

**M.S. in Education and Special Education**  
**Early Childhood (Birth – Grade 2)**

**EDSN 682**

**Field Experience and Practicum, I**





**EDSN 682 Field Experience and Practicum I**  
**Early Childhood (Birth-Grade 2)**

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## **Welcome to the EDSN 682 Field Experience and Practicum I course!**

The following pages constitute a Student Guide prepared to facilitate your work throughout the course. This course has two components: Field Experience and Practicum. The Field Experience component consists primarily of actively observing your cooperating teacher and assisting him/her to perform various activities in the classroom. You will perform the Field Experience component in both a General Education and a Special Education classroom setting. The Practicum component of the course takes place in a General Education classroom, where you will be expected to practice teaching a variety of lessons, one of which your Field Experience/Practicum instructor will observe during a field visit. You can schedule the observation for a time that is convenient for your cooperating teacher, Field Experience/Practicum instructor, and you. In addition to observing you at work, the instructor will have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

There are also three mandatory live group meetings with your instructor held at the beginning, middle, and end of the semester. The meetings will give you an opportunity to ask questions about course requirements, discuss matters regarding your experiences in the classroom, and meet other students. All students are required to attend these meetings (medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member). Your EDSN 682 instructor should be contacting you during the first two weeks of the semester.

When choosing a classroom and cooperating teacher, keep the following in mind:

- All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester.
- Your cooperating teacher must have a master's degree and at least 3 years of teaching experience.
- You cannot spend your Field Experience/Practicum in only one age/grade level. Make sure you work in at least two of the following age/grade levels:
  - Birth- pre-K
  - Kindergarten
  - 1<sup>st</sup>/2<sup>nd</sup> grade
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong General Education component is acceptable as a General Education placement.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Certified teachers will have a reduced number of required hours to spend in the classroom. Please see the table on the next page for details. Note: Internship Certification is not considered certification.

We hope the following pages of the Student Guide help facilitate your work and make your Field Experience/Practicum course a positive learning experience. If we can be of any assistance, feel free to contact us.

Sincerely,



The Office of Clinical Practice

**Required Classroom Hours EDSN 682**

	<b>Non-certified Teachers</b>	<b>Certified Teachers</b>
<b>Field Experience</b>	<ul style="list-style-type: none"><li>▪ <b>Minimum</b> 50 hours in General Education classroom</li><li>▪ <b>Minimum</b> 100 hours in Special Education classroom</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Minimum</b> 50 hours in Special Education classroom</li></ul>
<b>Practicum</b>	<ul style="list-style-type: none"><li>▪ <b>Minimum</b> 100 hours in General Education classroom</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Minimum</b> 50 hours in General Education classroom</li></ul>
<b>Total Minimum hours</b>	250 hours	100 hours



**EDSN 682: Field Experience and Practicum I**  
**Early Childhood General and Special Education, Birth-Grade 2**

**Course Description:**

For the field experience component of this course, students complete **Minimum** 50 hours of observations in general education at the birth-pre-K, kindergarten, or grade 1-2 level. Students also complete **Minimum** 100 hours of work with students with disabilities at a level not used in general education. (Inclusion classes with strong special education components are acceptable.) For the practicum component of the course, students complete an additional **Minimum** 20 days or **Minimum** 100 hours in general education at one of the three age/grade levels. (Please note that over the course of their field experience and practicum courses students must work with children in at least two levels.) Actual teaching is a component of the practicum part of this course. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, maintain logs in which critical incidents are recorded and analyzed, respond to questions about young children, analyze lesson presentations of cooperating teachers observed, and complete two term papers. Students integrate evidence-based methods of instruction into their lesson presentations. Students also do an assignment on how they assessed student learning for a lesson they have presented that is observed by an assigned faculty member. The course includes scheduled group meetings. The assigned faculty member meets with students at their field experience/practicum sites and observes and evaluates student work with children in a school or an equivalent educational setting. The faculty member and cooperating teacher evaluate both the field experience and practicum components of student work during the course. (Please note: This course must be taken within the first 18 credits of graduate study.)

**3 credits**

**Note:**

- *Students may not register for EDSN 682 and SEDN 683 during the same semester.*
- *Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Practicum requirements.*

**Course Requirements:**

- Attendance at class meetings. The only excused absences are with a doctor's note or with the approval of the department chair.
- School administration certification form completed and submitted
- Documentation of hours and days, signed by student and cooperating teacher or supervisor
- Activities checklist submitted
- All signed forms from the Student Guide submitted
- Cooperating Teacher's Evaluation Forms submitted
- Course Evaluation Forms submitted
- All course activities and assessments



**Student Learning Outcomes:**

- Students will document, in a professional fashion, observations of various classroom and school-related activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of individual students within the framework of various classroom activities.
- Students will demonstrate the ability to relate respectfully and empathically to students on a one-to-one basis and in group activities.
- Students will demonstrate a growing knowledge of educational needs of young children, including children with disabilities, and an ability to apply knowledge in their relationships with the children with whom they work.
- For the Practicum segment of the course, student teachers will demonstrate successful presentations of lessons/activities appropriate to the class or group level, showing sensitivity to the strengths and limitations of the students.
- Students will demonstrate growing ability to check for student understanding of a lesson.
- Students will demonstrate a growing ability to check for student understanding of lesson presentations and assess student learning.
- Students will appropriately apply NYS Learning Standards, NAEYC Standards, and CEC standards in their work.
- Students will demonstrate sound grounding in principles of child development and learning and cognitive education.
- Students will demonstrate awareness of educational technology resources and ability to use technology for instruction.
- Students will demonstrate ability to relate constructively to students in group activities.
- Students will demonstrate satisfactory presentation of at least one formal lesson which is appropriate to the strengths and limitations of the children with whom they work. Students will present lesson plans for the observed lessons and discuss how they plan to assess student learning for the observed lessons.
- Students will demonstrate ability to assess for understanding and use such assessment results for improvement of teaching and learning.
- Students will demonstrate an ability to use supervision in a constructive manner.
- Students will submit final projects that demonstrate the ability to make use of and conduct research as well as good analytical and writing skills.



## **University Statement on Needed Accommodations/Adaptations**

Any students with a disability seeking accommodations under the Americans with Disability Act of Section 604, The Rehabilitation Act, are required to self-identify with the Office of Disability Services. See the professor/instructor in advance for classroom accommodations, access to technology or other assistance if needed.

## **University Statement on Academic Integrity**

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University 2, requires that a student or researcher:

1. Properly acknowledge and cite all ideas, results, or words originally produced by others.
2. Properly acknowledge all contributors to any piece of work.
3. Obtain all data or results using ethical means.
4. Report researched data without concealing any results inconsistent with student's conclusions.





5. Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress.
6. Uphold ethical principles and the code of the profession for which the student is preparing.

Students must avoid all acts of dishonesty, including, but not limited to the following:

1. Cheating
2. Plagiarizing (presenting work or ideas of others as your own)
3. Fabricating (making up information, data, or research results)
4. Tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
5. Lying
6. Working with others when assignments or exams require individual work
7. Making unauthorized copies of copyrighted material
8. Facilitating or tolerating the dishonest of others

Adherence to these principles is necessary to ensure that:

1. Proper credit is given for ideas, words, results, and other scholarly accomplishment.
2. No student has an inappropriate advantage over others.
3. The academic and ethical development of students is fostered.
4. The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

The following Internet resources may be helpful when checking for plagiarism: [Plagiarism Checker](#), [TurnItIn](#), [DupliChecker](#).





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### **To Whom It May Concern:**

This letter is to introduce our Field Experience/Practicum student. Students in our program complete the requirements for dual certification in General Education and Special Education on the early childhood, elementary school, middle school or secondary school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offers opportunity for theory to be applied in practice. Students must complete both Field Experience and Practicum courses. An assigned Touro faculty member observes students for observation lessons in the Practicum experience. We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Field Experience phase of training

1. The opportunity to observe lessons and discuss strategies
2. The opportunity to plan lessons with the cooperating teacher and on his or her own
3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies
4. The opportunity to interact with students in a range of educational settings

During the Practicum phase of training (all of the above and those below).

1. The opportunity to learn about and use instructional technology.
2. The opportunity to interact with students in a range of educational settings.
3. The opportunity to teach a gradually increasing number of lessons each week during the course of the semester.
4. The opportunity for feedback from the cooperating teacher as well as the Touro instructor on observations of the lessons taught.

In order to focus students on their observations and to document time spent in class, students have a number of forms to complete for their work in the Field Experience/Practicum courses. Please explain to your Field Experience/Practicum student the daily routine you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

A Touro faculty instructor/advisor will observe the student at work in the classroom. After first conferring with the appropriate school staff members, the student teacher should arrange a mutually acceptable date and time with his or her instructor for the lesson observations.

Sincerely,

The Office of Clinical Practice



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**Dear School Administrator,**

We are pleased that a Touro College graduate student is completing his or her Field Experience or Practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with appropriate state guidelines. In order to document service in your school, we ask that this form be completed.

Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our Field Experience/Practicum courses.

Sincerely,

Ruth Best, Ed.D  
Assistant Dean,  
Clinical Experiences and Partnerships

Jacob Easley II, PhD  
Dean, Graduate School of Education

Student Name: \_\_\_\_\_ Touro ID # \_\_\_\_\_ Course number \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School phone number: \_\_\_\_\_

Administrator's Name \_\_\_\_\_ Administrator's Email \_\_\_\_\_

I attest to the fact that \_\_\_\_\_ is a state or city accredited school, in the state/city of \_\_\_\_\_.

School name/number \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

_____	_____	_____	_____
Cooperating teacher's name	Cooperating teacher's email	Grade	Type of Class

_____	_____	_____
Type of teacher cert.	Date	State

_____	_____	_____	_____
Cooperating teacher's name	Cooperating teacher's email	Grade	Type of Class

_____	_____	_____
Type of teacher cert.	Date	State



### **Field Experience Activity Checklist**

During Field Experience, you will have the opportunity to observe an experienced teacher at work in the classroom. You will get the chance to watch formal lessons as well as see social interaction among students. During this component of your Field Experience course, you will help out the classroom teacher in many ways. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she can check off each activity as it is completed and include the checklist in your final project. Activities should not be limited to those appearing on the list. Some possible activities may include some of the following:

#### **1. Instructional Responsibilities:**

- ☐ Observe all the bulletin boards in and outside the classroom
- ☐ Be able to stand in front of the class and give a mini-lesson or administer a test (A mini-lesson can be reading a story, giving an assignment)
- ☐ Demonstrate the ability to prepare a lesson plan with the cooperating teacher
- ☐ Observe student work, projects, papers, etc.
- ☐ Take class attendance
- ☐ Learn of classroom procedures: bathroom, raising hands, entering and dismissal

#### **2. Student Assessment and Program Evaluation:**

- ☐ Help grade papers for cooperating teacher
- ☐ Assist teacher (as directed) with formal and informal assessments (online and in print)
- ☐ Note the use of Evidence-Based Instruction, Data Driven Instruction, etc.
- ☐ Assist teacher (as directed) with IEP, SESIS and/or with the review of student goals
- ☐ Assist with the setup and use of technology (e.g., LCD projectors, Smartboard Technology)

#### **3. Program Maintenance:**

- ☐ Be aware of emergency procedures (fire drills, shelter drills, intruder alert, etc.)
- ☐ Have knowledge of the layout of the school (auditorium, principal's office, etc.) bathrooms, security desk, support staff, assistant principals, cafeteria.

#### **4. Classroom Management:**

- ☐ Observe how teacher handles behavior problems
- ☐ Help with emergency situations
- ☐ Participate in supervisory duties on the playground, in the cafeteria, bus duty, etc.
- ☐ Demonstrate knowledge of reporting procedures to parents
- ☐ Observe educational approaches (i.e., Differentiated Instruction, Response to Intervention - RTI)



**5. Professional Responsibilities:**

- ☐ Be knowledgeable of the school calendar and school events (parent-teacher conferences, special programs, etc.)
- ☐ Become knowledgeable of [NYS Learning Standards](#) and [Next Generation Standards](#) used in the classroom
- ☐ Note the use of lesson plan formats (e.g., [Universal Design for Learning - UDL](#))

**6. Additional Teaching Experiences:**

- ☐ Observe specialists PE Teacher ☐ Speech Clinician ☐ Art Teacher ☐ Reading Teacher ☐
- ☐ Music Teacher ☐ Gifted/Talented Teacher ☐ Special Education Teacher ☐
- ☐ English as a Second Language Teacher ☐ Technology Teacher ☐

**7. Remote Experiences:**

- ☐ Set Up a Digital Classroom
- ☐ Teach Synchronously with Video Conferencing
- ☐ Provide Instruction Asynchronously with Pre-Recorded Video Tutorials
- ☐ Use HyperDocs to Create Dynamic Independent Studies
- ☐ Use Personalized Learning & Student Engagement Platforms
- ☐ Make Student Thinking Visible
- ☐ Use Creativity Apps for Authentic Learning Experiences
- ☐ Provide Meaningful Feedback
- ☐ Build Better Connections with Families



## Practicum Activity Checklist

During the Practicum component of the course, you will get a chance to take a much more active role in the classroom as well as take upon yourself more responsibility in many areas. During Practicum you will be observed twice by your instructor. Be sure to coordinate a convenient time for each observation for both your cooperating teacher and your instructor. Prior to your scheduled observation, you are expected to submit your lesson plan to your instructor.

Some of the possible activities that you will be participating in are listed below. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so they can check off each activity as it is completed and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

### 1. *Instructional Responsibilities:*

☐ Plan and assemble a bulletin board

☐ Read a story aloud

Teach a small group lesson:

☐ spelling, ☐ math, ☐ reading, ☐ social studies, ☐ science, ☐ language arts

Teach a large group lesson:

☐ spelling, ☐ math, ☐ reading, ☐ social studies, ☐ science, ☐ language arts

☐ Incorporate manipulatives into a lesson

☐ Demonstrate the use of cooperative learning

☐ Develop an educational unit in a Special Education and General Education class

☐ Organize a field trip

☐ Participate in a team-teaching experience

☐ Share lesson planning, including provisions for differentiated instruction with cooperating teacher(s)

☐ Incorporate computer technology in a lesson with NYS Standards

☐ Incorporate library resources in a lesson

☐ Demonstrate the ability to prepare lesson plans for a substitute teacher

### 2. *Student and Program Evaluation:*

☐ Use pre-assessment, formative assessment and summative assessment to choose and adapt evidence-based methods of instruction and intervention

☐ Construct a test or evaluative tool

☐ Administer a test or evaluative tool

☐ Interpret test results

☐ Use a test or evaluative tool to diagnose and suggest remediation for:

☐ ☐ An individual student, ☐ A group of students

☐ Use authentic assessment tools, such as observation, anecdotal note taking, portfolio



evaluations, and checklists

**3. Use of Technology and Other Instructional Aids:**

- \_\_\_\_ Demonstrate practical use of available technology:  
\_\_\_\_ Smartboard \_\_\_\_ Internet \_\_\_\_ video animations \_\_\_\_ LCD and/or overhead projector  
\_\_\_\_ e-portfolio \_\_\_\_ video \_\_\_\_ laminating machine \_\_\_\_ computer assisted learning  
\_\_\_\_ electronic record keeping \_\_\_\_ web page design \_\_\_\_ Internet UDL lesson planning  
\_\_\_\_ PowerPoint or multimedia presentations

**4. Program Maintenance:**

- \_\_\_\_ Supervise daily logistical activities  
\_\_\_\_ Demonstrate knowledge of emergency procedures, including location of sterile gloves  
\_\_\_\_ Demonstrate knowledge of function and responsibilities of support staff

**5. Classroom Management:**

- \_\_\_\_ Manage individual and group behavior conducive to an effective learning climate  
\_\_\_\_ Maintain a neat and orderly classroom  
\_\_\_\_ Facilitate cooperative learning groups  
\_\_\_\_ Participate in supervisory duties on the playground  
\_\_\_\_ Participate in supervisory duties in the cafeteria  
\_\_\_\_ Maintain attendance records  
\_\_\_\_ Make and keep progress charts  
\_\_\_\_ Participate in maintaining cumulative records, IEP, SESIS  
\_\_\_\_ Demonstrate knowledge of reporting procedures to parents

**6. Professional Responsibilities:**

- \_\_\_\_ Attend after-school events, including parent-teacher conferences  
\_\_\_\_ Attend faculty and in-service meetings  
\_\_\_\_ Learn all courses of study (i.e., programs of study mandated by the school system)  
\_\_\_\_ With the approval of cooperating teacher, write a letter to pupils' parents (e.g., a letter of introduction an information letter about a unit of study)  
\_\_\_\_ Become familiar with the system used by the school district to assess the performance of teachers  
\_\_\_\_ Acquire knowledge of professional organizations and resources

**7. Additional Teaching Experiences:**

- \_\_\_\_ Prepare instructional plans for a teacher's aide or parent  
*Volunteer*  
\_\_\_\_ Observe specialists in the school:  
\_\_\_\_ PE Teacher \_\_\_\_ Speech Clinician \_\_\_\_ Art Teacher  
\_\_\_\_ Reading Teacher \_\_\_\_ Music Teacher



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\_\_\_\_ Gifted/Talented Teacher \_\_\_\_ Special Education Teacher  
\_\_\_\_ English as a Second Language Teacher  
\_\_\_\_ Technology Teacher





**8. Other Experiences (including knowledge of school services and procedures):**

\_\_\_\_ Clinical services \_\_\_\_ School counseling services \_\_\_\_ Special testing \_\_\_\_ Special education  
\_\_\_\_ Homebound instruction

**9. Remote Experiences:**

\_\_\_\_ Set Up a Digital Classroom  
\_\_\_\_ Teach Synchronously with Video Conferencing  
\_\_\_\_ Provide Instruction Asynchronously with Pre-Recorded Video Tutorials  
\_\_\_\_ Use HyperDocs to Create Dynamic Independent Studies  
\_\_\_\_ Use Personalized Learning & Student Engagement Platforms  
\_\_\_\_ Make Student Thinking Visible  
\_\_\_\_ Use Creativity Apps for Authentic Learning Experiences  
\_\_\_\_ Provide Meaningful Feedback  
\_\_\_\_ Build Better Connections with Families





Name: \_\_\_\_\_

Non-certified teachers: **Minimum** 100 hours

Certified teachers: **Minimum** 50 hours

[illegible]



## **Field Experience Cooperating Teacher Evaluation**

Dear Cooperating/Supervising Teacher:

Please use the five-point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine their grade in this course. Your cooperation and assistance are greatly appreciated.

Practicum Student: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_

Practicum Instructor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Room #: \_\_\_\_\_

School Name and Address: \_\_\_\_\_

**Strongly Disagree**

**Strongly Agree**

- |   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1) APPEARANCE   |   |   |   |   |   |
| • The Field Experience student dresses and grooms in a reasonably appropriate manner.   |   |   |   |   |   |
| 2) PUNCTUALITY  |   |   |   |   |   |
| • The Field Experience student is on site for the agreed-upon time period each day.   |   |   |   |   |   |
| 3) ATTENDANCE   |   |   |   |   |   |
| • The Field Experience student's absences are minimal.  |   |   |   |   |   |
| 4) INITIATIVE/CREATIVITY  |   |   |   |   |   |
| • The Field Experience student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities. |   |   |   |   |   |
| 5) JUDGEMENT  |   |   |   |   |   |
| • The Field Experience student uses good judgment in responding to children across a range of contexts and situations.                        |   |   |   |   |   |
| 6) RAPPORT  |   |   |   |   |   |
| • The Field Experience student develops positive relationships with children, parents, administrators, teacher, and other school staff.       |   |   |   |   |   |
| 7) RAPPORT WITH STUDENTS WITH DISABILITIES  |   |   |   |   |   |
| • The Field Experience student demonstrates an ability to relate constructively to students   |   |   |   |   |   |



with disabilities.

8) VERBAL SKILLS                      1                      2                      3                      4                      5

- The Field Experience student speaks in a clear, easily audible voice.

**Strongly Disagree**

**Strongly Agree**

9) WRITTEN WORK                      1                      2                      3                      4                      5

- The Field Experience student writes on boards and charts in a legible, well—organized fashion.

10) ORGANIZATION AND PREPARATION

1                      2                      3                      4                      5

- The Field Experience student is well-prepared in regard to materials with which he or she is called to assist.

11) CLASSROOM MANAGEMENT

1                      2                      3                      4                      5

- The Field Experience student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

12) PROFESSIONAL KNOWLEDGE

1                      2                      3                      4                      5

- The Field Experience student is familiar with the content area in which he or she is working with children.

13) KNOWLEDGE OF LEARNING STANDARDS

1                      2                      3                      4                      5

- The Field Experience student demonstrates knowledge of NYS/Learning Standards

14) KNOWLEDGE OF COMPUTER/TECHNOLOGICAL APPLICATIONS

1                      2                      3                      4                      5

- The Field Experience student demonstrates ability to appropriately use educational technology

15) USE OF SUPERVISION                      1                      2                      3                      4                      5

- The Field Experience student integrates suggestions made during supervision into work with children.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

\_\_\_\_ culturally diverse populations

\_\_\_\_ children with special learning needs

\_\_\_\_ English language learners

\_\_\_\_ children from high need communities



Additional comments:

---

---

Recommendations:

---

---

Cooperating Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Practicum Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five-point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine their grade in this course. Your cooperation and assistance are greatly appreciated.

Practicum Student: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_  
Practicum Instructor: \_\_\_\_\_  
Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Room #: \_\_\_\_\_  
School Name and Address: \_\_\_\_\_

**Strongly Disagree**

**Strongly Agree**

1. APPEARANCE

1                      2                      3                      4                      5

- The Practicum student dresses and grooms in a reasonably appropriate manner.

2. PUNCTUALITY

1                      2                      3                      4                      5

- The Practicum student is on site and/or online for the agreed-upon time period each day.

3. ATTENDANCE

1                      2                      3                      4                      5

- The Practicum student's absences are minimal.

4. INITIATIVE/CREATIVITY

1                      2                      3                      4                      5

- The student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities.

5. JUDGEMENT

1                      2                      3                      4                      5

- The Practicum student uses good judgment in responding to children across a range of contexts and situations.

6. RAPPORT

1                      2                      3                      4                      5

- The Practicum student develops positive relationships with children, parents, administrators, teacher, and other school staff.





**Strongly Disagree**

**Strongly Agree**

7. RAPPORT WITH STUDENTS WITH DISABILITIES

1 2 3 4 5

- The Practicum student demonstrates an ability to relate constructively to students with disabilities.

8. DIFFERENTIATED INSTRUCTION

1 2 3 4 5

- The Practicum student demonstrates the ability to apply principles of differentiated instruction.

9. MULTICULTURAL AWARENESS / SENSITIVITY

1 2 3 4 5

- The Practicum student demonstrates awareness of multicultural issues as they arise in school.

10. VERBAL SKILLS

1 2 3 4 5

- The Practicum student speaks in a clear, easily audible voice.

11. WRITTEN WORK

1 2 3 4 5

- The Practicum student writes on boards and charts in a legible, well—organized fashion.

12. ORGANIZATION AND PREPARATION

1 2 3 4 5

- The Practicum student is well-prepared regarding materials with which they called to assist.

13. CLASSROOM MANAGEMENT

1 2 3 4 5

- The Practicum student maintains a positive learning environment in the classroom in group activities in which they are involved.

14. CONTENT KNOWLEDGE

1 2 3 4 5

- The Practicum student has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning.

15. PEDAGOGICAL KNOWLEDGE



1 2 3 4 5

- The Practicum student teacher has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning.

**Strongly Disagree**

**Strongly Agree**

16. CRITICAL THINKING/ INFORMATION LITERACY

1 2 3 4 5

- The Practicum student encourages critical thinking, including on information literacy, when interacting with children.

17. KNOWLEDGE OF LEARNING STANDARDS

1 2 3 4 5

- The Practicum student demonstrates knowledge of and appropriately refers to NYS and/or Engage NY Standards

18. ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1 2 3 4 5

- The Practicum student effectively uses educational technology

19. DATA-SUPPORTED INSTRUCTION

1 2 3 4 5

- The Practicum student recognizes the importance of the use of data-supported instruction with the children

20. USE OF SUPERVISION

1 2 3 4 5

- The Practicum student integrates suggestions made during supervision into work with children

21. PROFESSIONAL IDENTITY

1 2 3 4 5

- The Practicum student conveys a sense of commitment to the teaching profession

This student's experience for the semester has included work with the following student populations (check appropriate categories):

\_\_\_\_ culturally diverse populations

\_\_\_\_ children with special learning needs

\_\_\_\_ English language learners

\_\_\_\_ children from high need communities

Additional comments:

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Recommendations:



**TOURO UNIVERSITY**

*Where Knowledge and Values Meet*

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Cooperating Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Teaching Rubric for Formal Observations of Student Lessons (Practicum)

### *Student Teaching Observation Rubric: Domain 1 (1 of 5)*

<b>Domain 1: Planning and Preparation</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>1a: Demonstrates Content Knowledge (including NYS Learning Standards)</b>	Student teacher displays little understanding of content/standards and makes no connection to other disciplines.	Student teacher has basic understanding of content/standards and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of content/standards and extends connections to other disciplines.	Student teacher has an extensive understanding of content/standards and makes meaningful connections to other disciplines.
<b>1b: Demonstrates Knowledge of Pedagogy</b>	Student teacher displays little understanding of pedagogical content and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
<b>1c: Plans with Knowledge of Student Background, Skills, and Interests to Differentiate Instruction</b>	Student teacher does not use knowledge about student background, skills, and interests to plan lessons that differentiate instruction	Student teacher attempts to use student information to plan lessons that differentiate instruction	Student teacher demonstrates knowledge of students and uses this information to plan appropriate lessons and differentiate instruction.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging lessons that differentiate instruction.
<b>1d: Selects Appropriate Instructional Goals/ Addresses NYS Learning Standards</b>	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
<b>1e: Demonstrates Knowledge of Teaching Resources (including technology)</b>	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction (e.g., texts, visuals, and Internet).	Student teacher uses teaching resources sparingly (e.g., texts, visuals, and Internet).	Student teacher consistently makes use of teaching resources (e.g., texts, visuals, and Internet).	Student teacher makes use of a variety of teaching resources (e.g., texts, visuals, and Internet) and seeks out new technologies.
<b>1f: Designs Coherent Instruction</b>	Student teacher designs lessons/units that do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
<b>1g: Assesses Student Learning</b>	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about student understanding of stated goals, and student teacher consistently uses information to plan future lessons.

This rubric draws on guidelines from the work on student teaching evaluation rubrics from educators such as Charlotte Danielson and Robert Marzano as well as materials from the New York State Education Department Teacher Certification Exams and New York State United Teachers.



*Teaching Rubric for Formal Observations of Student Lessons (Practicum)*

*Student Teaching Observation Rubric: Domain 2 (2 of 5)*

<b>Domain 2: Classroom Environment</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>2a: Creates an Environment of Respect and Rapport</b>	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are consistently appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
<b>2b: Establishes High Expectations</b>	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
<b>2c: Manages Classroom Procedures</b>	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
<b>2d: Manages Student Behavior</b>	Standards of classroom behavior are not communicated and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
<b>2e: Uses Physical Environment to Support Learning Activities</b>	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.



**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**

**Student Teaching Observation Rubric: Domain 3 (3 of 5)**

<b>Domain 3: Instruction</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>3a: Communicates Clearly and accurately</b>	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
<b>3b: Uses High-level, Open ended Questions</b>	Student teacher uses closed, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which leads to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which leads to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
<b>3c: Engages Students in Learning</b>	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
<b>3d: Paces Instruction and Provides Closure</b>	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.
<b>3e: Provides Appropriate Feedback to Students</b>	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the teaching/learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the teaching/learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the teaching/learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
<b>3f: Demonstrates Flexibility and Responsiveness</b>	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.



*Teaching Rubric for Formal Observations of Student Lessons (Practicum)*

*Student Teaching Observation Rubric: Domain 4 (4 of 5)*

<b>Domain 4: Professional Responsibility</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>4a: Reflects on Teaching</b>	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self-reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
<b>4b: Reflects on Student Achievement</b>	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
<b>4c: Provides Evidence of Student Achievement</b>	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
<b>4d: Accepts Constructive Feedback</b>	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
<b>4e: Exhibits Professional Demeanor</b>	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
<b>4f: Exhibits Professional Responsibility</b>	Student teacher is not a responsible professional: exhibits poor attendance/lateness/ disrespect for students, colleagues and/or parents.	Student teacher needs to be reminded of professional responsibilities, such as poor attendance/lateness/ disrespect to students, colleagues and/or parents.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.
<b>4g: Works Cooperatively with Other Professionals</b>	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and contributes to school activities.





*Teaching Rubric for Formal Observations of Student Lessons (Practicum)*

*Student Teaching Observation Rubric: Domain 5 (5 of 5)*

<b>Domain 5: Assessment</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>5a. Uses a variety of assessments to plan or adjust instruction or activities</b>	Student teacher uses a limited range of assessments and does not use the information gathered from to plan or adjust instruction or activities.	Student teacher uses a limited range of assessments to plan or adjust instruction or activities for whole class and/or individual students.	Student teacher uses information from multiple pre- assessments, formative and summative assessments including, informal, alternative, and standard, to plan or adjust instruction for whole class and individual students, including students with disabilities and English learners.	Student teacher consistently uses information from multiple pre- assessments, formative and summative assessments including, informal, alternative, and standard, to plan and adjust instruction or activities for whole class and individual students, including students with disabilities and English learners.
<b>5b: Models and guides all students in assessing their own learning</b>	Student teacher does not encourage student reflection or self- assessment.	Student teacher encourages student reflection and self- assessment during some learning activities.	Student teacher models reflection and self- assessment strategies and provides some opportunities for student reflection and self- assessment.	Student teacher consistently models reflection and self- assessment strategies and provides ongoing opportunities for student reflection and self- assessment.
<b>5c: Provides opportunities for peer-assessment</b>	Student teacher provides no opportunities for peer discussion related to improving learning.	Student teacher provides opportunities for peer discussion related to improving learning.	Student teacher models strategies and/or provides guidelines to help students engage in peer evaluation of work and provides opportunities for peer discussion.	Student teacher models strategies and provides guidelines to help students engage in peer evaluation of work and provides frequent opportunities for peer discussion.
<b>5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth</b>	Student teacher rarely provides information to students, families, and/or support specialists about ways to improve learning outcomes or encourage personal growth.	Student teacher provides some information to students, families, and/or support specialists about ways to improve student learning outcomes and encourage personal growth, but the information is not clear or is incomplete.	Student teacher regularly exchanges information with students, families, and support specialists about ways to improve student learning outcomes and encourage personal growth.	Student teacher actively involves the student, family, and support specialists in frequent discussion about ways to improve student learning outcomes and encourage personal growth.
<b>5e. Uses assessment to apply evidence-based practices</b>	Student teacher demonstrates little knowledge of assessment tools to plan or implement evidence- based practices.	Student teacher demonstrates some use of assessment tools to inform the choice and implementation of evidence- based practices.	Student teacher demonstrates consistent use of assessment tools to inform the choice and implementation of evidence- based practices.	Student teacher systematically assesses student needs to inform the choice and implementation of appropriate evidence-based practices to improve learning outcomes for all students.