

WAGNER COLLEGE EDUCATION DEPARTMENT

**Graduate Application to Student Teach
(to be completed with Departmental Advisor)**

NAME: _____

e-mail: _____

Local Address: _____

Phone: (h) _____

(b) _____

Home Address: _____

(c) _____

I wish to undertake my student teaching in the Fall____/Spring_____ semester of 200__.

I do _____ do not _____ have a car.

Certification Desired (Check One)

<input type="checkbox"/> Childhood Education/ Children w/Disabilities 1-6	<input type="checkbox"/> Early Childhood Education/ Children w/Disabilities B-Grade 2
<input type="checkbox"/> Middle Level Education/ Students w/Disabilities (circle one) English 5-9 French 5-9 Spanish 5-9 Biology 5-9 Mathematics 5-9 Social Studies 5-9	<input type="checkbox"/> Adolescent Education/ Students w/Disabilities (circle one) English 7-12 French 7-12 Spanish 7-12 Biology 7-12 Chemistry 7-12 Physics 7-12 Mathematics 7-12 Social Studies 7-12
<input type="checkbox"/> Literacy B-Grade 6	

You are eligible for Student Teaching because you have satisfied **all** pre-student teaching requirements as follows:

1. Admission to TPP _____
2. Completed all required core & concentration/methods courses with a GPA of 3.0 or better _____
3. Completed and documented all pre-student teaching field experience hours _____
4. Completed all content coursework required for certification _____
5. Submitted two letters of recommendation (see attached) _____
6. Interviewed by advisor at the time of application for entry into Student Teaching _____
7. Completed developmental professional portfolio _____
8. Completed rubric of Learning Outcomes _____
9. Student has been advised to take the LAST & CST's of the NYSTCE _____
(copies attached if available)
10. Student has been advised NOT to take the CST-Students w/Disabilities until the check list has been completed.

Advisor Signature: _____

Date: _____

I realize I will be placed in two developmentally appropriate settings and will be informed in writing by the Department of Education of the placements.

Student Signature: _____

Ed Dept. Chair Signature: _____

Note: Reviewed by EPPAC and approved by TEPU to make final determination.

WAGNER COLLEGE EDUCATION DEPARTMENT
Professional Education Faculty

RECOMMENDATION FOR STUDENT TEACHING

(Name of Student)

Program

Level of Student Teaching

- ____ Childhood/Children w/Disabilities 1-6
- ____ Early Childhood/Students w/Disabilities B-Grade 2
- ____ Adolescent Education/Students w/Disabilities 7-12
- ____ Middle Level/Students w/Disabilities 5-9
- ____ Literacy B-Grade 6

The above named student is applying to student teaching during the _____ 200____ semester. Please comment on the candidate's preparedness in terms of knowledge, skills, and dispositions to engage in student teaching.

Please return this form as soon as possible to the Department of Education, Campus Hall #331.

_____ **I recommend (comments):**

_____ **I do not recommend (comments):**

_____ **I wish to confer with the Coordinator of Student Teaching about this candidate.**

Signature

WAGNER COLLEGE EDUCATION DEPARTMENT
Professional Education Faculty

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(Name of Student)

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Signature

**WAGNER COLLEGE - DEPARTMENT OF EDUCATION
PORTFOLIO ASSESSMENT RUBRIC**

Place score below*

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
1. Introduction to Portfolio	Vaguely or does not define the purpose of the portfolio	Adequately defines the purpose of the portfolio.	Defines the purpose of the portfolio in a professional and articulate manner.		
	There is a brief or no description (or a very poor one) of the learning outcomes	There is an acceptable description of learning outcomes.	There is an exemplary description of the outcomes.		
	There is no description or a vague one of the portfolio organization.	The description of the portfolio organization is acceptable.	The description of the organization is excellent, well thought out, and logical.		

*For each Trait, record only 1 score (1, 2, or 3) in the shaded box.

Place score
below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
2. Philosophy Statement	Offers no or minimal evidence that the candidate has the student as the focus.	Offers adequate evidence that the candidate has the student as the focus.	Offers superior evidence that the candidate has the student as the focus.		
	Offers no or minimal evidence that the Department's Conceptual Framework has been incorporated	Offers adequate evidence that the Department's Conceptual Framework has been incorporated	Offers superior evidence that that the Department's Conceptual Framework has been incorporated		
	Offers no or minimal evidence that the candidate understands theory and research.	Offers adequate evidence that the candidate understands theory and research.	Offers superior evidence that the candidate understands theory and research.		
	Offers no or minimal evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.	Offers adequate evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.	Offers significant evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
3. Achievements Based on DOE Learning Outcomes (Knowledge)	No or minimal demonstration of knowledge in each of the specified areas	Satisfactory demonstration of knowledge in each of the specified areas	Substantive demonstration of knowledge in each of the specified areas		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
4. Achievements Based on DOE Learning Outcomes (Skills)	No or minimal demonstration of skills throughout portfolio.	Satisfactory demonstration of skills, throughout the portfolio	Substantive demonstration of skills throughout the portfolio		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
5. Achievements Based on DOE Learning Outcomes (Dispositions)	Demonstrates no or minimal familiarity with dispositions expected of professionals	Demonstrates acceptable dispositions related to lifelong learning, diversity, professional partnerships, ethical behavior, and transformative teaching and learning.	Consistently models and reflects all dispositions to a high level.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
6. Documentation/Choice of Artifacts	Artifacts do not or minimally illustrate knowledge, skills, and dispositions	Artifacts adequately illustrate knowledge, skills, and dispositions	Artifacts illustrate substantial knowledge, skills, and dispositions		
	Do not provide substantial evidence in support of Department of Education (DOE) learning outcomes.	Include a variety of more than adequate evidence in support of DOE learning outcomes.	Include a variety of more than adequate evidence in support of DOE learning outcomes.		
	Do not demonstrate relevance to DOE learning outcomes.	Demonstrates adequate relevance to DOE learning outcomes	Demonstrate clear relevance to DOE learning outcomes.		
	Lack or minimal evidence of teaching that engages student in DOE learning outcomes.	Contain sufficient samples of teaching that engages student in DOE learning outcomes.	Contain meaningful samples of teaching that engages student in DOE learning outcomes.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
7. Reflective Entries/Explanations	Reflections are unclear and limited.	Reflections are adequately developed.	Reflections are well developed.		
	Reflection minimal or lacking insight, critical thinking, and problem solving.	Some reflection on insights with beginning evidence of critical thinking, and problem solving.	Thoughtful reflections with frequent insights, critical thinking, and problem solving.		
	Little or just some evidence of commitment to self-improvement.	Beginning evidence of commitment to self-improvement.	Evidence of introspection and open-mindedness with stress on self-improvement and learning.		
	No or limited connection to readings, theories and research.	Awareness of connection to readings, theories and research.	Evidence of clear and consistent connection to readings, theories and research.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
8. Writing Mechanics	The use of standard written English is unsatisfactory or needs attention at this level. More than 10 errors in punctuation, capitalization, subject-verb agreement may exist or excessive fragments or run-ons may detract from the overall content of the writing.	The use of standard written English is satisfactory with no more than 8 errors in punctuation, capitalization, subject-verb agreement may exist or 1 or more fragments or run-ons may exist.	The use of standard written English is outstanding with no more than 2 errors in punctuation, capitalization, subject-verb agreement may exist. No fragments or run-ons may exist.		
	Syntax and word choice may be unsatisfactory, or the writing may lack cohesion.	Syntax and word choice are satisfactory, and the writing is cohesive.	Syntax and word choices are clearly superior, and the writing is very cohesive.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
9. Organization and Appearance of Portfolio	Unprofessional appearance.	Adequate appearance.	Attractive, professional appearance.		
	Poorly organized with no section dividers.	Section dividers are labeled and papers placed in appropriate sections.	Section dividers are labeled and tabs stand out from the contents of the portfolio with thoughtful placement of contents of portfolio in appropriate places.		
	No table of contents or brief and vague	Table of contents is well organized.	Table of contents is clear and alerts reader to contents of portfolio; reader can locate material easily.		
	Portfolio is maintained in an unprofessional notebook or not placed in a binder without a cover page or inappropriate, unprofessional title and/or appearance.	Portfolio is in a binder or notebook with an appropriate cover page.	Portfolio binder is attractive and cover page is professional, eye-catching and appropriate.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
10. Impact on Student Learning	Data or information about student performance are not gathered in any systematic way.	There is satisfactory evidence that data or information about student performance are collected and being used.	There is consistent collection and use of student achievement data to improve student performance.		
	There is no or minimal evidence that student learning is impacted by instructional strategies.	There is satisfactory evidence that instruction is improving student learning.	There is clear evidence that improvements in student learning are evident and linked to appropriate and effective instructional strategies.		

TOTAL SCORE RANGE 10-30

PLACE TOTAL SCORE BELOW



Wagner College



**CEC Portfolio Rubric
(Addendum to Generic Portfolio Rubric)**

Name of Student _____

Date _____

Overall Score _____

Scoring: Award 2 points for each “Target” score, 1 point for each “Satisfactory” score, and 0 points for each “Unsatisfactory score.” Passing score of at least a 10 is required. Note: Candidates must receive at least an acceptable score (a score of 1) on each factor in the rubric.

**CEC Standard to which this rubric applies:
1: Foundations**

SCORE FOR STANDARD 1:

<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
<p>Portfolio provides clear evidence that candidate fully understands:</p> <ol style="list-style-type: none"> 1) the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, etc. 2) human issues that have historically influenced and continue to influence the field of special education 3) issues of human diversity and their impact on families, cultures, and schools 4) relationships of organizations of special education to schools 	<p>Portfolio provides some evidence that candidate understands:</p> <ol style="list-style-type: none"> 1) the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, etc. 2) human issues that have historically influenced and continue to influence the field of special education 3) issues of human diversity and their impact on families, cultures, and schools 4) relationships of organizations of special education to schools 	<p>Portfolio does not provide sufficient evidence that candidate fully understands:</p> <ol style="list-style-type: none"> 1) the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, etc. 2) human issues that have historically influenced and continue to influence the field of special education 3) issues of human diversity and their impact on families, cultures, and schools 4) relationships of organizations of special education to schools
<p>CEC Standard to which this rubric applies: 2: Development and Characteristics of Learners</p>		
SCORE FOR STANDARD 2:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
<p>Portfolio provides clear evidence that candidate fully understands:</p> <ol style="list-style-type: none"> 1) concepts, principles and theories that enhance children with special needs' development, acquisition of knowledge and motivation. 	<p>Portfolio provides some evidence that candidate understands:</p> <ol style="list-style-type: none"> 1) concepts, principles and theories that enhance children with special needs' development, acquisition of knowledge and motivation. 	<p>Portfolio does not provide evidence that candidate understands:</p> <ol style="list-style-type: none"> 1) concepts, principles and theories that enhance children with special needs' development, acquisition of knowledge and motivation.
<p>CEC Standard to which this rubric applies: 3: Individual Learning Differences</p>		
SCORE FOR STANDARD 3:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>

Portfolio provides clear evidence that candidate fully understands: 1) how individual exceptionalities affect learning.	Portfolio provides some evidence that candidate understands: 1) how individual exceptionalities affect learning.	Portfolio does not provide evidence that candidate understands: 1) how individual exceptionalities affect learning.
CEC Standard to which this rubric applies: 4: Instructional Standards		
SCORE FOR STANDARD 4:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate fully understands: 1) varied instructional strategies (at least 4) to individualize instruction and meet the academic and social needs of students with disabilities	Portfolio provides some evidence that candidate understands: 1) varied instructional strategies (at least 3) to individualize instruction and meet the academic and social needs of students with disabilities	Portfolio provides insufficient (provides two or less strategies) evidence that candidate understands: 1) varied instructional strategies to individualize instruction and meet the academic and social needs of students with disabilities
CEC Standard to which this rubric applies: 5: Environments and Social Interactions		
SCORE FOR STANDARD 5:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate fully understands: 1) how to create learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. At least 3 ways are provided.	Portfolio provides some evidence that candidate understands: 1) how to create learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. At least 2 ways are provided.	Portfolio no evidence that candidate fully understands: 1) how to create learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. Only one way provided.
CEC Standard to which this rubric applies: 6: Language		
SCORE FOR STANDARD 6:		

<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate fully understands: 1) language development and communication skills necessary for individuals with ELN.	Portfolio provides some evidence that candidate understands: 1) language development and communication skills necessary for individuals with ELN.	Portfolio provides no evidence that candidate understands: 1) language development and communication skills necessary for individuals with ELN.
CEC Standard to which this rubric applies: 7: Instructional Planning		
SCORE FOR STANDARD 7:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate fully understands: 1) how to create a superior unit plan (Candidate may provide “target” score on Interdisciplinary Thematic Unit as evidence).	Portfolio provides basic evidence that candidate understands: 1) how to create a satisfactory unit plan (Candidate may provide “satisfactory” score on Interdisciplinary Thematic Unit as evidence).	Portfolio provides inadequate evidence that candidate understands: 1) how to create a superior unit plan
CEC Standard to which this rubric applies: 8: Assessment		
SCORE FOR STANDARD 8:		
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate fully understands: 1) how to use multiple (at least 4 different) assessment strategies and uses results to modify instruction.	Portfolio provides basic evidence that candidate understands: 1) how to use multiple (at least 3 different) assessment strategies and uses results to modify instruction.	Portfolio provides insufficient evidence that candidate fully understands: 1) how to use multiple (fewer than 3 different) assessment strategies.
CEC Standard to which this rubric applies: 9: Professional and Ethical Practice		
SCORE FOR STANDARD 9:		

<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate: <ol style="list-style-type: none"> 1) participates in organizations, agencies, etc. related to special education as an active member. 	Portfolio provides some evidence that candidate: <ol style="list-style-type: none"> 1) participates in organizations, agencies, etc. related to special education as a participant. 	Portfolio provides no evidence that candidate: <ol style="list-style-type: none"> 1) participates in organizations, agencies, etc. related to special education in any way.
CEC Standard to which this rubric applies: 10: Collaboration		SCORE FOR STANDARD 10:
<i>Target (2)</i>	<i>Satisfactory (1)</i>	<i>Unsatisfactory (0)</i>
Portfolio provides clear evidence that candidate: <ol style="list-style-type: none"> 1) has participated in an ongoing basis with families, agencies, etc. for the benefit of individuals with ELN. 	Portfolio provides some evidence that candidate: <ol style="list-style-type: none"> 1) has participated at least twice with families, agencies, etc. for the benefit of individuals with ELN. 	Portfolio provides no clear evidence that candidate: <ol style="list-style-type: none"> 1) has participated in any way with families, agencies, etc. for the benefit of individuals with ELN.

STUDENT NAME: _____



**Graduate Program
Checklist for:
Content Specialty Test - Students with Disabilities**

TASK	DATE COMPLETED
Satisfactory completion of ED600	
Satisfactory completion of ED687 or ED622 or ED644	
Satisfactory completion of ED620 or ED 613/614 or ED642 or ED668/669/673/674/675	
Review the Preparation Guide: Students with Disabilities CST published by the University of State of New York (http://www.nystce.nesinc.com/NY_viewSG_opener.asp)	
Review materials available in the Department's Resource Room (CAMH 333) (guides, books, videos)	
Review "What Every Special Educator Must Know," 5 th Edition (available on pdf format from www.cec.sped.org)	
Attend "Passing the CST-Students with Disabilities Workshop"	
Satisfactory completion of Workshop #1 "Understanding and Evaluating Students with Disabilities"	
Satisfactory completion of Workshop #2 "Promoting Student Learning and Development"	
Satisfactory completion of Workshop #3 "Working in a Collaborative Professional Environment"	
Satisfactory completion of Workshop #4 "Students diagnosed within the Autism Spectrum Disorder"	
Interview with Dr. Chavez-Brown	
Review additional literature as outlined during above interview a. b. c.	
Take the Exam	

September 2006