



**AAQEP**

Association for Advancing  
Quality in Educator Preparation

# Student Teaching Handbook for Advanced Programs

Information for  
Teacher Candidates,  
Cooperating Teachers, and  
Clinical Field Supervisors



**FREDONIA**

STATE UNIVERSITY OF NEW YORK

[fredonia.edu/ofe](http://fredonia.edu/ofe)

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### RESPONSIVE EDUCATOR PROGRAM:

The College of Education, Health Sciences, and Human Services (COEHS) at the State University of New York at Fredonia prepares early childhood, childhood, childhood inclusive, middle childhood and adolescent educators for the significant instructional challenges that await the future of education. The general philosophy underlying the Responsive Educator Program is an organized, yet complex model, which correlates with the themes that characterize current educational reform movements. That is, we believe that all children can learn, and that they can learn best when taught by teachers who are responsive.



The process of responsive instruction comprised of Planning, Instructing, Reflecting and Responding is a process that all effective professionals engage in when providing best teaching practice. This is supported by the Four Pillars of Understanding – Knowledge, Pedagogy, Diversity, and Professionalism. The foundation that supports the pillars is rooted in Trustworthy Educational Research, Contextual Influences Impacting Instructional Delivery and Standards for Teaching, Learning and Professional Behavior. The process of responsive instruction is the ideal for all educators and is taught to all future educators at Fredonia. Effective planning means selecting content, setting objectives, studying learner needs and backgrounds, and designing instructional strategies. Well organized instructing involves using diverse, proven teaching practices. Each pre-service teacher (otherwise known as “teacher candidate”) is provided with at least five field-based experiences, linking theory with practice. This allows candidates to learn where and when to apply these strategies. Successful reflecting is examining beliefs and principles. Reflecting also includes reviewing student knowledge, skills, and responsiveness to instruction. Useful responding involves aligning instructional practice with professional reflections and continually evaluating and adjusting practice in response to learner performance.

The supports for responsive instruction are the Four Pillars of Understanding. These practices are the basis of the instruction. Each future educator is provided with the knowledge necessary for providing best teaching practice. This includes general and specific knowledge, the knowledge of human development and the learning process. Pedagogy is the method of instructional delivery. Teacher candidates learn to use teacher-directed, peer-assisted, student-regulated, and technology-assisted methods of instructional delivery. Subject-specific teaching practices are also taught to educators. Comprehension of diversity is another important knowledge base for educators. Fredonia education majors learn to accommodate students of all needs and backgrounds. Cultural and linguistic diversity, multicultural education, special needs and inclusion, and urban education are taught to all future educators. Lastly, professionalism is a large part of the knowledge base provided for education students at Fredonia. Professionalism incorporates life-long learning, professional development and advocacy through collaboration. Professionalism also includes ethical conduct, behavior, research and contribution to the field.

The foundation of the model refers to trustworthy research, factors that influence instruction and standards. A diverse foundation of knowledge combined with responsive instruction is the ideal conceptual framework for student learning and teaching.



## SECTION I: STUDENT TEACHING PLACEMENT PROCESS

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### STUDENT TEACHING PLACEMENTS:

The Office of Field Experiences is responsible for securing placements for teacher candidates across the Professional Education Unit. Candidates should plan on traveling up to 60 miles from where they are living during the student teaching semester. Placements are made throughout New York State. In addition, candidates can apply to student teach in New York City and Texas.

Placements are made in consideration of the candidate's program of study and previous grade levels they have worked in during their Early Field Experiences. Unfortunately, it is not possible to place candidates in every grade/age level they will be certified in, but we do our best to provide a variety of grades/age levels/school districts before the conclusion of student teaching. Candidates are paired with teachers who are approved by their school administrator(s) to host student teachers. Therefore, candidates should not solicit their own placements. Once placements are assigned they are not changed due to location and/or desire for a certain teacher/grade/age level/school district. The ONLY time placements are changed after they are confirmed is when they are cancelled by the teacher and/or school.

If a cooperating teacher would like to request a specific student teacher, a formal request must be made in writing to the Director of the Office of Field Experiences. In order for consideration, requests must be received by OFE no later than April 15. If a teacher contacts OFE after April 15, they will be put on a reserve list in case the original placement is cancelled by the school district. Although a teacher might request a student teacher, the placement is not guaranteed unless the building principal/superintendent/Board of Education approves the placement. Some districts require student teaching interviews, and most complete background checks before student teaching placements are accepted.

Note that candidates are not permitted to be placed with relatives (e.g., parents, spouse, children, siblings, aunts/uncles, in-laws, etc.). When completing the Application for Student Teaching, candidates are required to disclose information to the Office of Field Experiences regarding relatives employed at or attending school in any district where placements might occur. Under most circumstances, candidates will not be placed in schools where relatives are employed or attend school.

Student teaching placements will be made for candidates provided the following requirements have been satisfied:

1. **Successfully meet the requirements designated by the candidate's academic department including cumulative (overall) grade point average (GPA), Professional Dispositions, and screening process. All Education majors who started at Fredonia during or after the Fall 2015 semester MUST have at least a 3.0 GPA to be considered for student teaching placements.**
2. **Unless they qualify for the NYSED Limited Exemption, candidates holding initial certification MUST have at least 75 hours of field time completed PRIOR to student teaching.**
3. **Successful completion of all required education courses.**
4. **Timely submission of Student Teaching Application materials to the Office of Field Experiences, including proof of Fingerprinting from the candidate's TEACH Account.**

## SECTION II: STUDENT TEACHING POLICIES

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In order to be successful in their student teaching experiences, candidates should follow the policy statements and procedures shown below.

### ATTENDANCE:

Regular attendance is expected of student teachers. Attendance is a factor that reflects professionalism. An absence from student teaching is a serious matter and must be documented by the student teacher and cooperating teacher.

Student teachers are expected to report to their assignments each day that school is in session during any given student teaching period. If a situation arises and a candidate cannot avoid an absence (e.g., illness, death in the family, etc.), the absence must be made up at the end of the placement. This may result in a delay for program completion and/or recommendation for certification. Excessive absences may result in an extension of the student teaching experience or termination.

### Please keep the following in mind:

- Absences are not permitted the day before or after an observed holiday (e.g., Columbus Day, Veterans Day, Good Friday, etc.) and/or school breaks/vacations.
- Arriving late three times constitutes the equivalent of one day of absence. Tardiness is unacceptable and can result in termination of the placement.
- Candidates should not be scheduling teacher certification exams or job interviews during school days.
- Candidates WILL follow the student teaching schedule provided by the Office of Field Experiences.
- Student teachers WILL follow the calendar of the respective school while student teaching. Candidates will **NOT FOLLOW** the SUNY Fredonia vacations or breaks during the student teaching semester.

Listed below are procedures to follow should an absence be unavoidable:

### For Extreme Illness:

1. *Student teacher must notify the following people as early as possible before the school day begins:*
  - a. Cooperating teacher and/or school secretary
  - b. Clinical Field Supervisor
  - c. Office of Field Experiences
  - d. For extended absences, documentation should be sent to Student Affairs.
2. Any instructional materials that the student teacher possesses that are necessary for instruction on the day of an absence **MUST** be hand-delivered if they cannot be submitted digitally to the cooperating teacher for use on that day.

### **For Snow Days:**

In the event of a snow day, the student teacher should call the Clinical Field Supervisor if an observation was scheduled for that day. BLE and TESOL Option 1 and CAS candidates are required to make-up snow days. If there is a delay to the start time due to inclement weather candidates are required to arrive at the same time as the teachers, not the students.

### **For Family Emergencies:**

If the student teacher is called home for a serious illness or death in the immediate family, the cooperating teacher, Clinical Field Supervisor, Director of Field Experiences, Student Teaching Seminar instructor, and Student Affairs MUST be notified immediately. The Director of OFE will work with the candidate to make-up the time missed in the field.

### **STUDENT ATHLETES:**

All requests for absences related to a collegiate sport MUST be made and documented by the Director of OFE the semester PRECEDING student teaching.

- Candidates will need to make-up time at the end of the placement if they are approved to participate in any competitions, trips, etc. that interfere with the schedule of the school they are placed in during their season.
- Athletes will follow the same guidelines as all student teachers. Therefore, absences from student teaching must be made up.

### **REQUIRED ATTENDANCE FORMS:**

Failure to submit the following forms in a timely manner will result in a Professional Disposition, and possible failure of student teaching.

#### **1. Request for Absence from Student Teaching Form:**

As a reminder, SUNY regulation states that candidates pursuing professional certification are required to be in their student teaching placements for 20 days or 50 clock hours if they qualify for the NYSED Limited Exemption. However, an absence can be requested in advance for professional conferences, job interviews and/or teacher recruitment fairs. Approvals are not guaranteed and will be determined on a case-by-case basis.

- In order to be considered for an absence, the candidate should complete the Request for Absence from Student Teaching Form.
  - In addition to the candidate, the cooperating teacher is required to sign this form.
  - In order to be considered for an excused absence, the candidate MUST submit the *Request for Absence from Student Teaching Form* to the Office of Field Experiences at least **5 business days prior** to the date of request and receive written approval from the Director of OFE.
  - ***Please note: If the cooperating teacher denies the request, the candidate should still send the form to the Director of the Office of Field Experiences.***

## 2. Student Teaching Record of Attendance Form:

Candidates are required to complete the Student Teaching Record of Attendance Form on the last day of the placement.

- After the candidate documents any absences, tardy arrivals, and/or early releases, both the student and the cooperating teacher will sign the form.
- The candidate will then scan or take a photograph of the signed form.
- The form **MUST** be uploaded to the digital Student Teaching Folder **within 24 hours of completing the placement**. Do NOT submit the form until the last day of the placement.

### FAMILY RESPONSIBILITIES:

Child care or family responsibilities should NOT affect the student teachers' arrival time or departure time, or the student teachers' responsibilities during the day. Please be sure to have plans for childcare secured prior to the start of student teaching.

### EXTRA COURSE/EMPLOYMENT DURING STUDENT TEACHING:

Student teaching is considered a full-time assignment. Therefore, employment, college courses not related to student teaching, and extracurricular activities are not advisable. If a student is so engaged, the student has the obligation to maintain standards.

If financial need requires that some employment be assumed, hours should be limited to 10-12 hours per week, preferably on weekends. If teaching effectiveness is impaired he/she must choose between discontinuing activities and withdrawing from student teaching.

### TRANSPORTATION:

Getting to and from the assigned placement is the sole responsibility of the candidate. If a candidate needs to withdraw from the placement, they should follow the guidelines from the University Catalog.

If candidates are carpooling to their placements, the Office of Field Experiences and Clinical Field Supervisors will not arrange transportation and/or intervene if conflicts arise. Candidates are advised to deal with any transportation issues amongst each other.

### PROFESSIONAL ETHICS:

The student teacher will be held to the same moral and social standards as are expected of regular teachers by the local Board of Education. The policy of the Office of Field Experiences is the same as that of the National School Board Association:

Any behavior on the part of a student teacher that is not acceptable to the local Board of Education and the school administration and which is considered to be incompatible or undesirable on the part of a professional teacher is not approved by Fredonia. In such cases, appropriate action will be taken by the Director of the Office of Field Experiences in collaboration with the Program Coordinators and the Dean of the College of Education (even to have the student teacher withdraw from the program).

The teacher, as a professional person, is governed by a code of behavior deemed appropriate for members of the profession. Preparing oneself for a career in teaching begins by becoming familiar with



these standards and striving to achieve this level of professionalism. The two sections of the code pledge your commitment to students and the profession. 1975 Representative Assembly, National Education Association, adopted the Code of Ethics of the Education Profession. ([This code is often printed on the reverse side of a teaching credential.](#))

### **DISPLAYING PHOTO IDENTIFICATION:**

Candidates are expected to wear photo identification each day that they are in the school. If the school does not provide their own identification card, candidates should wear their Fred Card in a lanyard (if a candidate does not have their own lanyard, one will be given to them at the Professional Development Seminar prior to student teaching).

Please note that many schools require teacher candidates to provide government issued ID for access to their buildings. Candidates should have this photo ID with them every day. FRED Cards will not be accepted.

### **PROFESSIONAL APPEARANCE:**

Candidates are expected to be professionally dressed each day of student teaching. It is highly recommended that candidates pay attention to how their clothing fits. Clothing that is too tight or loose may give a negative impression of the candidate's professionalism. Although cooperating teachers (or other school personnel) may wear the following articles of clothing, Fredonia candidates are advised to **refrain** from wearing the following:

- Sandals/Flip-flops (Please note that some schools do not allow any form of open-toed shoes)
- Jeans (unless candidate contributes to a special fund sponsored by the school)
- T-shirts or sweaters worn as dresses (unless they are knee-length or longer)
- Leggings (unless they are worn with a top that is knee-length or longer)
- Short dresses or skirts
- Low-cut tops
- Bare midriffs
- Stiletto heels

Being professionally dressed does not mean candidates need to spend a lot of money on their wardrobe. Inexpensive items may be purchased at consignment shops, second-hand stores, discount department stores, etc.

While they are an expression of self, each school and/or teacher will have different expectations pertaining to tattoos, piercings and hair color. Candidates should contact their cooperating teacher *before the placement begins* if they have questions.

### **EXTRA ACTIVITIES TO ATTEND WHILE STUDENT TEACHING:**

Student teachers should attend faculty meetings, extracurricular activities, board of education meetings, parent conferences, in-service/professional development/superintendent conference days, and other events as part of their professional responsibilities (Domain 4). The local cooperating public school officials will determine the extent to which students are invited to participate. Attendance at such events demonstrates enthusiasm and initiative. If a candidate is not invited to some professional development with their cooperating teachers, they should still be reporting to their student teaching assignment that day.

## **RESPECTING THE GUEST-HOST RELATIONSHIP:**

Student teachers, Fredonia instructors, and Clinical Field Supervisors are invited to schools as guests. Each school maintains regulations, procedures, instructional practices, and professional expectations with regard to student teachers' work within the school. Being assigned to a school means you will understand your role as a guest and agree to abide by the regulations and expectations of the school to which you are assigned.

## **RESOLVING PROBLEMS:**

It is important that all parties begin with a commitment to open and honest conversation. While it may be necessary to have confidential conversations with a Clinical Field Supervisor, problems are difficult to resolve without open communication between all people involved at some point in the process. Candidates are urged to talk to their cooperating teacher first. If questions or problems related to the student teaching experience still are unresolved, candidates should discuss them with their Supervisor. If the situation requires further attention, the Supervisor will contact the Director of the Office of Field Experiences.

## **MAINTAINING CONFIDENTIALITY:**

Student teaching places candidates in a privileged situation in which they are exposed to a variety of confidential information, such as student records, school and classroom problems, and teacher conversations. Public exposure of confidential information is detrimental to the rapport that SUNY Fredonia has established with the schools in which it places student teachers and damages trust in candidates as professionals.

## **CLASSROOM MANAGEMENT:**

The student teacher will want to follow the guidelines already established in the cooperating teacher's classroom. Discipline is a challenging aspect of teaching and this field experience provides an opportunity to observe techniques used by teachers and use what you have learned in classes at Fredonia.

## **RELATIONSHIPS AND INTERACTION WITH PUPILS:**

Student teaching brings candidates into close and extended contact with children. While effective teaching is based on warm, mutually respectful relationships between teachers and students, a growing concern in our society about inappropriate and exploitative adult relationships with children places the relationship between teacher or student-teacher and children into close scrutiny by parents, colleagues, administrators, and even other children.

The following guidelines are suggested to protect candidates and their students. The principal of the school may advise candidates of additional local school guidelines.

- Be aware that some styles of communication with students and parents (e.g., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate or even confrontational.
- Avoid being alone with a student of any gender. When candidates do need to meet individually with a student ensure, as far as possible, that it is in sight of other adults.
- If providing first aid or personal care to a student (e.g., a young student or a student with a disability), candidates should make sure they are accompanied by, or can be seen by, another

staff member or adult, whenever possible.

- Candidates should never transport students in their vehicle. Personal visits between students and student teachers at either party's home are also inappropriate.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion.
- Never use corporal punishment. This means that candidates must not strike, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student's face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children's individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.
- Candidates must not provide their personal telephone number, email, or social media name to students. Moreover, they should never email, telephone or send messages to students for nonessential or personal purposes. Where any of these activities are essential, candidates must make sure that they occur with the knowledge and approval of the cooperating teacher, principal, AND the parents.
- Candidates should not single out an individual student for preferential treatment, gifts, treats, etc.

### PERSONAL PROPERTY:

The school district is not responsible if personal belongings get lost, stolen, or damaged during the time the candidate is in the placement.

**Cell Phones:** Teacher candidates are ***strictly prohibited*** from using their cell phones during instructional time. Cell phone violations are considered a negative disposition and may result in failure from student teaching.

**Computers/Tablets:** Computers or tablets (school or personal devices) should only be used for instructional purposes during the school day. Candidates should refrain from checking email accounts, social network sites, chatting with individuals not associated with his/her placement, or completing work that is not related to their placement during the school day. Correspondence with Fredonia faculty and staff can wait until the end of the school day.

### USE OF SOCIAL MEDIA:

It has become common cultural practice to maintain social networking sites for a number of communication and relationship reasons. For social networking sites and the Internet in general, personal information can follow us sometimes interfering with career goals. Candidates are advised to keep all of their social networking sites on a strictly private setting. Pictures and/or information visible on candidate's personal sites should be within expectations of a teaching professional.

Candidates are prohibited from adding your students and advised against adding your cooperating teachers, administrators, parents/guardians, and supervisors to social media.

## **PHOTOGRAPHS AND VIDEO/AUDIO RECORDINGS:**

While these practices are valuable learning tools, they may present some privacy issues in the classroom. If, within the context of state or course assignments, it is required that you engage in these practices, be sure to discuss with your cooperating teacher the school procedures for obtaining permission to photograph and record the children in the classroom. If these practices are not permitted you will need to speak with your instructor about alternative strategies.

## **USE OF STUDENT TEACHERS AS SUBSTITUTE TEACHERS:**

In general, student teachers should not be employed as substitute teachers during their student teaching experience. Student teachers may substitute for their cooperating teacher for a maximum of one day per week, with a limit of 3 days per placement.

Student teachers are under no obligation to accept an offer to substitute and they should not be considered for substituting if the cooperating teacher believes they are not yet ready to assume responsibility for the entire school day. When student teachers substitute, they are acting as employees of the district and are to be paid as such. Student teachers will not have to make up the three days they are employed as substitutes. Participants in the Helen L. Johnson Fredonia-Hamburg Internship Program should consult with the Program Coordinator regarding the opportunity to substitute teach.

The Dean of the College of Education, Health Sciences, and Human Services and the Office of Field Experiences has approved the following policy. Substitute teaching may be allowed only under rare and unusual circumstances, with certain provisions and under the following conditions:

- The cooperating teacher, Clinical Field Supervisor, and the school administrator must approve the student teacher to be employed as a substitute teacher.
- The student may not serve as a substitute more than one day per week, or three days per placement.
- The student teacher may substitute only for the cooperating teacher they are placed with.
- The school administrator must ensure that the student teacher has access to adequate and appropriate supervision by a certified teacher

(NYS Education Law Section 3001, Subsection 2)

## **ACCIDENTS AND HEALTH ISSUES:**

Regular student health and accident insurance remains in effect throughout the student teaching experience. If the student teacher is not covered under his/her parent's medical insurance, Fredonia College's Student Accident and Health Insurance Program should be purchased. The application and an outline of the coverage are available at the Health Center in LoGrasso Hall.

- You **MUST** be insured during student teaching.

## **TEACHER STRIKES AND STUDENT TEACHING:**

The student teacher is a guest of the school district and, as such, should not participate in or openly advocate any position in cases of strikes or actions. In no case should the student teacher enter a public school building or serve as a substitute teacher when the Teachers' Association is officially on strike. Conversely, the student teacher should not serve on a picket line or overtly support the strike in any way.

## LEGAL STATUS:

Student teachers wonder about their legal status while student teaching. Can a student teacher be sued? Will one get into trouble for disciplining a student? What happens if someone gets hurt?

- The student teacher will be held accountable for all actions and must act responsibly and conscientiously while performing all duties. The district personnel are responsible for the students' welfare. However, if the student teacher is placed in charge of students, the student teacher will have legal responsibility and authority. Legal action can be taken against the student teacher. The student teacher must perform at a high level of performance.
- Student teachers are advised to use common sense and to familiarize themselves with district policies regarding discipline, caring for injured students, etc. and not leave themselves legally vulnerable. Since local and state laws differ and change frequently, one must be sure to find out what the legal status is in that particular school system. Cooperating teachers and principals can be asked about policies and laws concerning: child abuse, negligence, discipline, search and seizure, liability insurance, self-defense, first aid and medication, copyright laws, and academic freedom. The student teacher should report to the cooperating teacher if neglect or abuse is suspected.
- Student teachers should check with their individual health insurance carrier to see if they are covered for accidents that may happen while student teaching.

## EDUCATIONAL LAW:

The school district's Board of Education adopts the policy manual that should be consulted for district operations or practices. In most but all cases the student teacher shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the School District, as provided by law.

§ 3023. Liability of a board of education, trustee, trustees or board of cooperative educational services

McKinney's Consolidated Laws of New York Annotated  
Education Law (Refs & Annos)

Chapter 16. Of the Consolidated Laws (Refs & Annos)

Title IV. Teachers and Pupils

Article 61. (3001-3036) Teachers and Supervisory and Administrative Staff (Refs & Annos)

Universal Citation: [NY Educ L § 3023 \(2015\)](#)

Notwithstanding any inconsistent provision of law, general, special or local, or the limitation contained in the provisions of any city charter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education, trustee, trustees or board of cooperative educational services; and said board of education, trustee, trustees or board of cooperative educational services may arrange or and maintain appropriate

insurance with any insurance company created by or under the laws of this state, or in any insurance company authorized by law to transact business in this state, or such board, trustee, trustees or board of cooperative educational services may elect to act as self-insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, board of trustees, or board of cooperative educational services.

Credits:

(Added L. 1955, c. 583,12; amended L. 1961, c. 128; L. 1966, c. 98; L.1976, c. 844, section 1)

McKinney's Education Law § 3023, NY EDUC § 3023 Current through L.2015, chapters 1 to 4.

Education Law revised 2001

3028 a – Liability of Schools

3028 b – Notification of the teacher's duties to provide information in reporting of child abuse, neglect, drug abuse for liability purpose

3028 c – All are protected in the case of violence/weapons



## SECTION III: STUDENT TEACHING RESPONSIBILITIES

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### **STUDENT TEACHERS *SHOULD*:**

- Respect the policies and procedures of the school, cooperating teacher, Clinical Field Supervisor, and COEHSHS
- Be flexible and accept advice or constructive criticism from the cooperating teacher and Clinical Field Supervisor
- Act, speak, dress, think and react like a professional
- Attend each day of the assigned placements, and be prompt and dependable
- Communicate effectively and use correct academic language (avoid colloquialisms and slang)
- Be prepared; have all materials ready well in advance
- Meet the needs of all pupils without fanfare
- Work with the cooperating teacher when dealing with parents
- Treat all students with dignity and respect and earn the pupil's respect
- Take initiative and show motivation
- Work cohesively with the cooperating teacher, other faculty members, and pupils

### **STUDENT TEACHERS *SHOULD NOT*:**

- Disrespect the cooperating teacher or other school personnel
- Converse with parents without the presence or consent of the cooperating teacher
- Discuss classroom situations outside of the school – Confidentiality is critical!
- Gossip or complain about placements – Every experience is a learning opportunity
- Be absent or tardy unless it is absolutely unavoidable
- Wait to be told what to do – Take initiative and ask questions
- Counsel students one-on-one behind closed doors
- Use cell phone or instant message software during instructional time
- Under no circumstances engage in communication with students outside of school and/or with email, text messages, or social media

## LETTERS AND VIDEO INTRODUCTIONS:

Candidates are required to write and send a formal Letter of Introduction via email to their cooperating teacher by the date indicated on the memorandum they received by the Office of Field Experiences. Candidates should refer to the Letter of Introduction guidelines they received in their Student Teaching Memorandum for more information.

Candidates are also required to courtesy copy (CC:) their Clinical Field Supervisor on this message. Candidates can find their teacher and Supervisor's email addresses on their Student Teaching Assignment Forms.

- Please note that the Clinical Field Supervisor also receives the Student Teaching Memorandum, so if they do not receive their candidate's Letters of Introduction by the deadline, they will contact the Director of the Office of Field Experiences.
- Not sending the letter of introduction in a timely manner may result in a Professional Disposition.
- Student teachers participating in the SUNY Urban Teacher Education Center (SUTEC) Program will not necessarily know their first cooperating teacher's name until the first day of school. Therefore, these candidates should have a letter of introduction ready to hand-deliver to the teacher on the first day of student teaching. However, letters should be emailed to their Clinical Field Supervisor as soon as they know his or her name and contact information.

Candidates are also instructed by the Office of Field Experiences to record and upload a video introduction in the remote supervision tool called [GoReact](#). Refer to your Memos from the Director of OFE for more information.

## GOREACT:

During the student teaching semester, evidence of the candidate's teaching will be submitted to and scored by their Clinical Field Supervisor (course instructor) in a secure system operated by GoReact. GoReact, which is both FERPA and HIPAA compliant, is an observation platform for feedback, grading, and critiquing of video assignments.

Candidates are required to write lesson plans and submit video recordings that show how they teach these lesson plans. Even if the Clinical Field Supervisor is present in the classroom during the lesson, candidates will still record the lesson and later upload it to GoReact.

During recording, children may appear in the videos if they have written consent from their parent/guardian. However, the focus of the video recordings is on the candidate's instruction, not the students in the class. Candidates are required to get permission before scheduling their First Formative Observation. Candidates have been provided with an English and Spanish version of the **GoReact Parent/Guardian Consent Form**.

In addition, candidates are required to sign and upload the **Attestation of the Use of Parent/Guardian Forms for GoReact** to their Student Teaching Google Folder prior to the first day of the student teaching semester.

Candidate's may also be required to collect samples of student work as evidence of their teaching practice. It is the candidate's responsibility to maintain confidentiality of all student recordings and student work. No student names should appear on any materials that are submitted to course instructors at SUNY Fredonia. In addition, only first names should be used when candidates are recording their lessons.

The contents of the candidate's assignments will be used for professional education purposes only. Videos will not be distributed publicly or otherwise made available for public use.

## **SCHEDULE IN-PERSON AND/OR ZOOM MEETINGS:**

Candidates will be required to schedule in-person and/or Zoom meetings with their Clinical Field Supervisor and cooperating teacher during their student teaching semester. Zoom meetings with Supervisors and/or cooperating teachers can be recorded and/or uploaded to the candidate's digital Student Teaching Google Folder if the candidate desires, or at the request of the Supervisor and/or the Office of Field Experiences.

## **LESSON PLANS (REQUIRED FOR EVERY LESSON CREATED BY YOU):**

Candidates have been introduced to various lesson plan formats during their Early Field Experiences at Fredonia, including the Charlotte Danielson lesson plan template.

At the start of each placement, it is advised that candidates discuss which lesson plan format their cooperating teacher would prefer them to use. Once established, candidates should use this format consistently, unless otherwise directed by their Clinical Field Supervisor.

### **Submitting Lesson Plans to the Cooperating Teacher:**

Candidates will provide the cooperating teacher with complete lesson plans/materials/assessments in advance of the lessons being taught (e.g., mini-lesson, whole group instruction, etc.). Weekly lesson plans should be submitted to the cooperating teacher by the Friday before they are to be taught. Revised lesson plans should be provided to the teacher at least 24 hours in advance (not the same day of instruction).

- If a candidate does not submit lesson plans in advance, the cooperating teacher should notify the Clinical Field Supervisor.
- If lesson plans are not submitted in advance, the cooperating teacher and/or Clinical Field Supervisor should file a Professional Disposition and Concerns Report. If the candidate does not provide the cooperating teacher with lesson plans on a consistent basis, the Supervisor will initiate the Intervention process. If improvements are not made, this could result in additional Professional Dispositions and/or failure of student teaching.

### **Submitting Formative Observation Lesson Plans to the Clinical Field Supervisor:**

When preparing for each formative observation (two times per placement), candidates should upload their lesson plans/materials/assessments to their Google Drive Student Teaching folder at least **48 hours prior** to their scheduled lesson.

- If lesson plans are not received within 48 hours of the scheduled observation, the Clinical Field Supervisor will contact the Director of the Office of Field Experiences. Not submitting lesson plans in a timely, consistent manner may result in a Professional Disposition or failure of student teaching.
- Moreover, if lesson plans for the formative evaluations are not received within 48 hours, the Clinical Field Supervisor may request the candidate to reschedule the evaluation.

## Submitting Daily/Weekly Lesson Plans to the Clinical Field Supervisor:

In addition to submitting your Formative Evaluation lesson plans to your Clinical Field Supervisor, you should also create a folder in your digital Student Teaching Folder in Google Drive for your daily/weekly lesson plans. While these lesson plans will not be required 48 before you teach them to your students, your Supervisor will check them on a regular basis to gauge what you are doing in the classroom in-between your formal evaluations.

## SELF-ASSESSMENT/REFLECTION:

As noted above, candidates are expected to [complete a student rubric](#) in GoReact after each formative observation video is uploaded to GoReact. This type of reflection allows students to critically examine attitudes and educational philosophies. It also allows student teachers to become more aware of their influence on the success of their students.

**Candidates should further reflect on the following questions and submit their responses in writing to their Supervisor. Reflections can either be entered into GoReact, or completed in a Google Doc and shared with the Supervisor within 48 hours after each Formative Evaluation.**

- 1. What success did I have in teaching my lesson today? How do I know my students met the lesson learning objective? Was I able to effectively meet the needs of all learners in the group? Was my choice of teaching strategies appropriate? What kind of adaptations did I make so all students were able to participate and learn in meaningful ways?*
- 2. What do I need to improve upon to more effectively teach the lesson? What would I do differently next time?*
- 3. What classroom management strategies and technology did I use to maximize student focus? Were they effective? Why or why not?*
- 4. What feedback did my cooperating teacher provide after the lesson? What next steps can I take to implement key suggestions made?*
- 5. How am I meeting the requirements of Domain 4: Professional Responsibilities?*

## SUGGESTED DEVELOPMENTAL SEQUENCE:

The following is a *suggested* sequence for a 50 clock hour placement that should be helpful to both candidates and cooperating teachers and Supervisors. However, individual timelines may be slightly different. As candidates already hold initial certification, candidates will be expected to take on more responsibilities at a quicker rate.

Week 1: Moderate Responsibilities	
Teacher Candidate	Cooperating Teacher
Become acquainted with classroom rules, daily routines, offer assistance from the first day.	Although the cooperating teacher has full responsibility for planning and conducting the class, the student teacher should be given as many responsibilities as the teacher deems appropriate.
Learn names of students and school personnel.	The cooperating teacher sets standards for lesson plan deadlines and guidelines.
Participate in professional activities (meetings, orientations, staff development, etc.).	Schedule time each day to talk. Communication is the key to success.
Assist in daily routine (distribution of materials, attendance, and movement from locations).	Inform the Clinical Field Supervisor if there are any concerns that need to be addressed.

Assist cooperating teacher in responding to the needs of individual pupils.	Assist the student teacher in beginning actual teaching. (Start with small groups, co-teaching, etc.). Increase the student teacher's responsibility for the daily routine.
Become more aware of individual learning needs of the students.	Plan cooperatively with the student teacher.
Write detailed lesson plans for any instruction provided.	Continuously assess the student teacher's level of competency and provide feedback.
Establish goals with the cooperating teacher and discuss with the Clinical Field Supervisor. Debrief daily with the cooperating teacher and discuss performance (strengths and areas upon which to improve).	Examine, critique, and approve the student teacher's plans for the week.
Implement evaluation and grading of student progress.	Model a variety of teaching techniques so the student teacher will learn flexibility of lesson planning and instructional methodologies.
Implement discipline strategies with the students.	
Evaluate pupil progress.	
Teach and record <b>First Formative Lesson</b> and complete post conference with Clinical Field Supervisor.	

<b>Week 2: Full Responsibilities</b>	
<b>Student Teacher</b>	<b>Cooperating Teacher</b>
Teach and record <b>Second Formative Lesson</b> and complete post conference with Clinical Field Supervisor.	If possible, the cooperating teacher should remain in the classroom while student teacher is instructing.
Assume responsibility for full-time teaching for as permitted.  All plans must be turned in to the cooperating teacher at least <b>24 hours</b> in advance for approval.	The cooperating teacher still has the responsibility for the assignment of final classroom grades and student safety throughout this stage.
Revised lessons should be submitted in a timely manner at the request of the teacher.	The student teacher receives daily feedback on his/her performance.
Be responsible for management of the classroom.	Sign the candidate's <i>Record of Attendance Form</i> .
Schedule <b>Summative Evaluation</b> 3-Way Conference with Supervisor and cooperating teacher.	Be sure candidate has returned all of your materials before the last day of the placement

Complete <i>Record of Attendance Form</i> and upload to Google Drive Student Teaching Folder.	Participate in Three-Way Conference that includes yourself, the candidate, and Clinical Field Supervisor to evaluate performance, and establish further goals.
Return all materials to cooperating teacher.	

#### **FORMS TO SUBMIT TO THE OFFICE OF FIELD EXPERIENCES:**

It is imperative that candidates check their Fredonia email account on a daily basis. At the end of the placement candidates will receive links to Google Forms that must be submitted to the Office of Field Experiences in order to successfully pass student teaching.



## SECTION IV: EVALUATION OF STUDENT TEACHER PERFORMANCE

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### COLLEGE SUPERVISION:

During student teaching the candidate will be part of a team working closely with the cooperating teacher and Clinical Field Supervisor, who is also the student teaching course instructor. Establishing a good rapport among all members of the team will make the experience positive and profitable. The cooperating teacher serves as a mentor and model to the teacher candidate.

The Clinical Field Supervisor serves as a liaison between Fredonia and the school, and the Clinical Field Supervisor. The Supervisor will evaluate the teacher candidate three times for each experience, and is responsible for evaluating the increasingly complex and difficult tasks performed by the teacher candidate. These tasks are evaluated using performance and observation assessment tools (rubrics) provided by the Office of Field Experiences.

Being observed and evaluated does not have to be a painful, tense experience. Professional suggestions can turn an observation into a useful, professionally satisfying experience. The teacher candidate is advised to consider the Clinical Field Supervisor and cooperating teacher as professionals who are ready to help develop teaching competencies, rather than as critics who are grading performance.

### OBSERVATIONS:

The Clinical Field Supervisor will formally evaluate the candidate at least **three times** during the placement. After an introductory visit, the Supervisor will schedule two Formative Observations and a Summative Evaluation.

Candidates may meet as often as needed (or as often as their Supervisor requests), but at minimum candidates are responsible to schedule meetings for the following:

#### Meet and Greet with Candidate, Clinical Field Supervisor, and Cooperating Teacher

- The first meeting the candidate will be required to schedule should take place before the first week of the start of the placement. This meeting can be held in-person or via Zoom.
- The candidate should schedule meeting(s) to get to know their Clinical Field Supervisor. In addition, they should also invite their cooperating teacher so he/she may be formally introduced to the Clinical Field Supervisor.

#### Formative Observation #1: Observation and Post Conference with Candidate and Clinical Field Supervisor

- The candidate and their Clinical Field Supervisor will determine a date and time for the Supervisor to observe the candidate (in-person or via GoReact).
- Regardless if the Supervisor is observing the candidate in-person or virtually, the candidate is required to record their lesson and upload it to GoReact.
- The candidate and Supervisor will meet after the lesson for a post-conference.
- Within 48 hours of teaching the lesson, the candidate will be required to watch their recorded lesson and evaluate their own performance using the Student Rubric in GoReact.
- The Supervisor will also evaluate the candidate in GoReact. In addition to completing the rubric, the Supervisor will add comments and use markers to provide feedback.

- The cooperating teacher is NOT required to complete the First Formative Observation rubric in GoReact.

### **Formative Observation #2: Observation and Post Conference with Candidate and Supervisor**

- The candidate and their Clinical Field Supervisor will determine a date and time for the Supervisor to observe the candidate (in-person or via GoReact).
- Regardless if the Supervisor is observing the candidate in-person or virtually, the candidate is required to record their lesson and upload it to GoReact.
- The candidate and Supervisor will meet after the lesson for a post-conference. At this time the candidate should discuss a day and time to schedule the Summative Three-Way Conference.
- Within 48 hours of teaching the lesson, the candidate will be required to watch their recorded lesson and evaluate their own performance using the Student Rubric in GoReact.
- The Supervisor will evaluate the candidate in GoReact. In addition to completing the rubric, the Supervisor will add comments and use markers to provide feedback.
- After completing the assignment in GoReact, the candidate will also be required to share a self-assessment/reflection (in Google Docs) to their Clinical Field Supervisor (directions can be found on page 18).
- The cooperating teacher is NOT required to complete the Second Formative Observation rubric in GoReact.

### **Summative Evaluation 3-Way Conference with Candidate, Clinical Field Supervisor, and Cooperating Teacher**

- The candidate will be required to record and upload a brief video reflection in GoReact. Directions are included the Summative Evaluation assignment in GoReact.
- The candidate, Supervisor and cooperating teacher will meet for the Three-Way Conference after the candidate and cooperating teacher complete the Summative Evaluation rubrics in GoReact. Note that the candidate and teacher should NOT complete them together.
- The candidate, Supervisor, and cooperating teacher will discuss the candidate's overall performance, and determine if the goals and expectations for the placement were met. After this conference the Supervisor will enter his/her consensus ratings in Summative Evaluation rubric in GoReact.
- The candidate, cooperating teacher, and Supervisor are all responsible for completing the Summative Evaluation rubric in GoReact.

### **INTERVENTIONS:**

An Intervention will be initiated when the teacher candidate is experiencing difficulties. It is meant to identify potential problems so that an action plan can be created to assist the student teacher. When a student's performance is in question, the cooperating teacher and/or the Clinical Field Supervisor should initiate an Intervention as soon as a problem/concern arises.

The process involves completion of the **Intervention Checklist**, which is signed by the candidate and the person who initiated the process. As soon as the Intervention is issued to the student teacher, the Director of Field Experiences must be informed and sent copies of the Intervention Form. The Supervisor

must update the Director of Field Experiences of the candidate's progress, throughout the remainder of the placement.

If concerns are not resolved in a timely manner, an Action Plan is created to remediate the candidate. The Clinical Field Supervisor, in consultation with the Director of Field Experiences, creates the plan.

If improvement is not demonstrated, the candidate will meet with the Director of Field Experiences, Program Coordinator, Clinical Field Supervisor, and possibly the Department Chair to discuss next steps.

## **PROFESSIONAL DISPOSITIONS:**

Fredonia candidates are expected to demonstrate a set of values and dispositions consistent with the highest professional standards. These values and dispositions must be demonstrated in concrete ways in their interactions with the members of the faculty, school personnel, and with pupils.

Candidates are evaluated in specific education courses, including student teaching and when any critical incidents occur. A Disposition Concern at any point during the student's education program, including the student teaching semester, can result in dismissal from the program.

Listed below are dispositions adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), followed by the Descriptions of "At Standard" Indicators.

- 1. The teacher candidate demonstrates the cognitive ability to assume responsibility in his/her own and his/her students' development. (InTASC 1)**
  - Creates developmentally appropriate practice for students, fostering the contributions of families, colleagues, and other professionals.
  - Incorporates differentiated instruction to support student development of critical thinking, problem-solving and performance abilities.
- 2. The teacher candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives. (InTASC 2)**
  - Listens to others' perspectives in a respectful manner.
  - Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.
- 3. The teacher candidate contributes to a positive climate in the university classroom and PreK-12 setting. (InTASC3)**
  - Participates actively in class discussions and assignments; works effectively with others.
  - Shows respect for and consideration for the thoughts and feelings of others.
- 4. The teacher candidate develops a mastery of content and effectively creates learning experiences that assure mastery of content for pupils (InTASC 4)**
  - Demonstrates a commitment to professional development and attention to new ideas in both content and pedagogy.
  - Appreciates multiple perspectives and recognizes the potential for bias in his or her representation of the content area.
- 5. The teacher candidate is committed to developing as a creative and collaborative problem-solver. (InTASC 5)**
  - Uses disciplinary knowledge to address local and global issues.
  - Values knowledge from across content areas, in addition to the candidate's own area(s) of specialization.
  - Values flexible learning environments that encourage exploration, discovery, and creative expression.

- 6. The teacher candidate is committed to reflection, assessment, and learning as an ongoing process. (InTASC 6)**
  - Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life.
  - Able to modify behavior and/or understanding when provided with new information or experience.
  - Demonstrates an interest in and commitment to lifelong learning.
- 7. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum and pedagogy in context (InTASC 7)**
  - Develops, reflects on, and refines plans based on learners' diverse needs.
  - Values the input, when planning, of learners, other professionals, families, and the larger community.
- 8. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to other areas. (InTASC 8)**
  - Adapts instruction to meet students' diverse needs and learning styles.
  - Applies technology to promote learning and communication.
- 9. The teacher candidate demonstrates a level of responsibility appropriate for a professional. (InTASC 9)**
  - Attends all classes, practicum experiences, and required activities and arrives on time and prepared.
  - Dresses for the practicum experiences in an appropriate manner.
  - Communicates in a professional manner regarding extenuating circumstances that may prevent attendance.
  - Demonstrates academic integrity.
- 10. The teacher candidate is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings. (InTASC 10)**
  - Uses language that demonstrates sensitivity to others.
  - Communicates effectively with peers, instructors, PreK-12 pupils, and cooperating teachers.
  - Shows an awareness of the context in which s/he is interacting.

## **GUIDE FOR GRADING DURING STUDENT TEACHING:**

Student teaching is graded on a S/U (Satisfactory/Unsatisfactory) basis. Both "S" and "U" are recorded on the permanent record, but neither is calculated in the cumulative grade point average. "S" grants credit for a course; "U" does not.

The evaluation of the candidate is a shared responsibility. Though the cooperating teacher, teacher candidate and Clinical Field Supervisor are expected to make a contribution to the evaluation of the student teaching performance, it is the Supervisor who is charged by the College of Education, Health Sciences, and Human Services with assigning the grade. When students are in danger of failing, the candidate's Program Coordinator and Department Chair will be involved.

After consultation with the cooperating teacher, the Supervisor will submit a grade using the following guidelines:

- If a candidate completes the assignment, an "S" (Satisfactory) or a "U" (Unsatisfactory) will be given.
- If a candidate decides to withdraw, a "W" (Withdraw) or a "U" (Unsatisfactory) will be given.

- If the Academic Department decides to terminate the assignment, a “U” (Unsatisfactory) will be given.
- If the cooperating teacher or building administrators asks that the candidate be removed, a “U” (Unsatisfactory) will be given.
- If a candidate needs additional time in the classroom (e.g., to make up absences) the Supervisor will complete an Incomplete Grade Assignment Form with the candidate. Until the time is made-up and the candidate successfully completes the placement, the Supervisor will issue an “I” (Incomplete).

### **Withdrawal from Student Teaching:**

Deciding to withdraw from student teaching is a significant action impacting the candidate's future professional pathway. It is important that a candidate understand the implications of this decision; therefore the following steps must be taken:

1. Contact the Director of the Office of Field Experiences to discuss this decision;
2. Consult with financial aid if they are recipients

If a candidate begins to have doubts about becoming a classroom teacher, it can be helpful to discuss these feelings honestly with the cooperating teacher and Clinical Field Supervisor. If a student has compelling personal reasons for withdrawing from student teaching, they must contact the Director of the Office of Field Experiences immediately. Withdrawals must be documented before the campus deadline.

The Clinical Field Supervisor, advisor/Program Coordinator/Department Chair, and Director of Field Experience will meet with the student to review the timetable and consequences of withdrawal. If a student withdraws or stops attending the placement, a new placement will not be made that same semester. See the catalog entry below regarding course withdrawals.

“A student who wishes to withdraw from a course may do so starting in the second week of the semester until the seventh full week of the semester by completing a course withdrawal form. A “WC” grade will be entered for the course. Course withdrawal requires the approval of the student's advisor or major department chairperson. The withdrawal grade will be recorded on the student's permanent record but will not be counted in the student's quality point average. Exact dates for the drop/withdrawal period apply to all full-semester courses and are always available online (<https://www.fredonia.edu/academics/registrar>).”

### **Unsatisfactory Progress:**

The Clinical Field Supervisor will be the student teacher's direct contact with the COEHSHS. If the Supervisor or cooperating teacher feels the candidate is not meeting minimum expectations during student teaching, a **Professional Disposition Concerns Report** and/or **Intervention** should be issued (and possibly an Action Plan).

Typically, if issues continue, a meeting involving the candidate, the Clinical Field Supervisor, the Director of Field Experiences, the appropriate Program Coordinator, and possibly the department chair will be arranged. At that time the Academic Dispositions Concerns and Review Board (ADCRB) will be notified to determine next steps. It is possible to fail student teaching at any point during the placement.

If the candidate is experiencing difficulty, it is not a good idea to get others at the school involved. Teacher candidates are urged to talk to the cooperating teacher first and to contact the Supervisor if more assistance is needed.

### **Termination/Removal of Student Teaching Assignment:**

The student teaching program is a cooperative relationship between the COEHSHS, cooperating school districts/childcare centers, cooperating teachers, Clinical Field Supervisors, and teacher candidates. Each student teacher is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of the student teaching experience. This decision is always made collaboratively with careful examination of the individual situation and circumstances by the ADCRB. It requires and is given the utmost care, thought and professional consideration. It is always made in the best interest of the pupils in the schools, and the teacher candidate. However, there are times when schools terminate the placement.

If a candidate wishes to repeat student teaching after dropping, withdrawing or failing due to unsatisfactory performance, the candidate must meet with the department chair, program coordinator, and Director of Field Experiences who will outline an individual program of study designed to remedy the previously demonstrated weaknesses. The length of time allowed for the completion of the designated remedial program and re-application will be left to the discretion of the Chair of the ADCRB. Such a program may include, but is not limited to personal/career counseling, workshops, course work, or directed independent study. Successful completion of the entire remedial program is a prerequisite to re-enrolling in student teaching.

### **The Following Constitutes Grounds for Termination:**

- Use of profanity or demeaning language with colleagues, staff, pupil, or parents at the assigned school site.
- Sexual harassment or misconduct at the assigned school.
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration and/or cooperating teacher to terminate the candidate's student teaching assignment, prior to the scheduled end of the placement.
- Exceeding number of absences and/or excessive tardiness.
- Mutual consent and agreement by the student teacher, cooperating teacher, and Clinical Field Supervisor for reasons of illness, injury, or other unforeseen problem.
- Failure by the teacher candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
- Failure to arrive prepared for assigned responsibilities.
- Unprofessional conduct towards personnel and/or pupils.
- Failure to abide by the policies of the cooperating school and/or College of Education.
- Are harmful to self or others.
- Exhibit a serious lack of content.
- Flagrantly failing to meet deadline dates.



The College of Education, Health Sciences, and Human Services reserves the right to dismiss any candidate determined to be unfit for the teaching profession at any time.

**Due Process:**

If teacher candidates feel they have received a grade they did not deserve, they must utilize the Fredonia student appeal procedures for grade appeals.

## SECTION V: SUPPORTING THE STUDENT TEACHER

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### THE COOPERATING TEACHER:

Cooperating teachers are selected to work with candidates because they have a wide range of teaching abilities and methods, as well as an ability to work with others. Candidates are urged to use common sense, remember that they are guests in the cooperating teacher's classroom, treat their cooperating teachers with respect, end problems before they begin by communicating, and ask for daily feedback.

#### Qualifications of the Cooperating Teacher:

1. NYS Certified teacher within discipline (preferably with a master's degree and tenure)
2. Mentor/positive role model
3. School district approval

### CORRESPONDENCE WITH THE COOPERATING TEACHER:

The candidate will send a Letter of Introduction via email to the cooperating teacher prior to the start of the placement. In addition, the candidate will Courtesy Copy (CC:) the Clinical Field Supervisor. If the cooperating teacher and/or Clinical Field Supervisor do not receive this introduction ***within the deadline noted on the Student Teaching Calendar***, they should contact the Director of the Office of Field Experiences immediately.

Once communication has been established, the cooperating teacher can start to provide any information that will be valuable for the candidate (e.g., overall expectations, classroom/school behavior plan, information regarding curriculum, instructional hours, school calendar, etc.).

### WELCOMING THE STUDENT TEACHER:

- In preparation for the arrival of the candidate, the cooperating teacher will set aside a work space, and provide materials, teacher texts, curriculum guide, student files/documents, etc.
- Once the placement begins, the cooperating teacher will orient the candidate to the school and will explain school policies (e.g., homework, dismissal, emergency drills, use of faculty lounge, etc.).
- The cooperating teacher will introduce the candidate to the students and other school personnel and promote a positive attitude.
- The cooperating teacher will review the role of the candidate and student teaching policies discussed in this Handbook and provide the candidate with a list of requirements and suggestions (First Planning Conference).
- Will assist the candidate in planning initial lessons and locating appropriate instructional materials.

### CONFERENCING WITH THE STUDENT TEACHER:

It is expected that cooperating teachers will conduct routine conferences with their teacher candidates. Successful conferencing is dependent upon a number of factors that should be kept in mind when preparing for the conference. The following types of conferences are encouraged:

### **Impromptu (On the Spot):**

This type of conference gives immediate feedback and is usually very brief. The material for discussion is fresh in the minds of all participants and any improvement or change can be started at once. This form of conference is not a substitute for the regular planned conference.

### **Planned (More Formal):**

A scheduled time and place, free from disturbance and interruptions is necessary. The purpose for the conference is known in advance and both parties come prepared for the discussion. The most frequent planned conferences center around the student teacher's lesson planning, and the cooperating teacher's critique of the presentation of lessons.

### **Three-Way Conferences:**

The candidate, cooperating teacher, and Clinical Field Supervisor should meet for consultation as many times as necessary. However, there will be a minimum of **one** Three-Way Conference during the placement. The Summative Three-Way Conference will take place at the end of the placement (weeks 3-4) to discuss the candidate's overall performance.

### **Factors for consideration:**

- Conferences are held daily for the first week and as often as needed thereafter.
- The conference is designed to help the candidate discuss problems as well as to make and receive suggestions.
- Teachers should look for strengths when possible, and not only the problems. Objectivity and constructive criticisms are essential.
- It is important to allow the candidate to analyze his/her own work in terms of his objectives. This self-analysis by the student gives the cooperating teacher insight into the growth of the student. It thus serves as a means of evaluation.
- Problems of immediate and pertinent concern should be discussed as soon as they arise. If the cooperating teacher needs assistance they should contact the Clinical Field Supervisor and/or the Director of the Office of Field Experiences.

### **OBSERVING THE STUDENT TEACHER:**

Candidates must know what expectancies have been established either through a pre-conference or as a follow-up from a previous observation. Below are some guidelines:

- One "formal" observation and conference a week is encouraged for the student teaching experience.
- Think like a learner as you watch a lesson.
- Record the candidate's communication and teacher behaviors.
- Focus on a limited range of expectations each time. "Today I'm going to look at..."

## RECOGNITION OF COOPERATING TEACHER SERVICE:

The State University of New York Board of Trustees implemented the following policy in 1994, to recognize cooperating teachers who have hosted STATE UNIVERSITY OF NY AT FREDONIA student teachers on a full-time basis for one student teaching quarter. It offers **one of the two** alternatives shown below:

<b>PLEASE BE CAREFUL WHEN MAKING YOUR SELECTION BECAUSE ALBANY CANNOT REVERSE THE PAPERWORK</b>	
1. Cash Stipend: \$200 paid directly to the teacher	2. Tuition Waiver: Valued at \$250 and redeemable at any state operated campus, valid for a period of up to 25 months and may be relinquished by the cooperating teacher to the school system in which he/she was employed during the host period.  Tuition Waiver Certificates may be transferred within a school system to members of the professional staff as designated by that school system. A college will not waive more than 8 semester credit hours in an academic period.

## W-9 Substitute Form and VIN #:

NYS Office of The State Comptroller has implemented a new Statewide Financial System (SFS) eliminating the use of Social Security numbers by issuing a Vendor Identification Number (VIN).

- Cooperating teachers will complete a NYS Substitute W9 form ONE TIME ONLY, and return to the Office of Field Experiences, along with the tuition waiver/stipend form.
- Cooperating teachers will then receive an email from SFS with your NYS Vendor ID # (VIN). Please retain the email and use for all future stipend/waiver requests, in place of your Social Security number.

## At the Conclusion of the Student Teaching Placement:

- The Office of Field Experiences sends a Stipend Waiver Election Form.
  - If the cash stipend is selected, a check is mailed to the cooperating teacher at his/her home address. Note that the payment is issued by New York State, not SUNY Fredonia.
  - If the tuition waiver is selected, it is forwarded to the cooperating teacher at his/her school address unless there are other instructions from school district administration.

### **To Transfer a Waiver:**

- The cooperating teacher shall complete and sign Item 11 on the State University of New York Tuition Waiver Certificate from B143.
  - The name, title and address of the Chief Administrative Officer of the school system and name of the school system shall be entered on the appropriate lines.
- The Chief Administrative Officer of the school system shall complete Item 12 on the form B143.
  - He should enter the name, address of the professional staff employee to whom the certificate was transferred, the name of the school system, his signature and date.

For more information, please contact the Office of Field Experiences.

### **THE CLINICAL FIELD SUPERVISOR:**

Candidates are assigned a Clinical Field Supervisor for their 20-day student teaching placement. The Clinical Field Supervisor is the liaison between the university, cooperating teacher, and the student teacher. In addition, the Supervisor is the course instructor for the student teaching course. Their major role is to observe the candidate and provide feedback and assistance to both the candidate and the cooperating teacher. The Clinical Field Supervisor's influence and representation of SUNY Fredonia will be important to all that are involved.

### **Qualifications of the Clinical Field Supervisor:**

1. At least five years of experience in teaching and/or school administration
2. A master's degree in the field of education
3. Supervisors who are assigned to secondary teacher candidates in specific content areas will be licensed (currently or previously) in the content area in which that the teacher candidate is being supervised

### **Responsibilities of the Clinical Field Supervisor:**

- Meets the candidate and cooperating teacher before or soon after the student teaching experience begins to discuss working relationships and expectations.
- Reviews and provides feedback on the candidate's lesson plans and self-assessments/reflections throughout the placement.
- Counsels the teacher candidates on how to apply the effective teaching skills learned in the pre-service program.
- Observes and formatively evaluates the teacher candidate in the classroom three times per placement, with a summative evaluation at the conclusion of the placement.
- Gathers observation data, identifies performance problems, and prepares constructive written and verbal feedback for follow-up discussion with the teacher candidate.
- Uses the SUNY Fredonia student teaching rubrics to provide observation reports and progress data to the Office of Field Experiences, and collaborates with the Director of Field Experiences to improve the teacher candidate's skills as needed.
- Confers with the Director of Field Experiences should an Intervention be necessary.

- Works with the cooperating teacher to determine the developmental steps necessary for the teacher candidate's program.
- Consults with the cooperating teacher, the Director of Field Experiences, and Program Coordinator regarding recommended procedures in the event that a candidate is not making satisfactory progress.
- Submits a student teaching grade to the Registrar after consultation with the cooperating teacher and Director of OFE (if necessary).
- Submits Formative Observation and Summative Evaluation data to the Office of Field Experiences.
- Assists in creating a comfortable climate in which the candidate may develop his/her teaching potential.
- Provides constructive feedback to candidate concerning his/her progress throughout the experience.

#### **CLINICAL FIELD SUPERVISOR MEETINGS/EVALUATIONS:**

The Clinical Field Supervisor is expected to meet with and/or evaluate the student teacher at least **three** times during the placement. Additional correspondence between the candidate, cooperating teacher and Supervisor can be shared at any time via Zoom, email, or telephone.

Below is a suggestion as to how the Supervisor might want to structure his/her visitations for a 20-day placement. In the event that a student teacher is having difficulty, it is possible that the Supervisor may arrange additional informal/formal evaluations.

<b>Initial Visit</b>	Clinical Field Supervisors are expected to meet with the teacher candidate and his/her cooperating teacher within the first week of the assignment. The purpose of the meeting is to establish a system of communication and discuss expectations with the cooperating teacher. Prior to this visit, the Supervisor may have already met with the candidate. At this initial meeting, arrangements for the first formative observation should be scheduled.
<b>First Formative Observation</b>	Supervisor will observe candidate, meet with candidate for post-conference, and plan subsequent observations.
<b>Second Formative Observation</b>	Supervisor will observe candidate, meet with candidate for post-conference, and schedule Final Three-Way Conference.
<b>Final 3-Way Conference</b>	Supervisor will meet with cooperating teacher and student teacher for Final Three-Way Conference. Topics of discussion may include: Strengths, areas of need, lesson plans, instructional materials, and assessments. At this time the Supervisor can also discuss if the goals and expectations of the placement were met.



## SECTION VI: SAMPLE FORMS

### Request for Absence from Student Teaching

#### Attendance During Student Teaching:

As a reminder, you are required to be in your Student Teaching placements every day indicated on your Student Teaching Assignment Forms (excluding observed holidays and school breaks). However, an absence can be requested in advance for professional conferences, job interviews and/or teacher recruitment fairs.

In order to be considered for an absence, you **MUST** submit the supplemental Request for Absence from Student Teaching Form to the Office of Field Experiences **at least 5 business days prior** to your date of request, and receive written approval from the Director of OFE. This form should not be used for consideration of sick or personal days.

Date of Request	Hours if Other than Full Day	Reason for Request (Be specific)

Signed: \_\_\_\_\_ Date Submitted: \_\_\_\_/\_\_\_\_/20\_\_\_\_  
*Signature of Teacher Candidate*

Date Received ____/____/20____	Approved ( ) ____/____/20____	Not Approved ( ) ____/____/20____
Signed: _____ <i>Signature of Cooperating Teacher</i>		
Date Received ____/____/20____	Approved ( ) ____/____/20____	Not Approved ( ) ____/____/20____
Signed: _____ <i>Signature of the Director of the Office of Field Experiences</i>		

## Student Teaching Record of Attendance

### Attendance During Student Teaching:

As a reminder, you are required to be in your Student Teaching placements every day indicated on your Student Teaching Assignment Forms (excluding observed holidays and school breaks). There are no personal days in Student Teaching, but if an absence cannot be avoided follow the procedures outlined in the Student Teaching Handbook. The Dean of the College of Education, Health Sciences, and Human Services (COEHS) and Director of the Office of Field Experiences (OFE) will determine on a case-by-case basis the amount of make-up time needed. Please remember that absences the day before or after an observed holiday/school break/vacation are not permitted.

An absence can be requested in advance for professional conferences, job interviews or teacher recruitment fairs. However, you **MUST** submit the Request for Absence from Student Teaching Form to the Office of Field Experiences at least 5 business days prior to your date of request, and receive written approval from the Director of OFE.

Regardless if you missed any time in the field, you will need to complete this form at the end of each quarter. Be sure that your cooperating teacher has verified your attendance before you upload it to your Student Teaching Google Folder.

Date of Absence	Hours if Other than Full Day (e.g., Tardy Arrival/ Early Release)	Reason for Absence	Was this Absence Approved in Advance?

I certify that I have been present during the days and hours required, except the dates and times I have indicated above.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
*Signature of Teacher Candidate*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
*Signature of Cooperating Teacher*

## Student Teaching Intervention Form

It is expected that the teacher candidate will give evidence of maximum effort and adequate developing competency during student teaching. If for any reason your candidate does not appear to be progressing appropriately in the student teaching experience, please:

1. Discuss the problem with the Clinical Field Supervisor/cooperating teacher;
2. Discuss the concerns with the candidate;
3. Complete the following form and return it to the Director of the Office of Field Experiences.

It is intended that problems be identified and discussed as soon as they become evident. This Intervention Form is a way for us to flag potential problems and try to rectify them before serious action needs to be taken. When in doubt, fill out the form so that a conversation can begin and an Action Plan can be developed. It would seem reasonable that notification would be sent to the Director of OFE by the mid-point of the placement, although action should be taken at any point that suits the situation. The cooperating teacher or Supervisor may complete this form to get the conversation started.

### Outside Activities/Attendance:

- ☐ Is involved with outside obligations that appear to interfere with performance in the classroom
- ☐ Exhibits excessive absences
- ☐ Exhibits excessive tardiness
- ☐ Health problems are interfering with attendance

**Effort:** *Candidate does not appear to understand the expectations in the assignment and/or appears to give minimum effort to the experience.*

- ☐ Is complacent
- ☐ Lacks enthusiasm or energy
- ☐ Lacks effort and is not meeting minimum expectations
- ☐ Lacks initiative
- ☐ Lacks motivation

**Preparation and Instruction:** *Candidate is not consistently meeting expectations for the development of lesson plans and delivering of instruction.*

- ☐ Not preparing materials needed for lessons to ensure smooth transitions and eliminate loss of instructional time
- ☐ Does not demonstrate understanding of Developmentally Appropriate Practices
- ☐ Lacks creativity in lesson development
- ☐ Not developing independent lesson plans
- ☐ Poor content knowledge/teaching inaccurate information
- ☐ Ineffective communication with pupils
- ☐ Poor classroom management
- ☐ Poor lesson execution, inability to carry through the lesson effectively

**Teaching Materials & Meeting Deadlines:** *Candidate is not consistently meeting expectations related to lesson plans and classroom duties.*

- ☐ Lesson plans are late or not submitted to Cooperating Teacher/Supervisor in advance
- ☐ Unsatisfactory lesson plans are submitted
- ☐ Not meeting deadlines set by cooperating teacher
- ☐ Inadequate Instructional materials
- ☐ Not having materials ready in advance for the day of instruction

**Organization:** *Teacher Candidate lacks organizational skills necessary for effective instruction.*

- ☐ Is disorganized
- ☐ Poor time management
- ☐ Not having materials ready for Supervisor visit

**Ability to Relate to Others:** *Teacher Candidate is unable to relate to pupils, peers and/or others.*

- ☐ Does not interact consistently with students
- ☐ Does not establish a rapport with pupils, peers, and/or others
- ☐ Limited interactions with faculty and staff
- ☐ Is timid

**Professionalism:** *Teacher Candidate is not demonstrating professional dispositions.*

- |   |   |
|---|---|
| <input type="checkbox"/> Disrespectful                            | <input type="checkbox"/> Does not establish professional teacher/student relationship |
| <input type="checkbox"/> Inappropriate comments                   | <input type="checkbox"/> Does not take responsibility                                 |
| <input type="checkbox"/> Insubordinate/does not follow procedures | <input type="checkbox"/> Not communicating with cooperating teacher or Supervisor     |
| <input type="checkbox"/> Lacks professional judgment              | <input type="checkbox"/> Undermines cooperating teacher                               |
| <input type="checkbox"/> Misuse of social media/cell phone        | <input type="checkbox"/> Unprofessional attire  |
| <input type="checkbox"/> Not understanding boundaries             | <input type="checkbox"/> Unprofessional behavior in classroom                         |
| <input type="checkbox"/> Poor attitude                            | <input type="checkbox"/> Unwilling to implement suggestions to improve                |
| <input type="checkbox"/> Too confident                            | <input type="checkbox"/> Struggles with accepting constructive feedback               |

**Other:**

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**Comments:**

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### Attestation of the Use of Parent/Guardian Consent Forms for GoReact

I attest that I will use the Parent/Guardian Consent Form as developed by the State University of New York (hereafter referred to as SUNY) to attain consent of parents/guardians for their children to appear in videos of my teaching. When working in a clinical setting, I understand that I retain all rights to “my work” as my intellectual property.

I agree that the term “my work” means lesson plans, videos and /or video clips, assessments, instructional materials, student work samples, reflective commentary, and instructor feedback.

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Name of Candidate (Print)

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Major

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Signature of Candidate

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Date

\*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*    \*\*\*\*\*

### Consent to Share Learning Assignments and Contents in GoReact

I understand that by consenting below, I will allow the SUNY Fredonia to show, for educative purposes, my work as a candidate in a teacher preparation program at a SUNY institution, and that “my work” may be viewed by SUNY and/or p-12 school district professionals who are involved in my teacher preparation program. I understand that “my work” will be used for educative purposes and that it will not be posted or distributed on public or unsecured websites. I hold SUNY harmless and release and discharge SUNY, its employees and agents, from any claims, demands, or causes of action on my part or that of those in connection to me.

☐ I DO Consent

☐ I DO NOT Consent

to allowing SUNY Fredonia to show, for educative purposes, my work as a candidate in a teacher preparation program at a SUNY institution.

## SECTION VII: STANDARDS AND SYALLABI

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### INTASC MODEL CORE TEACHING STANDARDS, APRIL 2013

#### The Learner and Learning

***Standard #1: Learner Development:***

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

***Standard #2: Learning Differences:***

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

***Standard #3: Learning Environments:***

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### Content Knowledge

***Standard #4: Content Knowledge:***

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

***Standard #5: Application of Content:***

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice

***Standard #6: Assessment:***

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

***Standard #7: Planning for Instruction:***

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

***Standard #8: Instructional Strategies:***

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

#### Professional Responsibility

***Standard #9: Professional Learning and Ethical Practice:***

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration:**

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

**STUDENT TEACHING SYLLABI:**

Reasonable accommodations are available to students with documented disabilities at Fredonia. Students who may require instructional and/or examination accommodations should contact the Office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270) or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu).

The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter, which verifies that you have registered with the DSS office and which describes any accommodations approved for you. After you have met with the DSS coordinator, please contact me so that we can discuss any needed accommodations.

**COURSE DESCRIPTION:**

Student teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Fredonia candidates seeking initial teacher certification. The primary purpose of the student teaching experience is to provide candidates with a carefully mentored experience to help them develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

This course represents the supervised student teaching experience required for pre-service teachers. The teacher candidate is given an extended teaching experience to refine and apply the knowledge base, and to continue the process of self-reflection and self-correction. In essence, it serves as an opportunity to demonstrate the repertoire of skills needed to become a competent teacher. Learning how to work cooperatively in a school system, adjust to schedule changes, keep records, and convey a positive and willing attitude when working with students and co-workers are important elements of this field experience. Assignments will provide candidates with the opportunity to build self-confidence, become intellectually challenged, learn the intricacies of teaching, and re-define their role from student to professional.

During student teaching, candidates engage in mentored practice teaching and problem solving for the entire semester, whether that is one placement or two eight-week placements. Candidates are required to be in attendance at an assigned school full-time, five days a week.

Candidates are under the mentorship of a cooperating teacher and Clinical Field Supervisor. Student Teaching is graded on an S/U (Satisfactory/Unsatisfactory) basis, therefore, 100% compliance is expected.

**RATIONALE:**

The purpose of this course is to enable student teachers to apply theories and practices promoted in college classroom instruction as participants alongside seasoned professionals in local schools. For one semester, the student teacher will have the opportunity to use a variety of methodologies and teaching styles to form critical judgments regarding their future as a teacher.

**REQUIRED READING/TEXTS:**

The Student Teaching Handbook, SUNY Fredonia Office of Field Experiences.

**GRADING:**

Student Teaching is graded on an S/U (Satisfactory/Unsatisfactory) basis. The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the student teacher, the Clinical Field Supervisor, and the Director of Field Experiences. Though each of these individuals is expected to make a contribution to the evaluation of the student teaching performance, it is the Clinical Field Supervisor who is charged by the College of Education with assigning the grade.

**TENTATIVE SCHEDULE:**

See Handbook for the Suggested Developmental Sequence, and follow schedule provided by the Office of Field Experiences.

**COURSE REQUIREMENTS:**

Please refer to Sections III through VI of this Handbook for a complete description of expectations. The following requirements must be successfully completed, with supporting documentation to pass.

1. Teacher candidates must write a letter of introduction to each cooperating teacher and send a Courtesy Copy (CC:) to each Clinical Field Supervisor.
2. Teacher candidates must attend the Professional Development Seminar and any other meetings scheduled by the Office of Field Experiences and/or Office of Student Services. In addition, if a school district requests, candidates are required to attend mandatory orientations, meetings, interviews, etc. at the school district in which they are being placed.
3. The teacher candidate will prepare a teachable lesson plan for each lesson to be taught. All lessons must be given to the cooperating teacher a week in advance for their approval. Revision should be presented within 24 hours of teaching or at the request of the teacher and/or Supervisor.
4. Candidates are required to submit lesson plans and materials at least 48 hours in advance to their Clinical Field Supervisor in Google Docs (e.g., If an observation is scheduled for 9:00 a.m. on Tuesday, the lesson should be received by the Clinical Field Supervisor by 9:00 a.m. on Sunday).
5. As part of each Formative Observation, the candidate will submit a self-assessment/critical reflection to their Supervisor within 48 hours of their post-conference.
6. Candidates will be formatively observed at least two times during the assignment. Formative observations are arranged in advance with the Supervisor and the cooperating teacher.
7. Students must submit the required Attendance Forms and Satisfaction Surveys at the end of each placement.

**ASSESSMENT:**

- Student Teaching Formative Observations: Two completed by the Clinical Field Supervisor and teacher candidate.
- Student Teaching Summative Evaluation: Completed by the teacher candidate and cooperating teacher prior to the Summative Evaluation 3-Way Conference. Clinical Field Supervisor will enter consensus ratings at the conclusion of the placement.



**SUGGESTED READINGS AND RESOURCES:**

Wong, H. & Wong, T. (1998). *The First Days of School*. Mountainview, CA: Harry K. Wong

**POLICIES:**

See Section II, *Student Teaching Policies*.