MARIST

EDUCATION DEPARTMENT

Childhood Education
and
Special Education
(Students with Disabilities)

“PREPARING REFLECTIVE PROFESSIONALS WHO THINK CRITICALLY
AND WORK COLLABORATIVELY TO HELP ALL STUDENTS LEARN.”
Rev. 4/2014
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Updated 4/2014
Student teaching is the culminating experience of the formal teacher preparation program. During the student teaching semester, teacher candidates are provided the opportunity to fully integrate the knowledge, skills and dispositions associated with being an effective teacher and those acquired during their years of preparation.

Marist students are prepared to teach diverse student populations. At least one of their field experiences will be in a multicultural setting.

Marist’s Education Department has been accepted as a candidate for accreditation by the National Council of Accreditation of Teacher Education (NCATE). Note: NCATE uses the following terms:

- **Candidate**: individuals enrolled in an initial or advanced preparation program for teachers or other school professionals
- **Student**: Children and youth in P-12 schools/agencies
- **Professional Faculty**: College personnel who provide services or supervision to candidates
- **Clinical Faculty**: P-12 school personnel responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice (student teaching)
GOALS OF THE PROGRAM

The program of study leading to recommendation for certification combines depth in an academic discipline, a broad background in the liberal arts, and a professional studies sequence that emphasizes instruction that is effective for all learners, including those with educational disabilities.

A basic assumption of the candidate’s coursework is that he/she is proactive and creative in using a variety of instructional methods and materials to meet the needs of all learners in the classroom. Through the certification program, Marist seeks to prepare beginning teachers who:

- accept responsibility for all students

- are able to apply the principles of effective teaching to basic skill and content area instruction and to modify their methods and materials as needed to accommodate individual differences

- strive to create a classroom environment that communicates positive expectations for academic achievement, promotes the development of self-esteem, and supports the ‘whole child’

- recognize that undergraduate teacher or M.Ed. education represents only the pre-service phase of their professional education, and are motivated to pursue meaningful study and sustained in-service education as a means of becoming effective and lifelong learners
Marist Student Teaching Process

**Teacher Candidate:** individuals enrolled in an initial or advanced preparation program for teachers or other school professionals

**Clinical Faculty:** P-12 school personnel responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice (student teaching)

**Professional Faculty:** College personnel who provide services or supervision to teacher candidates

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### Student Teaching Application and Acceptance
- Teacher candidates submit application and resume
- Director of Clinical Teacher Preparation and Certification and Coordinator of Teacher Preparation review the candidate's completed application materials:
  - program course and field experience requirements
  - fingerprinting application
  - child abuse, bullying, and violence prevention seminars; DASA training

### Placement Requests
- Director sends placement requests and credentials to district administrators or school principals
- District administrators or school principals recommend clinical faculty to the Director

### Teacher Candidate Placements
- A match is made between the teacher candidate and clinical faculty based on content area, grade and school
- Director contacts district administrators or principals to apprise them of final decisions

### Contact Information
- Clinical faculty are mailed student teacher handbook and information regarding their teacher candidate
- Professional faculty are assigned and emailed information regarding their teacher candidate(s)
- Teacher candidates are emailed placement information

### Communication and Planning
- Teacher candidates attend Marist student teacher orientation
- Teacher candidates contact clinical faculty prior to the beginning of their first and second placements to plan for their approximate 7.5 weeks of student teaching in each placement

### Student Teaching Begins!
- Teacher candidates are expected to follow the cooperating school calendar
- Teacher candidates follow edTPA requirements and timeline in their first placement
- Professional faculty coordinate their visits with teacher candidates and clinical faculty
- Teacher candidates attend seminars periodically during the semester
- Continued communication is key to success!
THE TEACHER CANDIDATE SEMESTER

Candidates will complete their student teaching requirement in either the Fall or Spring semester of their senior year. Candidates serve a full-time supervised internship five days weekly in a local school. There are two placements for the Childhood/Students with Disabilities candidates, one in a classroom between grades 1-6, and the other in a Special Education setting grades 1-6. Each placement is approximately 7 and one-half weeks. The Marist College Education Department is committed to the goals of offering future teachers the experience of working with candidates in a culturally diverse setting. To meet this commitment, every effort will be made to place candidates in a setting in which they will work with a diverse student population.

During the teaching semester, Marist candidates are REQUIRED to attend a series of seminars. In some of the seminars, led by the professional faculty, candidates examine and analyze the interrelationships of teachers, candidates and curricula as reflected in the classroom learning environment. Additionally, there are other large-group seminars dealing with child abuse, violence prevention, and employment issues, some of which may happen before student teaching begins. These seminars are required for graduation and New York State certification. **It is the responsibility of the candidate to ensure attendance at these seminars. Also, the candidate must complete and submit the edTPA to Marist as a requirement of student teaching.**

TEACHER CANDIDATE ACTIVITIES

The main purpose of student teaching is to allow each candidate to develop into a qualified classroom teacher through providing varied experiences followed by evaluation and corrective feedback. Therefore, the more a candidate can teach and actually undertake in a supervised setting, the more valuable the experience of student teaching will be. Ongoing discussion between the teacher candidate, the professional faculty assigned to supervise and the clinical faculty member in whose classroom the student teacher is a guest is essential for success. Likewise, it is urged that flexibility and adjustment appropriate to each situation be incorporated into the student teaching experience.

During each placement, the teacher candidate is expected to familiarize him/herself with the school and classroom environment and to assume the role of teacher. Learning routines, correcting papers, reviewing IEPs and other student records, and observing classes are part of the experience of becoming familiar with aspects of the classroom, school, and assuming increasing responsibility in classroom leadership and responsibility. This may occur by assisting individual students, working with small groups, co-teaching with the clinical faculty member or teaching the entire class. It is important to note that the activities above should be accompanied by ongoing dialogue and discussion between the student teacher and the clinical faculty member. Consistent evaluation, feedback and positive criticism by the clinical faculty member are essential to the student teaching experience. Likewise, the student teacher's assumption and completion of the responsibilities delegated by the clinical faculty member will help assure the success of student teaching.
RESPONSIBILITIES OF THE TEACHER CANDIDATE

A central goal of the Education Department at Marist College is to help future teachers develop as reflective practitioners, that is, as individuals with the skills and disposition to analyze, evaluate, and modify their teaching practice. Marist encourages its teacher candidates to regard the student teaching semester as an unparalleled opportunity to engage in such reflective practice, and to grow as individuals and as teachers through the process. Above all else, teacher candidates are responsible for taking full advantage of the rich resources at their disposal during this semester, especially those offered by clinical and professional faculty. Teacher candidates are encouraged to solicit feedback and observations from clinical and professional faculty, to consider these comments in light of their own self-evaluations, and then to modify their teaching practice, so that they may grow in skill, understanding and confidence with each week of the student teaching experience. Teacher candidates:

- exhibit the following dispositions:
  1. The candidate values learning
  2. The candidate thinks critically and solves problems using evidence
  3. The candidate conducts himself/herself as a reflective professional
  4. The candidate collaborates and communicates respectfully
  5. The candidate deals with others fairly and equitably
  6. The candidate commits to individual development and learning for all

- give full attention to student teaching
- follow the calendar of the school where they are student teaching, not the Marist College calendar
- demonstrate the qualities and dispositions of a professional including dependability, punctuality, effective communication, ethical behavior, and professional demeanor (actions, attire and language)
- become familiar with the basic texts and other teaching materials used in the classroom in which he/she is working
- review student IEPs and relevant assessment data
- assume clerical responsibilities, such as correcting papers and reporting attendance, and supervisory responsibilities, such as lunchroom or playground duty
- observe the clinical faculty’s instructional and classroom management strategies; make a list of questions or observations to discuss with the clinical faculty member
- assist in the preparation of teacher-made materials, such as instructional games, bulletin boards, and interest centers
- assume teaching responsibilities under the clinical faculty member’s progress by working with individual students, small groups and the entire class. Teacher candidates will develop the edTPA during the first student teaching placement.
- **prepare** detailed and appropriate daily, weekly, and long term lesson plans in a format based on discussions with the professional faculty member and the clinical faculty member.
• **submit** detailed written lesson plans:
  
  a. on a schedule requested by the clinical faculty member and  
  b. for each formal observation conducted by the professional faculty member.

• experiment with a variety of approaches to teaching standard lessons. The teacher candidate should attempt to find a teaching style that suits him or her while meeting the needs of the class, rather than simply trying to duplicate the clinical faculty member’s style

• conduct self-evaluations, paying particular attention to identifying emerging strengths and finding ways to develop them

• complete all seminar requirements

• limit personal cell phone and computer use to times approved by the clinical faculty member

• participate in meetings (grade level, department, support services, faculty, professional learning communities)

• manage class behavior

• integrate instruction

• know student strengths/needs

• continually differentiate instruction

• use technology in the classroom

• develop pacing skills

• manage whole class/lead reading groups

• participate in professional development activities offered by the school district

• participate in activities outside of regular school hours

• be familiar with the school’s and district’s vision and initiatives

• be familiar with the school’s and district’s State Report Card

• develop assessments instead of using commercial products

• demonstrate understanding of confidentiality

• show results oriented growth through reflection and change in practice

• maintain a data folio on each student

• communicate to parents

*CANDIDATES PLEASE NOTE:  It is suggested that you utilize the services of the Writing Center on campus as you work on your edTPA; however, it is CRUCIAL that you follow Writing Center protocols about making appointments ahead of time.*
Familiarize yourself with school policies and rules on the first day. Follow these policies and rules to the letter. Introduce yourself to the building principal and express your appreciation for the experience and educational opportunity being offered to you. In your field placement, you are expected to act and dress in a professional manner at all times. The students in your classroom will admire and look up to you as a future teacher and as a person who cares about them. As you develop and establish their respect and trust, you will become an important role model. Recognize and take this responsibility seriously. While you are at the site, BE THERE—no reading the paper, doing homework, or other activities that take you away from your responsibility to the classroom.

Reliability and promptness
As you develop a classroom visitation schedule, be sure to agree on times that will work well with your Marist class schedule. Allow yourself adequate travel time and arrive on time or slightly early. If you cannot attend school because of illness or another unavoidable conflict, contact your host teacher as soon as possible. Remember, the students will be counting on you to be there on your scheduled days. If other problems arise be sure to communicate these clearly with clinical faculty and professional faculty.

Appearance and Grooming
Here at Marist we have very specific guidelines about clothing, appearance, and hygiene. You must stop thinking of yourself as a student and start thinking of yourself as an education professional. Dressing professionally reflects well on you, your level of professionalism, our department, Marist College, and your recognition of the importance of your position working with children. YOU MAY HAVE TO GO SHOPPING SPECIFICALLY FOR SCHOOL CLOTHES, but remember that you need not spend a lot of money to do so. It does not matter what the clinical faculty’s habits are—focus on THESE guidelines!!

Personal appearance and hygiene are VERY important issues when working anywhere, and especially when working with students. BE NEAT AND CLEAN. If you have facial piercings (that is, nose, eyebrows, etc.), REMOVE THEM WHEN WORKING IN THE SCHOOLS. They are hazardous and distracting. If you have tattoos, consider wearing clothing that covers them. When in doubt, check with clinical faculty or the school principal.

Suggested attire:
- Collared shirts, sweaters, blouses (be sure they are NOT TIGHT)
- Khaki pants or other dress pants (also NOT TIGHT)
- Skirts, dresses that come to or below the knee (NOT TIGHT)
- Casual, comfortable, dress shoes (gals, leave the heels at home!)
- Jewelry that doesn’t swing around/make noise/get caught in things!!

The following are not acceptable in the classroom placements:
- Tee shirts with distracting or inappropriate graphics referring to drugs, tobacco, alcohol, or adult topics
- Shorts, sweat pants, or athletic pants
- Baseball caps / hats
- Tank tops or tops that expose bare midriff or too much neck/arm skin
- Low rise, tight or old tattered jeans (and jeans are inappropriate unless you do so in accordance with the school’s Friday dress policy)
- Sports sandals, old sneakers, or bare feet
ATTENDANCE REQUIREMENTS FOR STUDENT TEACHERS

Student teachers are required to be in attendance full-time every day the school is in session during each placement. During that time, they must meet the same obligations and responsibilities expected of a district teacher, for example, attending scheduled evening parent-teacher meetings or after-school faculty meetings. In the event of illness, the student teacher must notify the school, the clinical and professional faculty, and the college’s Office of Education, 575-3000, Ext. 2978. In the event of extended absence, the college could require additional hours to be completed at the end of the student teaching semester.

THE TEACHER CANDIDATE CALENDAR

All teacher candidates are expected to follow the Marist calendar with respect to the beginning and ending dates of each student teaching period. However, within the student teaching experience, candidates are expected to follow the calendar (e.g. vacations) and schedule (e.g. daily arrival and departure times) of the cooperating school’s requirements of the clinical faculty member regarding conferences and meetings as well as daily arrival and departure times. This includes attendance at Superintendent Conference days. While candidates may choose to observe Marist’s spring break (if during spring semester), it is recommended that they instead observe their cooperating school’s spring break to avoid missing too many days of student teaching.

INITIAL VISIT TO THE SCHOOL

Teacher candidates are expected to contact their assigned clinical faculty member well in advance of the placement to arrange to visit the school, meet with the teacher to discuss the assignment, procure textbooks, and obtain information about the school calendar. Normally, the visit will occur in late April or early May in preparation for the following fall semester and in December for the spring semester. The initial visit, brief though it may be, offers the clinical faculty member and the teacher candidate the opportunity to become acquainted with one another, to exchange important information facilitating arrangements for the opening week of the placement, and to begin the teacher candidate’s orientation to the classroom. REMEMBER that there will be TWO student teaching placements, so as soon as the candidate knows where he/she will be for the second placement, steps should be taken by the candidate to visit this second placement. Be sure to dress professionally whenever visiting a school.

PROFESSIONAL CONDUCT

In addition to demonstrating good moral character and ethical behavior teacher candidates are expected to conduct themselves as professionals in every respect. This topic is extensively addressed at the Orientation/Informational Meeting prior to the beginning of student teaching. If there are any questions about what constitutes professional conduct, candidates are urged to consult their professional faculty, clinical faculty, and/or the Director of Clinical Teacher Preparation. Teacher candidates are reminded that they are subject to the College’s Student Code of Conduct.
THE ROLE OF CLINICAL FACULTY

Marist College seeks to engage, as clinical faculty, those professionals possessing the ability and openness to work constructively with a candidate actively preparing to enter the teaching field. Clinical faculty should display a willing acceptance of the responsibility to supervise a student teacher and evidence a realization that this trust is one which makes a significant contribution to the teaching profession. She or he should be one who views the teaching profession in a positive light and who personally demonstrates high quality teaching performance and ongoing professional growth. Candidates will be completing the edTPA (Teacher Performance Assessment) during their first student teaching placement, and clinical faculty will receive training and/or materials to help them understand their role in the process.

Clinical faculty are expected to have certification in the teaching areas. Prior to the student teaching semester, the prospective clinical faculty member is invited to:

- review the autobiographical material prepared by the student teacher
- meet with the prospective student teacher to discuss the placement and to share information about educational backgrounds and philosophies
- review information provided in the Clinical Faculty Handbook about the college program and expectations and requirements for student teaching
- attend an orientation session and/or review materials connected to expectations and the requirements of the candidate’s edTPA (where applicable).
- prepare classroom students to accept the student teacher as their teacher's professional colleague

During the initial days of the student teaching semester, the clinical faculty member will:

- share with the student teacher his/her expectations for the student teacher's development of teaching competencies
- participate in orientation of the student teacher to the school, personnel, organization structure, and supportive services
- schedule the student teacher's gradual responsibility for assumption of teaching responsibilities
- supply the student teacher with texts and other materials and information as to where to procure teaching resources in the school
- assist the student teacher in preparing for the edTPA (where applicable) by helping to plan the teaching focus, the learning segment, and logistics involved with videorecording each of the learning segments and securing permissions to do so.
ROLE OF PROFESSIONAL FACULTY

During the student teaching semester, the professional faculty member:

- visits and observes the student teacher in the classroom setting. Note: although visits are weekly, only three formal lesson observations are normally scheduled during each placement. During each visit, the professional faculty member confers with the clinical faculty member and student teacher, conducts post-observation conferences, and offers feedback and suggestion. Written reports of the three formal observations and post-observation conferences are provided to the student and to the Education Department.

- makes arrangements with supervised candidates to meet for individual/small group discussions/conferences regarding progress, concerns, and other professional development issues

- completes the on-line final evaluation of the student teacher’s performance (upon completion of each placement), the on-line evaluation of the cooperating teacher/placement, and the on-line assessment of the candidate’s edTPA

- assists the student teacher in meeting the New York State Education Department’s requirements for the edTPA component for certification and works with clinical faculty to ensure understanding of the process. Note: edTPA is a comprehensive process wherein the candidate completes a portfolio demonstrating evidence of Planning, Instruction, and Assessment of three to five lessons and a video demonstrating their work with both small and large groups.

- submits a final grade (P/F) for the student teaching based on the actual student teaching experience, scoring of the edTPA submitted to the Professional Faculty member, and attendance at student teaching seminars.

- serves as a liaison between the college and school, seeking feedback from the clinical faculty member and other school personnel on the preparedness of student teachers.
THE ROLE OF THE SCHOOL PRINCIPAL

The principal supports the student teacher program through his/her leadership role in the school. Prior to and during the student teaching semester, the principal is invited to assist by:

- recommending teachers who are qualified and willing to serve as clinical faculty
- helping to orient the student teacher to the school by inviting participation in such activities as staff meetings, department meetings, and parent-teacher meetings
- if requested, helping in the resolution of any difficulty which may arise during a student teaching assignment
- providing advice and suggestions to a professional faculty member or Director of Clinical Teacher Preparation and Certification
- using the district’s teacher evaluation form, observe the student teacher, if possible, or assign another school supervisor or administrator, such as a vice-principal or chairperson.

THE ROLE OF THE DIRECTOR OF CLINICAL TEACHER PREPARATION AND CERTIFICATION

The Director of Clinical Teacher Preparation and Certification is the college administrator responsible for the arrangements for the student teaching semester. The Director is responsible for:

- verifying eligibility for entrance into the student teaching semester
- searching out suitable placements for eligible candidates and making application to the superintendent or delegated staff member
- scheduling and leading an orientation session for clinical faculty
- cooperating with the professional faculty and the school personnel to facilitate the resolution of any problem which may arise during the student teaching assignment
- collecting and processing field reports from the clinical and professional faculty
CERTIFICATION REQUIREMENTS

1. Applying for a certificate

   a. If you are enrolled in a New York State teacher preparation program you need to apply online via TEACH online services and indicate “Pathway: Approved Teacher preparation Program” as your pathway. Your college certification officer will submit your institutional recommendation online as well.

   b. Submitted Online: After you have entered your payment the “Application Confirmation” screen will appear. It will have the date of your application, amount of the fee owed, requirements that have been completed, the requirements that need to be completed in order to receive the certificates, and the address for which you should send the supporting documents for your application. You should print the “Application Confirmation” screen and retain it for your records. You may login to TEACH at any time and click the “Account Information” link to see the status of your application.

   c. Send supporting documentation to New York State Education Department: Once you have applied for a certificate, you must send supporting documentation necessary in order to conduct a complete evaluation of your credentials. Supporting documentation would include, but is not limited to any other information that may have previously been requested that will enable NYSED to complete an evaluation.

   Transcripts are not required for all pathways to certification. Specifically, NYSED does not require transcripts for applications submitted through the NYS Approved Teacher Preparation Program pathway. A recommendation from the college in which you completed your program leading to certification is sufficient. You may send all paper documentation or correspondence to: NYSED, Office of Teaching Initiatives, Room 5N-EB, 89 Washington Avenue, Albany, NY 12234.

   d. Completing coursework to satisfy unmet requirements: After you have been evaluated, you may find that you are deficient in required course work. If you are unsure of what courses you should take to meet your deficiencies, follow the guidelines found in Frequently Asked Questions – “Coursework to Satisfy Unmet Requirements” to help you select appropriate courses.

   e. Check the status of your application: Click TEACH Online Services to check the status of your application and to view your pending evaluation.

   f. Your issued certificate(s): You will not receive a printed copy of your issued, time limited, initial certificate. Instead, you can verify that your certificate has been issued by logging in to your TEACH Online Services account and viewing the certificate table in “Account Information.” Once you have the end-level certificate such as Professional, you will receive a printed copy of that certificate. Please take
notice of the effective date and validity period of your end-level certificate. Initial Certificates are time limited. You must complete the requirements for the next level certificate before the first certificate expires. If you are unable to meet the requirements for the next level certificate before your certificate expires, you may be eligible for a time extension. If your Initial certificate expires, it may be re-issued.

g. Professional Development for Certificate Holders: Holders of the Professional classroom teaching certificate must complete 175 hours of professional development every five years. Satisfaction of this requirement maintains the validity of the certificate.

h. Apply for an additional certificate: Holders of most New York State certificates may qualify for an additional certificate without meeting all of the requirements that a first-time applicant must meet. To determine whether this provision is applicable to you, as well as the exact requirements for second certification, go to TEACH online services and click on “Apply for an additional certificate!”

2. Assessments for Certification—testing requirements for qualified candidates depend on certification type, but consists of 4 assessments:

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<th>Initial Teaching Certification</th>
<th>edTPA (completed during student teaching)</th>
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<td>Educating All Students Test (EAS)</td>
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<td></td>
<td>Academic Literacy Skills Test (ALST)</td>
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<td></td>
<td>Content Specialty Test (CST) –there are TWO of these for C-SWD candidates</td>
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NOTE: the edTPA must be submitted to Marist as a requirement of student teaching. Candidates must submit the edTPA to Pearson for scoring in order to receive initial certification if they pass. Candidates who fail the edTPA on the first submission may then take the ATS-W (Assessment of Teaching Skills-Written) test up until June 2015. Those who pass the ATS-W will be issued an initial certificate.
The edTPA (Education Teacher Performance Assessment) is designed to gauge candidates’ readiness to teach in a three-dimensional, performance-based portfolio assessment. Each candidate will receive an edTPA Handbook specific to his/her certification area. Additional support documents will also be provided. The edTPA will be completed during the candidate’s FIRST student teaching placement and IS A REQUIREMENT OF STUDENT TEACHING. You must submit your edTPA to be scored by your Professional Faculty member and then to Pearson for scoring.

**edTPA Timeline of Work**

*Marist College Teacher Preparation Program*

This timeline is designed to give candidates a ROUGH outline to follow regarding some specific edTPA portions. It is NOT exhaustive, and many routine parts of student teaching have been left out! However, this should provide some clear guidance about expectations for when to be completing certain tasks. When in doubt, candidates should work AHEAD of this schedule.
BEFORE BEGINNING STUDENT TEACHING:

1. Dig through all of your academic work. What lesson/unit plans were particularly successful? Might you be able to incorporate some of your prior lessons into your edTPA? Also, dig up materials from all of your past Education program courses—who were the theorists who have informed what you do in the classroom? How do you find yourself planning with their theories and values in mind?

2. Read Making Good Choices thoroughly. You’ll find it an excellent guideline.

3. Read the edTPA Handbook for your certification area AGAIN.

4. Think about how you will organize your edTPA materials. Have a flashdrive JUST for edTPA materials. Also have another external drive AND a place on your personal laptop/computer/cloud network for all your edTPA materials. BACK EVERYTHING UP, ALL THE TIME.

5. Go to iLearn and download the templates you’ll need to do the written parts of your edTPA.

6. Contact your clinical faculty member and help set the classroom up before school begins if possible.

Week One:

- Get to know your clinical faculty member and students. Ask lots of questions.
- Make sure you get all appropriate paperwork in, including any paperwork involving permissions to videorecord students in the classroom. You need these permissions firmed up before you video.
- Have a good conversation with your professional faculty member. Understand the expectations/deadlines for edTPA materials designed to help you be successful and get everything finished in a timely way. Also discuss areas where you wish to focus/improve in your teaching.
- START COLLECTING INFORMATION (at the school and online) for your Context For Learning piece.

Week Two:

- Finish your Context For Learning data gathering and start writing it up.
- Decide with your clinical faculty member what your 3-5 lesson learning segment will be and begin planning accordingly. Talk with him/her about an appropriate pre-assessment for this segment. *Childhood Ed/Students with Disabilities: You have your own version of Making Good Choices, so follow the guidelines within that support the directions in your Handbook.

Week Three:

- Give students your pre-assessment for your learning segment.
• Be working with your clinical faculty member on co-teaching tasks, planning, and designing the assessments for your learning segment.
• Make arrangements for the **TECHNOLOGY** you’ll need regarding videorecording some lessons. **Plan ahead.**

**Week Four:**

• Work through your edTPA Handbook, organizing the various pieces you need to write and gather. Talk with your professional faculty member about where you are in the process.
• Continue working on the **lesson plans for your learning segment.**
• Consider **videotaping some practice lessons** this week to see how it all works.

**Week Five:**

• **Finalize plans for your teaching segment,** and implement them beginning THIS week. REMEMBER TO VIDEORECORD EVERY LESSON YOU TEACH, NOT JUST PIECES. This will give you more to choose from later.

**Week Six:**

• **FINISH YOUR TEACHING SEGMENT** and assessments THIS WEEK, along with your videorecordings.
• Remember the reflective writing (Commentary) and artifact-gathering you’ll be doing along with your teaching segment. **REVIEW YOUR edTPA HANDBOOK** with your professional faculty member to ensure you’re gathering all the artifacts/student work you require and writing what needs to be written.

**Week Seven:**

• **Wrap up** what you need to create/gather for your edTPA; analyze your materials and write up your remaining commentaries.
• **Set aside time to finalize your edTPA materials** and be sure to back up in several places!!

**Week .5 (half-week transition period):**

• **Follow up** with your clinical faculty member and professional faculty member regarding edTPA requirements.

The candidate must complete and submit the edTPA to Marist as a requirement of student teaching, and submit it to Pearson in order to become certified.
Marist College
Professional Education Unit

Policies for Handling Candidate Complaints

Overview:

Information concerning the candidate/student grievance process may be found in the Code of Student Conduct, the College Catalog, the Marist-LdM Catalog, Student-Athlete Handbook, and the Athletic Training Handbook. According to the Office of Academic Affairs, candidate/student complaints concerning academic freedom are rare. There have been no candidate/student grievances against professors based on academic freedom in the past ten years.

The Unit adheres to the policies established by Marist College regarding candidate complaints, concerns, and academic appeals. Candidates who wish to make appeals or to bring forward complaints or concerns about instructional matters should first discuss the issue with the faculty member directly involved. If the issue is not satisfactorily resolved at that point, the candidate should then meet with the respective Department Chair, Program Director, or Associate Dean. If further discussions are necessary, candidates should contact the Dean of the School of Social and Behavioral Sciences.

Process to Reconcile Academic Decisions:

To ensure a fair and systematic review, candidates must follow the steps outlined below:

1. The candidate is to initiate a discussion with the professor responsible in regard to the issue. This will be an informal discussion for the purpose of trying to resolve the issue. At the informal level, there is no recording of the issue on the Record of Candidate Formal Complaints form.

2. If the candidate is not satisfied with the outcome and wishes to further pursue the matter, he or she is responsible for notifying the professor and the Department Chair, Program Director, or Associate Dean within one week of receipt of the professor’s decision. The candidate should request a meeting with the Department Chair, Program Director, or Associate Dean.

3. When the candidate meets with the Department Chair, Program Director, or Associate Dean the purpose is to ascertain, to the extent possible the facts surrounding the matter and to clarify applicable academic policies.

4. The Department Chair, Program Director, or Associate Dean has the option of scheduling a subsequent meeting to include the professor.

5. The Department Chair, Program Director, or Associate Dean is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the candidate, professor, Dean, and Director of the Office of Academic Affairs.

6. If the candidate is not satisfied with the outcome and wishes to further pursue the matter, he or she is responsible for notifying the professor, Department Chair, Program Director, or Associate Dean, and Dean of his or her desire within one week of receipt of notification by the Department Chair, Program Director, or Associate Dean.
7. When the candidate meets with the Dean, the purpose is to ascertain, to the extent possible, the facts surrounding the matter and to clarify applicable academic policies. The Dean has the option of scheduling a subsequent meeting to include the professor.

8. The Dean is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the candidate, professor, Department Chair, Program Director, or Associate Dean, and Director of the Office of Academic Affairs.

9. If not satisfied, the candidate must then request in writing a meeting with the Director of the Office of Academic Affairs. This request must be made within ten days of the date the Dean’s letter was mailed. The candidate is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention.

10. Upon receipt of such notice, the Director shall notify the Dean, Department Chair, Program Director, or Associate Dean, and professor of the candidate’s intent and shall be provided with documentation pertaining to the matter by the Dean and the Department Chair, Program Director, or Associate Dean. The Director shall meet with the candidate, professor, Department Chair, Program Director, or Associate Dean, and Dean. The Director shall notify the candidate, professor, Dean, and Department Chair, Program Director, or Associate Dean in writing of the decision to maintain or modify the original academic decision. The Director’s decision is final.

*Appeals related to a final grade must follow Marist policy.

Appeals relating to academic policy, withdrawal and incomplete grade deadlines, or to a candidate’s academic status are considered by the Standards and Operations Committee, a standing committee of faculty governance.

Approved: March 13, 2013