ITHACA COLLEGE
Music Education Department

Senior Student Teacher Handbook
2020-2021

TABLE OF CONTENTS

APPENDICES

Welcome to Senior Student Teaching! This is likely to be both the most challenging and the most rewarding experience in your preparation to be a teacher. You have an opportunity to inspire young people to love music and learning. You will discover and develop your teacher self. You will change lives. We are here to support you on that journey. Our collective responsibility (yours and ours) is to the young musicians in our partner schools. These guidelines are intended to describe the roles and expectations for you, the Cooperating Teacher, and the Ithaca College Supervisor. At times the guidelines might seem draconian. This is serious work, and we expect everyone involved to treat it as such. We also want you to love it, and hope these guidelines help you determine how to get the most out of your experience. When you have questions, please ask. When you have a breakthrough with a student you thought was unreachable, please share with us. When you have one of those days when you just want to quit, please call us.

Now, the details.

Placement of Student Teachers. All student teaching placements are made by the Director of Senior Music Student Teaching Placement and the Ithaca College Field Placement Coordinator. We place student teachers with the cooperating teacher we feel will best support their learning and growth. Our cooperating teachers are carefully selected, but they are not "perfect" teachers. There is no such thing. Every music educator works within a context and makes teaching decisions based on years of experience and their understanding of what works best for them and their students. You may observe teaching practices that don't align with your vision for yourself as an educator. Remember all that you know about *seeking to understand* why a teacher might make certain choices. Use every moment as an opportunity to learn more about music and performing arts programs, students, learning, and teaching. If you're seeing teaching practices that make you uncomfortable, interrogate why they are making you feel that way, talk with your IC Supervisor, and think carefully *and practically* about how you might make different choices in your own practice. We neither want nor expect you to emulate all that your cooperating teacher does, nor do we want you to accept the status quo in education. We want you to learn where and how to best advocate on behalf of students and learning.

In the fall of your Junior year, you will have an initial meeting with the Music Education Chair and Director of Senior Music Student Teaching Placement to outline the upcoming process that will lead you to your senior student teaching. You will complete an online application and subsequently meet with the Director of Senior Music Student Teaching Placement to review together your needs and preferences for your senior student teaching placement. In the spring, the Director of Senior Music Student Teaching Placement will collaborate with the IC Field Placement Coordinator to get all of the placements approved by the schools and school districts. You will learn your placement at the spring Student Teaching Orientation. There are many factors considered when making placements, and we do our best to balance your requests with the available cooperating teachers, and what we think will best help you develop into a successful music educator.

MUSIC STUDENT TEACHING PLACEMENT TIMELINE

Date	Item	Initiated by…	Completed by…
Early October	Meet with all students intending to student teach in the upcoming school year	Music Ed Chair & Director of Senior Music Student Teaching Placement	Music Ed. Chair & all students intending to student teach in the upcoming school year
Mid-October	Application for Senior Student Teaching	Director of Senior Music Student Teaching Placement via Shannon Hills	All students intending to student teach in the upcoming school year
November	Senior Student Teaching Candidate Evaluation	Director of Senior Music Student Teaching Placement via Kitty Whalen	Music Faculty
December	Initial On-Campus Interviews	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement & Student Teacher Candidates
January-February	Tentative placements made for the upcoming school year	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement
March	Tentative placements forwarded to ACTEC Field Placement Coordinator	Director of Senior Music Student Teaching Placement	Director of Senior Music Student Teaching Placement
March-April	Written confirmation of placements	IC Field Placement Coordinator	IC Field Placement Coordinator
May	Senior Student Teacher Orientation	Music Ed Chair	Director of Senior Music Student Teaching Placement, Music Ed Chair, IC Field Placement Coordinator, Students

Transportation and housing are the responsibility of the student teacher. We do not guarantee student teachers will be placed in a school that is accessible by public transportation. Students are encouraged to live in the community where they are assigned to teach. Arrangements for housing in the assigned community are the responsibility of the student teacher. Housing arrangements can be made through the cooperating teacher, local real estate agencies, or former student teachers. We strongly recommend that you minimize your time commuting in order to get the most out of your student teaching experience. Most cooperating teachers are involved in evening and some weekend rehearsals and performances, and you are expected to participate in all of these. If you have unique and specific housing needs, please communicate with the Director of Senior Student Teaching Placement to discuss your options

Students are required to register for course MUED-46800 (Senior Block Student Teaching: Vocal) or MUED-46900 (Senior Block Student Teaching: Instrumental) during the term immediately preceding the student teaching assignment.

Prerequisite Coursework
- A minimum cumulative GPA of 2.7.
- Successful completion of Music Theory course MUTH-10100, MUTH-12100, MUTH-12200, MUTH-22100, and MUTH-22200 – or the corresponding honors courses
- Successful completion of Sight Singing course MUTH-13300, MUTH-13400, MUTH-23300, and MUTH-23400 – or the corresponding honors courses
- A minimum cumulative average of C+ in major performance area
- Successful completion of MUED-10100, MUED-10200, MUED-20100, MUED-20200 with a minimum cumulative average of C+.
- Successful completion of Contemporary Ensembles in the Public schools MUED-28000, MUED-28100, or MUED-28200 with a minimum grade of C+.
- Successful completion of Music Education for Children MUED-26700 with a minimum grade of C+.
- Successful completion of Choral Conducting MUED-30100 and MUED-30200, or, Instrumental Conducting MUED-30300 and MUED-30400 with a minimum cumulative average of C+
- Successful completion of Junior Student Teaching and Rehearsal Lab: Vocal (MUED-36900 and MUED-38000) or Junior Student Teaching and Rehearsal Lab: Band (MUED-37100 and MUED-38100) or Junior Student Teaching and Rehearsal Lab: Orchestra (MUED-37200 and MUED-38200) with a minimum cumulative average of C+
- Successful completion of core subjects in each emphasis.
    - A. Vocal Emphasis
        1. Classroom Instruments MUED-24600 with a minimum grade of C+
        2. Teaching Vocal-General Music MUED-36000 with a minimum grade of C+
        3. General and Choral Music in Secondary School MUED-36800 with a minimum grade of C+
        4. Keyboard Musicianship PFSM-17100, 17200, 27300 with a minimum cumulative average grade of C+
    - B. Instrumental Emphasis
        1. Secondary instruments through Junior year with a minimum cumulative average of C+
        2. Teaching Instrumental Music MUED-36200 with minimum grade of C+
        3. String Pedagogy MUED-34700 (for string majors) or Wind Pedagogy MUED-37500 (for wind and percussion majors) with a grade of C+

- Successful completion of proficiency examinations in each emphasis in the semester prior to student teaching (see next section).

Prerequisite Proficiency Examinations

All proficiency examinations must be completed within one block (normally Block III of junior year) and by the last day of classes in that block. Failure to pass proficiency requirements in any of the given areas during this period will delay the start of student teaching. Exceptions to this policy may be granted by the Chair of the Music Education program for unusual circumstances.

Instrumental Emphasis

Each student will play a proficiency examination on each secondary instrument of their course of study before being assigned to Senior Teaching. For those instruments being studied during the semester of proficiencies, the final course examination will constitute the proficiency.

General Requirements:

1. Winds- The student will be able to demonstrate or explain:
   a. basic fingering or positions for the practical range of each instrument including alternate and trill fingerings where possible.
   b. the principles of tone production for each instrument.
   c. the production and control of the tone of each instrument in terms of posture, position of the instrument, embouchure, breath support, attacks, releases, and selected styles of articulation.
   d. the interval of transposition for each instrument.
   e. the ability to perform music at sight up to level of grade II-III (NYSSMA) difficulty.
   f. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).
   g. the ability to perform a chromatic scale, full range.
   h. the ability to perform major scales through four sharps and four flats, entire range.

2. Strings- The student will demonstrate:
   a. correct set-up
      i. instrument to body
      ii. left and right hand positions on each instrument
   b. basic bowings on each instrument including:
      i. Detaché
      ii. Martelé
      iii. Spiccato
      iv. Staccato
      v. Slurring
      vi. string crossing
   c. the ability to produce good sound.
   d. the ability to play major scales of C and up to three flats and sharps for one octave on bass and two octaves on the other stringed instruments.
   e. the ability to vibrate or explain pedagogical techniques for vibrato.
   f. the ability to perform music at sight up to level of grade II-III.
   g. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).

3. Percussion- The student will:
   a. demonstrate the ability to play a snare drum including:
      i. single stroke
      ii. double bounce stroke
      iii. multiple bounce stroke
      iv. repeated stroke
      v. open roll, closed roll (multiple bounce roll) from piano to forte-simple drum parts as found in march and overture literature.
   b. demonstrate the ability to perform music at sight up to the level of grade II-III (NYSSMA) difficulty.
   c. describe playing techniques and equipment for bass drum, timpani, cymbals, Latin instruments, and other miscellaneous percussion instruments.
   d. the ability to perform a prepared grade III-IV etude or solo (the etude or solo that served as the final exam for the related secondary class).

Vocal Emphasis
   A. Each student must pass proficiency examinations administered by a music education faculty member(s) no later than the second semester of the junior year in order to demonstrate vocal and keyboard competencies before being assigned to Senior Student Teaching.

   B. General Requirements: Keyboard Competency
        The student in General/Vocal Music Education Emphasis must demonstrate sufficient functional skills to employ the piano as a teaching tool in grades 7-12 in solo, classroom, and choral ensembles.

   C. During the proficiency there will not be multiple 'tries' – if the proficiency is not accomplished satisfactorily, you will be allowed to come back no more than 2 days later to re-do the point(s) that were not acceptable. If it is still not deemed successful, student teaching placement may be jeopardized.

   Specific Requirements:

   1-**Prepared** – You will be given 2 examples of each piece described in parts a, b, and c below to prepare and will perform *my choice* at the proficiency (**Prepared music examples will be available 2 weeks before Proficiencies begin).** The student will:
      a) Demonstrate 4-part open score reading (prepare all possible combinations of 2 lines) at a specific M.M.
      b) Play a vocal solo with Right Hand and provide a simplified accompaniment (not just chords; it must style of piece and demonstrate musicianship) at a specific M.M.
      c) Play a simplified choral accompaniment (not just chords; it must show style of the piece and demonstrate musicianship) at a specific M.M.

   2-**At Sight** – The student will:
      a) Play 1 part (my choice) from 4-part choral work with harmonic underpinning (chord symbols provided) at a specific M.M.
      b) Transpose a melody line from a 4-part choral work

D. General Requirements: Vocal Competency
   Vocal/Gen Music Education students must demonstrate vocal performance skills   and exhibit
   tools of teaching vocal performance to K-12 students. They must demonstrate their capacity to
   assist students successfully in technical issues related to singing.

   Specific Requirements:
   1-**Prepared** - (**Prepared music examples will be available 2 weeks before Proficiencies
     begin).** The student will:
       a) Sing a Classical piece of literature that might be taught in a high school vocal class from
          memory with appropriate pitch, rhythm, diction, intonation, vocal tone, style, etc. (this is
          a piece of your choosing and you must bring the score with you). Be prepared to sing it a
          cappella. I will then choose a specific issue that can happen in that piece and you will
          describe precisely how you intend to provide solutions for that issue
       b) Sing a line from an SATB piece while playing another line of music
       c) Speak a phrase from a solo in Italian while playing the melody line

   2-**At Sight**
       a) Solfege any one of the voice parts from an unfamiliar 4-part SATB score

During the Month before Student Teaching. You will be assigned a College Supervisor who will make
classroom visits, conduct teaching observations, provide feedback, monitor progress throughout the
semester, and facilitate discussions among you and the Cooperating Teacher.   During the month
immediately preceding your student teaching experience, you should be in active communication with your
Cooperating Teacher to begin planning. You should discuss and come to agreement on the following
questions and any others that the Cooperating Teacher and College Supervisor may bring up:

- What exactly will you be teaching?
- What will be your schedule for assuming instructional responsibilities?
- Are there concerts, music competitions, or other performances for which you will be responsible to
  prepare students?
- When will you assume a full-time teaching load?
- What might be the best time for you to complete the requirements of edTPA? Can permission
  forms be sent in advance of the student teaching block?
- What elements of teaching does the *student teaching assessment* require, and how will you have
  opportunities to learn/practice each of these elements?
- What are your goals for student teaching?
- What materials (instruments, video recording equipment, etc.) will you need, and how will you
  acquire them?
- When will written lesson plans for your lessons be due, and when will these plans be reviewed by
  and discussed with the Cooperating Teacher?
- What professional obligations will you have in addition to planning and teaching (e.g., school faculty
  meetings; music department meetings; staff development workshops)?
- What are the best times and means for contacting the Cooperating Teacher prior to the start of your
  placement?
- At what times should you arrive at school and leave school?   What are the expectations for signing
  in at the office?

<u>During the First Week of Student Teaching.</u> During the first official week of student teaching, student teachers and their Cooperating Teacher should discuss and come to agreement on the following questions and any others that the Cooperating Teacher and College Supervisor want to address:

- How and when will you be introduced to other faculty members and administrators in the school?
- What are the exact procedures in the case of your absence from work (e.g., procedures for notification, responsibility for lesson plans, etc.)? Note: The general Ithaca College policy on this issue is stated below.
- What day/time each week will be used for review and discussion of instructional plans?
- What are the expectations, responsibilities, and procedures for communication with parents and families?
- What mechanisms will you design as the means for evaluating your own effectiveness in teaching?
- How will grades be determined and recorded when you are teaching?
- Who will take attendance when you are teaching? When? How?
- What non-instructional supervising duties (e.g., hall duty, cafeteria duty, other supervision, etc.) will you assume, and when?
- Are there students with IEP's, 504s, or other accommodation plans in the Cooperating Teacher's class(es)? If so, what special education plans and adaptations are you required to provide for each of these students? What other special needs exist among the students in your classes (e.g., students who are not achieving to potential, students who are learning English as a New Language, students who need more challenge)?
- What are the school's procedures for the use of telephones, computers, and photocopiers?

<u>Progression of Student Teacher Responsibilities</u>
Senior student teaching is a culminating clinical experience for teacher candidates. Over the course of the placement, you should assume increasing responsibilities until you are acting as the lead teacher. As the placement progresses, it is appropriate for you to sometimes be left alone with students. These independent teaching opportunities offer insight into your teacher identity and the ways in which P-12 students interact with you when your cooperating teacher is not present. If possible, you and your cooperating teacher should discuss plans for independent teaching in advance so you are prepared to sustain a positive learning environment for the P-12 students. Independent teaching should always be for your benefit and the benefit of your students. You should communicate with your Ithaca College supervisor if you have questions or concerns about the frequency or nature of your independent teaching.

<u>Commitment to Community</u>
Our commitment to the communities in which we place teacher candidates is a critical component of our teacher preparation programs. In the student teaching experience, you are expected to engage with all members of the school community, both inside and outside of the classroom. You are encouraged to immerse yourself in the school community, including non-classroom duties (cafeteria duty, playground duty, faculty meetings, co-curricular activities, family conferences, etc.), as long as it is for your benefit and the benefit of the P-12 students. You should not be removed from your scheduled instructional responsibilities in order to supervise non-instructional activities. If you have concerns about your non-instructional

responsibilities, communicate with your Ithaca College supervisor. Appendix F offers examples of how community involvement might occur.

Public School vs. Ithaca College Calendar. During the student teaching block, you follow the established schedule of the school district, *not* the schedule of the college. The result is that any vacations, holidays, and days off are those of the public schools; student teachers do *not* take days off from teaching during the college's breaks. There are no exceptions to this policy.

General Responsibilities of Student Teachers. It is important to keep in mind that the student teaching experience is key to your growth and development as a teacher candidate and also to your potential for employment as a teacher. As a student teacher, you will be constantly observed by students, colleagues, administrators, and your IC faculty. Virtually everything you do will be evaluated as indicating your abilities and potential as a teacher. In addition, you are a professional representing the institution that prepared you. *Take a broad and careful view of all that you do during these all-important weeks.*

Throughout the senior student teaching experience, you are expected to conduct yourself as a full-time teacher, observing the professional rules of conduct of the teachers and administrators with whom you are working. You are their colleague, and you owe them and your students your full commitment and your very best work.

Recognizing the importance of outstanding musicianship to effective music teaching, student teachers are encouraged to continue practicing and making music during their student teaching – this is the essence of being a high-quality teacher-practitioner (music educator-musician). However, all senior student teachers are expected to make the student teaching experience their primary focus.

- Report to school each day on time and fully prepared for the full school day. Assume responsibility for any extra duties or meetings you might have before school begins and/or after it ends. This means arriving no later than full-time teachers arrive and leaving no earlier than they leave. In general, you are expected to follow the schedule maintained by your Cooperating Teacher.
- Familiarize yourself with and follow carefully all school policies. If the school district or school in which you are teaching has a faculty handbook, ask for a copy and read it thoroughly.
- Adhere to the standards of professionalism for attire, demeanor, and dispositions established for teacher candidates by Ithaca College. If the school in which you are teaching has an established code of professional ethics or a dress code, you are expected to follow it. A word to the wise: Whether you realize it or not, you will be carefully evaluated by your colleagues and your students on the way in which you dress. School administrators, teachers, students, and family members should be able to tell at a glance that you are a member of the school's professional staff.
- Early in your placement, discuss with your Cooperating Teacher a schedule for your gradual assumption of responsibilities. Provide a copy of your daily schedule to your College Supervisor as soon as you have it.
- Always be prepared. Keep to the required schedule of submitting lesson plans for review by your Cooperating Teacher. Lesson plans should be thoughtful and thorough and detailed enough that a substitute teacher could follow them.
- If you are ill and unable to teach, you must inform your Cooperating Teacher and College Supervisor in a timely fashion. If you must be absent, please keep in mind that *you are still responsible for lesson plans for the classes you will miss*; that is, you *must* provide your Cooperating Teacher with the lesson plan(s) that you intended to teach on the day(s) of your absence.

- Treat with confidentiality all information that comes to you about individual students. If you sense that a student is in crisis, inform your Cooperating Teacher. It is not your responsibility to become personally involved in these situations; it is your responsibility to ensure that the proper school personnel are notified. In all situations, you are required to respond as a reasonably prudent and careful person would under the circumstances involved.
- Get actively involved with professional opportunities and extracurricular activities sponsored by the school. Go to games, performances, dances, etc. It means so much to your students to see you out of school, supporting their community and their co-curricular education.
- Under no circumstances offer students rides in your car.
- Student teaching is a full-time commitment requiring full days in public schools and additional hours spent in planning, grading, and after-school activities. As a result, you are not allowed to enroll in additional courses or to participate in musical ensembles.
- We strongly recommend that you arrange not to work at any other job during student teaching. If you must have a paying job while you are student teaching, it must in no way interfere with your teaching responsibilities, including those that are an assumed, daily part of after-school hours, such as grading, planning, preparation, contacting parents and families, attending faculty meetings, etc. If you must work during the professional semester, please discuss your proposed hours and the nature of your work with your College Supervisor.
- If a problem arises during the course of your student teaching, please immediately contact your College Supervisor or the Director of Senior Music Student Teaching Placement.

Evaluation of Student Teaching. College Supervisors and Cooperating Teachers will observe and assess you during the course of each placement. For specific information related to assessment during student teaching, please see the sections below on responsibilities of Cooperating Teachers and College Supervisors. The College Supervisor is responsible for determining your midterm and final grades, with input from the Cooperating Teacher. Cooperating Teachers and College Supervisors are expected to hold you to demanding professional standards.

Grading. College Supervisors are not limited to the following in their assessments of your performance, but these guidelines offer descriptors that you might find useful in understanding our expectations related to letter grades generated for the student teaching experience.
Please remember that you are required to earn a grade of "C+" or better in order to successfully complete student teaching and be recommended for certification.

A teacher candidate who earns a grade of "A" or "A-" will, **consistently** demonstrate the following knowledge, skills, and dispositions:
- Musical content and knowledge;
- Conducting;
- Technical knowledge;
- Thoughtful planning and pedagogy;
- Being well-prepared;
- Creating lessons that are based on student needs—lessons that are developmentally appropriate, conscious of and sensitive to diversity, and attentive to differentiation;
- Demonstrating the ability to accept constructive criticism;
- Providing evidence of adequate content knowledge;
- Attempting to establish appropriate relationships with students;
- Maintaining a positive classroom learning environment;
- Appropriately discussing colleagues, students, families;

- Meeting Professional Qualities and Dispositions;
- Demonstrating attention to students' cultural assets;
- Exploiting any technology resources available to enhance student learning;
- Regularly assessing student learning and using assessment to inform instruction;
- Attending and participating in a variety of professional development opportunities (e.g., faculty meetings, PLCs, professional workshops or conferences, team meetings);
- Receptivity to feedback and willingness to apply feedback;
- Modeling lifelong learning;
- Taking initiative to increase content knowledge;
- Creatively applying research and theory;
- Creatively using technology;
- Synthesizing knowledge from coursework and independent learning;
- Reflecting on teaching and student learning, and revising lessons as a result;
- Taking individual student learning into account, and adjusting plans to address all students in class;
- Using formative assessments and make appropriate adaptations in response to those assessments;
- Demonstrating a focus on student learning rather than teacher performance;
- Motivating students through demonstrating passion and engagement; and
- Demonstrating engagement in the school community, beyond the classroom.

A teacher candidate who earns a grade of "C+" or below will, **persistently, even after support and feedback,** demonstrate *any one* of the following:

- Lack of ability to reference musical content and knowledge;
- Poor conducting skills;
- Inability to apply technical knowledge;
- Poor planning and pedagogy;
- Being underprepared;
- Preparing plans that are not thoughtful;
- Teaching lessons that are not developmentally appropriate;
- Failing to address student learning needs;
- Being inattentive to diversity;
- Failing to differentiate instruction;
- Demonstrating an inability to accept and respond to constructive criticism;
- Possessing insufficient content knowledge or presenting inaccurate content information;
- Failing to attempt to establish positive relationships with students;
- Maintaining an ineffective classroom learning environment;
- Inappropriately discussing colleagues, students, and/or families;
- Failing to meet Professional Qualities and Dispositions expectations of the program;
- Resisting use of the technological resources available to enhance student learning;
- Failing to assess student learning or use assessment to inform instruction; or
- Failing to attend and participate in professional development opportunities and faculty meetings.

Substitute Teaching, Strikes, and Job Actions. Student teachers may not serve as paid substitute teachers. The school must hire a qualified substitute teacher if the Cooperating Teacher is absent. In the event of a strike or job action, you may be removed from the school. The decision will be made by the College Supervisor and the Chair of the Music Education program, in consultation with the Dean of the School of Music.

General Responsibilities of Cooperating Teachers.
Cooperating Teachers are asked to do the following during the student teaching placement:

- Meet with you and the College Supervisor during the weeks before your student teaching placement to discuss the various aspects and requirements of the student teaching experience.
- Provide guidance for instructional planning tasks that should be completed prior to the start of student teaching.
- Review the Ithaca College teaching standards with you as a means of establishing goals for the placement and throughout the placement when you discuss teaching and learning. At the end of the placement, you, the College Supervisor, and the Cooperating Teacher will each complete the assessment form, and will discuss it at a three-way assessment conference. You should bring a draft of your self-assessment to that meeting.
- Review your lesson and unit plans with you in advance of the days on which the lessons will be taught.
- Use their best judgment and experience to determine the pace at which you will build toward assuming a full-time teaching load.
- Explain how and why they developed their curricular approaches and teaching strategies; talk about what worked and what didn't in your lessons; discuss approaches to motivating and managing student behavior; essentially, conduct "think alouds."
- Regularly observe, evaluate, and share their assessments of your work (daily, if possible).
- Provide you with a minimum of three (3) written formative assessments of your teaching during the course of the placement.
- Encourage you to evaluate the effectiveness of your planning and teaching throughout the student teaching placement. Set short-term and longer-term goals for your student teaching experience.
- Require that you attend and participate in school faculty meetings as well as any meetings of the music department. You should be as actively and broadly involved in school life as possible, and your cooperating teacher should help you find those opportunities.

General Responsibilities of College Supervisors. The College Supervisor coordinates the student teacher's experience; collaboration among the College Supervisor, the student teacher, and the Cooperating Teacher is essential if the student teaching experience is to be successful. (The more communication, the better.) The College Supervisor is expected to outline clear and demanding expectations.

In general, the responsibilities of the College Supervisor include the following:

- Conduct an introductory 3-way conference with the Cooperating Teacher and you before student teaching begins or during the first few days of student teaching in order to review all procedures and requirements and to discuss the timeline of responsibilities.
- Observe a lesson planned and taught by you a *minimum* of three times in each student teaching placement. Provide a written assessment of every observation, and meet with you (and the Cooperating Teacher, if possible) to review their notes. Observations will be spaced throughout the placement.
- Support you and your Cooperating Teacher in understanding the guidelines for the edTPA performance assessment; answer questions and offer logistical advice.
- At the end of each placement, schedule and facilitate a 3-way conference in which you, the Cooperating Teacher, and the College Supervisor discuss their final views of your growth and development in each of the Ithaca College teacher education standards.
- Determine your midterm and final grades. The College Supervisor will consider the observations and assessments written by the Cooperating Teacher, your self-assessment, the College Supervisor's own observations, and the grading policies of the College.

edTPA

The state of New York requires that all candidates for initial teaching certification take and pass edTPA. Completion of an edTPA portfolio is required for all of our candidates because we believe it is one of the appropriate and necessary assessments of your readiness to teach in your chosen content area.

If you are seeking certification in a state that does not require edTPA or if you previously completed edTPA for another certification area, you are expected to submit edTPA to Ithaca College, but you are not required to submit to Pearson. The deadline for Ithaca College and Pearson submission is the same.
If not submitted to Pearson, faculty use the edTPA rubrics to determine whether your portfolio "meets expectations" or "does not meet expectations." Your portfolio should demonstrate proficiency in planning, instruction, and assessment. This submission is entirely separate from the submission to and scoring by Pearson for New York State Certification. In order to meet Ithaca College expectations, portfolios must *minimally* meet the artifact and commentary specifications of the edTPA Handbook. A "met expectations" score by Ithaca College faculty should in no way be interpreted as an endorsement of the likelihood of the portfolio to receive a passing score by Pearson. If you are seeking certification in a state that requires a passing score on edTPA, the submission to Pearson is your responsibility.

If your portfolio is submitted after the deadline or if it does not meet expectations, you will be required to meet with the MUED edTPA coordinator to determine whether or not you can pass student teaching. Not submitting the edTPA to Taskstream by the deadline may result in a lowering of the final student teaching grade.

Other New York State Teacher Certification Examinations (NYSTCE)

In addition to completing the Ithaca College Teacher Education program requirements and being recommended for certification, all candidates for New York State initial certification must pass three assessments: the Educating All Students test (EAS), the Content Specialty Test (CST), and the Education Teacher Performance Assessment (edTPA). Certification testing information is available at http://www.nystce.nesinc.com/

Application for Initial Teacher Certification in New York

Applications for Initial Certification are made through your TEACH account. Information for how to apply is available at http://www.ithaca.edu/actec/teachercert/. Questions about applying for certification should be directed to the Ithaca College Teacher Certification Specialist at teachered@ithaca.edu.

Workshops Required by the New York State Education Department

The state-required workshops (EDUC 19210 through 19240) have a registration process and attendance policy that varies a bit from traditional courses. You may register yourself for a workshop, using Homer, up to one week in advance of the workshop, and you may drop the workshop up until the day of the meeting. Because these sessions are state-required clock-hour sessions, you will not be permitted to arrive late or leave early and still receive credit. Therefore, if you cannot attend a session for which you have registered, you must go online to drop the workshop before it begins. If you fail to report to a session for which you are registered, you will receive a failing grade for the session. Students are required to check in upon arrival and check out at the conclusion of the session. EDUC 19210, 19220, and 19230 are 2-hour sessions; EDUC 19240 is a course with 2 hours of online work in advance of the session and 4 meeting hours.

The fourth workshop, EDUC 19240 (Harassment, Bullying and Discrimination in Schools: Prevention and Intervention or DASA Workshop) is a state requirement. State legislation requires that any teacher candidates must have completed this workshop as a condition of their programs. All teacher candidates must complete the workshop—even if it does not appear in your catalog's requirements or in Homer's Degree Evaluation tool.

You must have completed these workshops in order to be cleared for graduation and to earn certification, and we strongly recommend that you complete them as early as possible in your program so that you can use what you learn as you engage in your field experiences. *All workshops must be completed prior to student teaching.*

Harassment and Discrimination Prevention Training

Students completing a for-credit student teaching experience are required to complete an online course in *Harassment and Discrimination Prevention Training.* The course requires approximately 30 minutes to complete, and you will need to print and save the certificate that verifies you have completed the training. You can find more information about how to complete the online module at:
http://www.ithaca.edu/sacl/share/education/harassment/

Fingerprinting Requirements

By College policy, all Ithaca College teacher candidates are required to undergo fingerprinting/ background checks *prior* to student teaching. We strongly recommend that you have your fingerprinting completed as soon as you have been officially admitted to a teacher education program. More information about fingerprinting is available at http://www.ithaca.edu/actec/teachercert/. If you have not already done so, you will also need to open your TEACH account prior to completing the fingerprinting. Directions are available at the website above or from the Ithaca College Teacher Certification Specialist for Ithaca College in 194 Phillips Hall.

If a school or district asks for it, you may confirm and document your fingerprint and criminal background clearance by following these directions:

> *Log into your TEACH account, and access item 3, "Account Information." In the box that shows all sections of your file, choose "Fingerprinting," and click "GO." The statement "Your DCJS and FBI results have been received" indicates complete clearance. Print this screen as your documentation.*

Unit-Wide Assessments in Ithaca College Teacher Education Programs: Transition Points

We believe that teaching is an extremely important profession, and we (program faculty) are charged with making sure that every graduate of our program is ready for the professional demands of full-time classroom teaching and ready to be responsible for ensuring all students learn. One way we ensure that you are ready is to evaluate your progress toward the program goals and teacher education professional standards of the unit's conceptual framework. We want to be completely transparent about the expectations of the program and to be sure you are confident and ready to meet those demands. There are four major unit-wide assessment points at which you will be reviewed and which you must pass before being moved forward in the program and eventually recommended for teacher certification.

1. Admission to Professional Education,
2. Admission to Student Teaching,
3. Completion of Student Teaching, and
4. Completion of Program

Unit-Wide Transition Points for Initial Certification Education Programs

Transition Points	*Admission to Professional Education*	*Admission to Student Teaching/ Externship*	*Completion of Student Teaching/ Externship*	*Completion of Program*
Key Assessments	Meet minimum GPA requirements	Meet minimum GPA requirements	Meet minimum GPA requirements	Meet minimum GPA requirements
	Complete all required coursework	Complete all required coursework	Complete all required coursework	Complete all program coursework
	Demonstrate proficiency in written language	Complete fieldwork/ clinical practicum	Meet all expectations of summative student teaching evaluation	Pass *Student and Teacher Assessment and Reflection (STAR)* Assignment
	Recommendation of faculty	Meet expectations of professional qualities and dispositions evaluation	Meet expectations of professional qualities and dispositions evaluation	

Completion of Student Teaching

To be identified as successfully completing student teaching and suitable for program completion candidacy, the following requirements must be met. The program coordinator and program faculty members review each student's file to ensure the requirements are met.

Meet Minimum GPA Requirements

    Each student must maintain a minimum grade point average of 2.7.

Meet Expectations on Summative Student Teaching Evaluation

    Formative student teaching evaluations will be collected from the Cooperating Teachers and the College Supervisors and will be reviewed by the program coordinator who will complete a final summative student teaching evaluation. Candidates must meet the expectations of all of the standards measured on the summative evaluation in order to be recommended for certification and complete the degree.

<u>Meet Professional Qualities and Dispositions Expectations</u>

Students will be reviewed by the program faculty to ensure that any student completing the Student Teaching experience has successfully demonstrated the expected Professional Qualities and Dispositions.

If a review is unsatisfactory…

At times a candidate may fail to satisfactorily complete the assessments at one of these transition review points; if this occurs, a number of procedures are in place to ensure that the candidate has opportunity for review and/or remediation, as appropriate. If a candidate fails to satisfactorily meet expectations on one or more of the required assessments at a transition point, the appropriate program faculty committee notifies the candidate, identifying that the review was unsatisfactory and specifying the nature of the performance concerns.

During a conference with the candidate, the faculty will articulate the concerns and the conditions that must be met for progress in the program; these stipulations must be met prior to subsequent review. A professional improvement plan is generated on the basis of this meeting and signed by the candidate and faculty present; it must include a date by which the follow-up review will occur, at which time the stipulations must have been addressed. If the concerns are deemed to be minor, the faculty committee may decide to allow the candidate to progress to the next phase of the program conditionally. If the subsequent review is satisfactory, the candidate may continue in the program. If the results of the subsequent review fail to demonstrate that the candidate has met the conditions, then he or she will not be permitted to progress.

Candidates who disagree with the results of a transition point review or a subsequent review may follow the College procedure related to petitions in order to have the decision reconsidered. According to College procedure, the candidate should first communicate his or her concerns about the outcome of the review to the faculty review committee. If a satisfactory resolution is not developed in collaboration with the faculty committee, the candidate should follow the procedures identified in the Ithaca College Catalog.

Each currently enrolled student has the right to petition the provost to waive any of the all- College academic regulations. Students may also petition the provost to review any other academic issue that has not been resolved first by the instructor, or subsequently by the department chair, and then by the dean; in order to be considered, any such petition must be received by the office of the provost no later than the last day of classes of the fall or spring semester after the events which gave rise to the academic issue addressed in the petition.

To petition the provost, the student should submit a written petition to the dean with a copy to the department chair and a copy to any faculty member(s) involved. The dean sends the petition to the provost, along with his or her recommendation. Each petition is considered by the provost or designee on an individual basis and is decided based on the facts that pertain to the particular student's situation. When it is appropriate and feasible, the provost or designee consults with the individuals involved before making a final decision.

Appendix A: Application for Senior Student Teaching

For Review Only. Your official application will be completed on-line.
<u>APPLICATION FOR SENIOR STUDENT TEACHING ASSIGNMENT</u>

Submission of this form will serve as an application for Senior Student Teaching – MUED 46800 *(Vocal)* or MUED 46900 *(Instrumental)*.

<u>PERSONAL INFORMATION</u>

NAME _____

DATE_____

COLLEGE

ADDRESS_____

_____

EMAIL _____ PHONE

_____

PERMANENT ADDRESS

_____

__

_____ PHONE

_____

HIGH SCHOOL ATTENDED w/ LOCATION (CITY/ STATE)

_____

MAJOR INSTRUMENT OR VOICE

_____

ADDITIONAL

INSTRUMENTS/VOICE_____

DURING YOUR STUDENT TEACHING, YOU WILL BE A (check one) ـ____Senior

____"Super-Senior"

PLEASE RATE YOURSELF IN THE FOLLOWING AREAS: **CIRCLE ONE**

1. Conducting skill level　　　*(High)*　6　5　4　3　2　1　*(Low)*

2. Music Theory skill level　　*(High)*　6　5　4　3　2　1　*(Low)*

3. Interest in a MS/JH placement　*(High)*　6　5　4　3　2　1　*(Low)*

4. **VOCAL/GENERAL only**

　a. Piano skill level　　　　*(High)*　6　5　4　3　2　1　*(Low)*

　b. Singing skill level　　　*(High)*　6　5　4　3　2　1　*(Low)*

　c. Background in a cappella　*(High)*　6　5　4　3　2　1　*(Low)*

　d. Interest in a cappella　　*(High)*　6　5　4　3　2　1　*(Low)*

　e. Background in vocal jazz　*(High)*　6　5　4　3　2　1　*(Low)*

　f. Interest in vocal jazz　　*(High)*　6　5　4　3　2　1　*(Low)*

　g. Background in music theatre　*(High)*　6　5　4　3　2　1　*(Low)*

　h. Interest in music theatre　*(High)*　6　5　4　3　2　1　*(Low)*

　i. . Interest in Modern Band　*(High)*　6　5　4　3　2　1　*(Low)*

5. **WIND-PERCUSSION only**

　a. Background in jazz　　　*(High)*　6　5　4　3　2　1　*(Low)*

　b. Interest in jazz　　　　*(High)*　6　5　4　3　2　1　*(Low)*

　c. Interest in teaching some strings　*(High)*　6　5　4　3　2　1　*(Low)*

DATE & LOCATION PREFERENCES

I. Remembering that **flexibility is required and will provide the best opportunity for a good match and quality** **placement**, please complete the following:

1. Indicate your numerical order of preference for student teaching blocks.
2. Use an X if student teaching in a certain block is not possible *(possible reasons to eliminate a block from consideration include recital, graduation, study abroad, mandatory course requirements)*.
3. Please note that Block 1 and Block III begin campus-based before the semester.
4. ***IMPORTANT:*** Only "super seniors" in their final semester are guaranteed their first choice.

_____ Block 2 (October 21 – December 19)

_____ Block 3 (January 6 – March 6) *Not available in Upstate NY, ME, NH*

_____ Block 4 (March 16 – May 8)

List reasons for any "X's":

_____

_____

Rev. September 2018

II. Indicate and rank your **top three** preferences of geographic regions.

_____ No preference *(allows maximum flexibility in determining a good "fit" of program and abilities)*

_____ Northern NJ   _____ Central CT   _____ Buffalo area_____ Rochester area   _____ Syracuse area   _____ Albany area _____ Hudson River Valley   _____ NYC/Long Island

_____ Ithaca/Binghamton/Cortland/Finger Lakes/Southern Tier area *(districts within a one hour radius of IC campus)*

_____ NYC (Combined traditional/Modern Band)   _____ Texas   _____ Colorado

_____ Florida   _____ Maryland   _____ Illinois   _____ Maine/New Hampshire

_____ Other (Specify) _____

List reasons for preference

_____

_____

III. Indicate the importance of location vs. block choice by placing yourself on the following scale:

Location is most important   ⇐ ☐   ☐   ☐   ☐   ☐ ⇒   **Block choice is most important**

_____

_____

PREPARATORY COURSEWORK

Indicate your progress in the following:

1. **ALL CANDIDATES**   DONE   IN PROG.   TO DO

Music Theory through **Music Theory III**   _____

_____   _____

Sightsinging through **Sightsinging IV**   _____   _____

_____

Four semester sequence of **Intro MUED** *(min. cum. GPA of C+)*   _____   _____

_____

Two semesters of **Conducting** *(min. cum. GPA of C+)*   _____   _____

_____

Music Education for Children *(min. final grade C+)*   _____   _____

_____

Jr. Student Teaching (Fall) and **Jr. Student Teaching/Rehearsal**

Lab (Spring) *(min. cum. GPA of C+)*   _____

_____   _____

Contemporary Ensembles *(min. final grade C+)*   _____   _____

_____

2. **INSTRUMENTAL EMPHASIS ONLY**

Keyboard Musicianship *(two semesters)*   _____   _____

_____

String or **Wind Instrument Pedagogy** *(min. final grade C+)*   _____   _____

_____

Class Voice *(one semester)*   _____   _____

_____

Minor instruments/secondary instruments *(as per college*

catalog - min. cum. GPA of C+)   _____   _____

_____

Please list those "in progress"

_____

3. **VOCAL EMPHASIS ONLY**

Keyboard Musicianship *(min cum. GPA of C+)*   _____   _____

_____

(voice and guitar majors – three semesters)

(piano majors – two semesters)

Private Piano *(voice majors – one semester)*   _____   _____

_____

Class voice *(piano and guitar majors – two semesters)* _____ _____

_____

Private voice *(piano and guitar majors – four semesters)* _____ _____

_____

Classroom Instruments *(min. final grade C+)* _____ _____

_____

General and Choral Music in the Sec. School *(min. final grade C+)* _____

_____ _____

4. Describe your plan for removing any requirements in the "To Do" column.

_____

Appendix B: Music Student Teacher Assessment

The mid-point and final evaluation forms for each student teaching experience will be completed electronically by the College Supervisor, the cooperating teacher, and the teacher candidate (self-evaluation). However, in preparation for the online evaluation, some individuals find it useful to print a hard copy of the assessment. Therefore, please find below the link to the most recently updated version of the student teaching assessment.

Each final evaluation instrument includes reference to the Ithaca College/InTASC Teaching Standards, the New York State Learning Standards for the Arts, and the National Core Arts Standards.

https://www.ithaca.edu/academics/school-music/music-education/music-education-handbooks

Appendix C: Ithaca College/InTASC Teaching Standards

The Learner and Learning

Standard #1: Learner Development
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.

Standard #7: Planning for Instruction
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix D: Standards for the Arts

In September 2017, New York State released new Learning Standards for the Arts. The NYS Standards can be found at:

http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources

Music Educators are also responsible for teaching to the National Core Arts Standards.
http://www.nationalartsstandards.org/

Appendix E: Ithaca College Professional Qualities and Dispositions

I. Professional Responsibility
1. Maintains a professional appearance; dresses according to program and school guidelines.
2. Arrives on time for classes, field-based experiences, and meetings.
3. Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.
4. Abides by college, school, department, program, field placement, and professional association policies and procedures.

II. Collaboration and Communication
1. Fosters positive relationships and collaborates with a variety of target groups (e.g.: students, families, colleagues, local community members, etc.) as appropriate.
2. Treats others with dignity, respect, and fairness.
3. Speaks and writes clearly, effectively, and appropriately.
4. Maintains professionally appropriate etiquette in all forms of electronic communication.
5. Respects privacy and confidentiality of information where appropriate.

III. Professional Development and Reflective Practice
1. Critically examines own practice.
2. Responds well to and incorporates feedback.
3. Uses available resources and explores additional ones in an effort to improve teaching and support student learning.
4. Engages in positive problem solving when challenges arise.
5. Seeks out and participates in professional development opportunities.

IV. Commitment to Affirming All Students
1. Examines own frames of references (including but not limited to race, culture, gender, language, abilities, ways of knowing) to uncover and address the potential biases in these frames.
2. Communicates respect for learners as individuals with differing personal and family backgrounds and various assets, skills, perspective, talents, and interests.
3. Communicates respect for learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
4. Holds oneself accountable for all students' learning.
5. Demonstrates high expectations that are developmentally appropriate for each individual learner.

Rev. January 27, 2016

Appendix F: Danielson Framework for Teaching

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

Appendix G: Connecting with the School Community

With Families and Communities…
Teacher Candidates can:
- Provide families with classroom updates (paper, electronic, audio newsletters etc.)
- Invite families and community to share input and expertise
- Follow community organizations on social media. (e.g. local government twitter feed to keep abreast of news and events)
- Attend/participate/volunteer in school events (e.g. co-curricular events, special community nights)
- Show understanding of community culture in lessons and classroom environment. Make sure that classrooms reflect a respect for the students, their families, and the community (e.g. what images are on the walls?)
- Engage with community youth arts programs
- Get to know a variety of resources in the community that families frequent (e.g. library, community centers, churches, local grocery shops)
- Plan lessons that tap into community or family resources when appropriate

Cooperating Teachers can:
- Introduce your teacher candidate to families, fine arts booster parents, community liaisons, that partner with your school etc.
- Introduce your teacher candidate to local fine arts resources and organizations
- Invite your teacher candidate to other school events
- Support your teacher candidate's communication with families

With Other School Professionals …
Teacher Candidates can:
- Attend and participate in family-teacher conferences, CSE, IEP meetings, etc. Even if there are no scheduled family conferences during the placement, the teacher candidate can send letters, emails, phone calls or podcasts for updates.
- Work with Professional Learning Communities (PLCs), teams, and departments, as appropriate
- Attend and participate in faculty, committee, and department meetings
- Immerse themselves in the school community, including non-classroom duties (cafeteria duty, faculty meetings, family nights, etc.) as long as it is to the benefit of the student teacher
- Ask the school principal and/or department chair for suggestions of particularly collaborative teams, co-teachers, departments, or PLC meetings to observe
- Ask the department chair or principal for suggestions of additional teachers that would be open to be observed as models of good teaching (including teachers outside your discipline)
- Participate in superintendent days and professional development activities

Cooperating Teachers can:
- Introduce your teacher candidate to your building's other school professionals (e.g. administrators, guidance counselors, social workers, psychologists, support teachers, librarians, educational technology specialists, ESL teachers, special education teachers, paraprofessionals)
- Invite your teacher candidate to attend and contribute as appropriate family-teacher conferences, CSE, and IEP meetings
- Invite your teacher candidate to attend and collaborate with your PLC, team, and department
- Invite your teacher candidate to attend department, committee, and faculty meetings

Rev. 4/9/16

Appendix H: Student Teacher Evaluation of College Supervisor

ITHACA COLLEGE
Department of Education

Name of College Supervisor_____

Subject area: _____   Number of observations made:
_____

1 Strongly disagree	2	3	4	5 Strongly agree

The College Supervisor reviewed Ithaca College's expectations of me as a Student Teacher.	1 2 3 4 5
The College Supervisor was available to give assistance to me outside the classroom.	1 2 3 4 5
The College Supervisor fulfilled responsibilities in a timely manner, including the scheduling of an initial and a final three-way conference.	1 2 3 4 5
The College Supervisor offered me constructive criticism and appropriate, practical advice for addressing professional and pedagogical issues.	1 2 3 4 5
The College Supervisor treated me, cooperating teachers and schools' policies with respect.	1 2 3 4 5
The College Supervisor created a supportive and constructive professional relationship with me.	1 2 3 4 5

What are the College Supervisor's greatest strengths?

What could the College Supervisor do to improve their effectiveness in helping student teachers learn?

Appendix I: edTPA Family Consent Form

[Printed on Ithaca College Letterhead]

Dear Parent/Guardian/Student:

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

Another component of my New York State certification is "evidence of student learning," which requires submitting student work samples completed during times I am teaching. Those samples may contain some of your child's (or your) work.

No student's name will appear on anything I submit, and all materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Everything I turn in will be viewed by faculty in my program at Ithaca College and the New York State Education Department certification reviewers. My application materials, including the video and student work, may also be used by Stanford University or Pearson (the institutions that created the teacher certification application) or Ithaca College faculty under secure conditions for training and/or program review.

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

If you have questions about the video or student work and how it will be used, please contact Kim Slusser, the field experience coordinator at Ithaca College, at 607-274-7356 or kslusser@ithaca.edu.

Sincerely,

CONSENT FORM

To be completed either by the parents/legal guardians of minor students (please complete Part 1)
or by students who are 18 or more years of age (please complete Part 2)

Student Name: _____

Part 1

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

Please check the appropriate box below

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

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

Signature of Parent or Guardian: _____ Date: _____

Part 2

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

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

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

Signature of Student: _____ _____ Date: _____

Date of Birth: ____/____/_____

                 mm dd   yyyy