CONCEPTUAL FRAMEWORK AT A GLANCE
Consistent with our mission to promote quality teaching and learning in P-12 school settings, the Department of Education prepares educators who possess *intellectual autonomy* and *professional responsibility*. To this end we emphasize the following:

- **content knowledge and pedagogy**
- **engagement of all students**
- **demonstration of professional dispositions**
HANDBOOK FOR STUDENT TEACHING/PRACTICUM ASSESSMENTS

THE STUDENT TEACHING/PRACTICUM ASSESSMENTS ARE AN EXIT REQUIREMENT IN PROGRAMS LEADING TO INITIAL CERTIFICATION

INTRODUCTION

Our aim is to ensure that on completion of our programs teacher candidates can demonstrate the competencies and dispositions required of excellent educators. Therefore, the faculty of the Department of Education is ensuring that the assessment procedures for teacher candidates reflect our conceptual framework, the guidelines for teacher preparation set by the Council for the Accreditation of Educator Preparation (CAEP), New York State, and the respective professional bodies. Further, since we are aware of the need to maintain high standards, our procedures are also intended to help us assess the quality and the relevance of our programs, as well as of our teaching and research.

A variety of assessment strategies are used at various stages of the programs to determine the progress of our candidates. This handbook is meant to be the guidebook for the assessment tool of candidate work during student teaching and practica.

This handbook is meant to be used by teacher candidates in initial certification programs in an effort to help them meet the requirement of creating a quality learning experience for your p – 12 students. We hope that you will find it useful.

Who is Required to Complete These Assessments?
All candidates who are in programs leading to Initial Certification:

Undergraduate:  Early Childhood Education (became a requirement in fall 2003)
                Childhood Education (became a requirement in fall 2003)
                Adolescence Education (became a requirement in spring 2004)

Graduate:      Sequence 2 in Childhood Education (became a requirement in fall 2004)
                Sequence 2 in Adolescence Education (became a requirement in fall 2004)
                Sequences 1 & 2 in Special Education (became a requirement in spring 2004)

When During the Program Are the Assessments Completed?
Your assessments are created and completed during your student teaching/practicum. The assessments serve as the key assignments for your student teaching/practicum, but some of it is submitted through Tk20 somewhat differently than the other key assignments.

What Are Students’ Requirements Concerning Departmental Assessment?
To maintain our strong accreditation ranking, the School of Education collects and assesses various types of data, monitoring the operations of our programs and ensuring a high quality experience for our students.

Some of the data we collect is from students directly. The School of Education uses Tk20 to collect these data. There are three types that students are required to submit through Tk20. These requirements are summarized by program in the table below.

STUDENTS’ ASSESSMENT-RELATED REQUIREMENTS
Program | Requirements | When Completed
--- | --- | ---
**Undergraduate Programs**
- Early Childhood  
- Childhood  
- Adolescence  
Submit Key Assignments Through Tk20  
Submit New York State Teacher Certification Scores Through Tk20  
Complete Student Teaching/Practicum Self-Evaluation  
Complete Student Teaching/Practicum Assessments  
Complete Exit Survey in Tk20  
| Throughout Program | Throughout Program | During Student Teaching/Practicum | During Student Teaching/Practicum | End of Program |

**Graduate Programs**

**Sequence 2 and Special Education**
- Childhood  
- Adolescence  
- Special Education, Childhood  
- Special Education, Middle School Generalist  
Submit Key Assignments Through Tk20  
Submit New York State Teacher Certification Scores Through Tk20  
Complete Student Teaching/Practicum Self-Evaluation  
Complete Student Teaching/Practicum Assessments  
Complete Exit Survey in Tk20  
| Throughout Program | Throughout Program | During Student Teaching/Practicum | During Student Teaching/Practicum | End of Program |

**Graduate Programs**

**Sequence 1 (except Special Education)**
- Childhood  
- Adolescence  
Submit Key Assignments Through Tk20  
Complete Exit Survey in Tk20  
| Throughout Program | End of Program |

**Educational Leadership**
Submit Key Assignments Through Courses  
Complete Exit Survey Online  
| Throughout Program | End of Program |

**How Do These Assessments Relate to Other Student Teaching/Practicum Evaluations?**
Separate from and in addition to your assessments explained here, you will also be evaluated by your college supervisor four times during your student teaching/practicum experience. These four evaluations will also be completed through Tk20, these under the Field Experience tab. You will also evaluate your own teaching during the same class as your fourth evaluation; this will also be submitted through Tk20 under the Field Experience tab. Your college supervisor will complete the evaluations while your student teaching/practicum seminar instructor will assess your edTPA and assignments after they are submitted.
THE IMPORTANCE OF A STUDENT TEACHING/PRACTICUM ASSESSMENTS

1. The assessments provide an opportunity for you to present a holistic view of your achievements, broader than what is shown in transcripts and test results alone.

2. The assessments help to present teaching performance not obvious from more traditional assessments.

3. The assessments facilitate the development of reflective thinking by requiring you to assess your own performance in all aspects of teaching and put your thoughts in writing. Reflective thinking is considered to be a disposition necessary for an effective teacher.

4. The assessments help the reviewer identify the knowledge, skills, and dispositions related to the practice of effective teaching. It is therefore an authentic or performance-based assessment.

STUDENT TEACHING/PRACTICUM ASSESSMENTS AND CAEP

The College of Staten Island (CSI) is required by the State of New York to be reviewed by CAEP, a national body that provides departments of education with national accreditation. CAEP has identified a set of general standards for beginning teachers.

Further, CAEP has aligned its program standards with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), which expect teacher candidates to know the content of their disciplines, including their central concepts, tools of inquiry, and structures (see Appendix A, INTASC Standards).

Finally, we have aligned CSI goals (our Conceptual Framework) and New York State Standards for Teacher Education Programs (NYSSTEP), with INTASC standards (see Appendix B, Alignment Table).

It is your responsibility to demonstrate, through a number of exhibits, that you have mastered ALL the standards identified by CAEP.

Your assessments will first be created and submitted through Tk20. You will also create a hard copy version of your edTPA—one of the assessments completed during your student teaching/practicum—that you will present to a small group of peers near the end of your student teaching/practicum during the Celebration of Student Teaching and Practica. That requirement is described below the uses of Tk20.

Alignment of Assessments with National Standards and Departmental Objectives

The components of your assessments help demonstrate that you have successfully met all of the INTASC standards and CSI Conceptual Framework Objectives. It also meets many of the standards required by program-relevant organizations such as the Association for Childhood Education International (ACEI), the Council for Exceptional Children (CEC), the National Council for the Social Studies, etc. The alignment of the assignments with these standards is given in Appendix C.

Please note that you do not have to print out/separate Appendix C or have it signed. The only part of this handbook you need to separate and have signed is Appendix D: Certification of Presentation. Appendix D is signed by a Department of Education Faculty member at the Celebration of Student Teaching and Practica.

Presentation of Your edTPA at the Celebration of Student Teaching and Practica

Unless otherwise directed by your program coordinator, you are required to present your edTPA during the Celebration of Student Teaching and Practica. This event is held near the end of the semester in which you
complete your student teaching/practicum. Please check the School of Education website for times and dates of this event.

Your presentation will be made to a small group of your peers and a department faculty member at a round-table event. Your presentation will last about 5 – 10 minutes. For your presentation, you will choose one aspect of your edTPA that you feel especially represents how you yourself grew professionally during your student teaching/practicum. You will then create a small packet of materials, including those parts of your edTPA and any relevant evidence of student work, to bring with you as a hard copy to the Celebration of Student Teaching and Practica. You need only prepare one hard copy, and you do not need to bring along all components of your online edTPA—only those elements that you will discuss at the Celebration. This presentation emulates the sort of presentation you may give at a job interview or as part of your tenure review as a school faculty member.

You will also bring along one copy of the Certificaton of Presentation form from Appendix D to be signed by the attending faculty member. You will retain half of this form; the other half will be submitted by the faculty member to the School of Education.

POLICIES FOR HANDLING STUDENT COMPLAINTS

Candidates who would like to raise an issue about courses, programs, departmental operations, or the manner in which they have been treated by a member of the School of Education’s faculty or staff may do so by completing a Candidate Communication Report form. These forms are available in the department’s main office (3s-208) and can be submitted at any time of the year. Through this form, you can comment on any aspect of the department's operations and programs. Submitted Candidate Communication Report forms are evaluated and filed by the Chair, who will work directly with you to resolve any outstanding issues. Your confidentiality is maintained if you request it on the form. Submitting a form will not impact how you are treated by the department’s faculty and staff. The chair and director of assessment do keep track of the frequency and nature of issues raised so that we can establish trends and work to correct any systemic issues.

UNIT POLICIES ON CANDIDATE COUNSELING AND ADVISEMENT

Advisement for undergraduates who have not yet declared a major is handled by the Office of Academic Advisement in 1a-101. Once you declare a major, you are assigned an advisor from their academic major (which is outside the unit given that undergraduates do not major in Education). Nevertheless, the School of Education assigns faculty members, in addition to the department chairs, to be available for advisement to undergraduate candidates should they seek consultation with an education faculty member. All graduate candidates are assigned a faculty advisor from the unit. All faculty members schedule at least three office hours per week to be available for advisement.
CSI CONCEPTUAL FRAMEWORK GOALS AND OBJECTIVE

Goal 1: Gain Content Knowledge and Develop Pedagogy - Acquire an understanding of subject matter across the curriculum and apply it in pedagogically appropriate ways.

Objective A: Knowledge of Subject Matter. Demonstrate an understanding of the discipline, its central concepts, principles, and processes of inquiry.

Outcome - Demonstrate breadth, depth, and accuracy of knowledge in the content area.

Objective B: Knowledge of Pedagogy. Design and implement instruction that demonstrates an understanding of the discipline, its central concepts, principles, and processes of inquiry.

Outcome - Present subject matter to others in effective, concrete, and conceptual terms.

Objective C: Knowledge of Learners. Demonstrate knowledge about child or adolescent development.

Outcome 1 - Demonstrate knowledge of cognitive styles and abilities
Outcome 2 - Demonstrate knowledge of recognition of a variety of characteristics of children (e.g., culture, language, family).

Goal 2: Engage All Students - Design and implement instruction that motivates and engages all students.

Objective A: Skill of Planning. Plan instruction using various strategies that reflect an understanding of the cognitive, affective, and physical characteristics of each learner.

Outcome 1 - Develop lesson plans, including attention to planning for diverse learners.
Outcome 2 - Integrate ongoing, short-term plans with long-term goals and learning objectives that meet state standards.
Outcome 3 - Consider alternatives in the event that the plan needs adjusting.

Objective B: Skill of Teaching. Implement effective teaching/learning strategies.

Outcome 1 - Effective use of a variety of teaching methods.
Outcome 2 - Implement and modify instructional strategies that promote cognitive, social, and personal development of all students.
Outcome 3 - Accept and incorporate students’ ideas and questions into the lesson.
Outcome 4 - Integrate technology into the curriculum.

Objective C: Skill of Effective Classroom Management. Encourage respectful behavior from students.

Outcome 1 - Use effective classroom management techniques.
Outcome 2 - Create a learning environment that encourages positive interactions.
Outcome 3 - Encourage responsibility and leadership.

Objective D: Skill of Assessment. Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.

Outcome 1 - Select and administer a variety of assessment tools.
Outcome 2 - Use initial and ongoing assessment to guide instruction.
Outcome 3 - Use assessment information to identify supports and adaptations.
Outcome 4 - Use information from multiple assessments to measure instructional impact over time and make necessary adjustments to instruction.
Goal 3: Demonstrate Professional Dispositions - Conduct oneself in contextually appropriate ways.

Objective A: Reflective Practice. Demonstrate continuous evaluation and monitoring of informed practices.

  Outcome 1 - Demonstrate purposeful self-reflection (e.g., using journals, portfolios) to enhance students’ cognitive, social, and personal development.
  Outcome 2 - Demonstrate purposeful self-reflection to advance teacher identity.

Objective B: Collaboration. Engage jointly with other professionals in reflective practice.

  Outcome 1 - Participate jointly in professional activities.
  Outcome 2 - Communicate and collaborate with P-12 students, colleagues, parents, agencies, and the larger community.

Objective C: Respect for Others. Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry.

  Outcome 1 - Respect the rights and responsibilities of individuals in a democratic society.
  Outcome 2 - Respect cultural, familial, and linguistic diversity.
  Outcome 3 - Respect colleagues, family, and community members.
INTASC STANDARDS

Standard 1 - Knowledge of Subject Matter
The candidate understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Standard 2 - Knowledge of Human Development and Learning
The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3 - Adapting Instructional Strategies
The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4 - Multiple Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5 - Motivation and Management
The candidate encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Standard 6 - Communication and Technology
The candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 - Instructional Planning
The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 - Assessment of Learning
The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 - Professional Development
The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and who actively seeks out opportunities to grow professionally.

Standard 10 - School/Community Involvement
The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.
## APPENDIX B
### CANDIDATE PROFICIENCIES ALIGNED WITH CSI, STATE, AND NATIONAL STANDARDS

<table>
<thead>
<tr>
<th><strong>CSI GOALS</strong></th>
<th><strong>NYSSTEP</strong></th>
<th><strong>INTASC STANDARDS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Content knowledge and Pedagogy: Acquire an understanding of subject matter across the curriculum and apply it in pedagogically appropriate ways.</strong></td>
<td>52.21(b)(2)(ii) (a) General education core in liberal arts and sciences</td>
<td>Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
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<tr>
<td><strong>Goal 1, Objective A: Knowledge of Subject Matter. Demonstrate an understanding of the discipline, its central concepts, principles, and processes of inquiry.</strong></td>
<td>52.21(b)(2)(ii) (c) Pedagogical core in teaching areas New York State learning standards (k-12)</td>
<td>Standard 1: (stated above) Standard 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td><strong>Goal 1, Objective B: Knowledge of Pedagogy. Design and implement instruction that demonstrates an understanding of the discipline, its central concepts, principles, and processes of inquiry.</strong></td>
<td>52.21(b)(2)(ii) (c) Pedagogical core in teaching areas New York State learning standards (k-12)</td>
<td>Standard 1: (stated above) Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
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<td><strong>Goal 1, Objective C: Knowledge of Learners. Demonstrate knowledge about child or adolescent development.</strong></td>
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<td><strong>Goal 2: Engage All Students. Design and implement instruction that motivates and engages all students.</strong></td>
<td>52.21(b)(2)(ii) (c) Pedagogical core in teaching areas New York State learning standards (k-12)</td>
<td>Standard 7: (stated above) Standard 2: (stated above)</td>
</tr>
<tr>
<td><strong>Goal 2, Objective A: Skill of Planning. Plan instruction using various strategies that reflect an understanding of the cognitive, affective, and physical characteristics of each learner.</strong></td>
<td>52.21(b)(2)(ii)(1) (iii) the nature of students with disabilities (iv) language acquisition and literacy development (v) curriculum development, multiple research-validated instructional strategies, differential instruction (vi) uses of technology, including instructional and assistive (vii) historical and philosophical understandings of education, understanding and skills.</td>
<td>Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students’</td>
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<tr>
<td><strong>Goal 2, Objective B: Skill of Teaching. Implement effective teaching/learning strategies.</strong></td>
<td>52.21(b)(2)(ii)(1) (iii) the nature of students with disabilities (iv) language acquisition and literacy development (v) curriculum development, multiple research-validated instructional strategies, differential instruction</td>
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<tr>
<td>GOAL 3: Demonstrate Professional Dispositions. Conduct oneself in contextually appropriate ways.</td>
<td>52.21(b)(2)(ii)(c) (1) (viii):...skill in fostering effective relationships and interactions to support student growth and learning...</td>
<td>Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
</tr>
<tr>
<td>Goal 3, Objective B: Collaboration. Engage jointly with other professionals in reflective practice.</td>
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<td>Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
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<tr>
<td>Goal 3, Objective C: Respect for Others. Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry.</td>
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<td>Standard 9 (stated above) Standard 10 (stated above)</td>
</tr>
</tbody>
</table>
### APPENDIX C
ALIGNMENT OF PORTFOLIO WITH RELEVANT STANDARDS

<table>
<thead>
<tr>
<th><strong>INTASC STANDARD</strong></th>
<th><strong>CSI GOAL</strong></th>
<th><strong>ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 3:</strong> Adapting Instructional Strategies</td>
<td>Goal 2, Objective B: Skill of Teaching.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Multiple Instructional Strategies</td>
<td>Goal 2, Objective B: Skill of Teaching.</td>
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<tr>
<td><strong>Standard 6:</strong> Communication and Technology</td>
<td>Goal 2, Objective B: Skill of Teaching.</td>
<td></td>
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<tr>
<td><strong>Standard 7:</strong> Instructional Planning</td>
<td>Goal 1, Objective B: Knowledge of Pedagogy.</td>
<td>edTPA</td>
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<td>Goal 2, Objective A: Skill of Planning.</td>
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<tr>
<td><strong>Standard 8:</strong> Assessment of Learning</td>
<td>Goal 2, Objective D: Skill of Assessment.</td>
<td></td>
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<tr>
<td><strong>Standard 9:</strong> Professional Development</td>
<td>Goal 3, Objective A: Reflective Practice.</td>
<td>Professional Development Assignment</td>
</tr>
<tr>
<td><strong>Standard 10:</strong> School/Community Involvement</td>
<td>Goal 3, Objective B: Collaboration.</td>
<td>School/Community Involvement Assignment</td>
</tr>
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<td></td>
<td>Goal 3, Objective C: Respect for Others.</td>
<td></td>
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<tr>
<td><strong>Standard 5:</strong> Motivation and Management</td>
<td>Goal 2, Objective C: Skill of Effective Classroom Management.</td>
<td>Motivation and Management Assignment</td>
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</tbody>
</table>
APPENDIX D
CERTIFICATION OF PRESENTATION

Please detach (or print) this page and bring it with you to the Celebration of Student Teaching and Practica. Have both halves signed by the faculty member who attends your presentation. Retain the top half and ask the faculty member to submit the bottom half to the School of Education.

**Top: To Be Retained by the Candidate**

Candidate’s Name: __________________________________________

Faculty Member’s Name: __________________________________________

**Faculty Member:**
By signing below, you certify that the above teacher candidate has successfully given an effective and professional presentation of an important part of her/his student teaching/practicum portfolio to you, satisfying this program requirement:

Faculty Member’s Signature: __________________________________________

**Bottom: To Be Submitted to the School of Education**

**CERTIFICATION OF PRESENTATION**

Candidate’s Full Name: __________________________________________

Program: ______________________________________________

Faculty Member’s Name: __________________________________________

**Faculty Member:**
By signing below, you certify that the above teacher candidate has successfully given an effective and professional presentation of an important part of her/his student teaching/practicum portfolio to you, satisfying this program requirement:

Faculty Member’s Signature: __________________________________________

Date ________________