her supervisor, the Human Resources Office or the Office of Security & Safety may be contacted.

If you are a student you may speak to your academic advisor, the chairperson of the department, any staff member in student life, particularly residential learning, security, counseling, or the Associate Dean of Student Life.

If you are an employee, speak with the human resources office, the vice president or dean of the area involved (academic affairs, admissions and financial aid, business and finance, communications, information technology, student life, university advancement).

Formal complaints of alleged discriminatory harassment are heard by the Discriminatory Harassment Hearing Board, which is described in the Student Handbook and on the SLU website under Policies or Human Resources as well as a Section 504/ADA Grievance Procedure for complaints relative to those regulations. For more information about the DHHB or other venues for complaints contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, lcania@stlawu.edu.

Retaliatory action of any kind (such as, but not exclusive to adverse action vis-à-vis standing in employment or student status, adverse decisions re salary, job performance or student performance, or adverse action taken re opportunity for advancement for an employee or student) taken by any employee (including faculty, department heads, supervisors, and co-workers), student or beneficiary of the University against any other employee, student, or beneficiary as a result of that person's seeking redress through an appropriate means, including under the procedures of the DHHB, cooperating in any appropriate inquiry in the matter, or otherwise participating in any proceedings under the procedures of the DHHB or appropriate University body is prohibited. Any such retaliatory action can be the basis for a separate complaint.

Any person may also contact outside authorities to file complaints. External agency rules, or procedures internal to St. Lawrence University, may obviate further internal review in the event a complainant chooses an external route.

For more information about the DHHB consult the SLU Policies website [SLU/Faculty & Staff/Policies] @ http://www.stlawu.edu/policies/index.html For further information contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, lcania@stlawu.edu.

Rev. Nov. 2009

Policies and Standards for Conduct

St. Lawrence University Teacher Education Program

This Handbook describes the standards and expectations for St. Lawrence University students undertaking field experience activities in the public schools, including student teaching. In accepting University students in field experience placements, the school district agrees to accept the University's policies, as described in this Handbook, with regard to the expectations, assignments, supervision, and assessment of prospective teachers. St. Lawrence University students are expected to work toward the standards published in this Handbook when serving in the public schools, including the University's non-discrimination policy published above. At all times, students must adhere to the public school's policies for employee conduct during the time in which they are assigned to the school. While such policies may vary somewhat from school district to school district, they are similar in expecting professional conduct at all times. When in doubt with regard to any situation, students involved in field experiences, including student teaching, are to consult the school's policy manual, available in the office of the superintendent of the school district, which shall serve as the primary referent and guideline for professional conduct.

Teacher Education Program
St. Lawrence University
March, 2001