

The College of Saint Rose  
Thelma P. Lally School of Education  
Departments of Teacher Education and Special Education & Literacy



## Student Teaching Guidebook

Field Placement Office  
The College of Saint Rose  
432 Western Avenue  
Albany, N.Y. 12203

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**The College of Saint Rose**  
**Thelma P. Lally School of Education**  
**Phone: (518) 454-5208**  
**Fax: (518) 454-2083**

Faculty and staff	Contact information	Responsibilities for student teaching
Dr. Ward Dean	wardt@strose.edu	Responsible for school policies and procedures
Dr. Yanoff Teacher Education Chair Dr. Ihle Dr. DeLuke Special Education Co-Chairs	yanoffe@strose.edu ihlef@strose.edu delukes@strose.edu	Department chairs are responsible for resolving professionalism and disciplinary concerns during student teaching.
Mrs. Esposito School of Education Office: Administrative Assistant.	espositj@strose.edu	Testing coordinator. Contact for edTPA waivers and signature for virtual edTPA form.
Mr. Michael Richter Field Placement & Advisement office Placement coordinator.	richterm@strose.edu	Makes initial placements for student teachers. Contact only for questions about placement contact information. Assisting with supervisor placement.
Ms. Hope Shuttleworth, Coordinator of Student Teaching	shuttleh@strose.edu	Administrator of student teaching programs. First point of contact for cooperating teachers and supervisors. Facilitates and problem solves placements.
Cooperating teachers	Varies	In school professional who hosts and mentors student teacher
Supervisor	Varies	College of Saint Rose staff member who observes student teacher and provides support.
Dr. Fragnoli Childhood education seminar and general education portfolio professor	fragnolk@strose.edu	Facilitates weekly meetings and supports student teachers in seminar and portfolio assignments
Dr. Slichko Special education seminar and portfolio professor	slichkoj@strose.edu	Facilitates weekly meetings and supports student teachers in seminar and portfolio assignments.

Dr. Yanoff Early childhood seminar professor	yanoffe@strose.edu	Facilitates weekly meetings and supports student teachers in seminar assignments.
Registrar's office	<a href="mailto:certification@strose.edu">certification@strose.edu</a>	The registrar's office approves application for graduation and will notify the state that a student has graduated from a teacher certification program. Details here: <a href="https://www.strose.edu/academics/registrar/forms-applications-and-instructions/teacher-certification/">https://www.strose.edu/academics/registrar/forms-applications-and-instructions/teacher-certification/</a>
NYSED/ TEACH System	<a href="http://www.highered.nysed.gov/tcert/">http://www.highered.nysed.gov/tcert/</a>	Students apply to NYSED to be certified. NYSED grants certification.

## **INTRODUCTION**

Student teaching is the culminating experience of the formal teacher preparation program. During the professional semester, teacher candidates are provided the opportunity to fully integrate the knowledge, skills, and dispositions they have acquired and practiced during their years of preparation.

Student teaching, however, is much more than a culmination; it is also an initiation. This comprehensive experience provides the teacher candidate with an induction into the teaching role and marks the beginning of the ongoing development of a professional educator. In a sense, the teacher candidate enters the professional semester as a student and exits as a teacher.

## **STATEMENT OF PHILOSOPHY AND PURPOSE**

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity, and character. Critical analysis and the development of theoretical frameworks, leading to effective practices, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning, while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to their needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

## **TEACHER CANDIDATE LEARNING OUTCOMES**

Candidates in professional education programs at The College of Saint Rose will:

- 1) Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
  - a) structure pupils' learning of that content at levels appropriate to their development;
  - b) apply the content and skill knowledge; and
  - c) continue acquisition of related and new content.
- 2) Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

- 3) Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
- 4) Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills, and dispositions of learners.
- 5) Develop and demonstrate personal and professional values that foster:
  - a) the highest ethical standards of the profession;
  - b) intellectual curiosity and open-mindedness;
  - c) understanding and responsiveness to multiple social and global perspectives; and
  - d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.
- 6) Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
  - a) those for whom English is not the primary language;
  - b) gifted and educationally disadvantaged students;
  - c) students with disabilities;
  - d) students with developmental and learning differences; and
  - e) those with different interests, ambitions, and sexual orientations.
- 7) Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
- 8) Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

## **ETHICS AND PROFESSIONALISM**

While it is not the intent of the School of Education at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. The "[Code of Ethics](#)" adopted by the National Education Association is an example of widely recognized and accepted professional standards. These standards, along with the philosophy and purpose of The College of Saint Rose School of Education, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

### **Communication Skills**

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills

- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

### **Professional Responsibility/Accountability**

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

### **Ethics**

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations

Teacher candidates, their supervisors, and cooperating teachers should discuss the professional qualities required of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, a Professional Qualities Assessment (PQA) Report will be completed in order to document, discuss, and remedy concerns about professionalism.

### **Liability Protection for Teacher Candidates**

#### **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3023**

*“...it shall be the duty of each board of education...to save harmless and protect all teachers, practice or cadet teachers...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... or damage to the property...provided such teacher, practice or cadet teacher,...was acting in the discharge of his duties...”*

New York State Education Law requires school districts to insure student teachers against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the student teacher at the time of the accident or injury was acting in the discharge of their student teaching duties. A student teacher who is involved in any accident or incident where there is personal injury or property damage while they are student teaching ***should immediately inform their cooperating teacher*** and notify the College Supervisor and Coordinator of Field Supervision as soon as possible. A student teacher who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement ***must immediately forward a copy of such papers to the Coordinator of Student Teaching and to the school administrator*** where the student teaching took place.

Fall 2020 note: The pandemic has placed extra pressure on schools and teachers. Teacher candidates should be informed about the policies of their school districts. Expect that these policies will change throughout the semester so follow your districts' emails and social media.

## OVERVIEW OF POLICIES AND PROCEDUES FOR STUDENT TEACHING

### Reading note

In this document “teacher candidate” and “student teacher” are used to mean Saint Rose students in the student teaching semester. “School” is where student teachers will be teaching. Saint Rose is noted as “College” or “CSR”.

### Purposes of student teaching

The College and the New York State Education Department require teacher candidates to complete a student teaching experience in a public or private school to obtain both their college degree and New York State teacher certification. This experience is designed to utilize the teacher candidate’s knowledge, information, skills, and abilities, based upon the content knowledge and pedagogical foundations developed during the degree program. It is an opportunity to apply this knowledge in a practical setting, providing teacher candidates with an experience that will fully prepare them for the responsibilities of becoming an effective educator.

### Seminars and Other Requirements

Student teachers must attend weekly seminars on Monday evening during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, student teacher, and the college supervisor during the initial meeting. The major requirement is an assignment that demonstrates the impact of instruction. Other program specific assignments such as a portfolio may be required.

### Expectations of Host School, Calendar, and Length of School day

The cooperating teacher and school principal should expect the student teacher to adhere to the policies, regulations, and daily schedule of the school, arriving and leaving at the times required by the teachers in the school. In addition, the student teacher is expected to:

- Attend and participate in those conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted and invited.
- Schedule appointments and employment interviews outside of student teaching hours. If this is not possible, the cooperating teacher and college supervisor should be consulted in advance.

The student teacher is also expected to follow the school calendar, not the college calendar, with regard to vacation and holiday dates. In other words, the teacher candidate understands that s/he will follow the same schedule and guidelines that the cooperating teacher is expected to follow. The student teacher should follow the districts policies about in person, virtual, and hybrid instruction.

### Remote Teaching

The College expects that student teachers will participate in remote teaching as needed. Student teachers are expected to prepare for the school’s preferred technology tools and to prepare a safe and respectful home teaching location. If assistance is needed, student teachers

should work with their cooperating teachers as well as College faculty and staff. Remote teaching should be documented on the time sheet.

### **Attendance**

Student teachers enter student teaching prepared to be present each day of this vital and meaningful capstone experience. ***Student teachers will keep a time sheet to document their experience.*** On occasion, and usually resulting from extenuating circumstances such as illness, hospitalization, immediate family bereavement, or religious observance, the teacher candidate may be absent from the classroom. ***The teacher-candidate must contact the cooperating teacher and college supervisor directly regarding any absence from school.*** Please follow your school's and the College's policies about wellness.

If the cooperating teacher and/or college supervisor feel that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher and college supervisor will discuss and coordinate solutions. Any absence(s) may result in the modification to the beginning or ending dates for the first or second placement. Decisions relative to absences will be made at the discretion of the cooperating teacher and college supervisor.

Any exceptions to this policy must be approved by the Coordinator of Student Teaching in consultation with the college supervisor and the cooperating teacher.

Lesson plans for which the teacher candidate is responsible are to be forwarded in a timely manner to the cooperating teacher.

### **Family Responsibilities**

Child care or family responsibilities should not affect the teacher candidate's arrival or departure time or their responsibilities during the day.

### **Teacher Candidates Acting as Substitute Teachers**

The model of teacher preparation in which all parties are involved acknowledges that this is an apprenticeship and that a student teacher will always be under the supervision of a cooperating teacher. Due to these expectations, the student teacher ***may not act as a paid or unpaid substitute teacher*** during their student teaching placement.

Contractually, the teacher candidate must be supervised by a person (i.e. the cooperating teacher) who is employed by the district and whose duties include supervision. A teacher candidate is not a paid contractual employee, and therefore not eligible to be hired while on a student teaching assignment. However, in an emergency, a teacher candidate may provide coverage in their own classroom, provided the college supervisor and the teacher candidate are informed and in agreement with this emergency arrangement.

### **Cooperating Teacher Presence in the Classroom**

Traditionally, teacher candidates have been left on their own intermittently as an important step in their growth as classroom managers, especially during **solo week**. Although this has

been common practice throughout schools in the past, we assume that this student teaching practice is carefully reviewed by school administrators and cooperating teachers on a regular basis. This may be impacted by the school's policies during the pandemic. Solo week, for example, may be conducted through remote teaching.

- **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3001**

*The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.*

During **solo week** the student teacher should assume the majority of teaching responsibilities in the classroom. However, this does not necessarily mean that the cooperating teacher is required to be out of the virtual or in person classroom. In fact, the cooperating teacher can become an anonymous observer in the classroom, providing the student teacher with valuable feedback regarding instruction and classroom management performance.

### **Student teachers as Mandated Reporters**

Student teachers are required to report any information pertaining to suspected child abuse or neglect. Should a student teacher become aware of information in this regard, they are expected to consult with their cooperating teacher immediately. The cooperating teacher should provide the student teacher with the name of the individual designated by the school to report matters of abuse or neglect, and should assist the student teacher in the event a report is filed.

Students are also required to create a safe and respectful learning environment. Details about the state's Dignity for All Students Act is [here](#).

### **Performance Concerns**

The cooperating teacher is in a unique position to evaluate the progress of a student teacher's performance. The student college supervisor will provide a link to the evaluation forms for the cooperating teacher (forms are in the appendix). However, if a cooperating teacher has concerns about a student teacher's performance, the cooperating teacher should contact the college supervisor immediately. It is important to address these concerns as soon as possible to allow an opportunity for the teacher candidate to discuss possible solutions with the cooperating teacher and the supervisor.

### **Professionalism**

In addition to demonstrating good moral character and ethical behavior, teacher candidates are expected to conduct themselves as professionals in every respect. Student teachers are invited guests in a school and classroom of a practicing teacher whose first priority is to their pupils. The student teacher must learn to operate within this established framework. The teacher candidate is expected to follow the Code of Ethics and be a professional member of the teaching community. Teacher professionalism is evidenced in the following ways:

## Attitude

- Go into student teaching with a positive attitude and a determination to do one's best.
- Show enthusiasm and make a contribution to the teaching profession.

## Appearance

- Look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance.
- This is important even when teaching online. Create an online teaching space so teaching is professional in this setting as well.

## Confidentiality

- The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to pupils with whom teacher candidates are working is confidential. Student teachers must under no circumstances discuss the educational programs or records of their pupils with individuals other than those who are directly or indirectly involved in the educational programming of those students. The cooperating teacher must be consulted in all matters relating to the sharing of student information.

## Discretion

- Discretion is paramount. Be professional at all times – on-site, in discussions with cooperating teacher, supervisor, during seminar, etc.

## Professional Distance

- Most schools have a clear policy addressing educationally valuable use of the **Internet** and student access. These policies focus on safety and responsible use. Make sure to ask the cooperating teacher or principal about their school's policy. Also inform yourself of any policies specific to remote teaching.
- Increasingly, schools include in their "employee codes of conduct" the use of **social networking sites** by teachers. You are encouraged to always ***maintain a professional distance*** with regard to these public sites and text messaging relative to the students you are working with. Again, ask the cooperating teacher or principal if such a policy exists in the host school. Even if a policy does not exist, ***avoid the appearance of impropriety*** by not communicating with students through text messaging or social networking sites.
- As a general rule, student teachers should not be alone with P-12 students.

## School Photo or Video Policy

- Most school boards have a policy in this regard. Make sure to check with the cooperating teacher and/or school principal beforehand; permission may be required. There are edTPA permission forms for parents/guardians that you must distribute and collect in addition to permission for taking photographs for other purposes such as portfolio development.

- Student teachers should discuss with their cooperating teacher any additional requirements in the virtual learning space.

### **Cell Phone Use**

- Consult with the cooperating teacher or principal about existing faculty policy related to cell phone use. Professionalism dictates that you don't use your cell phone for conversation or for texting during the instructional portion of the school day. Unless there are extenuating circumstances, your cell phone should be in vibrate mode or not turned on at all even when teaching remotely. Please inform your cooperating teacher if you absolutely have to have the cell phone activated because of a possible emergency. *Take advantage of any non-instructional time to become increasingly knowledgeable about your students, curriculum, instruction, or special services available to children in the school.*

## OVERVIEW OF PARTICIPANT RESPONSIBILITIES

The student teaching experience requires a high level of collaboration between the school community and The College of Saint Rose. The quality of the relationships that exists among the participants will greatly influence success in student teaching. An understanding of the various roles is essential. The following statements briefly summarize the *primary* responsibilities of the teacher candidate, cooperating teacher, college supervisor, Coordinator of Student Teaching, and the building principal.

### Teacher Candidate/Student Teacher

Student teaching requires a full-time commitment on the part of the student teacher. With the exception of seminar/portfolio, no other courses are taken during this period of time. Due to the excessive demands on the teacher candidate's time during the student teaching semester, students are requested to arrange their schedules so that **do not work** during student teaching.

- Gives full attention to student teaching.
- Exhibits the qualities and dispositions of a professional including initiative, dependability, punctuality, effective communication, and ethical behavior.
- Creates a plan for regular communication with the cooperating teacher and college supervisor.
- Exchanges contact information and shares a Google Drive folder with the cooperating teacher and college supervisor.
- Seeks advice and feedback from college supervisor and cooperating teacher on all aspects of student teaching especially planning, implementing and assessing lesson and unit plans.
- Participates in regular debriefing meetings with the college supervisor and cooperating teacher.
- Responds positively to the suggestions and guidance of the cooperating teacher and college supervisor.
- Gradually assumes the full range of responsibilities expected of a teacher.
- Participates in all conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted and invited.
- Attends weekly scheduled professional seminar.
- Completes required lesson plans and seminar assignments.
- Completes journal questions as required.
- Completes required final self-evaluation for the exit conference.
- Completes time sheet.

### Cooperating Teacher

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Provides the teacher candidate with information about the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students, and staff.

- Demonstrates exemplary teaching methods and provides a rationale for such practices.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the college supervisor and teacher candidate.
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in meetings with teacher candidate and college supervisor.
- Informs college supervisor of teacher candidate's progress.
- Completes and submits all evaluation forms through Google forms.
- Maintains final authority on all matters related to the classroom.

### **College Supervisor**

- Participates in phone calls and video conferences to support student teacher and cooperating teacher. College supervisors will not be visiting schools in person in Fall 2020.
- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Familiarizes themselves with the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students, and staff.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the cooperating teacher and teacher candidate.
- Provides support and assistance to cooperating teachers as they work with teacher candidates.
- Provides support and assistance to teacher candidates as they work with cooperating teachers.
- Acts as a liaison between the school, cooperating teacher, teacher candidate and The College.
- Connects with the student teacher and cooperating teacher during the seven-week placement.
  - Completes a minimum of four documented observations and debriefing conferences with the teacher candidate during the seven-week/ten-week placement.
  - Completes an initial visit to introduce/orient the cooperating teacher and a sixth visit to conduct the final evaluation conference.
  - During the pandemic, it is expected that all visits will be conducted virtually. College supervisors will use GoReact as well as telephone and video conference for these visits.

- Encourages the growth of the teacher candidate through specific, regular, and timely verbal and written feedback.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Participates in meetings with teacher candidate and cooperating teacher.
- Informs Coordinator of Student Teaching of teacher candidate's progress and discusses pass/fail grade for student teaching.
- Completes and submits all evaluation forms on GoReact.

#### **COORDINATOR OF STUDENT TEACHING**

- Provides orientation to the student teaching experience for the teacher candidate and college supervisor and supports College policies throughout the experience.
- Participates in the negotiation of solutions to any problems that may arise in a manner which is, as much as possible, agreeable to all parties.
- Submits final grade to the registrar based on the recommendations of the cooperating teacher and college supervisor.

#### **THE SCHOOL PRINCIPAL**

- Encourages a favorable attitude in the school and community toward the student teaching program.
- Recommends teachers who would be suitable cooperating teachers.
- Gives directions and suggestions to the teacher candidate when advisable.
- Is encouraged to observe and confer with the teacher candidate if schedule allows.

#### **Weekly Guidelines for Teacher Candidates, Cooperating Teachers, and College Supervisors**

The schedule and activities below are suggested, and the actual schedule will depend on the teacher candidate, cooperating teacher, and college supervisor. Teacher candidates can also receive guidance from the supervisor and seminar instructor. Students in the Inclusive Early Childhood Program will have a different schedule due to their 10-week placement following field experience. The variations will be discussed with the supervisor, but generally IEC student teachers should follow the guidelines for the first 7 weeks and then expect for additional teaching in weeks 8-10.

Please note that beginning fall 2020, student teachers will need to complete a [time sheet](#) during student teaching.

#### **Prior to Week 1**

##### **Teacher Candidate**

- Share this handbook with your cooperating teacher.
- Create a shared Google Drive folder and provide access to the cooperating teacher and supervisor.
- Complete remote teaching & GoReact training as well as other seminar requirements.

- Contact cooperating teacher and supervisor and discuss methods of communication for the semester.
- Learn School procedures for Fall 2020.
- Attend seminar meetings.

## **Week 1**

### **Teacher Candidate**

- Provide CSR Guidebook to Cooperating Teacher.
- Contact CSR Supervisor with possible times for an introductory meeting with the Cooperating Teacher.
- Review student teaching responsibilities and assignments.
- Observe Cooperating Teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Organize the folder for lesson plans, reflection, etc.
- Assist Cooperating Teacher with students and classroom routines.
- Offer to work with individuals and small groups.
- If you will be completing the edTPA in this placement, follow school and edTPA guidelines for seeking permission to video-tape a segment of your instruction.
- Student teachers should begin gathering information for the learning context statement.
- Write letter of introduction to the parents of the students in your classroom; share with cooperating teacher.
- Learn technologies expected for online teaching.
- Complete time sheet.
- Attend seminar.
- Discuss with portfolio professor and supervisor expectations for journal questions and complete them in the following weeks.

### **Cooperating Teacher**

- Review CSR Guidebook from Teacher Candidate.
- Meet with CSR supervisor to review responsibilities and expectations.
- Establish expectations, daily schedule, etc.
- Model teaching/classroom management strategies.
- Share resources with Teacher Candidate.
- Introduce Teacher Candidate to school personnel.
- Review school policies, procedures, and non-instructional duties.
- Assign responsibilities appropriate for Teacher Candidate at this stage of development.
- Begin joint lesson planning.

### **College Supervisor**

- Meet with Cooperating Teacher to review responsibilities and expectations.
- Exchange contact information with Teacher Candidate and Cooperating Teacher.

- Establish plan for weekly communication with Teacher Candidate
- Set up appointment for first observation. Complete GoReact training.

## **Week 2**

### **Teacher Candidate**

- Review CSR planning requirements.
- Discuss timeline with Cooperating Teacher for ***submitting lesson plans*** for approval ***prior*** to teaching.
- Include all lesson plans, observation notes, and Cooperating Teacher evaluations in a shared folder.
- Prepare for first supervisory visit. Practice with GoReact so you are ready to submit your materials.
- Begin work on student teaching projects (Journal questions, Instructional Plan, teacher work sample, and/or edTPA).
- Begin co-teaching with the Cooperating Teacher.
- Complete time sheet.
- Post two-week form to shared folder.
- Attend seminar.

### **Cooperating Teacher**

- Co-teach a lesson with Teacher Candidate.
- Increase Teacher Candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, instructional plan development, types and use of assessments, school involvement, use of technology/resources.
- Complete week two evaluation form. Submit evaluation form to Google Forms and provide a copy to student.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery, and assessment.
- Review lesson plans.
- Provide feedback on instructional plan, teacher work sample, and/or edTPA.
- Review two-week evaluation from Cooperating Teacher.
- Inform Coordinator if there are any issues noted on the two-week evaluation form.

## **Week 3**

### **Teacher Candidate**

- Maintain your shared folder of plans, evaluations, and reflections.
- Continue to develop journal questions, instructional plan, teacher work sample, and/or edTPA.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Make sure you submit plans prior to teaching.

- Reflect on progress. Consider how you are making a contribution to the school community. Act now to set yourself up for a successful placement.
- Complete time sheet.
- Post observation forms to shared Google folder.
- Attend seminar.

### **Cooperating Teacher**

- Require lesson plans to be submitted for your approval by the designated time **you** establish. If the student does not submit plans, he or she should not teach the lesson.
- Conduct formal observation/teaching evaluation #1.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide student with copy of observation evaluation.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide feedback on instructional plan, service learning, and edTPA.
- Complete observation and written evaluation #1. All observations will be conducted through GoReact.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

## **Week 4**

### **Teacher Candidate**

- Keep everything up to date for Cooperating Teacher and Supervisor. Post observation results and 4 week form in your shared Google folder.
- Continue to develop your class management skills.
- **Solo week dates** should be established. Begin planning for solo week.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Submit plans as required.
- Reflect on progress.
- Continue to develop journal questions, instructional plan, TWS and/or edTPA in accordance with guidelines provided through student teaching seminar.
- Complete time sheet.
- Attend seminar.

### **Cooperating Teacher**

- Increase Teacher Candidate teaching assignment and other classroom responsibilities.
- Provide verbal/written feedback with discussion about effective instructional strategies, classroom management approaches, analysis of assessment results, etc.
- Make decisions regarding **solo week** scheduling.
- Complete formal observation and written evaluation #2.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

- Complete four-week evaluation form on Google form. Share copy with student.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Complete formal observation and written evaluation #2
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Complete observation evaluation #2 and review 4 week evaluation form from Cooperating Teacher.
- Discuss any concerns with coordinator.

### **Week 5**

#### **Teacher Candidate**

- Maintain shared folder with observation feedback.
- Solicit constructive feedback from Cooperating Teacher and College Supervisor.
- Reflect on progress. Is your teaching making a difference? You should be able to document learning that is taking place.
- Continue to develop journal questions, instructional plan, teacher work sample and/or edTPA in accordance with guidelines provided through student teaching seminar.
- Complete time sheet.
- Attend seminar.

#### **Cooperating Teacher**

- Continue to increase Teacher Candidate responsibilities.
- Complete formal observation #3 through Google forms. Provide a copy to the student.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide assistance with solo week planning.

#### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Provide assistance with solo week planning.
- Complete formal observation #3.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Review observation evaluations from Cooperating Teacher.

### **Week 6 (or weeks 6-8 for IEC)**

#### **Teacher Candidate**

- Maintain folder of observations and plans.
- Reflect on your teaching experience as you continue to develop journal questions and components of the instructional plan, teacher work sample, and/or edTPA in accordance with guidelines provided through the student teaching seminar.

- Contact Cooperating teacher for your next placement (IEC students will wait on this until spring).
- Refine solo week plans with current Cooperating Teacher.
- Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.
- What specific goals do you have for your professional development as you continue?
- Complete time sheet.
- Attend seminar.

### **Cooperating Teacher**

- Assist Teacher Candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review and approve solo week plans.
- Complete formal observation #4 on Google forms. Share results with student.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

### **College Supervisor**

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review solo week plans.
- Complete observation #4.
- Debrief with Teacher candidate to discuss strengths and weaknesses.

### **Week 7 (or weeks 8-10 for IEC)**

#### **Teacher Candidate**

- Complete **Final Student Teaching Evaluation** form (self-evaluation).
- Prepare for final evaluation conference with cooperating teacher and college supervisor.
- Prepare a way to show your appreciation to Cooperating Teacher, students, and host school.
- Transition instruction & other classroom responsibilities to Cooperating Teacher.
- Complete time sheet.
- Attend seminar.

#### **Cooperating Teacher**

- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with teacher candidate and college supervisor.
- Transition from Teacher Candidate.

#### **College Supervisor**

- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with Teacher Candidate and Cooperating Teacher.

- Review shared folder with student to ensure they have all the necessary observations documented.

### **Lesson planning and preparation during student teaching semester**

***You must have a written lesson plan for each lesson during student teaching.*** Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex variables that affect instructional decisions.

Student teachers should create a Google Drive folder for lesson plans and observations. The folder should be shared with the supervisor and cooperating professional.

**Lesson Plan for First Supervisory Observation** – Supervisors will share the lesson plan form which contains the core components of the College lesson plan. Discuss with your supervisor any additional required components specific to this placement or class. Sample lesson plans are in the appendix.

***Subsequent Supervisory Observations*** – *College Supervisor will specify format to be used.*

***Note:*** *Supervisor may ask you to email the lesson plan **prior** to a supervisory visit.*

**Planning Lessons for the Cooperating Teacher** – Use the same format that you use for your supervisor. As you take on more teaching responsibility, the supervisor and/or cooperating teacher may suggest using a different format; ‘you won’t plan less, you’ll just write less’. Ask your cooperating teacher *how far in advance* they would like your written plan.

**Short-range planning** – Your next lesson or lessons. When would the co-operating teacher like to review the written plan(s)?

**Long-range planning** – A unit or instructional plan is typically considered long-range, but so too is next week or anything after tomorrow’s lesson. Don’t put it off!

**Solo Week Plans** – Use the forms provided by the student teaching coordinator; one for each day of the solo experience. **Submit copies to both cooperating teacher and supervisor.**

### **Preparation**

Make sure you have the equipment, supplies, materials and any student copying ready ***in advance*** of any lesson. Practice your technology ahead of time.

Sample lesson plans are included in the appendix, and student teachers should consult with their seminar professors, cooperating teacher, and supervisor for variations that are appropriate for the school setting.

### **edTPA: A New York State Certification Requirement for Initial Certification for Graduates**

The edTPA is a national, subject specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for teaching. It was developed utilizing best –practices in teacher evaluation and is based on research, theory, and strategies related to teaching and learning. The student teacher will be asked to provide artifacts documenting teaching and learning during a specific learning segment. Artifacts will include commentaries, reflections, video clips and samples of student work. The edTPA will generally include the following three main components which vary by discipline:

- Task 1: Planning for instruction and assessment
- Task 2: Instructing and engaging students in learning
- Task 3: Assessing student learning

The edTPA is subject-specific, so each content area has its own handbook. Support for student teachers will come from seminar instructors, cooperating teachers, and college supervisors.

### **Allowable Strategies for Assistance**

- Providing and discussing samples of previously completed edTPA assessments that demonstrate competent teaching practice
- Distribution of edTPA support documents
- Explicitly pointing out relationships between learning and assessment tasks during coursework
- Technical and logistical support for videotaping and uploading documents into electronic platforms (Chalk & Wire)
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses

### **Unacceptable Forms of Support for Constructing the edTPA**

- Making choices of curriculum materials or instructional strategies for the candidate
- Providing one’s own analysis of the candidate’s students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made in the development of the edTPA
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the edTPA rather than at improving their teaching competence
- Editing the edTPA

### **Lesson Plan and Video Requirements**

Each student teacher will construct their edTPA based on a learning segment (3-5 lessons). During the teaching of that learning segment, the student teacher will video tape lessons to submit as evidence of teaching competence and student learning. Consult handbook for specific requirements.

### **Communication to Parents**

- Parental permission will be required before videotaping can take place.

- Handbook contains a suggested format for the permission form and this will have to be approved by the cooperating teacher and/or school principal before it goes home with the students.
- This will be a topic for discussion during seminar.

## APPENDIX

In the fall of 2020, we've moved to paperless format for student teaching forms. Forms are hyperlinked here, and we are using a range of online submission formats. Student teachers should consult their seminar professors and supervisor for the appropriate forms. It is the student teachers' responsibility to ensure forms are completed.

### [Time Sheet](#)

All student teachers are expected to complete a time sheet to document their student teaching experience. Seminar professors will discuss the format, but generally any work in the school environment should be documented on the form. Student teachers should discuss with the cooperating professional how to get the form signed and turned in to the College at the end of the placement. It is recommended that the student download the form in this file and put into the shared Google Drive folder for student teaching.

### [Preliminary two week evaluation of teacher candidate by cooperating teacher](#)

Interim four week evaluation of teacher candidate by cooperating teacher  
These forms are completed by the cooperating professional and shared with the student teacher and supervisor. Read only versions of the [2 week form](#) and [4 week form](#) are linked here.

### [Lesson observation form used by cooperating teacher](#)

The cooperating teacher will conduct four formal observations and document the observation on this form. A read only [version](#) of the form is here.

### [Supervisor observation form](#)

Supervisors will complete four formal observations through GoReact. [Log in](#) to GoReact and choose "Student Teaching Fall 2020". A read only [version](#) of the form is here.

### [Professional qualities assessment](#)

If a cooperating professional or supervisor has concerns about a student teacher, the coordinator should be contacted immediately. The PQA form may be used to guide this conversation.

### [Final evaluation](#)

The final evaluation will be completed via Chalk and Wire because it is a program assessment. The links here shows the categories to be completed but the final assessment link will come from the College. The supervisor will facilitate this process. The [rating guidelines](#) document how to score the student teacher.

Subject specific 7-12 evaluations

[ELA](#)

[Math](#)

[Science](#)

[Social Studies](#)

College assignments

During the student teaching semester, student teachers are responsible for writing lesson plans in the College formats and for completing an assignment that demonstrates impact on student learning. Seminar and portfolio professors as well as supervisors will discuss these assignments as well as weekly reflection questions. It is the student teachers' responsibility to know the format required for their program. Sample formats and assignments are below.

[Special education lesson plan](#)

[General education lesson plan](#)

[General education childhood and adolescence education teacher work sample](#)

[Early childhood general and special education instructional plan and teacher work sample](#)

[Special education instructional plan and teacher work sample](#)