

SIENA UNIVERSITY STUDENT TEACHING HANDBOOK



**SIENA UNIVERSITY
UNDERGRADUATE ADOLESCENCE
TEACHER PREPARATION PROGRAMS
Academic Year 2026-2027**

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STUDENT TEACHING:

Spring 2027 IMPORTANT DATES

January 4, 2027	Siena Campus reopens after winter break - students move back in for student teaching
January 5, 2027	Spring semester student teaching begins
January 28, 2027	Mentor Teacher and Supervisor(s) should complete Check-In Form (using Qualtrics form)
February 5, 2027	By this date: • Mentor teacher should complete one formal observation (using Qualtrics Form)
February 12, 2027	By this date: • Each supervisor should have completed first two observations
February 25, 2027	Mid-placement evaluation due (Qualtrics form)
March 5, 2027	Mid-semester Feedback Meeting completed
March 23, 2027	By this date: • Mentor teacher should complete second formal observation (using Qualtrics Form)
April 15, 2027	By this date: • Each supervisor should have completed final two observations
April 22, 2027	• Final student teaching evaluations due (Qualtrics form)
April 28, 2027	Final day of student teaching for spring semester (Note: This date may change if required by district or Siena Education Department)
April 30, 2027	• End of Placement Feedback Meetings completed • Siena University Academic Showcase (teacher candidates will be presenting)
May 3, 2027	By this date: • <i>Mentor, Supervisor(s), Student</i> Submit Grade recommendation form.
May 16, 2027	Siena University Commencement Ceremony

SIENA UNIVERSITY

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Student Teaching Supervisors

Each teacher candidate will have two supervisors: a clinical supervisor from the Education Department, and a content supervisor from their disciplinary department. For contact information of the clinical and content supervisors, please contact either Jenni Suriano or Kianté Jones.

PART I: PROGRAM OVERVIEW

Siena Education Department Mission Statement

The Siena University Education Department seeks to develop graduates with the instructional capacities, philosophical dispositions, and analytical skills to create and influence contexts for teaching and learning that promote justice and excellence for all individuals.

Introduction to the Siena University Teacher Preparation Programs

Since the founding of the University in 1937, Siena has been committed to preparing men and women to make a difference in the world through the noble profession of teaching. Siena's Teacher Preparation Programs are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and is registered with New York State's Department of Education. In keeping with the University's mission, the Siena University Education Department developed the following Vision Statement:

Inspired by the life and work of Francis of Assisi, the Education program at Siena University prepares teachers committed to the continuing effort to create a good and just society. Our prospective teachers demonstrate high levels of academic achievement, openness to all persons, and the capacity to use a variety of skills needed to instruct students effectively. With guidance and instruction from collegiate and school-based faculty, they prepare for this work by demonstrating excellence in their liberal arts and science core, their major, and their professional courses and experiences. Graduates of Siena's teacher education programs will be willing and able leaders in the endeavor to provide quality instructional environments for students from diverse backgrounds, cultures, and abilities.

This Statement is the basis for our teacher education framework, a framework that is supported by three pillars: Franciscan Values, Collaborative Practice, and Professional Excellence.

Franciscan Values. We expect our aspiring teachers to notice, understand, and work to overcome inequities in our society and in our schools. We are conscious of the need to help them see what their own personal circumstances may have obscured: that there is injustice in our society, that service to others is the highest human calling, and that teachers have an unparalleled opportunity to work for the good of the larger community.

Collaborative Practice. We believe that teacher preparation is best conceived as a shared mission between a university and a K-12 school. As a result, Siena and select Capital Region schools collaborate in providing Siena teacher candidates with professional preparation grounded in research and practitioner knowledge and practice, and in enhancing achievement/learning for all students.

Professional Excellence. The professional excellence of Siena's teacher education candidates is derived primarily from student success in meeting the demands of their academic concentration(s) as well as demonstrating mastery of the knowledge, skills, and dispositions required in professional education courses and clinical experiences. We have aligned the instructional component of our program with Charlotte Danielson's *Framework for Teaching* (1996, 2007, 2022). Through its many components, Danielson's framework offers aspiring teachers and their instructors a common language with which to discuss the practices necessary for learning and mastering the art of teaching.

Siena University Education Department Candidate Learning Outcomes

Reflecting Franciscan values and our *Conceptual Framework*, The Siena University Education Department instills in our graduates the understanding that excellence in teaching includes effectiveness in one's classroom, a commitment to work collaboratively toward education of the highest quality for all children, and respect for the interdependence of life in a just and peaceful world. Emphasizing the four domains below, within inclusive classrooms, a graduate of Siena University's teacher preparation programs:

Planning and Preparation (1)

- 1.1 Demonstrates knowledge of pedagogy and pedagogical content knowledge. (Aligns with Danielson Domain 1a and AAQEP 1a)
- 1.2 Demonstrates knowledge of content, including NYS and professional association standards. (Aligns with Danielson Domain 1a and AAQEP 1a)
- 1.3 Demonstrates knowledge of learning processes, developmental levels, and learning differences. (Aligns with Danielson Domain 1b and AAQEP 1b)
- 1.4 Demonstrates knowledge of student identities, interests, cultural heritage, and prior learning. (Aligns with Danielson Domain 1b and AAQEP 1c)
- 1.5 Sets instructional outcomes that are clear, valuable, measurable, relevant for diverse learners, and aligned to NYS learning standards. (Aligns with Danielson Domain 1c and AAQEP 2b)
- 1.6 Demonstrates effective use of resources, including a range of instructional materials that incorporate technology and appropriate supports for students. (Aligns with Danielson Domain 1d)
- 1.7 Plans coherent and differentiated instruction, including a range of instructional activities that allow for flexible learning and student collaboration, with a clear structure and flow that support instructional goals. (Aligns with Danielson Domain 1e)
- 1.8 Incorporates assessments (formative and summative) with clear criteria that align with instructional outcomes and standards. (Aligns with Danielson Domain 1f and AAQEP 1d)
- 1.9 Analyzes and applies assessment data in order to plan for instruction. (Aligns with Danielson Domain 1f and AAQEP 1d)

Learning Environments (2)

- 2.1 Cultivates an environment that reflects the Franciscan values of genuine warmth, caring, empathy, and mutual respect, and attends to cultural responsiveness and belonging. (Aligns with Danielson Domain 2a and AAQEP 1c)
- 2.2 Models and supports a culture of high expectations for learning, which promotes student agency and positive dispositions for learning. (Aligns with Danielson Domain 2b and AAQEP 1e)
- 2.3 Maintains a purposeful instructional environment that promotes student collaboration, responsibility, and access to resources and support; manages non-instructional tasks effectively (Aligns with Danielson Domain 2c and AAQEP 1e)
- 2.4 Monitors, assesses, and supports positive student behavior through modeling and teaching habits of character. Sets and maintains clear expectations for the learning community. (Aligns with Danielson Domain 2d and AAQEP 1e)
- 2.5 Organizes physical (or digital) spaces and resources in ways that promote safety and accessibility to learning. (Aligns with Danielson Domain 2e and AAQEP 1e)

Learning Experiences (3)

- 3.1 Clearly and accurately communicates instructional purpose and content, through both oral and written language; uses appropriate academic language. (Aligns with Danielson Domain 3a)
- 3.2 Uses effective questioning and discussion techniques to promote students' critical thinking, reasoning, reflection, and participation. (Aligns with Danielson Domain 3b)
- 3.3 Engages students in rich learning experiences through collaboration, teamwork, varied instructional materials and resources, and opportunities for thinking and reflection. (Aligns with Danielson Domain 3c)
- 3.4 Uses assessment techniques that provide timely, constructive feedback and monitor student learning. Communicates clear criteria for student success. (Aligns with Danielson Domain 3d)
- 3.5 Responds to student needs during instruction by demonstrating flexibility and making evidence-based adjustments; promotes students' determination and persistence. (Aligns with Danielson Domain 3e)

Principled Teaching (4)

- 4.1 Reflects on teaching and feedback to identify and implement opportunities for continuous improvement. (Aligns with Danielson Domain 4a)
- 4.2 Maintains reliable records, including documenting student progress toward mastery and other mandated requirements (e.g., attendance, IEPs and 504 plans, etc.). (Aligns with Danielson Domain 4b)
- 4.3 Fosters effective and culturally responsive home-school relationships through sharing student and program information. (Aligns with Danielson Domain 4c and AAQEP 2a)
- 4.4 Contributes to the school and district through professional collaboration, participation in school activities, and demonstration of the Franciscan value of service. (Aligns with Danielson Domain 4d and AAQEP 2f)
- 4.5 Demonstrates a commitment to professional growth by seeking and acting on feedback, developing initiative and an inquiry stance to enhance knowledge and skills. (Aligns with Danielson Domain 4e)
- 4.6 Demonstrates professional behaviors and dispositions, including timely communication, attention to deadlines, and attendance.
- 4.7 Acts in service of students with care, honesty, and integrity, employing ethical decision-making. (Aligns with Danielson Domain 4f)

Updated 2025

PART II: GENERAL POLICIES AND PROCEDURES

Teacher Candidate Status

Participation in a Siena University Teacher Preparation Program is conditional, thus teacher candidates must continually meet the expectations of the program. These expectations will be reviewed by the department and Education Program Committee (EPC) at key checkpoints.

Process for monitoring teacher candidate progress through the professional year. Grades, class participation, supervisor and mentor teacher observation feedback, and evaluation forms will be reviewed regularly to ensure that adequate progress is being made.

Unmet expectations at checkpoints. It is the mission of the Siena Teacher Preparation Programs to prepare successful and effective teachers. When a teacher candidate struggles in the program or is not meeting professional expectations, every reasonable effort will be made to identify and support the candidate in specific areas for improvement. It is also the responsibility of Siena University's Teacher Preparation Program to advance teacher candidates who are making a positive contribution to educational settings as teachers. If a teacher candidate falls below the minimum expectations, a member or members of the Undergraduate Adolescence Program Leadership team will meet with the student to create a Teacher Candidate Support Plan (see template below). If that plan is not followed, the candidate can be subject to removal from the program.

Teacher Candidate Support Plan Template

Priority outcome (focal goal)	Action items (steps you will take to reach the outcome/goal)	Evidence (how you will demonstrate progress towards the goal/outcome)	Timeline
	•	•	
	•	•	

If a candidate does not continue to meet academic and professional criteria, or if a candidate violates the policies governing Siena students or governing faculty in their host district, the candidate may be temporarily or permanently removed from the placement. Further, the Education Department reserves the right to immediately remove a candidate from a field work or student teaching placement as part of the consultation and/or termination procedure. Depending on the gravity of the situation, the Education Department may make an immediate determination for termination. A candidate removed from a placement and/or terminated from the Teacher Preparation Program has the right to appeal the decision to the Coordinator(s) of the Teacher Preparation Program and/or the Education Department Chair, as well as pursue other Siena University avenues for appeal.

Teacher Candidate Policies and Procedures

Teacher candidates are expected to fulfill the responsibilities outlined in the coming sections. In addition, teacher candidates must adhere to the following policies:

Attendance

During the student teaching experience, teacher candidates are expected to follow, at a minimum, the contractual hours, schedule, and calendar set by their host district. If a teacher candidate must be late or miss a day in placement, they are expected to contact their mentor teacher, their Director of Field Experiences, and the Coordinator(s) of their Teacher Preparation Program as far in advance as possible. In the event that illness or emergency causes absence from the student teaching assignment, teacher candidates must notify these same individuals as early as possible on the day of the illness. **These calls or emails must be made every day that a teacher candidate is absent.** More than three latenesses or absences from the student teaching placement, regardless of reason, may result in a conference with the Director of Field Experiences and/or the Coordinator(s) of the Teacher Preparation Program, during which an attendance improvement plan may be set. Attendance improvement plans may result in extended time in placement.

Any absence, other than those of temporary illness or family emergency, requires the prior approval of the Director of Field Experiences, the Coordinator(s) of the Teacher Preparation Program, and the mentor teacher. If approved, it is the teacher candidate's responsibility to notify their supervisor(s) of the planned absence. Even if an absence is approved, it may require additional time in a placement.

Unexcused absences or tardiness can result in a formal attendance improvement plan and/or termination of the student teaching experience.

For any anticipated or pre-planned absences (e.g., sports, medical, or family events), candidates must complete and submit the Undergraduate Adolescence Education Teacher Candidate Planned Absence(s) Form ([Planned Absence\(s\) Form](#)). This form acts as a formal agreement between the candidate, the Education Department, and the mentor teacher to ensure all NYS and departmental requirements are satisfied. On the form, you must list each day separately with a reason, obtain your mentor's initials, and identify specific make-up (M) or banked (B) time. Your signature acknowledges the requirement to make up all planned missed time. Please contact Drs. Dawson, Jones, or Suriano with any questions regarding this process.

Health Protocols (Including COVID-19)

In order to protect the well-being of both the Siena community and their host district communities, teacher candidates are expected to comply with all safety regulations set forth by Siena University and their host districts, including guidance by the New York State Department of Education and Department of Health. If teacher candidates violate the safety policies set forth by Siena University or their host school, their student teaching placement may be terminated, which would result in them not being recommended for certification.

Minimum Grade Expectations

Students must have a grade of B- or better in EDUC461 and EDUC481 in order to continue in the certification program and to begin student teaching. Students must also achieve a grade of B- or better on all courses associated with their student teaching semester (EDUC 381, EDUC 462, EDUC 487/488) in order to be recommended for NYS teacher certification by Siena University. Students must also complete the required workshops necessary for certification. See Appendix for additional information.

Professional Dispositions and Behaviors

As noted in the Handbook sections on Roles and Expectations, teacher candidates are expected to consistently demonstrate professionalism, especially when at their placement. Examples of professional behaviors include but are not limited to the following:

- Communicate clearly and in a timely manner with mentor teacher(s) and supervisors.
- Maintain professional dress that reflects the norms and expectations of the host district.
- Limit use of personal electronic devices during school hours (e.g., phones should NOT be used when in the presence of students, unless for educational purposes that are aligned with the norms and expectations of the host district).
- Complete academic and attendance records (including grading/student feedback) in an accurate and timely manner.
- Self-assess and reflect purposefully on teaching experiences, student learning, and feedback in order to identify and enact specific areas for improvement.
- Uphold the academic integrity standards of Siena University, including policies related to plagiarism, cheating, and computer abuse.
- Seek out support and effectively use help for personal, medical, or other challenges that interfere with scholastic or professional performance.

Substitute Teaching

Unless explicitly approved by the Director of Field Experiences and the Teacher Preparation Program Coordinator(s), Siena teacher candidates may not serve as a substitute teacher or as the teacher of record for a class. If an emergency arises, the mentor teacher or school administrator should reach out to the Director of Field Experiences to discuss options.

Transportation

Teacher candidates are responsible for their own transportation to and from their student teaching placements. If a teacher candidate does not have access to their own transportation, they should notify the Director of Field Experiences prior to the distribution of placements.

Teacher candidates may share rides to/from placements, especially if one person does not have access to a vehicle. In these cases, we appreciate the flexibility and collaboration that goes into rideshare agreements, especially as each teacher candidate works to fulfill their individual teaching expectations while respecting the schedule and needs of their rideshare colleagues.

If students share rides to/from student teaching placements, the following expectations apply:

- Follow appropriate health/safety protocols at all times.
- Discuss and agree upon a schedule that allows for early arrival to placement and completion of all placement responsibilities.
- Communicate any schedule changes as far **in advance** as possible.
- Be on time.
- Drivers:
 - Maintain the vehicle (vehicle safety and cleanliness of rider area).
 - Provide space for the rider and their belongings during the ride.
- Riders:
 - Be respectful of the driver's car and belongings.
 - Contribute money for gas. Depending on mileage, this may translate to approximately \$10-15 per week. Reach out to the Director of Field Experiences for assistance calculating gas shares or meeting this expectation if needed.

We recommend that rideshare students periodically discuss how things are going, so you can make revisions that best suit all parties. Any disputes or refusal to follow the above responsibilities should be communicated to the Director of Field Experiences immediately, which will lead to a mediation meeting. If an agreement cannot be reached or if it is not adhered to, dissolution of the rideshare may occur.

GoReact Video Platform Policies and Procedures

GoReact serves as the official video observation and feedback platform for the Education Department. The platform is password-protected to protect data security. GoReact is used to support clinical experiences, performance assessments, Teacher Performance Assessment (TPA) requirements, and candidate support plans.

All teacher candidates are required to purchase an individual GoReact license. The license fee is approximately \$39 and is good for 6 months, so plan on purchasing it in November (to ensure that it remains active through May). The license is considered a course-related instructional expense similar to a textbook fee. Students will receive an email in the fall, inviting them to purchase a license and join a GoReact class with the rest of their cohort members. Once students receive the GoReact email invitation, they may pay for their license directly through GoReact or through the Siena campus bookstore.

Students are responsible for maintaining an active license throughout their student teaching semester and ensuring that all required recordings and assignments are submitted by established deadlines.

Prior to recording any classroom instruction, candidates are responsible for obtaining all required district, school, and classroom media permissions and must comply with the recording policies and procedures of their placement site.

University supervisors are encouraged to conduct a combination of in-person and video-based observations. At least 50% of all observations must be in-person, and at least one observation per supervisor must include video reflection (e.g., a completely virtual observation, or a video of an in-person observed class, to enable teacher candidate and supervisor to collaboratively view video footage).

Role of the Director(s) of Field Experiences

The Director of Field Placements is the primary liaison between Siena University and the K12 school districts in which students are placed throughout their teacher preparation program. Here are some of the roles this Director plays:

- Maintains records of all fieldwork placements the teacher candidate has experienced leading up to student teaching.
- Coordinates the student teaching placements. Sends the Letter of Understanding and other significant paperwork to mentor teachers.
- Communicates regularly with mentor teachers and supervisors. Mentor teachers and supervisors who have specific questions or concerns regarding a teacher candidate are encouraged to reach out to the Director of Field Experiences immediately to initiate the teacher candidate improvement plan process.

- Co-coordinates the supervisor team during the student teaching semester; supports communication between content and clinical supervisors.
- Coordinates all evaluation forms for fieldwork and student teaching.
- Collaborates with the Coordinator of the Teacher Preparation Program to create improvement plans for teacher candidates when specific improvement is required in order to meet departmental and/or district expectations.
- Supports teacher candidates throughout the certification process (e.g., creation of TEACH account, completion of mandatory workshops, registering for certification exams, etc.).

Role of the Coordinator(s) of the Teacher Preparation Program

The Coordinator of the Teacher Preparation Program oversees the implementation of the program as a whole, from the initial foundational courses through the professional year. Here are some of the roles this Coordinator plays:

- Coordinates methods courses, including curricula across specific methods sections.
- Co-coordinates the supervisor team during the student teaching semester; supports communication between content and clinical supervisors.
- Collaborates with the Director of Field Experiences to communicate with mentor teachers and districts.
- Coordinates analysis of student evaluation related to methods courses and student teaching.
- Collaborates with the Director of Field Experiences to create support plans for teacher candidates when specific improvement is required in order to meet departmental expectations.
- Provides teacher candidates with support for New York State Teacher Certification Exams.

PART III: FALL METHODS SEMESTER

Fall Semester: Methods Overview

The first semester of the professional year (the semester preceding student teaching) provides an opportunity for teacher candidates to become familiar with their upcoming student teaching responsibilities. During the methods semester, students take a full load of courses on campus, often including required courses for their content major as well as two education courses (see below). As part of their methods courses, candidates participate in a field experience (minimum 40 hours) with their mentor teacher(s). This arrangement is intended to allow candidates to become acquainted with their mentor teachers, students, expectations, policies, and procedures at the schools before actually entering student teaching. It also allows candidates to apply what they are learning in methods classes. The [Progressions of Student Teaching Experiences](#) document outlines a suggested timeline related to primary goals of each phase in the professional year.

Students take the following two courses during the fall semester. Primary topics for each course are bulleted below the course title.

EDUC461 – Literacy and the Reflective Practitioner

- Curriculum design and lesson planning (backwards design to align learning objectives, assessments, instructional strategies)
- Classroom environment and classroom management strategies
- Student engagement strategies, including technology tools
- Language acquisition and support for emerging bilingual/multilingual learners
- Content area language and literacy practices and pedagogies
- Integrating learning theory/research and pedagogies (e.g., scaffolding, Bloom's Taxonomy, inquiry-based instruction, constructivism)
- Reflection, self-analysis, and goal setting for student teaching

EDUC481 - Instructional Theory and Practice in Inclusive Classrooms (subject-specific)

- Subject-specific inquiry into student teaching placement classroom (getting to know students and curriculum, exploring pedagogies and practices, inquiring into classroom, etc.)
- Content-specific and other relevant standards (e.g., NYS Next Generation Literacy or Math Standards)
- Subject-specific planning, instruction, and assessment strategies
- Subject-specific lesson and curriculum design
- Student assessment (providing feedback, analyzing student learning, adjusting instruction)
- Questioning strategies
- Educational technology: tools and strategies

Fall 2026 (Methods Semester) Field Experience Timeline

For the Fall Methods Semester, students must complete a minimum of 40 hours of fieldwork.

- At least 35 hours of these must be in the mentor teacher's classroom (about 3-4 hours per week). Students should try to be present with each class of students at least once during the semester.

During SEPTEMBER students should...

- ☐ Begin visiting placement classroom no later than the second week of school. Set schedule for fall semester (be sure to include time to confer with mentor teacher).
- ☐ Hand out & collect video permission forms as needed.
- ☐ Begin to build relationships and get to know their students (e.g., have conversations, work in small groups, provide feedback on student work, use introductory questionnaires, etc.)
- ☐ Review student accommodations (including IEPs, 504s, and/or ENL plans and modifications) with mentor teacher, the student's ENL teacher, the student's case manager, and/or special education co-teacher, if applicable
- ☐ Gather and make a copy of a class set of student work for use in Student Work Analysis assignment - discuss the learning objectives reflected in the assessment with mentor teacher
- ☐ Collaborate with mentor teacher to select the topic for a unit they will teach in January/February (for the Unit Plan assignment)

During OCTOBER students should...

- ☐ By mid-October, collaborate with mentor teacher to articulate overarching learning standards, learning objectives, and summative assessment(s) for the focal unit of study for Unit Plan assignment (Jan/Feb unit)
- ☐ **Begin teaching at least parts of lessons** to small groups or the whole class, perhaps using mentor teacher's plans and materials. Aim for at least two teaching opportunities.
- ☐ Further clarify student accommodations with mentor teacher and any co-teachers (e.g., special education, ELL, etc.). Think about how to adapt Tier I instruction to meet varied learning needs.

During NOVEMBER/DECEMBER students should...

- ☐ Teach at least parts of lessons or full lessons, ideally based on your own plans. Aim for at least two additional teaching opportunities. Students can still work from mentor teacher's materials if needed.
- ☐ Video at least one section of a lesson you teach.
- ☐ Collaborate with mentor teacher throughout preparation for Unit Plan assignment
- ☐ Complete one formal observation conducted by the mentor teacher.
- ☐ Set goals with mentor teacher and methods instructor for the spring student teaching experience. Identify strengths to build on and areas to target for growth.

Teacher Candidate Expectations: Fall Methods Semester

The fall methods semester provides teacher candidates with the foundation for this spring student teaching semester. Below are the core expectations for students during their fall methods semester:

- Attend and participate in methods courses; complete all methods coursework assignments.
- Interact professionally (e.g., communicate clearly with mentor teacher(s), maintain professional dress code, be on time/early for all meetings, maintain accurate records, etc.)
- Communicate any questions or concerns as soon as possible with methods instructors, the Coordinator of Teacher Preparation Program, the Director of Field Experiences and/or mentor teacher.
- Complete at least 40 hours of fieldwork during the fall semester in your placement classroom.
 - Meet and interact with all classes and students you will teach. Learn about the curriculum for each class and about students' prior academic experiences.
 - Get to know students' assets, personalities, and needs (including IEP/504 plans); begin to build relationships with students.
 - Practice lesson planning, instructional, and assessment strategies under the supervision of your mentor teacher.
 - Participate in all forms of teaching your placement is using. Engage in varied teaching practices (e.g., assist teaching, work with individuals and small groups on targeted learning objectives, co-teach or teach from mentor teacher's plans, develop and teach your own lesson plans and materials, etc.).
 - Help grade and provide feedback on student work; get to know record-keeping systems.
 - Video record yourself working with students. Practice using video equipment and checking for video quality (i.e., sound quality of your recordings, what can be viewed in the recording, etc.).
- Become well acquainted with the curriculum, materials, routines, and procedures of your placement classroom. Explore the history, community, philosophy, and resources in your school and district.
- Learn and follow all policies and procedures of your placement school and district (e.g., read the faculty and student handbooks).
- Obtain relevant permission(s) for recording your instruction and collecting student work.
- Complete relevant self-assessments and requests for feedback (related to courses and fieldwork).

Role of the Mentor Teacher: Fall Methods Semester

The mentor teacher plays a key role in the teacher candidate's development by modeling, guiding, demonstrating, conferring, counseling, and evaluating. Called upon for advice on everything from classroom management to selection of instructional strategies, the mentor teacher is a major influence on the future teacher, and this important relationship begins during the fall methods semester.

The fall field experience provides an excellent opportunity to help the teacher candidate get to know the school, classroom, and students, as well as apply what they are learning in their methods courses. **See Methods Semester Fieldwork Timeline (page 16) for guidance on pacing.** Here are some practices that are particularly important in supporting the teacher candidate's success during the methods semester:

- Share your contact information with your teacher candidate and help them understand the best ways to reach you. Form a plan in case either of you will not be at school on a given day.
- Collaborate on a schedule for the fall fieldwork, ideally providing the teacher candidate with an opportunity to meet and interact with all classes and students they will teach.
- Help integrate your teacher candidate into the classroom (introduce teacher candidate, make sure they have a spot for their belongings, share copies of texts and materials, etc.).
- Help your teacher candidate get to know your students, including any specific learning needs (e.g., ELL, IEP, 504 plan) and relevant prior academic learning experiences.
- Help your teacher candidate learn about the standards, curriculum, materials, routines, and procedures of your classroom. Help your teacher candidate also learn about the school's community and resources (e.g., who can they call if they need support and cannot reach you?).
- Introduce your teacher candidate to relevant school policies, routines, practices, and expectations.
- Help teacher candidate begin to engage in long-term planning (e.g., what are significant dates or "busy times" of the semester/year, what units might they be teaching in the spring term).
- Provide opportunities for your teacher candidate to participate in all forms of teaching that you are providing (e.g., if relevant: in-person, hybrid, online).
- Scaffold opportunities for your teacher candidate to engage in varied teaching practices (e.g., assist teaching, co-teach or teach from your lesson plans, work with individuals and small groups on targeted learning objectives, develop and teach their own lesson plans and materials, help assess student work, etc.).
- Model reflective practice, discuss teaching strategies, and share professional resources.
- Support your teacher candidate in obtaining relevant parent/guardian permission(s) for recording instruction and collecting student work; support regular video recording of lessons/lesson segments..
- Provide feedback regularly to your teacher candidate's lesson planning and instruction, to help them see where they are succeeding and where they need to continue growing.
- Provide formal feedback to the Siena Education Department via the Mid Placement evaluation rubric (see appendix). If there are any particular concerns or questions, please reach out immediately to the Director of Field Experience.

Letters of Understanding. Mentor teachers are asked to sign a letter of understanding with Siena University indicating their willingness to work with a teacher candidate. This letter is presented to mentor teachers by the Director of Field Experiences. Once signed and returned, this letter allows the mentor teacher's honorarium to be processed. Honoraria are mailed to mentor teachers following the student teaching experience.

PART IV: STUDENT TEACHING SEMESTER

Student Teaching Semester Overview

During the second semester of their professional year, (also referred to as the Student Teaching Semester) teacher candidates are pre-registered by the Education Department Director of Field Experiences for the following courses. EDUC381 and EDUC462 are scheduled for late afternoons so they will not interfere with student teaching responsibilities.

EDUC487 or EDUC488 – Clinical Experience in the Middle or High School

- These courses represent the student teaching experience. Unless otherwise noted, teacher candidates will have one placement.
- Teacher candidates follow their mentor teacher's daily schedule, including duties and meetings. See additional information in the section "Teacher Candidate Expectations."
- Teacher candidates are responsible for uploading lesson plans and materials 24 hours before a supervisor visit. Reflections should be shared within 48 hours of an observation.
- Teacher candidates will also prepare materials for a professional portfolio, including evidence and analysis of their lesson planning, instruction, and assessment practices.

EDUC381 - Culturally Responsive Teaching Methods

- Culturally and linguistically responsive theory, research, and pedagogies
- Classroom environment and classroom management strategies
- Student engagement strategies and technology tools
- Integrating learning theory/research and pedagogies (e.g., scaffolding, Bloom's Taxonomy, inquiry-based instruction, constructivism)
- Assessment strategies
- Inquiry into problems of practice
- Professional literacy practices to support reflection and ongoing professional learning

EDUC462—Professionalism in Teaching

- Support for teacher candidates
- Family and community interaction
- Reflection and goal setting
- Support for career planning and job search

Student Teaching Semester Suggested Timeline

During the student teaching semester, Siena teacher candidates will work full-time (minimum contractual hours), beginning on 1/5/27. They will also be taking Siena courses in the afternoon/evenings on the Siena University campus several days a week. The [Progression of Student Teaching Experiences](#) document outlines a suggested timeline related to primary goals of each phase in the professional year.

Below is a condensed schedule to guide the student teaching semester:

During JANUARY teacher candidates should...

- Begin teaching during the first week of the placement, using one or more of the below options:
 - Co-plan with and then observe mentor teacher one period - and then teach the lesson during a subsequent period
 - Teach segments of lessons
 - Co-plan with mentor teacher and teach from the collaborative plans
 - Teach from teacher candidate's own plans
- Work up to teaching full lessons as soon as possible.
- Ensure that both the content and clinical supervisors are able to observe you at least once.
- Start daily Student Teacher Reflection Log and weekly Parent/Guardian Outreach Log.

During FEBRUARY teacher candidates should...

- By mid-February - regularly teach from your own plans (using the Siena template/requirements).
- Ensure that mentor teacher conducts at least one formal observation - using Qualtrics form.
- Collaborate with mentor teacher and supervisors to identify areas of strength and areas for growth for second half of placement.
- Ensure that both content and clinical supervisors are able to conduct second observations.
- Continue daily Student Teacher Reflection Log and weekly Parent/Guardian Outreach Log.

During MARCH teacher candidates should...

- Regularly teach from your own lesson plans.
- Ensure that both content and clinical supervisors are able to conduct third observations.
- Actively use feedback from mentor teacher and supervisors to revise teaching and other professional practices (build on strengths, target areas for growth).
- Continue daily Student Teacher Reflection Log and weekly Parent/Guardian Outreach Log.

During APRIL teacher candidates should...

- Demonstrate as much independence as possible in planning, instruction, assessment, and other professional work of teaching.
- Ensure that both content and clinical supervisors are able to conduct final observations.
- Ensure that mentor teacher completes (or has completed) second formal observation.
- Actively use feedback from mentor teacher and supervisors to revise teaching and other professional practices (build on strengths, target areas for growth).
- Continue daily Student Teacher Reflection Log and weekly Parent/Guardian Outreach Log.

Teacher Candidate Expectations: *Student Teaching Semester*

Siena University expects that teacher candidates will begin teaching their first class(es) during the first full week of the student teaching experience. From that point on, teacher candidates should begin to assume additional classroom responsibilities as soon as possible, so that they gradually experience what it means to be a full-time teacher. The mentor teacher and the teacher candidate will plan the pace at which these duties are assumed, with the input of the Siena Supervisors and Coordinators as needed. Below are the core expectations for teacher candidates:

- Attend and participate in required education courses and complete all coursework assignments.
- Communicate regularly and professionally with your mentor teacher and supervisors.
- Communicate questions or concerns immediately to your mentor teacher, the Director of Field Experiences, the Coordinator of Teacher Preparation Program, and/or your supervisor(s).
- Work full-time in your placement(s) for a total of 14 weeks. Make every effort to follow the schedule of your mentor teacher (including attending faculty and student meetings, professional development offerings, duties, etc.).
- Gradually assume responsibility for your mentor teacher's classes. **You should move from co-teaching/co-planning to independent planning and teaching all classes in your placement no later than the midpoint of the placement** (NOTE: this may be negotiated depending on the requirements of your placement).
 - **Written lesson plans are required for every lesson you teach.** Provide your mentor teacher with your lesson plans at least 24 hours in advance of teaching.
- Manage classroom routines, materials, and spaces to support student learning. Ensure that the classroom environment is respectful, academically challenging, safe, and conducive to student learning.
- Collaborate with classroom aides, co-teachers, counselors, social workers, psychologists, and other professionals to best meet the needs of students.
- Assess student work and use assessment results to shape your instructional decisions. Provide timely feedback on student work that helps students understand both their strengths and needs relative to the learning objectives.
- Actively reflect on your teaching, student engagement, and evidence of student learning in order to develop and revise your teaching strategies.
 - Maintain a Daily Student Teacher Log
 - Following any formal observation, record specific reflections based on supervisor/mentor teacher feedback in your Daily Student Teacher Log.
- Communicate with parents/families in order to support student learning and well-being (e.g., parent-teacher conferences, calls home, email communication, newsletters to families, etc.).
 - Maintain a parent/guardian contact log.
- Develop a beginning repertoire of pedagogical and professional strategies and resources.
- Continue to follow all policies and procedures of your Siena University Teacher Preparation Program as well as your placement classroom, school, and host district.
- Collaborate with your supervisor(s) to plan observations. **Provide your supervisor with your lesson plans at least 24 hours prior to an observation.** Use feedback to reflect on and revise teaching practices.
 - See the Evaluation section of this handbook for the rubrics that your mentor teacher and supervisor(s) will use to evaluate you this semester.
- Complete relevant self-assessments and requests for feedback (related to courses and fieldwork).

Please note: The student teaching semester is very demanding in terms of time and energy. Therefore, it is our expectation that, as much as possible, teacher candidates do not schedule additional time-consuming activities during this semester. This means that teacher candidates may have to request temporary leaves of absence (or reduced hours) from employment and/or sports teams and clubs during the student teaching semester. In addition, no other university courses may be taken during the student teaching semester without permission from the department.

Role of the Mentor Teacher: Student Teaching Semester

The student teaching semester is a full-time apprenticeship with the mentor teacher. Siena expects that teacher candidates will begin teaching their first class during the first full week of the student teaching experience. From that point on, teacher candidates should begin to assume additional classroom responsibilities as soon as possible, so that they gradually experience what it means to be a full-time teacher. The mentor teacher and the teacher candidate will plan the pace at which these duties are assumed, with the input of the Siena supervisor(s) and Coordinators as needed. Here are some of the practices that are particularly important in supporting the teacher candidate's success during the student teaching semester:

- Discuss your expectations with the teacher candidate and listen to their expectations.
- Provide daily opportunities for the teacher candidate to ask questions and to review progress and goals.
- **Provide joint planning time** (at least weekly) in order to support the teacher candidate as they develop instructional materials and curriculum.
- Encourage your teacher candidate to regularly reflect on and self-assess their personal and professional progress. Here are some guiding questions which may be useful in these discussions:
 - What did you hope your students would get out of the lesson?
 - What evidence do you have that students met this objective during the lesson (i.e., what behaviors did you notice, what quality of work was produced, etc.)?
 - How did you connect the lesson with your students' interests, experience, or prior knowledge?
 - Was the lesson planned to actively engage all students in learning? Did all students actively participate?
 - Did you have provisions for students of varying ability levels? How might you more effectively differentiate your instruction in the future? Did you provide accommodations for specific student learning needs, according to their IEP or 504 plan?
 - How did you perceive your classroom management? Were the students on-task and focused? How might you simplify and/or clarify expectations for transition times? Were you prepared for those who might need additional help or finish activities early?
 - What do you think were the most successful aspects of the lesson? What aspects would you want to incorporate in future lessons?
 - What aspects of your teaching would you like to improve? How will you revise these aspects in future lessons?
- Provide regular feedback on your teacher candidate's lesson plans and materials. Note: **teacher candidate are required to write lesson plans for every lesson they teach and provide these to you 24 hours in advance of teaching.**
- Periodically observe your teacher candidate; regularly provide oral and written feedback

regarding strengths and specific strategies for improvement. **Complete at least two formal observations (Qualtrics form) for your teacher candidate.**

- As possible, confer with Siena University's supervisor(s); their understanding and assessment of teacher candidates will be enhanced by your insight. Communicate questions/concerns immediately to supervisors, the Director of Field Experiences, and/or the Coordinator of Teacher Preparation Program.
- Support your teacher candidate in following your full schedule (including attending faculty and student meetings, professional development offerings, duties, etc.).
- Help your teacher candidate gradually assume responsibility for your classes; **your teacher candidate should move from co-teaching/co-planning to independent planning and teaching all classes no later than the midpoint of the placement** (NOTE: this may be negotiated depending on specific circumstances).
- Mentor your teacher candidate in planning, instruction, assessment, and classroom management strategies.
- Support your teacher candidate with grading and providing feedback on student work; help teacher candidate analyze assessment data to inform their planning/instruction.
- Support opportunities for your teacher candidate to communicate with parents/families in order to support student learning and well-being (e.g., parent-teacher conferences, calls home, email communication, newsletters to families, etc.).
- Support your teacher candidate with video-recording their instruction. If possible, meet with your teacher candidate to analyze video excerpts from their instruction.
- **Complete a mid-placement evaluation (qualtrics), a final evaluation (qualtrics), and a recommended grade for your teacher candidate.** See Appendix A of this handbook for more information.
- Participate in the **mid-placement and end of semester conferences** with the teacher candidate and Siena University supervisor to discuss the candidate's progress, review strengths and areas for growth, establish goals, and support the candidate's continued professional development.

Letters of Understanding: Mentor teachers are asked to sign a letter of understanding with Siena University indicating their willingness to work with a teacher candidate. This letter is presented to mentor teachers by the Director of Field Experiences. Once signed and returned, this letter allows the mentor teacher's honorarium to be processed. Honoraria are mailed to mentor teachers following the student teaching experience.

Note Regarding Substitute Teaching: Because teacher candidates have so many responsibilities and so many new experiences, and since student teaching is intended to be a guided learning experience, Siena teacher candidates may not serve as a substitute teacher or as the teacher of record for a class. If an emergency necessitates that another teacher's classes must be covered, we suggest that the pre-service teacher remain with familiar classes, freeing the mentor teacher to substitute for their colleague.

Note Regarding Recommendation/Reference Letters: teacher candidates typically request a letter of reference from their mentor teachers. Mentor teachers may certainly decline if they feel unable to write a positive letter that would support the teacher candidate's job search. However, those who agree to write such letters are asked to write them on school letterhead or on a form provided by the teacher candidate from the Siena University Career Center. These letters, if sent to the Career Center, will be designated as confidential or non-confidential, depending on the wishes of the student. It is important to remember that letters of reference from mentor teachers are highly valued by prospective employers; therefore, promptness and clarity are important.

Role of the University Supervisor(s)

During the student teaching experience, each teacher candidate is assigned two Siena University supervisors—one from the student's subject area (known as the content supervisor) and one assigned through the Education Department (known as the clinical supervisor).

- These supervisors are expected to work closely with the mentor teacher and the teacher candidate during the student teaching experience.
- The teacher candidate and supervisor will share reliable contact information (email addresses, phone number, etc.), and they will maintain contact with each other throughout the semester.
- The university supervisor will discuss and share copies of their observation notes and forms with the teacher candidate, Director of Field Experiences, and Coordinator of Teacher Preparation Program **within one week after each observation**.
- Supervisors will participate in supervisory team meetings in order to align expectations and practices. These meetings will occur once during the semester prior to student teaching and two or three times during the student teaching semester.
- Facilitate the mid-placement and end of semester conferences with the teacher candidate and mentor teacher to discuss the candidate's progress, review strengths and areas for growth, establish goals, and support the candidate's continued professional development.
- If a supervisor has concerns about a teacher candidate's progress, they should immediately communicate with the Director of Field Experiences. If concerns continue, the Director of Field Experiences and the Coordinator of the Teacher Preparation Program may initiate a Student Teacher Improvement Plan, which will be created with input from the supervisors, mentor teacher, and teacher candidate.

Classroom Observations:

Each teacher candidate will be observed eight times by their supervisors.

- Teacher Candidates in the Adolescence Programs will be observed four times by their clinical supervisor and four times by their content supervisor, with an observation from each supervisor every 3-4 weeks.

Observations will be conducted both in-person and via the GoReact video/online observation platform, as allowed by the host district. At least 50% of all observations must be in-person, and at least one observation per supervisor must include video reflection (e.g., a completely virtual observation, or a video of an in-person observed class, to enable teacher candidate and supervisor to collaboratively view video footage). Supervisors may require additional observations (in person or virtual) if they desire.

Below is the general observation process:

- Pre-Observation
 - Prior to each observation, the supervisor will contact the teacher candidate to schedule the date and time of the observation. **After the first observation, the class scheduled for observation should be a lesson designed and fully implemented by the teacher candidate.** The teacher candidate and supervisors should collaborate to ensure that a variety of class periods/subjects are observed.
 - **At least 24 hours in advance of the observation**, the teacher candidate will share, via their online shared folder, a copy of the lesson plan (including the elements required on

- the Siena template) and any relevant instructional materials. If part of the lesson involves a resource such as a textbook, it is helpful if the supervisor can have access to a scan/copy of that material in advance.
- Observation Day
 - Formal observations should be of the entire class/instructional period.
 - Each lesson observation completed by a subject area or clinical supervisor will be recorded using the appropriate Teacher Candidate Observation Form (see Appendix A).
 - Post-Observation
 - The teacher candidate and supervisor should arrange a time to meet as soon as possible following the observation. **The teacher candidate is expected to take notes during the post-observation conference** and to use these notes in writing up a post-observation reflection. The post-observation reflection may be incorporated into the teacher candidate's Daily Log, unless otherwise specified by the supervisor.
 - In addition to oral feedback, a copy of the evaluation form should be shared with the teacher candidate and the Director of Field Experiences, via the teacher candidate's online shared folder, within one week after the observation.

APPENDIX A: OBSERVATION AND EVALUATION

The Teacher Preparation Program uses multiple measures to support candidate growth and document progress toward professional teaching standards. While often used interchangeably, observation and evaluation serve distinct purposes.

Observation (Formative): A “snapshot” review of instructional practice by a supervisor or mentor teacher during a pre-arranged teaching segment. It provides formative feedback on planning, instruction, environment, and engagement to help candidates identify strengths and areas for growth.

Evaluation (Summative): A formal assessment of performance against program standards and professional dispositions. It determines proficiency and readiness for program progression or completion by combining evidence from observations, lesson plans, reflections, and student outcomes.

Teacher Candidate Expectation: Candidates must actively engage in the feedback process, reflect on results, and demonstrate continuous professional growth.

Siena Observation and Evaluation Forms

There are distinct forms that Siena uses for lesson observations and for student teacher evaluation:

Lesson Observation Forms

Receiving formal, written feedback on their teaching is particularly important to teacher candidates.

Mentor teachers regularly observe the teacher candidate. In addition to the regular, informal notes that mentor teachers share with their teacher candidates, **we ask that mentor teachers formally observe one lesson segment during the methods semester and two full lessons during the student teaching semester.** These formal observations should be recorded on the [Teacher Candidate Observation Tool](#). A PDF of the digital form will be sent to the teacher candidate. The candidate will upload it in the appropriate Supervisor’s folder within their Student Teaching Google Folder. The PDF should be accurately labeled, “Candidate’s Name_Observation #).

During the student teaching semester, Clinical and Content Area Supervisors will each formally observe the teacher candidate four times during the placement (for a total of eight supervisor evaluations). As noted previously in this Handbook, each of these formal observations should cover a full class period of instruction, and they should spread across multiple class periods that the teacher candidate instructs. Clinical Supervisors will all use the Teacher Candidate Observation Tool ([Qualtrics](#)) to document their observations. Content Supervisors will either use the qualtrics (for STEM subjects) or a content-specific observation form (for English, Social Studies, and World Languages). Upon completion, a digital copy of these forms should be uploaded to the teacher candidate’s supervision folder (Google Drive).

Overall during the student teaching semester, the Education Department sets deadlines for a minimum of 10 formal observations: eight by supervisors and two by the mentor teacher. Each formal observation

can be in-person or virtual and requires a lesson plan submission and a debrief. Candidates will also receive frequent informal feedback and may request additional observations.

Teacher Candidate Observation Tool ([Qualtrics](#))

This is the primary feedback form for formative observations by the following

- Mentor Teachers
- Clinical Supervisors
- STEM Content Supervisors (adolescence programs only)

Content-specific observation forms:

These forms are used by the content supervisors in the adolescence programs

- [English Content Supervisor's Observation Form](#)
- [History/Social Studies Content Supervisor's Observation Form](#)
- [World Languages Content Supervisor's Observation Form](#)

Methods Semester: Midpoint & Final Teacher Candidate Evaluation Form

At the midpoint and end of the methods semester, the Director of Field Experiences will send a digital evaluation form (qualtrics) to the teacher candidate and mentor teacher. **We recommend that the teacher candidate and mentor teacher fill out the form independently, and then use their responses to collaboratively reflect on areas of growth and areas to target for improvement.**

Student Teaching Semester: Midpoint & Final Teacher Candidate Evaluation Form

At the midpoint and end of the student teaching placement, the Director of Field Experiences will send the [Siena Teacher Candidate Evaluation Form](#) to the teacher candidate, mentor teacher, clinical supervisor, and the content supervisor. Everyone will complete the same form, noting their role in relation to the teacher candidate (the teacher candidate will complete the form as a self-evaluation). The midpoint/final evaluation form is based on the same elements, following the four Danielson domains. For this midpoint and final evaluation form, there will be opportunities to evaluate the teacher candidate's progress in relation to each element of each domain.

Quick Links to Forms

Student Teaching Response Forms and Worksheets for Mentor Teachers, Supervisors, and Teacher Candidates:

	Form to be officially submitted	Optional worksheet
Placement Check-In	Placement Check-In Form	Placement Check-In Worksheet
Observations (Formative)	Observation Form	Observation Worksheet
Teacher Candidate Evaluation (Summative)	Teacher Candidate Evaluation Form (*this will be sent via email as an individual link at the appropriate times)	Teacher Candidate Evaluation Worksheet
Grade Recommendation	Grade Recommendation Form	Grade Recommendation Worksheet

Guidelines for Grading the Student Teaching Experience

At the end of the student teaching experience, the teacher candidate and each person in their support team (mentor teacher, content area supervisor, clinical supervisor) has the opportunity to recommend a grade that they feel best represents the teacher candidate's achievement during the spring student teaching placement experience. Here is an overview of the grading process:

Grading process:

1. Mentor teacher, teacher candidate, and each supervisor provide a grade recommendation and their rationale.
2. Supervisors meet to review the individual grade recommendations, discuss any variability, review teacher candidate materials and observation data, and come to a consensus grade recommendation.
3. Teacher candidates will also be submitting a teaching portfolio with evidence of their planning, instruction, and assessment practices. The Director of Field Experiences and the Coordinator of Teacher Preparation Program will use assessment of these portfolios, alongside the consensus grade recommendations from the supervisors, to determine final EDUC487/488 grades.

When completing the Teacher Candidate Recommended Grade form, please use the ratings you provided on the [Siena Teacher Candidate Evaluation Form](#) (Qualtrics) to inform your grade recommendation. The Evaluation form focuses on the following four domains associated with assessing teacher performance: planning and preparation, learning environments, learning experiences, and

principled teaching. You may give more weight to the teacher candidate's demonstrated ability and performance in the final weeks of placement.

Grade: A

The teacher candidate **consistently demonstrates exemplary performance and ability across all four domains, consistently earning ratings of "Meets Expectations" AND OFTEN earning ratings of "Exceeds Expectations."** Additionally, by the end of the placement the teacher candidate:

- Displays an exceptional ability to analyze problems/challenges and implement solutions with minimal assistance.
- Displays very strong motivation for continued growth and development.
- Performs at a level that could serve as a model for other teacher candidates and/or beginning teachers.

Grade: A-

The teacher candidate **consistently demonstrates very strong performance and ability across all four domains, as evidenced by consistently earning ratings of "Meets Expectations" AND SOMETIMES "Exceed Expectations."** Additionally, by the end of the placement the teacher candidate:

- Displays a strong ability to analyze problems/challenges and implement solutions with some assistance.
- Initiates many ideas and acts on suggestions from supervisors.
- Demonstrates both a desire and an ability to continue growing.

Grade: B+

The teacher candidate **demonstrates solid performance and ability across all four domains, as evidenced by consistent ratings of "Meets Expectations" (NOTE: the candidate may have an occasional "Developing" and/or "Exceeds Expectations" rating, but the majority of ratings are at the "Meets Expectations" level).** Additionally, by the end of the placement the teacher candidate:

- Is generally able to identify the reasons for a problem/challenge and is usually able to implement corrective measures with some assistance.
- Initiates some personal ideas and usually acts on suggestions from supervisors.
- Demonstrates both a desire and an ability to continue growing, and subsequent growth in target areas is expected with experience.

Grade: B

The teacher candidate **demonstrates satisfactory performance and ability across all four domains, as evidenced by ratings that are usually at the "Meets Expectations" level, with some areas identified as "Developing."** Additionally, by the end of the placement the teacher candidate:

- Initiates some ideas or solutions to problems/challenges, but often relies on suggestions from supervisors.
- Generally acts on suggestions from supervisors, perhaps displaying some difficulty in effectively implementing those suggestions.
- Clearly made progress during student teaching, but that progress may have been inconsistent or slow at times.
- Demonstrates a desire for continued growth and openness to assistance.

Grade: B-

The teacher candidate **demonstrates somewhat satisfactory performance and ability across all four domains, as evidenced by ratings that are a combination of "Meets Expectations" and "Developing."** Additionally, by the end of the placement the teacher candidate:

- Often relies on suggestions from supervisors and sometimes has difficulty implementing those suggestions.
- Made progress during student teaching, but that progress was inconsistent and/or slow.
- Demonstrates a desire for continued growth and the disposition to benefit from assistance.

Grade: C+

The teacher candidate **demonstrates below satisfactory performance/ability across one or more domains, with numerous ratings of "developing" across domains.** Additionally, by the end of the placement the teacher candidate:

- Usually relies on suggestions from supervisors and often has difficulty implementing those suggestions
- Made some progress during student teaching, but that progress was inconsistent and slow.
- Somewhat demonstrates a desire for continued growth and the disposition to benefit from assistance.

Grade: C

The teacher candidate **does not meet entry-level expectations, as evidenced by ratings that include numerous “Developing” and some “Below Expectations.”**

Additionally, by the end of the placement the teacher candidate:

- Relied extensively or completely on suggestions from supervisors and often had difficulty implementing them.
- Made inconsistent and slow progress, perhaps due to inconsistent or low effort.
- Would need continued experience and mentoring in several fundamental aspects of the role in order to achieve satisfactory status.

APPENDIX B: TEMPLATES AND RESOURCES

Backwards Planning: Unit Plan Template

As part of their methods courses in the fall semester, teacher candidates work with backwards planning (Understanding by Design). They practice planning units and/or lesson sequences by first mapping out the key elements for their instruction on a unit plan template, and then using a calendar overview to help them design a logical flow and progression of lessons and learning activities. Here is the [Unit Plan Template](#) students will be using.

Lesson Plan Requirements

Siena University requires teacher candidates to write a lesson plan for each lesson they will teach. These lesson plans should include the following elements:

- Context [as appropriate: date, time length, class/grade, subject/content area, class size, topic]
- Materials [list these for what you **and** your students will need]
- Learning Objectives [write these as measurable items that focus on student **learning**, using words aligned with Bloom's Taxonomy (e.g., "Students will be able to..."). Remember, these learning objectives should be measured in the lesson assessment(s) below.]
- Standards [content and NYS NGS literacy standards as appropriate - copy and paste the standard number AND language - you can bold parts of a standard if you are just focusing on one aspect] [optional: CRSE Framework principle and/or SEL Benchmark]
 - Content Standards:
 - New York Next Generation Literacy Standards:
- Academic Language Demands [Required as soon as you enter the Methods sequence]
 - Content and general academic vocabulary [What are key vocabulary words that you are helping students understand and use in this lesson? Be sure your learning plan includes specific instructional support.]
 - Sentence structure (syntax) [What are sentence-level structures (this includes formulas) that you are helping students understand and use in this lesson? Be sure your learning plan includes specific instructional support (e.g., sentence frames, using color to help students see the structure of a sentence/formulas, breaking down a sentence into chunks of meaning).]
 - Text structures (discourse and genre) [What are text structures and disciplinary norms that you are helping students understand and use in this lesson (e.g., essay, speech, graph, data display)? Be sure your learning plan includes specific instructional support (e.g., annotating text to identify structure/organization, using text features, analyzing map features, explaining/color coding data displays or graphs).]
- Learning Plan - [Note: Depending on the content and/or grade level, there are a number of different templates/models for structuring this section. Use a numbered list, identifying specific steps teacher and students will take - i.e., what will students/teacher be doing at any given time.] Include the following:

- **Hook/engagement/connection** to prior learning
- **Strategies/opportunities for students to engage with learning** (to be active, to interact with and practice content/skills) - include **questioning strategies** (i.e., plan out some of the specific questions you will ask), and **time estimates**
- **Closure** (revisit learning objectives, make connections across learning)
- **Assessment(s)**
 - Formative: What evidence will you gather from students to allow you to assess how they are progressing **during** the lesson? (e.g., signaling techniques, whiteboards, turn and talk, etc.)
 - Summative for lesson (note: this is also formative assessment for the unit as a whole): What evidence will you gather from **each** student to allow you to assess whether or not students met the objectives?
- **Engaging and Meeting the Needs of ALL Students**
 - **Differentiation** [What are you doing in the lesson - in instruction and/or assessment - to meet the learning needs of all students in the class (exceptional learners to struggling learners)? These strategies can be listed separately or integrated into the learning plan.]
 - **Accommodations and/or Modifications** [How are you supporting students with specific learning needs (e.g., students with 504 plans or IEPs, emerging multilingual students, struggling readers, etc.)?]
- **Attribution** [If you adapted this lesson from another source (e.g., cooperating teacher, school curricular resource, etc.), make a note of the original source and how you adapted it. If your instructor allows use of GenAI tools (e.g., MagicSchoolAI, ChatGPT), make note of your use and adaptation of GenAI-generated material as well.]

Siena University does not require a particular template for lesson plans, as long as the above elements are present. Teacher candidates may choose to adapt one of the following sample templates, or they may adapt the template used by their host district.

Sample Lesson Plan Templates

- [Lesson Plan Template 1](#) (vertical)
- [Lesson Plan Template 2](#) (side-by-side)
- [Lesson Plan Template 3](#) (teacher & learners parallel)
- [MAT Lesson Plan Template](#)

APPENDIX C: CERTIFICATION PROCESS & REQUIREMENTS

Overview of Certification Application Process

Students who successfully complete the Siena University Education Department Teacher Preparation Program requirements are eligible to be recommended for the New York State Initial Certificate in their content area. The Director of Field Experiences will make this formal recommendation following the conferral of the baccalaureate degree for full-time Siena students and following completion of Education Department program requirements for returning students.

In order for the Director of Field Experiences to officially recommend a teacher candidate for certification, the teacher candidate must first set up a TEACH online account through the New York State Education Department's TEACH Online Services (www.highered.nysed.gov/tcert). Candidates should set up a TEACH account once accepted into the Teacher Preparation Program. There is no cost to setting up this account.

Note: Successfully completing the Siena University Teacher Preparation Program does not in itself guarantee that a candidate will be granted a teaching certificate. To qualify for an initial certificate in New York State, candidates must also pass two teacher certification exams (see below), have fingerprint clearance, complete three required workshops, and submit application and fee for initial certification (see this link for specific details:

<http://www.highered.nysed.gov/tcert/certificate/certprocess-search.html>).

We recommend candidates apply for certification as soon as possible after all application requirements are completed. The earliest this can occur is the day after graduation. Candidates must pay a fee for each certificate for which they are recommended by the University. If a candidate has completed the necessary coursework for a Grade 5-6 extension and/or for the General Science extension, they need to apply and pay for these separately in addition to the secondary certification.

NOTE: teacher candidates must complete the following workshops in order to be eligible for NYS Certification:

- **Drug, Alcohol, & Tobacco Use Prevention Workshop**
- **Child Abuse and School Violence Prevention Workshop**
- **DASA– via BOCES training or other NYS approved vendor**

Six hours of training or coursework in Harassment, Bullying and Discrimination Prevention and Intervention following the syllabus developed for the Dignity for All Students Act (DASA) as required by Article 2 of the Education Law.

New York State Teacher Certification Examinations

[When Should I take the NYSTCEs Doc](#)

The New York State Teacher Certification Examinations (NYSTCE) address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. The tests required for certification include the following:

- Educating All Students Test (EAS)
- Content Specialty Tests (CST)

For the most current information on each required assessment, please visit www.nystce.nesinc.com. A brief overview of the test requirements follows:

Test	Test Description
Educating All Students (EAS)	The Educating All Students test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected-response items. The EAS test measures the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools. Fee : \$80 Minimum Passing Score: 520 (Score Range 400-600) Test Length: 2 hours and 15 minutes Click here to register for the exam
Content Specialty Tests (CSTs)	The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. The CSTs for languages other than English include recorded listening and/or speaking components and writing components. CSTs measure knowledge and skills in the content area of the candidate's field of certification. Refer to "Test Selection" for information about specific CSTs on the NYSTCE website. Fee: \$122 for single subject exams Minimum Passing Score: Varies according to content area. Test Length: Varies according to content area. Click here to register for the exam

APPENDIX D: Teacher Performance Assessment

Part of the expectations for completing the student teaching semester is to complete and submit “materials for a professional portfolio, including evidence and analysis of their lesson planning, instruction, and assessment practices.” This portfolio, or teacher performance assessment, also aligns with New York State Department of Education expectations that teacher preparation programs incorporate a “multimeasure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought.” (Murphy, 2021, p.3).

The goal of the TPA is to help you showcase your learning and skills in regard to three(3) areas: lesson planning, instruction, and assessment. You will be sharing and analyzing evidence from each area. You can choose evidence from any of the classes you teach (the class must be within your primary certification area). The evidence you choose for each area does not need to be connected; they do not need to come from the same lesson(s) or unit.

You will highlight the thinking behind your decisions through the commentary tasks. Your primary audience will be your TPA/Course instructor, the Coordinator of your Teacher Preparation Program, Director of Field Experiences, and/or your supervisors. Below are the key elements of your portfolio:

ASSESSMENT EVIDENCE & COMMENTARY

What you need to do	What you need to submit
- Collect & copy student work from a classroom assessment (remove/hide student names) - Analyze one whole class of student work for which you have assessed and provided feedback on - Select student work to more closely discuss details of student learning. - Design instruction in response to students' learning needs.	- Student work samples - Your written feedback to these students (written directly on the student work, OR on a separate grade sheet, rubric, or screenshot) - Assessment Commentary Task

PLANNING EVIDENCE & COMMENTARY

What you need to do	What you need to submit
- Choose a 2-3 lesson sequence within a unit for one of your classes/content areas - Reflect on what you know about your students and how this shapes your planning decisions - Ensure that your learning objectives, instructional strategies, and assessment strategies all align (and	- Lesson plans for your 2-3 lesson sequence - Student materials (including slides, handouts, images of anchor charts, planned assessments) that go along with your lesson sequence

are relevant/responsive to student needs and assets) • Plan opportunities for students to be engaged in their learning (to practice using content and building skills) • Analyze the language demands present in your lesson sequence to ensure that students have the support in meeting these demands	• Planning Commentary Task
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INSTRUCTION EVIDENCE & COMMENTARY

What you need to do	What you need to submit
• Ensure you have video permission for your students. • Select 1-2 video clips, totalling no more than 20 minutes combined (use the commentary task to help you think about which video clip(s) to select). • Tag and comment on the video to show evidence of high-quality, student-centered instruction.	• Upload video clip(s) to GoReact • Lesson Plans associated with recorded instruction (clips) • Instruction Commentary Task