

# **Student Teacher Handbook Childhood Education Program**



**Brooklyn College  
School of Education**

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## I. INTRODUCTION

Dear Student Teacher:

You are about to begin the capstone course in your teacher education program. Student teaching is an opportunity to apply the theory and concepts you have learned in previous classes. You will gain experience working with diverse student populations, meeting the challenges of planning and implementing curriculum, and developing the skills of a self-reflective teacher.

This handbook is intended to help guide you toward a rewarding and successful experience and supply you with the necessary paperwork and rubrics. Please be mindful of the following instructions:

- Carefully read the student teaching procedures, objectives, and recommended experiences outlined in this handbook.
- On the first day at your assigned school, please give your cooperating teacher a copy of the handbook since it contains a section addressed to him or her regarding our presence and work in the classroom.
- While the cooperating teacher is the person in charge of your classroom experience and will play a role in deciding your readiness to teach lessons and work with students, do participate in the classroom early in the semester. Show initiative and responsibility. Observe carefully. Keep a journal.
- Review the cooperating teacher's evaluation form. Your teacher will use this form at times designated by your supervising professor. Be sure the teacher sees it in advance so he or she can become familiar with the criteria of the evaluation. When completed, give the form to your professor. During conferences with your professor and your cooperating teacher your strengths will be discussed and recommendations made to enhance your development as a teacher candidate.
- You are required to attend weekly seminars with your Brooklyn College supervising faculty. You will need to also attend Child Abuse and Violence Prevention workshops or complete this requirement on-line.
- Keep accurate records of your attendance in the school. A sheet will be provided. You must complete 40 days or 300 hours.
- The Brooklyn College faculty members are confident in your ability as a professional, as a representative of the Childhood Education program, and as a role model for children. You are encouraged to discuss any concerns or questions with your supervising faculty.

*Best wishes* for a successful student teaching experience!

## **II. BROOKLYN COLLEGE of the CITY UNIVERSITY OF NEW YORK GUIDELINES FOR STUDENT TEACHING**

Becoming an effective educator is developmental in scope and a variety of field and student teaching experiences in diverse settings will influence this part of the teacher candidate's journey. Student teaching provides the most intensive supervision, feedback and experience of the pre-service teacher education program. Student teaching presents varied opportunities to acquire and further refine the knowledge, skills and dispositions you have acquired and developed as a teacher candidate in the School of Education at Brooklyn College. By the end of student teaching candidates should be able to demonstrate the abilities and competencies that are needed to enter the teaching profession and to teach diverse students in urban settings.

The student teaching experience is carefully designed and aligned with the School of Education's Conceptual Framework themes:

*Diversity - Collaboration - Social-Justice*

*and*

*Critical Self-Reflection & Reflective Practice*

The student teaching experience is developed in close collaboration with schools that embrace values and beliefs similar to the Conceptual Framework themes as expressed in their school mission and vision statements and evident in the behaviors of teachers and school building leaders. These schools are chosen as settings where the candidate will see and teach diverse students, observe collaboration between educators and parents, understand the importance of collaboration with community resources and organizations, observe collaboration among teachers and with their administrators to ensure fairness and equity in the educational opportunities offered to all students regardless of race, ethnicity, gender, language, religion, sexuality, exceptionality and socio-economic origin.

Student teacher candidates must follow the rules and accepted procedures of both the college and the assigned school. In addition, specific regulations governing Initial New York State certification have been established by the New York State Education Department and must be adhered to strictly.

### **III. STUDENT TEACHING SCHEDULE**

Student teaching takes place during one semester. Student teachers are required to complete experiences in two grade levels relative to the Childhood certificate: Grades' 1-3 and Grades' 4-6. A weekly two-hour seminar with your Brooklyn College faculty supervisor is required. Student teachers are expected to be present at the student teaching site every day in order to experience the daily activities and events that take place within classrooms, to understand the life of classroom teachers, and to understand school and community cultures and their relationship to one another. All together the experience complies with the 300 hours or 40 days of student teaching that are mandated by the New York State Education Department.

Student teachers are expected to attend professional development workshops in the public schools where they are assigned. It is recommended that they attend events such as parent-teacher conferences. Experiences that offer the opportunity to understand the many roles and responsibilities of a teacher in and outside the classroom can be coordinated in collaboration with the student teacher, the cooperating teacher and the Brooklyn College faculty supervisor.

Student teachers must report to their assigned school on days when Brooklyn College is closed and the public school is open. Attendance and participation at assigned school functions is required through the last day of the Brooklyn College semester. Student teachers are excused from student teaching during final exam periods at the college but may, if they wish and with their supervisor's permission, return to student teaching after final exams and continue until the end of the school term.

Student teachers must dress professionally and comply with the assigned school's rules and regulations regarding professional and ethical conduct. They must contact their cooperating teacher if will be late or when they cannot attend on a given day. They must also inform their college supervisor. Student teachers must arrange with their cooperating teachers to make up all absences.

### **IV. TIME SHEET/ RECORD OF ATTENDANCE**

A *Time Sheet* is provided in this handbook to keep track of contact hours (see Appendix A). Contact hours include time spent at the school from 8:00 a.m. to 3:00 p.m., excluding a half-hour lunch. Hours spent at staff development workshops or parent-teacher conferences should be included. Many school schedules reflect regional policies for extended day hours and student teachers should discuss with their Brooklyn College faculty supervisor whether they may, or are expected to, be present in the school during those hours.

Student teachers are required to arrive at the school punctually at the time designated by their college supervisor in collaboration with the cooperating teacher and they are strongly encouraged to arrive earlier to prepare for the school day.

## V. STUDENT TEACHER RESPONSIBILITIES IN THE PUBLIC SCHOOLS

In collaboration with Brooklyn College, the public schools usually provide an orientation for student teachers at the school building. At this time, school policies, curriculum, and class assignments are given. After a few days of observing, the cooperating teachers should increase the student teachers' responsibilities slowly and incrementally, and if possible, in collaboration with the college supervisor. Student teachers should ask the cooperating teacher to discuss their expectations of the candidate in the classroom, and for the entire experience. Aim for clear understanding of the classroom teaching responsibilities that will be taken on by the student teacher, including the number of classes and the subject matter that will be taught.

The experience should include opportunities to work with individual children, small groups and the entire class, and include opportunities to teach all content areas. By the end of the experience, student teachers should be allowed to teach the full class for extended periods of time, even a full day.

Student teachers are responsible for planning, implementing and evaluating a variety of pedagogical and curricular activities. The student teacher should have the opportunity to discuss and plan classroom lessons and activities with the cooperating teacher on a regular basis. They should ask the cooperating teacher for suggestions, feedback and guidance on lesson planning and lesson implementation.

### 1. CLASSROOM ACTIVITIES

The following recommendations for participation during the student teaching experience should be applied flexibly, taking into account the specific school situation, the persons involved, and the strengths of the individual student teacher.

Arrange to meet with the cooperating teacher at a convenient time when the students are not in the classroom. You should initiate participation in all classroom activities, in coordination with the cooperating teacher, and should take on increased responsibility as the semester progresses. Student teachers, under the supervision of their cooperating teachers will:

- Keep informed of long-term curriculum plans.
- Know the instructional plan and assignments for students each day, so they can assume the role of teacher at any time.
- Plan specific lessons of various types and submit them to the cooperating teacher and college supervisor for critical discussion and informal evaluation. Provided in the handbook are *Elements to Include in Your Lesson Plan* (see Appendix B) and the lesson plan rubric entitled *Observation and Assessment of Teaching* (see Appendix C). Both documents will be discussed in detail by your Field Supervisor during seminar.
- Teach selected lessons or conduct classroom activities based on careful planning with the cooperating teacher.

- Participate in classroom routines such as checking students' work and preparing attendance reports.
- Participate in instruction by assisting individual students in technology, helping to administer tests, supervising work periods, conducting brief drills, etc.
- Participate in locating and setting up materials for class use, such as overhead projectors, VCR's, and computer materials.
- Check students' worksheets and a variety of work samples when instructed on how to use grading rubrics.
- Work with a number of pupils on a short-term basis to teach specific skills or supervise their work in cooperative groups and in special projects.
- Assist in planning and/or supervising field trips.

## 2. GUIDED OBSERVATION

Student teachers should:

- Observe from a variety of vantage points rather than from only the back of the room.
- Observe instruction in all major curriculum areas.
- Discuss with the cooperating teacher the class session observed, and seek opportunities to discuss observations with the college supervisor.
- Come to conferences with the cooperating teacher and/or college supervisor prepared to ask questions, present ideas, and receive advice, suggestions and assistance.
- Arrange to observe several successful teachers other than the cooperating teacher, with the permission of the cooperating teacher and the school administrator.
- After teaching and receiving suggestions for improvement, observe the cooperating teacher's demonstration of recommended procedures and apply these procedures in you own teaching.

## 3. PLANNING AND INSTRUCTION

Student teachers should:

- Analyze your own teaching in conferences with the cooperating teacher and the college supervisor; consider suggestions for improvement and set new goals accordingly. Sustain a continuous process of reflection and analysis.
- Teach two or more pre-planned consecutive lessons daily, and teach a sequence of lessons or facilitate whole class activities.
- Plan units or comparable blocks of work or as much of this as is feasible within the time schedule of the student teaching experience.
- Teach entire mornings from time to time, gradually moving toward an entire week of teaching by the end of the semester.

#### 4. KEEPING AND USING RECORDS

Student teachers should request the opportunity to keep an attendance register for an extended period of time and should become familiar with all pertinent attendance records. Student teachers should become familiar with other routine record keeping procedures.

### **VI. COLLABORATIVE AND REFLECTIVE PRACTICE**

Student teaching is designed to enable the teacher candidate to collaborate with professionals and to develop their ability to engage in reflective practice. For example, such experiences as planning in consultation with the cooperating teacher, receiving feedback on classroom activities the candidate is involved in, and collaboration with classmates in seminar discussions all provide opportunities to develop a reflective, self-analytical approach to pedagogy and practice. In addition, consultation with school leaders, visits to other teachers' classrooms, talking with school support staff, e.g. the school psychologist, guidance counselor, parent coordinator, and others as well as attendance at professional development workshops, faculty meetings and community events, all serve as rich opportunities for reflection and for personal and professional growth and development. Reflective behaviors include conferring with the college supervisor, seminar instructor and cooperating teacher, keeping a journal with questions, problems and successes that occur during the experience, tape recording or video recording lessons, walking through the community and talking with people in the community, and debriefing with the cooperating teacher after lesson implementation.

### **VII. JOURNAL REFLECTIONS**

It is important to engage in reflection even if no immediate opportunity exists to discuss thoughts and experiences. A journal facilitates reflection in personal and ongoing way. The journal provides the opportunity to raise questions, concerns, and alternative approaches in understanding the relationship between theory and practice. A minimum of two journal entries should be written each week. The following illustrates topics that may be included:

1. Observations about the growth and development of individual children.
2. Descriptions of children who puzzle or concern you.
3. New accomplishments or progress in student teaching, class work or in seminar, which include new and emerging technologies to be integrated into the curriculum.
4. Issues or questions about classroom practices, interactions or management.
5. Realizations or insights about teaching/learning processes.
6. Reflections about issues that need to be discussed in seminar.
7. Reflections about how decisions and choices were made and reflection on their implementation and outcome.

8. Disappointment or frustration with performance.
9. The joys, successes, and surprises that are experienced.
10. The small steps that lead to increased confidence and growth.

The student teacher should demonstrate respect to the cooperating, students and parents. Disagreements over teaching methods and teaching style should be discussed with the college supervisor in seminar or in collaborative planning meetings where the student teacher, the cooperating teacher and the college supervisor are present. Discussion of students, school personnel and school business should only be conducted in private and in a professional manner.

At the end of the student teaching experience it is important to prepare the children for the impending departure of the teacher candidate and this time can be an opportunity to express mutual appreciation for the experience.

### **VIII. EVALUATION OF THE STUDENT TEACHING EXPERIENCE**

Evaluation of the student teacher is a collaborative process that involves the college supervisor, the cooperating teacher, and most importantly, the student teacher's own ability to reflect on his or her actions. Each person judges the extent to which the objectives stated in lessons, and in collaborative meetings, are fulfilled.

Provided in the handbook is the summative *Teacher Candidate Proficiency Evaluation Form* (TCPEF) rubric (see Appendix D) that both your cooperating teacher and college supervisor will use to assess and evaluate your overall student teaching performance. The rubric is aligned with the School of Education's Conceptual Framework and the Association of Childhood Educators International (ACEI) professional and pedagogical standards for teachers.

The cumulative evaluation of the college supervisor is based upon:

- Observation of student teacher lessons.
- Post observation conferences.
- Discussions with cooperating teachers and school administrators.
- Student teacher performance during weekly seminars.
- Assessment of the professional quality of all written work and artifacts created by the student teacher.

The evaluation of the cooperating teacher is based upon:

- Regular discussions with the student teacher regarding all classroom curricular and personnel issues and decisions.
- Observation of student teacher behaviors and interactions with students
- How well the student teacher engages in collaborative work.
- Overall performance of the student teacher regarding such school activities as staff development meetings, grade level team meetings, parent conferences, and other activities.

The student teachers' "self-evaluation" is very important and includes:

- Analysis of his or her own strengths and needs in teaching.
- Conferences and discussions with the college supervisor and cooperating teacher.
- Self analysis of audio or video taped teaching – including podcasts.
- Analysis of written work.
- A completed teaching portfolio.

## **IX. RESPONSIBILITIES OF THE COOPERATING TEACHER**

- The legal responsibility for the student teacher is with the public school.
- Provide a space for journal writing and their personal belongings.
- Familiarize the student teacher with the instructional program of the school.
- Model best practice and effective teaching for the student teacher.
- Model new and emerging technologies.
- Model various methodologies for integrating the tools of technology into the curriculum.
- Suggest visiting other classrooms to observe other teaching styles and assist with introductions to other teachers in the building.
- Explain in detail the policies and philosophy/mission of the school. Provide a handbook or school publications where this information is written.
- Orient the student teacher to the background of the students, the weekly and daily class schedules, materials and equipment in the room, school regulations, the school calendar, typical examples of reports to parents and any extra-curricular activities that take place in the building for students.
- Work with the college supervisor in planning a well-balanced program of learning activities for the student teacher to participate in that will increase their readiness for whole class teaching for extended periods of time.
- Plan with the student teacher the steps to demonstrate readiness and for assuming responsibility in the classroom.
- Involve student teachers in faculty conferences, parent-teacher conferences and other non-teaching activities.
- Upon completion of the teacher candidate's student teaching experience, submit three completed *Observation and Assessment of Teaching* rubrics (see Appendix C) and the cumulative *Student Teaching Candidate Proficiency Evaluation Form*, TCPEF, (see Appendix D) to the Field Director.

## **X. PROGRAM COMPLETER'S SURVEY**

If applicable, program completer's are requested to go online (your Field Supervisor will give you the URL) to complete the *Program Completer's Survey* (see Appendix E ). It is highly recommended that Field Supervisors schedule time during their last seminar to allow students to complete the survey as student input is highly valued by both the School of Education and Brooklyn College.

**APPENDIX A**  
**BROOKLYN COLLEGE CHILDHOOD EDUCATION PROGRAM**  
**STUDENT TEACHING TIME SHEET**

Print Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Grades: \_\_\_\_\_ Semester & Year: \_\_\_\_\_  
 EDU #: \_\_\_\_\_ Professor: \_\_\_\_\_  
 Cooperating Teacher's Printed Name & Signature: \_\_\_\_\_  
 Field Supervisor's Printed Name & Signature: \_\_\_\_\_

**Directions:** Please enter the months of attendance. Enter the dates and exact time in and out. Indicate the reason for any non-attendance on a separate and attached sheet. Compute elapsed time in hours and minutes at the end of each month, deducting for lunch or other non-scholastic activities. Enter grand total of clock hours, and sign sheet. Return with all signatures to: Ms. Rebecca Schlissel, Room 2105 James Hall, Brooklyn College.

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**TOTAL** \_\_\_\_\_

## APPENDIX B

### BROOKLYN COLLEGE CHILDHOOD EDUCATION PROGRAM ELEMENTS TO INCLUDE IN A LESSON PLAN

**Heading:** Your name, Public School to which you have been assigned, class and room, full name of the cooperating teacher; class number, professor; and date of assignment.

**Introduction:** A brief statement should precede the actual lesson to explain the *context and background* for your lessons. In addition, your topic should be grade appropriate and stated in the New York City Department of Education Curriculum.

The following elements *must* be included in your lesson plans:

1. **Grade Level:**

2. **Area(s) of instruction:** e.g. Reading and Mathematics or Language Arts & Social Studies, etc.

3. **Aim:** Stated in the form of a question, directed to students, e.g. *What are Mammals?*

4. **Performance Standards:** Include New York City Department of Education Performance Standards for each area of instruction relevant to the lesson (areas of instruction).

5. **Objectives:** Objectives are specific to the particular lesson and should be written to state what students **will** achieve, e.g. *What will students demonstrate, create, perform, etc. in this lesson.* From the Internet, download a copy of Bloom's Taxonomy of Behavioral Objectives and follow the guidelines to write your objectives.

6. **Materials:** List all books and authors, resources, and materials to be used including relevant new and emerging technologies

.....  
**PROCEDURES FOR IMPLEMENTING THE LESSON \*\* Be sure to include an estimated time for each step!**

7. **Motivation:** An opportunity to access prior knowledge and gain the attention and interest of the students. Describe the strategy you will use.

8. **Procedures :** A detailed **step-by-step procedure** to develop the lesson. Be sure to include examples of questions you may ask, specific writing to be completed and vocabulary as appropriate.

9. **Modification for English Language Learners (ELLs) and Students with Special Needs:** Include strategies/modification as per IEP and/or classroom teacher.

10. **Technology:** Discuss which tools of technology will be used and how they will be integrated in the lesson plan.

11: **Closure/summary/review of lesson:**

12. **Assessment:** How you evaluate a lesson will determine if students achieved the behavioral objectives set for the lesson. Therefore, it is extremely important to carefully plan assessment activities and these must be directly related to your objectives. Student materials should be included where applicable. Design a rubric that you will use to score your target assessment assignment. A rubric is necessary so that you are consistent and fair when scoring students' assessment activity. This assessment does not refer to informal assessments you conduct during the lesson.

12. **Follow-up Activities** – e.g. home assignments, reinforcement activities, extending the lesson across the curriculum.

## APPENDIX C

### BROOKLYN COLLEGE CHILDHOOD EDUCATION PROGRAM ED 79, 79.2, 763.23: OBSERVATION AND ASSESSEMENT OF TEACHING

**RATING SCALE:** Please utilize the following criteria when evaluating the teacher candidate:

- 1–Unsatisfactory**      **Not yet proficient:** One or more elements of the criteria are not met. If required, writing includes major errors in at least one of the following areas: clarity, organization, syntax, grammar, spelling, capitalization, and punctuation.
- 2– Satisfactory**      **Proficient:** Minimal requirements of the criteria are met. If writing is required, clarity and organization are satisfactory, and it is free of major errors in syntax, grammar, spelling, capitalization, and punctuation.
- 3– Target**      **Highly proficient:** All requirements of the criteria are met with exceptional skill and proficiency. If required, writing is exceptionally clear and well organized, and it is free of errors.

A rating (1-3) is assigned for each of the criteria listed below. The number of points earned by each criterion is determined by multiplying the rating by its weighting factor. The total number of points earned for all criteria are divided by 99 (the maximum number of points possible) to determine a percentage grade. An average rating can be computed by multiplying the percentage grade by 3 points. The assessor can add comments as needed after any criterion.

Student: \_\_\_\_\_ Methods' Course Section #: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Professor: \_\_\_\_\_  
 Discipline/Topic: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Observation: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3

<b>RATING SCALE:</b> Please refer to each element's <u>weight</u> when assigning a score.						
<b>Note:</b> Scores do <b>not</b> have to be integers (ie: 2.5, 2.75 are acceptable scores). <u>Example of a Rating:</u> 1.25 = .5 (Weight) x 2.5 (Score)						
	<b>TARGET</b> 3	<b>SATISFACTORY</b> 2	<b>UNSATISFACTORY</b> 1			<b>RATING</b>
WEIGHT = [+ .5 ]		RATING = [+ ] x SCORE				
<b>WRITTEN LESSON PLAN FOR STUDENT TEACHING</b>						
	3	2	1	Score	Weight	Rating
<b>Introductory Sections of the Written Lesson Plan. (K,S,D)</b> <i>Standards: ACEI 2.1-2.7; 3.1, 3.2, 4</i> <i>INTASC 7,8</i> <i>Unit Dispositions: CSR1, SJ2</i>	States the topic, grade level, learning standard(s), general objective(s), correctly stated behavioral objective(s), and estimated time for the study, and a list of materials needed for the lesson.	Is missing no more than one required elements, including the topic, grade level, learning standard(s), general objective(s), estimated time for the study, list of materials needed for the lesson.	Is missing more than one required elements, including the topic, grade level, learning standard(s), general objective(s), estimated time for the study, list of materials needed for the lesson.		x .5	

	TARGET	SATISFACTORY	UNSATISFACTORY			
WEIGHT = [+ .5 ]	3	2	1	Score	Weight	Rating
<p><b>Written procedure: Introduction, connection, methods/protocols, and assessment.</b> (K,S,D) Standards: ACEI 1,2.1-2.7,3.1-3.5 INTASC 1,2,3,4,5,6,7,8, 9 Unit Dispositions: C1, CSR1, D1, SJ2</p>	The written procedure provides an exceptionally clear introduction, exceptional detail at each step, connection with students' existing knowledge, and appropriate methods/protocols, closure, and assessment techniques for the lesson.	The written procedure provides an adequate introduction, detail at each step, connection with students' existing knowledge, and appropriate methods/protocols, closure, and assessment techniques for the lesson.	The written procedure does not provide a clear introduction, adequate detail at each step, a connection with students' existing knowledge, appropriate methods/protocols, closure, or assessment techniques for the lesson.		x .5	

*Written Lesson Plan Sub-Total: /3*

**Comments:**

**PROCEDURE AND MATERIALS FOR PLANNING THE LESSON**

WEIGHT = [+ .5 ]	3	2	1	Score	Weight	Rating
<p><b>Introduction to the lesson and connection with existing knowledge.</b> (K,S,D,I) Standards: ACEI 1,2.1-2.7,3.1,3.2 INTASC 2,3,5 Unit Dispositions: CSR1,CSR2</p>	Students are provided with an exceptionally clear introduction and are given help in establishing a connection between their existing knowledge and the new knowledge or skill to be developed.	Students are provided with an adequate introduction and are given minimal help in establishing a connection between their existing knowledge and the new knowledge or skill to be developed.	Students are not provided with an adequate introduction and are not helped to establish a connection between their existing knowledge and the new knowledge or skill to be developed.		x .5	
<p><b>Appropriateness of methods and/or protocols and materials- including the use of technology- for teaching the lesson to the diverse learner; including English Language Learners (ELLs) and students with special needs.</b> (K,S,D) Standards: ACEI 1,2.1-2.7,3.1, 3.2, 3.3, 3.4, &amp; 3.5 INTASC 1,2,3,4,5,6,7,8,9 Unit Dispositions: D1,D2, SJ2</p>	The instructional protocols-methods, approaches, and materials – including the use of technology when possible- are appropriate for the diversity of students in the class.	The instructional protocols-methods, approaches, and materials – including the use of technology when possible - are somewhat appropriate for the diversity of students in the class.	The instructional protocols-methods, approaches, and materials – including the use of technology when possible are inappropriate for the diversity of students in the class.		x .5	

	TARGET	SATISFACTORY	UNSATISFACTORY			
WEIGHT = [+ .5 ]	3	2	1	Score	Weight	Rating
<p><b>Clear procedure and implementation of higher order critical thinking skills.</b> (K,S,D,I) Standards: ACEI 1, 3.1,3.3 INTASC 1,2,3 Unit Dispositions: CSR2</p>	The sequence of steps in the procedure is clear, logical, easy to follow and challenges students to use higher order thinking skills at several critical points in the lesson.	The sequence of steps in the procedure is not always clear, logical, or easy to follow and minimally challenges students to use higher order thinking skills at several critical points in the lesson.	The sequence of steps in the procedure is not clear, logical, or easy to follow and rarely challenges students to use higher order thinking skills during the lesson.		x .5	
<p><b>Closure and assessment of the lesson objectives.</b>(K,S,D) Standards: ACEI 1, 3.1, 4 INTASC 7,1,2,3,8 Unit Dispositions: CSR1</p>	Adequate closure is provided and objectives of the lesson are assessed with appropriate methods.	Minimal closure is provided and objectives of the lesson are partially assessed with appropriate methods.	Closure is provided and objectives of the lesson are not clearly assessed with appropriate methods.		x .5	
<i>Procedure and Materials for Lesson Plan Sub-Total:</i>						<i>/6</i>
<b>Comments:</b>						
<b>COMMUNICATION AND CLASSROOM MANGEMENT SKILLS</b>						
WEIGHT = [+ .5 ]	3	2	1	Score	Weight	Rating
<p><b>Speech, writing, eye contact, and body language.</b> (K,S,D) Standards: ACEI 2.7 ,3.1-3.3, 3.5 INTASC 6 Unit Dispositions: C1,CSR2</p>	The candidate was always articulate, used correct grammar and pronunciation spoke with appropriate tone and volume, modeled good handwriting and used appropriate body language.	The candidate was usually articulate, used correct grammar and pronunciation spoke with appropriate tone and volume, modeled good handwriting and used appropriate body language.	The candidate was not clear and articulate and made grammatical errors. Speech and/or handwriting were not always clear, and candidate did not use appropriate body language.		x .5	
<p><b>Management and monitoring of student behavior.</b> (S,D,I) Standards: ACEI 3.4,3.5,5.1 INTASC 6 Unit Dispositions: C2,CSR1,CSR2, SJ2</p>	The candidate continuously helped students to maintain appropriate behavior while stimulating their interest and attention throughout the lesson.	The candidate usually helped students to maintain appropriate behavior while stimulating their interest and attention throughout the lesson.	The candidate did not help students to maintain appropriate behavior or stimulate their interest and attention throughout most of the lesson.		x .5	

	TARGET	SATISFACTORY	UNSATISFACTORY			
WEIGHT = [ + .5 ]	3	2	1	Score	Weight	Rating
<p><b>Timing and lesson length. (K,S)</b>  Standards: ACEI 3.1, 3.4 ,4 ,5.2  INTASC 1,2,3,4,5,6,7,8,9  Unit Dispositions: D2,C1,CSR1</p>	The candidate always demonstrated a good sense of timing and used good pacing. The length of the lesson was highly appropriate for its content as well as the students' levels of development and their ability to sustain interest.	The candidate usually demonstrated a good sense of timing and used good pacing. The length of the lesson was adequate for its content as well as the students' levels of development and their ability to sustain interest.	The candidate did not demonstrate a good sense of timing or use good pacing. The length of the lesson failed to consider its content as well as the students' levels of development and their ability to sustain interest.		x .5	
<p><b>Rapport with students. (S,D)</b>  Standards: ACEI 5.1; INTASC 3,9;  Unit Dispositions: C1,CSR1,D1</p>	The candidate showed excellent rapport with the group.	The candidate usually demonstrated good rapport with the group.	The candidate failed to demonstrate good rapport with the group.		x .5	
<i>Communication and Management Skills Sub-Total:</i>						<i>/6</i>
<i>Comments:</i>						
<b>Total Points (Cumulative Sub-Totals):</b>						<b>/15</b>
<b>Percentage Score (Total / 15):</b>						
<b>Mean Rating Score ( )::</b>						
<i>Cumulative Assessment &amp; Recommendations:</i>						

C4

Assessor: \_\_\_Cooperating Teacher \_\_\_Field Supervisor  
2007.11.15.ED 79.79.2.763.23.Student Teaching LP. HK.WR.KMC.SOC V.1

**APPENDIX D**  
**BROOKLYN COLLEGE CHILDHOOD EDUCATION PROGRAM**  
**TEACHER CANDIDATE PROFICIENCY EVALUATION FORM**

**RATING SCALE:** Please utilize the following criteria when evaluating the teacher candidate:

- 1–Unsatisfactory**      **Not yet proficient:** One or more elements of the criteria are not met. If required, writing includes major errors in at least one of the following areas: clarity, organization, syntax, grammar, spelling, capitalization, and punctuation.
- 2– Satisfactory**      **Proficient:** Minimal requirements of the criteria are met. If writing is required, clarity and organization are satisfactory, and it is free of major errors in syntax, grammar, spelling, capitalization, and punctuation.
- 3– Target**              **Highly proficient:** All requirements of the criteria are met with exceptional skill and proficiency. If required, writing is exceptionally clear and well organized, and it is free of errors.

A rating (1-3) is assigned for each of the criteria listed below. The number of points earned by each criterion is determined by multiplying the rating by its weighting factor. The total number of points earned for all criteria are divided by 99 (the maximum number of points possible) to determine a percentage grade. An average rating can be computed by multiplying the percentage grade by 3 points. The assessor can add comments as needed after any criterion.

Candidate: \_\_\_\_\_ School: \_\_\_\_\_  
 College Supervisor: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Grade Level: \_\_\_\_\_

<b>RATING SCALE:</b> Please refer to each element's <u>weight</u> when assigning a score.					
<b>Note:</b> Scores do <b>not</b> have to be integers (ie: 2.5, 2.75 are acceptable scores). <u>Example of a Rating:</u> 1.25 = .5 (Weight) x 2.5 (Score)					
		<b>TARGET</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	
		<b>3</b>	<b>2</b>	<b>1</b>	
		RATING			

<b>1.0</b>	<b>KNOWLEDGE OF CONTENT, PEDAGOGY, AND STANDARDS</b>
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WEIGHT = [+ .5 ]	RATING = [+ .5 ] x SCORE
------------------	--------------------------

		3	2	1	RATING
1.1	<b><i>Content knowledge of disciplines.</i></b> (K) Standards: ACEI 2.1-2.7; INTASC 1	Candidate demonstrates exceptional knowledge in the disciplines he/she is required to teach.	Candidate demonstrates adequate knowledge in the disciplines he/she is required to teach.	Candidate demonstrates inadequate knowledge in the disciplines he/she is required to teach.	
1.2	<b><i>Pedagogical knowledge of disciplines.</i></b> (K) Standards: ACEI 2.1-2.7; INTASC 1	Candidate demonstrates exceptional knowledge of pedagogical theory for the disciplines he/she is required to teach.	Candidate demonstrates adequate knowledge of pedagogical theory for the disciplines he/she is required to teach.	Candidate demonstrates inadequate knowledge of pedagogical theory for the disciplines he/she is required to teach.	
1.3	<b><i>Knowledge and understanding of standards in disciplines.</i></b> (K) Standards: ACEI 2.1-2.7; INTASC 1	Candidate demonstrates exceptional understanding of standards in the disciplines he/she is required to teach.	Candidate demonstrates adequate understanding of standards in the disciplines he/she is required to teach.	Candidate demonstrates inadequate understanding of standards in the disciplines he/she is required to teach.	

		3	2	1	RATING
1.4	<b><i>Application of background knowledge in making lessons relevant and applicable.</i></b> (K, S) Standards: ACEI 1,3.1-2; INTASC 1,2	Candidate consistently makes use of appropriate and accurate background knowledge to make lessons relevant and applicable for students.	Candidate sometimes makes use of appropriate and accurate background knowledge to make lessons relevant and applicable for students.	Candidate rarely makes use of appropriate and accurate background knowledge to make lessons relevant and applicable for students.	
<i>KNOWLEDGE OF CONTENT, PEDAGOGY, AND STANDARDS SECTION SUB-TOTAL:</i>					<i>/6</i>
<i>Comments:</i>					
<b>2.0</b>	<b>SKILLS FOR UNIT AND LESSON PLANNING, IMPLEMENTATION OF INSTRUCTION, AND ASSESSMENT</b>				
<b>2.1</b>	<b>UNIT AND LONG-RANGE PLANNING SKILLS</b>				
<b>WEIGHT = [+ .5 ]</b>		<b>RATING = [+ .5 ] x SCORE</b>			
2.1.1	<b><i>Clarity of unit objectives in long-range unit planning.</i></b> (K,S) Standards: ACEI 1, 3.1-2; INTASC 1, 2, 7	Candidate consistently demonstrates clarity of unit objectives in long-range unit planning	Candidate usually demonstrates clarity of unit objectives in long-range unit planning	Candidate rarely demonstrates clarity of unit objectives in long-range unit planning	
2.1.2	<b><i>Age-appropriateness of unit and long-range objectives.</i></b> (K,S) Standards: ACEI 3.1-2; INTASC 1, 2, 3, 7	Candidate consistently creates age-appropriate unit and long-range objectives.	Candidate usually creates age-appropriate unit and long-range objectives.	Candidate rarely creates age-appropriate unit and long-range objectives.	
2.1.3	<b><i>Knowledge and understanding of curriculum expectations, New York State learning standards, and discipline-specific national standards.</i></b> (K,S) Standards: ACEI 2.1-2.7,3.1; INTASC 1	Candidate's unit and long-range planning demonstrates extensive knowledge and understanding of curriculum expectations, New York State Learning Standards, and discipline-specific national standards.	Candidate's unit and long-range planning demonstrates adequate knowledge and understanding of curriculum expectations, New York State Learning Standards, and discipline-specific national standards.	Candidate's unit and long-range planning demonstrates inadequate knowledge and understanding of curriculum expectations, New York State Learning Standards, and discipline-specific national standards.	

		3	2	1	RATING
2.1.4	<b><i>Use of sequences of instructional experiences in reaching unit and long-range objectives.</i></b> (K,S) Standards: ACEI 3.1-2, 3.5; INTASC 1, 7	Candidate consistently plans effective sequences of instructional experiences in reaching unit and long-range objectives.	Candidate usually plans effective sequences of instructional experiences in reaching unit and long-range objectives.	Candidate rarely plans effective sequences of instructional experiences in reaching unit and long-range objectives.	
2.1.5	<b><i>Use of variation of instructional methods in meeting objectives and addressing student diversity in reaching unit and long-range objectives.</i></b> (K,S, D) Standards: ACEI 3.1--3.4; INTASC 1, 2, 3, 4, 7	Candidate consistently uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	Candidate usually uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	Candidate rarely uses a variety of instructional methods in meeting objectives and addressing student diversity in unit and long-range planning.	
2.1.6	<b><i>Creativity, effectiveness and appropriateness of teaching strategies in demonstrations.</i></b> (K,S, D) Standards: ACEI 3.1-3.4; INTASC 1, 7	Candidate's unit and long-range planning for demonstrations are consistently effective and make use of appropriate teaching strategies.	Candidate's unit and long-range planning for demonstrations are usually effective and make use of appropriate teaching strategies.	Candidate's unit and long-range planning for demonstrations are rarely effective or make use of appropriate teaching strategies.	

**UNIT AND LONG-RANGE PLANNING SKILLS SECTION SUB-TOTAL:**

**/9**

Comments:

<b>2.2</b>		<b>LESSON PLANNING &amp; IMPLEMENTATION OF INSTRUCTION</b>			
<b>WEIGHT = [ + .75 ]</b>		<b>RATING = [ + .75 ] x SCORE</b>			
2.2.1	<b><i>Age-appropriate lesson objectives, techniques &amp; activities.</i></b> (K,S) Standards: ACEI 1.3.1; INTASC 1.2	Candidate consistently creates age-appropriate lesson objectives.	Candidate usually creates age-appropriate lesson objectives.	Candidate rarely creates age-appropriate lesson objectives.	
2.2.2	<b><i>Knowledge and application of curriculum expectations, New York State and discipline-specific national learning standards.</i></b> (K,S) Standards: ACEI 1.2.1-2.7; INTASC 1,7	Candidate demonstrates exceptional knowledge and application of curriculum expectations, New York State and discipline-specific national standards.	Candidate demonstrates adequate knowledge and application of curriculum expectations, New York State and discipline-specific national standards.	Candidate demonstrates inadequate knowledge and application of curriculum expectations, New York State and discipline-specific national standards.	

		3	2	1	Rating
2.2.3	<b><i>Consideration of students' prior knowledge and understanding to generate interest and enthusiasm.</i></b> (K,S) Standards: ACEI 1.3.4; INTASC 1, 2, 3, 5, 6	Candidate consistently demonstrates consideration of students' prior knowledge and understanding in planning lessons.	Candidate usually demonstrates consideration of students' prior knowledge and understanding in planning lessons.	Candidate rarely demonstrates consideration of students' prior knowledge and understanding in planning lessons.	
2.2.4	<b><i>Sequencing of instructional experiences to maintain appropriate pacing to reach objectives in lesson planning.</i></b> (K,S) Standards: ACEI 3.1-4.5; INTASC 1, 2, 3, 5, 7	Candidate consistently designs effective sequences of instructional experiences to reach objectives in planning lessons.	Candidate usually designs effective sequences of instructional experiences to reach objectives in planning lessons.	Candidate rarely designs effective sequences of instructional experiences to reach objectives in planning lessons.	
2.2.5	<b><i>Application of diverse instructional strategies and questioning techniques to adjust instruction that addresses objectives and student diversity in lesson planning.</i></b> (K,S, D) Standards: ACEI 3.1-3.5, 4, 5.2; INTASC 2-9	Candidate consistently uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	Candidate usually uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	Candidate rarely uses appropriate instructional strategies and questioning techniques that address lesson objectives and student diversity.	
2.2.6	<b><i>Designing closure for lessons that summarize, review, and provide for links to future lessons and concepts.</i></b> (K,S) Standards: ACEI 4; INTASC 1, 7, 8	Candidate consistently plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	Candidate usually plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	Candidate rarely plans for closure to lessons that summarize, review, and provide for links to future lessons and concepts.	
2.2.7	<b><i>Creating a positive learning.</i></b> (K,S) Standards: ACEI 3.4.3.5; INTASC 2, 3, 5, 6	Candidate consistently creates a positive learning environment for students.	Candidate usually creates a positive learning environment for students.	Candidate rarely creates a positive learning environment for students.	
2.2.8	<b><i>Encouraging higher order thinking and problem-solving skills.</i></b> (K,S) Standards: ACEI 3.3, 3.4, 4; INTASC 1, 2, 4, 6	Candidate consistently encourages higher order thinking and problem-solving skills.	Candidate usually encourages higher order thinking and problem-solving skills.	Candidate rarely encourages higher order thinking and problem-solving skills.	
2.2.9	<b><i>Speaking clearly using voice effectively.</i></b> (K,S) Standards: ACEI 3.5; INTASC 6	Candidate consistently speaks clearly and uses his/her voice effectively.	Candidate usually speaks clearly and uses his/her voice effectively.	Candidate rarely speaks clearly or uses his/her voice effectively.	

		3	2	1	Rating
2.2.10	<b><i>Demonstrating correct grammar and spelling.</i></b> (K,S) Standards: ACEI 2.1; INTASC 6	Candidate consistently demonstrates correct grammar and spelling.	Candidate usually demonstrates correct grammar and spelling.	Candidate rarely demonstrates correct grammar or spelling.	
2.2.11	<b><i>Modeling responsible and respectful behavior.</i></b> (K,S,D) Standards: ACEI 3.4,3.5, 5.1; INTASC 6, 10	Candidate consistently models responsible and respectful behavior.	Candidate usually models responsible and respectful behavior.	Candidate rarely models responsible and respectful behavior.	
2.2.12	<b><i>Using equipment and technology effectively to meet specific objectives.</i></b> (K,S) Standards: ACEI 3.5; INTASC 1, 4, 6	Candidate consistently uses equipment and technology effectively to meet specific objectives.	Candidate usually uses equipment and technology effectively to meet specific objectives.	Candidate rarely uses equipment and technology effectively to meet specific objectives.	
		3	2	1	RATING
<b>IMPLEMENTATION OF LESSON PLANNING &amp; INSTRUCTION SECTION SUB-TOTAL:</b>					<b>/27</b>
<i>Comments:</i>					
<b>2.3</b>	<b>ASSESSMENT</b>				
<b>WEIGHT = [+ 1.00 ]</b>		<b>RATING = [+ 1 ] x SCORE</b>			
2.3.1	<b><i>Developing a variety of appropriate assessment techniques that correspond to specific objectives.</i></b> (K,S,I) Standards: ACEI 4; INTASC 1, 8	Candidate consistently develops a variety of appropriate assessment techniques that correspond to specific objectives.	Candidate usually develops a variety of appropriate assessment techniques that correspond to specific objectives.	Candidate rarely develops a variety of appropriate assessment techniques that correspond to specific objectives.	
2.3.2	<b><i>Distinguishing between and using both formative and summative assessment</i></b> Standards: ACEI 4; INTASC 8 (K,S, I)	Candidate consistently distinguishes between and uses both formative and summative assessment.	Candidate usually distinguishes between and uses both formative and summative assessment.	Candidate rarely distinguishes between and uses both formative and summative assessment.	
2.3.3	<b><i>Student reflection on performance.</i></b> (K,S, D) Standards: ACEI 4; INTASC 2, 8, 9	Candidate consistently self-reflects on their performance.	Candidate usually self-reflects on their performance.	Candidate rarely self-reflects on their performance.	
2.3.4	<b><i>Providing feedback to students regarding their performance.</i></b> (K,S, I) Standards: ACEI 4; INTASC 2, 8, 9	Candidate consistently provides for feedback to students regarding their performance.	Candidate usually provides for feedback to students regarding their performance.	Candidate rarely provides for feedback to students regarding their performance.	
<b>ASSESSMENT SECTION SUB-TOTAL:</b>					<b>/12</b>
<i>Comments:</i>					

		3	2	1	Rating
<b>3.0</b>	<b>DISPOSITIONS AND PROFESSIONALISM</b>				
WEIGHT = [+ 1.00 ]		RATING = [+ 1 ] x SCORE			
3.1	<b><i>Punctuality</i></b> (K,S,D) Standards: ACEI 5.1; INTASC 9,10; Unit Dispositions: D2, SJ1	Candidate consistently demonstrates punctuality.	Candidate usually demonstrates punctuality.	Candidate rarely demonstrates punctuality.	
3.2	<b><i>Responsibility</i></b> (K,S,D) Standards: ACEI 5.1; INTASC 9, 10; Unit Dispositions SJ1	Candidate consistently demonstrates responsibility.	Candidate usually demonstrates responsibility.	Candidate rarely demonstrates responsibility.	
3.3	<b><i>Ethical and professional standards that reflect respectful and equitable treatment of all students.</i></b> (K,S,D,I) Standards: ACEI 5.1; INTASC 3, 9, 10; Unit Dispositions CSR1, D1, SJ2	Candidate consistently follows professional and ethical standards.	Candidate usually follows professional and ethical standards.	Candidate rarely follows professional and ethical standards.	
3.4	<b><i>Willingness to collaborate with field supervisors/peers.</i></b> (S,D) Standards: ACEI 5.1; INTASC 9, 10; Unit Dispositions C1-2, D1	Candidate is always willing to collaborate	Candidate is usually willing to collaborate	Candidate is rarely willing to collaborate.	
3.5	<b><i>Initiative and actively seeking opportunities to grow and develop professionally.</i></b> (K,S,D) Standards: ACEI 5.2; INTASC 9, 10; Unit Dispositions SJ1	Candidate consistently takes initiative and seeks opportunities to grow and develop professionally.	Candidate usually takes initiative and seeks opportunities to grow and develop professionally.	Candidate rarely takes initiative or seeks opportunities to grow and develop professionally.	
3.6	<b><i>Reporting clear, accurate, well-organized, and pertinent information orally to both parents and professionals.</i></b> (K,S,D) Standards: ACEI 5.3,5.4; INTASC 9, 10; Unit Dispositions C2, D1, SJ1	Candidate consistently reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	Candidate usually reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	Candidate rarely reports clear, accurate, well-developed, and pertinent information orally to both parents and professionals.	
3.7	<b><i>Candidate self-reflects on attitudes and pedagogy in their field experience.</i></b> (K,S,D) Standards: ACEI 5.2; INTASC 7, 9; Unit Dispositions C1-2, CSR2	Candidate consistently reflects on his/her choices and actions in the field.	Candidate usually reflects on his/her choices and actions in the field.	Candidate rarely reflects on his/her choices and actions in the field.	
<b>DISPOSITIONS AND PROFESSIONALISM SECTION SUB-TOTAL:</b>					<b>/21</b>
<i>Comments:</i>					
<b>Total Points ( Cumulative Sub-Totals):</b>					<b>/75</b>
<b>Percentage Score (Total / 75 ):</b>					
<b>Mean Rating Score (            )::</b>					
<i>Comments:</i>					

**APPENDIX E**  
**BROOKLYN COLLEGE CHILDHOOD EDUCATION PROGRAM**  
**PROGRAM COMPLETER'S SURVEY**

	<i>Highly skilled</i>	<i>Above average skill</i>	<i>Average skill</i>	<i>Below average (emerging) skill</i>	<i>Non-skilled</i>	<i>Not applicable/not required of me</i>
<b>Please rate each category according to the following scale:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>a.</b> Ability to collaborate effectively with other school personnel.						
<b>b.</b> Ability to collaborate effectively with families.						
<b>c.</b> Ability to collaborate effectively with community organizations.						
<b>d.</b> Ability to foster collaboration among students.						
<b>e.</b> Ability to foster collaboration among school personnel.						
<b>f.</b> Knowledge and understanding of student development.						
<b>g.</b> Knowledge of the subject matter you teach.						
<b>h.</b> Knowledge of the subject matter or content applicable to your practice.						
<b>i.</b> Knowledge of a variety of teaching or practice methods.						
<b>j.</b> Ability to self-evaluate your effectiveness as a teacher or practitioner.						
<b>k.</b> Ability to change teaching strategies or practice strategies based on ongoing self-evaluation.						
<b>l.</b> Ability to assess student learning.						
<b>m.</b> Ability to create a positive environment for students.						
<b>n.</b> Ability to understand the results of standardized tests that your students are required to take.						
<b>o.</b> Ability to build opportunities for students to reflect on their own experiences.						
<b>p.</b> Knowledge and understanding of the principles of social justice as they pertain to the classroom or school setting.						
<b>q.</b> Ability to apply your knowledge of social justice principles to develop classroom teaching strategies or practice strategies.						
<b>r.</b> Knowledge of the issues related to working with diverse students.						
<b>s.</b> Ability to develop teaching or practice strategies to work with diverse students (differing in ethnicity, religion, social class, gender, culture, language).						
<b>t.</b> Knowledge of the principles of good teaching or practice with respect to special needs children.						
<b>u.</b> Ability to develop teaching or practice strategies to work with special needs students.		E1				
<b>v.</b> Classroom management skills.						

	<i>Highly skilled</i>	<i>Above average skill</i>	<i>Average skill</i>	<i>Below average (emerging) skill</i>	<i>Non-skilled</i>	<i>Not applicable/not required of me</i>
<b>w.</b> Commitment to professional development.						
<b>x.</b> Ability to use technology to enhance your teaching or practice.						
<b>y.</b> Able to listen to others.						
<b>z.</b> Able to show appreciation of and curiosity about your subject matter and school populations.						
<b>aa.</b> Able to engage in self-reflection with respect to your own attitudes and values about education.						
<b>bb.</b> Able to have empathetic dealings with other candidates, students, parents and school personnel.						
<b>cc.</b> Able to maintain a professional demeanor.						
<b>dd.</b> Demonstrate academic integrity in class work at BC.						
<b>ee.</b> Demonstrate fairness and compassion in the BC classroom and field.						
<b>ff.</b> Ability to use educational research to inform your teaching or practice						
<b>gg.</b> Ability to integrate the tools of technology, including the Internet, into classroom lesson plans.						
<b>hh.</b> Knowledge and classroom use of various electronic productivity tools, graphic organizers, simulation tools, and multimedia tools.						
<b>ii.</b> Knowledge and classroom use of web 2.0 technologies, such as Wikis, Blogs, Podcasts, and/or classroom management systems such as Blackboard, WordPress, and/or Moodle.						

V2.2008.6.15.SS.SocP

E2

V2.2008.6.15.SocP