COOPERATING TEACHER GUIDE TO THE 2017-18 GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING*

To orient yourself with the field experience and student teaching components of the teacher education program at the University at Buffalo, we encourage you to read the Guide to Field Experience and Student Teaching, especially sections III (Student Teaching), V (Responsibilities of the Student Teacher), and VII (Responsibilities of the Cooperating Teacher). If you have questions about the contents of the Guide, we encourage you to be in communication with your student teacher’s Teacher Education Associate and/or the Teacher Education Institute (if you are in a liaison school, we encourage you also to be in communication with the school-based Liaison).

The following are questions we have previously been asked by cooperating teachers who work with our program for field experience and/or student teaching. Areas of the Guide that address the questions are indicated.

FIELD EXPERIENCE (FALL SEMESTER)

- What is the field experience course?...page 6, “Overview”
- What are the requirements for the field experience course?...pages 11-15, “Course Requirements”
- What happens during the field experience class meetings at the liaison schools?... pages 14-15, “Content of Field Experience Class Meetings at the Liaison School Site”
- What are classroom contact hours, when will they be completed, and what do they include?...pages 15-16, “Classroom Contact Hours”

STUDENT TEACHING (SPRING SEMESTER)

- What are the dates for the student teaching placements?...page 17
- Is there a suggested progression of student teacher responsibilities and activities throughout the placement?...pages 20-22, “Student Teaching Activities Schedule”

* Revised August 2017
▪ Is there a particular lesson plan format to be used by my student teacher?...page 22, “Lesson Plans” and page 39, “Assistance in Planning”

▪ What are some general expectations of my student teacher prior to beginning the placement?...page 33, “Prior to student teaching”

▪ What are some general expectations of my student teacher during the placement?...pages 33-36, “During student teaching”

▪ What are some general expectations of my student teacher by the end of the placement?...page 36, “By the end of student teaching”

▪ What should I do to introduce my student teacher to my classroom and school?...pages 39-42, “Orientation to the School”

▪ What is the process for providing feedback for my student teacher?...pages 43-44, “Feedback”

▪ What should I do if I have a concern about my student teacher’s performance?...pages 44-45, “Process to Express Concerns about the Student Teacher”

▪ What is the process for providing assessment for my student teacher?...pages 46-47, “Assessment”

▪ What is the assessment form that the Teacher Education Associate will use to document and support my student teacher’s progress in the placement?...pages 63-68, “Student Teacher Assessment Record – Teacher Education Associate”

**FIELD EXPERIENCE AND STUDENT TEACHING (FALL AND SPRING SEMESTERS)**

▪ What are the University at Buffalo’s expectations as related to professionalism and foundational capacities of students in the program?...pages 7-10, “Professionalism” and “Foundational Capacities”

▪ What are liaison schools?...pages 10-11, “Liaison School Model”

▪ What is the Reflective Inquiry Project?...pages 28-32

▪ What are the responsibilities of the Teacher Education Associate?...pages 36-38

▪ What are the responsibilities of the School Liaison?...page 47