GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING

The University at Buffalo’s Graduate School of Education teacher education program*, which is designed to prepare caring, qualified, and competent teachers who can work effectively with students from diverse backgrounds with a wide variety of abilities and needs, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 27, 2006 to June 27, 2011.

* Adolescence, English Education (grades 7-12, and grades 5-6 extension); Adolescence, Languages Other Than English, LOTE: French, German, Italian, Japanese, Latin, Russian, and Spanish (grades 7-12, and grades 1-6 extension); Adolescence, Mathematics Education (grades 7-12, and grades 5-6 extension); Adolescence, Science Education: Biology, Chemistry, Earth Science, and Physics (grades 7-12, and grades 5-6 extension); Adolescence, Social Studies Education (grades 7-12, and grades 5-6 extension); Childhood Education (grades 1-6); Childhood Education with Bilingual Extension (grades 1-6); Early Childhood Education (birth-grade 2); Early Childhood Education with Bilingual Extension (birth-grade 2); English for Speakers of Other Languages, ESOL (preK-grade 12); Literacy Specialist (birth-grade 6 and grades 5-12); Music Education (preK-grade 12)
# Guide to Field Experience and Student Teaching*

For: Student Teachers, Cooperating Teachers, Teacher Education Associates, Liaisons, and Principals

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3...</td>
<td>I...</td>
<td>University at Buffalo, Graduate School of Education</td>
</tr>
<tr>
<td>6...</td>
<td>II...</td>
<td>Teacher Education Institute</td>
</tr>
<tr>
<td>8...</td>
<td>III...</td>
<td>Field Experience</td>
</tr>
<tr>
<td>17...</td>
<td>IV...</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>28...</td>
<td>V...</td>
<td>Reflective Inquiry Project</td>
</tr>
<tr>
<td>31...</td>
<td>VI...</td>
<td>Responsibilities of the Student Teacher</td>
</tr>
<tr>
<td>35...</td>
<td>VII...</td>
<td>Responsibilities of the Teacher Education Associate</td>
</tr>
<tr>
<td>37...</td>
<td>VIII...</td>
<td>Responsibilities of the Cooperating Teacher</td>
</tr>
<tr>
<td>46...</td>
<td>IX...</td>
<td>Responsibilities of the School Liaison</td>
</tr>
<tr>
<td>47...</td>
<td>X...</td>
<td>Certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>Appendices</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>50...</td>
<td>A...</td>
<td>Policy Concerning Unsatisfactory Student Teaching Performance</td>
</tr>
<tr>
<td>52...</td>
<td>B...</td>
<td>Web Resources</td>
</tr>
<tr>
<td>53...</td>
<td>C...</td>
<td>New York State Code of Ethics for Educators</td>
</tr>
<tr>
<td>55...</td>
<td>D...</td>
<td>Student Teacher Data Sheet</td>
</tr>
<tr>
<td>57...</td>
<td>E...</td>
<td>Feedback Regarding Student Teaching Experience</td>
</tr>
<tr>
<td>58...</td>
<td>F...</td>
<td>Classroom Contact Hours</td>
</tr>
<tr>
<td>59...</td>
<td>G...</td>
<td>Student Teacher Evaluation</td>
</tr>
<tr>
<td>67...</td>
<td>H...</td>
<td>Student Teacher Assessment Record</td>
</tr>
<tr>
<td>73...</td>
<td>I...</td>
<td>Lesson Plan Format</td>
</tr>
<tr>
<td>74...</td>
<td>J...</td>
<td>General Education Core in Liberal Arts and Sciences</td>
</tr>
<tr>
<td>75...</td>
<td>K...</td>
<td>Certification Areas</td>
</tr>
</tbody>
</table>

* Revised August 2010  
Available online at [http://gse.buffalo.edu/tei/coursework](http://gse.buffalo.edu/tei/coursework)
UNIVERSITY AT BUFFALO

Founded in 1846 as a private medical college, the University at Buffalo (UB) merged with the State University of New York (SUNY) system in 1962. Today, UB is New York State’s premier public center for graduate and professional education, as well as the State’s largest and most comprehensive public university. A member of the prestigious Association of American Universities, UB ranks high among the nation's research-intensive public universities. Currently, UB enrolls over 25,000 students, and offers approximately 300 degree programs at the baccalaureate, masters, doctoral, and professional levels.

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education (GSE) was established in 1931, under the presidency of Dr. Samuel Paul Capen, founder and director of the American Council on Education and Woodrow Wilson's advisor on higher education. GSE prepares scholars, researchers, teachers, counselors, administrators, and other personnel for service in education organizations such as schools, colleges, and universities, as well as community and government agencies. Graduate programs in GSE lead to the Master of Education (Ed.M.), Master of Arts (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees. In addition, GSE offers courses of study that prepare students for New York State certification in teaching, administration, and counseling.

Academic departments within GSE include:

- **Counseling, School, and Educational Psychology** (CSEP) – Offers programs in the psychology of learning as well as school counseling, school psychology, rehabilitation counseling, and counseling psychology. Graduates work in public schools, colleges, and universities as members of the faculty or counseling center staff, and in private industry, government agencies, community social service agencies, and hospitals.

- **Educational Leadership and Policy** (ELP) – Offers programs that focus on the formation and implementation of educational policy on the social, political, historical, and cultural context of education. Graduates work as administrators, leaders, and scholars in school districts, colleges, and universities, as well as in training and development programs in business and public agencies.
• **Learning and Instruction** (LAI) – Offers programs devoted to the education of teachers and the pursuit of research in learning, curriculum, and instruction. Graduates work as teachers in nursery schools, day-care centers, and private and public elementary, middle, and high schools; as teachers and researchers in colleges and universities; and as policymakers in local, state, and national agencies.

Collectively, GSE departments serve approximately 1400 graduate students, representing 15% of the University's graduate enrollment. The initial teacher certification program is administered by the Teacher Education Institute (TEI), which works in conjunction with the three departments of GSE to provide required coursework, field experiences, and student teaching.

**Conceptual Framework for Teacher Education**

GSE offers the University's initial teacher certification program at the post-baccalaureate level and is committed to preparing caring, qualified, and competent teachers who can work effectively with students from diverse backgrounds with a wide variety of abilities and needs. Through an intensive program, we prepare beginning teachers who are committed to the ongoing pursuit of teaching excellence and life-long learning. We expect candidates to continue developing knowledge, skills, and dispositions that will allow them to adapt their instruction in response to ever-changing circumstances. To enable candidates to meet these expectations, we provide coursework and experiences based on the following principles: committed and caring, general knowledge, content knowledge, pedagogical knowledge, pedagogical-content knowledge, and reflective practice. We also provide students with opportunities to begin integrating their skills and knowledge to optimize student learning by using educational technology, reflective inquiry, and an understanding of learner differences.

The following is a description of the principles that undergird the program.

• **Committed and Caring** – Effective professional teachers are committed to the education of all students regardless of background. This commitment compels teachers to have a deep understanding of students' individual differences and backgrounds and to recognize the various talents and abilities, rooted in varying communities, that students bring to the classroom. It also results in the development of safe and equitable classrooms that are conducive to individual growth and development. Most importantly, effective professional teachers are committed to the ongoing pursuit of teaching excellence, continuously improving their teaching to better meet changing circumstances and the needs of their students.
• **General Knowledge** – Effective professional teachers possess general knowledge that allows them to interpret their specialties in terms of students' needs for a broad, general education. It also enables them to make associations with students' existing knowledge and experiences, which results in deeper and more meaningful learning.

• **Content Knowledge** – Effective professional teachers need to understand their academic disciplines’ major concepts, principles, methods of inquiry, and the development of these within the field. A thorough background in their subject area allows teachers to present information in different ways and to tailor instruction to fit their students' understanding and experiences.

• **Pedagogical Knowledge** – Effective professional teachers have knowledge of planning, guiding, facilitating, and evaluating learning in a variety of settings. This knowledge is grounded in educational policy and school law and in research on learning and human development, society and culture, as well as curriculum, instruction, and assessment.

• **Pedagogical-Content Knowledge** – Effective professional teachers possess content knowledge and pedagogical knowledge that allow them to represent and structure content in a way that is meaningful for students. They understand how to overcome cognitive obstacles, how to represent the nature of their subject area, and how to connect academic content to its uses and everyday experience.

• **Reflective Practice** – Effective professional teachers continually monitor and analyze their instruction in terms of both classroom processes and student outcomes. They study their instructional plans and the implementation of these plans, and they use various forms of documentation and student assessment to gather information for reflection and modification of future instruction.
TEACHER EDUCATION INSTITUTE

The Teacher Education Institute (TEI), formerly known as the Buffalo Research Institute on Education for Teaching (BRIET), was founded in 1988 and is the branch of GSE responsible for the field experiences and student teaching required for New York State initial certification in early childhood, childhood, and adolescence education. TEI works in conjunction with the Department of Learning and Instruction, as well as the Departments of Educational, Leadership, and Policy and Counseling, School, and Educational Psychology, to provide the coursework, field experiences, and student teaching required for New York State initial teacher certification. Beyond providing professional knowledge and instructional strategies essential to teaching, TEI collaborates with local school districts and teachers to prepare preservice teachers to be problem solvers who continuously strive to self-reflect and improve their teaching.

The initial teacher education program draws upon Donald Schön’s vision of “the teacher as a reflective practitioner” with a focus on “informed practice.” This focus results in courses and fieldwork intended to prepare teachers whose understanding of classroom teaching goes beyond the efficient application of instructional strategies to self-reflection and meaningful learning for all students.

The initial teacher education program has four components:

- Introduction to traditional and innovative instructional strategies, professional readings, current research, and the development of national and NYS standards. It is the teacher education program's goal to include multiple perspectives in developing an understanding of current issues of policy and practice confronting educational leaders at all levels.

- Exposure to the realities of teaching using field experiences, adjunct faculty members who are outstanding teachers from area schools, and two fulltime student teaching placements. In providing varied experiences for preservice teachers, the program is committed to close collaboration with schools throughout the Western New York area.

- Learning through active involvement in teaching, research, and professional presentation, including reflection on those experiences in an effort to improve one's practice.

• Reflective discourse with peers, university faculty, teacher education associates, cooperating
teachers, administrators, specialists, school community members, and students. All members
are encouraged to examine their own as well as others’ actions and beliefs regarding teaching
and learning.

Initial Teacher Education Students

The initial teacher education program welcomes applications from those who have recently completed
their undergraduate degrees as well as those who are returning to school to prepare for teaching as a
second career. Students in the program come from a wide range of backgrounds and take courses
together in an intense professional experience. There is a strong sense of community within the program,
which supports students in meeting academic challenges. The combination of rigor, relevance, and
support in a variety of settings is a distinguishing feature of the program. Students leave with an
appreciation of the value of critical reflection, practical teaching skills, a background in current research,
and a network of both experienced and new colleagues to enhance their professional growth.

A student in UB’s initial teacher education program is a person who challenges preK-12 students to
achieve more meaningful learning, critically reflects on all aspects of practice, believes in the value of
cultural diversity, incorporates new forms of technology into instruction, and engages in lifelong learning
that is the hallmark of a professional teacher. We are committed to making a positive difference in our
students’ lives by nurturing constructive connections among home, school, and community.
FIELD EXPERIENCE

Overview

The field experience course is a key component in the initial teacher certification course sequence. Preservice teachers register for this course in the semester immediately preceding the semester for which they will apply to student teach. One of the primary goals of the fall semester field experience is to prepare preservice teachers to have successful student teaching experiences in the spring semester. Through extensive involvement that includes observation, participation, reflection, and discussion, the field experience coursework enables each preservice teacher to do the following:

- Connect theory and practice by exploring the ways in which course readings and discussions in methods, instructional strategies, literacy, social and psychological foundations, and other courses relate to teaching and learning in Western New York preK-12 classrooms, schools, and communities;
- Think, talk, and write critically about teaching and learning in micro and macro contexts;
- Understand school cultures and communities, with a focus on diversity within these settings;
- Create a beginning sense of self as a teacher;
- Build professional relationships.

By virtue of its setting in Western New York, TEI has access to a variety of educational settings that are then made available to the preservice teachers. As such, preservice teachers experience a range of school environments.

Professionalism

Professionalism comprises a variety of matters related to the ways in which preservice teachers are expected to approach their field experiences. Although it is often difficult to comprehensively define, teach, and assess professionalism, the following offers some concrete descriptions that set a minimum standard of expected professional conduct.

At the core of professionalism is an approach to one's professional development through reflective practice. This entails critical analysis of one's thoughts and actions and is informed by feedback from others. Only through reflective practice can one gain new knowledge that demonstrates a deep understanding of one's experiences and, specific to the profession of education, of the possibilities
regarding processes of teaching and learning. Within the initial teacher certification program, reflective practice is positioned as a connecting thread and preservice teachers have a myriad of opportunities to develop their skills of critical analysis. Preservice teachers are expected to engage in reflective practice and thus must recognize their need for development, take the initiative to self critique, seek out and accept the critique from others, and adjust their thoughts and actions in response to this.

In addition to reflective practice, preservice teachers are expected to assume independent responsibility for their professional pursuits and to avoid unproductive inclusion of others, including family members, who may interfere with their preparation. This is a professional preparation program with the goal of producing teachers who are ready to assume the role of educational leader within their classrooms. The display of a lack of independent responsibility and/or the unproductive inclusion of others will serve as a sign that a preservice teacher is not ready to engage in professional preparation. Related to this, the sharing of information regarding preservice teachers’ education records will occur in compliance with the Family Educational Rights and Privacy Act (FERPA), which establishes boundaries regarding with whom we are able to share information (for example, we will not converse with family members regarding particulars of your program experience).

As preservice teachers visit and work in schools, they acquire specific information about students, teachers, and school systems. This information is available for professional development only – there can be no sharing of information outside the professional context. In reacting to what is observed, preservice teachers are reminded that they have very limited experience in a setting about which they might be tempted to make judgments or generalizations. This means that while they are expected to share their observations and interpretations with other preservice teachers and their teacher education associates during the field experience course, student teaching, and seminars, such discussions are inappropriate with individuals who are not involved with TEI or in settings where others might misinterpret their comments. Without considerable experience as a teacher and observer and without full information about a particular situation, it is easy to misunderstand what is happening and why. Inappropriate sharing of information, including the public representation of students, teachers, and school systems through the Internet and/or other electronic/digital means shall constitute unprofessional conduct.

In addition to a restrained approach to the sharing of information, preservice teachers are expected to demonstrate basic professional competencies as would be expected of practicing teachers, including the following: arrive to school in a timely manner, present themselves in a professional manner as related to their dress, personal appearance, and hygiene, and maintain a courteous and respectful relationship with school personnel, students, and parents/guardians. Failure to consistently demonstrate these competencies shall constitute unprofessional practice.
Preservice teachers are reminded that they are guests in the schools and therefore they must follow all applicable school and classroom policies and procedures (including those that may be more restrictive than those of UB; for example, a prohibition of the use of cell phones). A school may refuse entry to a preservice teacher who has violated a school policy and/or procedure, and depending on the circumstances of the situation, TEI will determine whether a specific case rises to the level of unprofessional practice.

Throughout their field experiences, preservice teachers are reminded that they are in a program that is committed to preparing them to teach *all students* in the public school system throughout the state of New York. As such, preservice teachers must approach their field experiences with a commitment toward this goal and must act in a manner that is consistent with this goal. Engaging in actions inconsistent with this goal represents a lack of professional commitment and shall constitute unprofessional conduct.

Additional examples of unprofessional conduct include, but are not limited to, the following: disorderly, violent, or threatening conduct, including conduct outside of the school; conduct that endangers the safety, health, or welfare of others, including conduct outside of the school; use of alcohol/drugs during school hours or at school events or preceding school hours/events such that they remain under the influence while attending school hours/events; provision of alcohol/drugs to students, including outside of the school; intimate and/or sexual contact with students; inappropriate social contact with students (including via e-mail, the Internet, text messaging, and/or other forms of electronic/digital communication); explicit violation of students’ civil rights; theft, including theft of intellectual property and theft committed via electronic/digital means; as well as an expressed intent (including via one's writings) or an encouragement of others to engage in any of the above conduct.

Throughout their program, preservice teachers are expected to interact with and represent UB faculty, staff, and students in a professional manner consistent with UB policies and in line with the above description of professional conduct. As with instances of unprofessional conduct within schools, unprofessional conduct demonstrated through interactions with and/or representations of UB faculty, staff, and/or students shall constitute unprofessional conduct within the program.

Instances that represent a lack of appropriate professional conduct, including not meeting stated expectations and/or violating prohibited actions, shall constitute good reason for removing a preservice teacher from field experiences, assigning a grade of F for the Field Experience course, and/or dismissing a preservice teacher from the initial teacher certification program.
Related to professionalism, see Appendix C for an overview of the related New York State Code of Ethics for Educators.

**Foundational Capacities**

GSE aims to admit students who display foundational capacities that are considered necessary to become excellent and effective educators. Preservice teachers are expected to possess the intellectual, physical, and emotional capacities to be able to fully engage with their professional preparation program and to develop into teachers who will be ready to productively engage with all who are involved in the school systems with which they may work. Students with identified disabilities may initiate a request for accommodations through the UB Office of Disability Services and this request will be reviewed by TEI staff to determine if the request constitutes a reasonable modification to the program, including as related to the aforementioned foundational capacities. Evidence of the lack of the appropriate foundational capacities shall constitute good reason for removing a preservice teacher from field experiences, assigning a grade of F for the Field Experience course, and dismissing a preservice teacher from the initial teacher certification program.

**Liaison School Model**

For the initial teacher certification program in early childhood, childhood, and adolescence education, we provide field experience and student teaching via our Liaison School Model. Liaison schools are Western New York preK-12 schools that partner with TEI and work extensively with our teacher education students for the fall semester field experience course and spring semester student teaching placements. As a team, each liaison school and UB work together in an extended field-based relationship from September through March.

Each liaison school team consists of the following:

- A Teacher Education Associate (TEA) from UB who facilitates field experiences, teaches both the fall semester field experience and the spring semester seminar in teaching courses, and observes and provides feedback and evaluation throughout the spring semester student teaching placements;
- A school-based Liaison who coordinates the fall semester field experience course with the TEA and assists in obtaining cooperating teachers for each assigned preservice teacher;
• A group of teachers who begin working with preservice teachers in the fall semester, some of whom will continue as Cooperating Teachers in the spring semester for a student teaching placement;

• A group of approximately eight to ten Preservice Teachers, from a variety of certification areas, registered for the field experience course in the semester preceding their student teaching. Most preservice teachers will be placed in their liaison school site for a student teaching placement. However, due to logistics, some preservice teachers will be placed in other school sites for both of their student teaching placements.

Immersion at the liaison school affords the following benefits to the preservice teacher:

• A thorough understanding of the school community;

• Extensive and varied interactions with students, faculty, and staff prior to the start of student teaching;

• The development of a dynamic mentoring relationship with the TEA and cooperating teacher;

• A forum for discussion and professional development among peers and future colleagues;

• A smooth transition to student teaching that promotes optimal learning for students.

The classroom teacher and her/his students benefit in a variety of ways. During the fall semester field experience course, through her/his participation in the classroom, the preservice teacher will become an additional resource to complement the teacher’s instruction and facilitate the students’ learning. This carries over to student teaching, wherein the preservice teacher is able to readily engage in the placement because s/he has developed a relationship with the teacher and her/his students and has gained knowledge of the school and its curriculum. Many cooperating teachers inform us that they enjoy this opportunity to work directly with prospective teachers, because it energizes their teaching and allows them to participate in and influence the beginning professional development of those studying to become educators. This is echoed by preK-12 school administrators, who additionally inform us that because this model fosters the sharing of ideas and expectations, it promotes a smoother transition to teaching and supports their efforts of teacher recruitment and retention.

**Course Requirements**

In the field experience course, each preservice teacher is expected to accomplish each of the following:

• E-mail: Enable her/his UB e-mail account and utilize it daily to send/receive TEI e-mail communications;
• UB Learns: Check regularly for postings from TEI or her/his TEA;

• Guide to Field Experience and Student Teaching: Obtain, print, read, and be familiar with its contents (this Guide augments the syllabi for the field experience, supervised teaching, and seminar in teaching courses);

• Student Teacher Data Sheet (see Appendix D): Complete and return to TEI the original plus three copies, to be distributed to her/his TEA and Cooperating Teachers;

• Attendance: Attend and be on time for each scheduled class meeting and each scheduled visit to a school outside of class meetings. A semester is a short period of time, and therefore full attendance is essential if this is to be a beneficial experience for individual preservice teachers and the class as a whole. If an unanticipated emergency prevents her/him from attending part or all of a class meetings, s/he must inform her/his TEA so an alternative experience can be devised to accommodate any missed time (depending on the circumstances, incomplete attendance, including for documented emergencies, may prevent her/him from completing this course during the current semester);

• Transportation: Provide her/his own transportation to and from field experiences sites. Sites are located throughout the Western New York area and placement in these sites is solely at the discretion of TEI. Lack of appropriate transportation is not an acceptable reason for non-completion of course requirements;

• Participation: Participate actively in a manner consistent with her/his position as an emerging professional. Display commitment and initiative as well as a developing presence in the classroom marked by independence and confidence;

• Professionalism: Follow all school and classroom policies and procedures, as well as the policies and procedures of UB, and conduct her/himself, in manner and appearance, as a professional in all aspects of field experiences. Failure to follow applicable policies and procedures and/or the display of unprofessional conduct shall constitute good reason for removing her/him from field experiences, assigning a grade of F for the field experience course, and dismissing her/him from the initial teacher certification program;

• Observations and Meetings: At the direction of her/his TEA and/or school-based Liaison, observe a range of classes and support services within the school and meet and interact with a range of school personnel and students;

• Autobiographical Essay: Write and revise with guidance from her/his TEA;

• Critical Reflection Journal: Write and submit weekly entries as described by her/his TEA;

• Reflective Inquiry Project: Construct a Reflective Inquiry Project (RIP), as described in the RIP Guides and with guidance from her/his TEA;
• Classroom Contact Hours: Complete as described below;
• Communication: Produce high quality written work and be articulate when speaking to allow for effective communication of ideas (teaching is a socially interactive profession that is dependent on clear communication). As graduate students in a professional preparation program, it is expected that preservice teachers will seek out additional resources as needed (and as recommended by others in TEI and/or schools), including as related to their communication skills;
• Readings: Read all assigned readings, which will be provided via UBLearns, UB’s electronic course reserve, and/or hardcopy. Additional required readings may be purchased from the UB bookstore and/or obtained by utilizing UB’s library resources. Further information regarding required readings will be provided by her/his TEA;
• Professional Development Lectures/Workshops: Participate in lectures/workshops as outlined in the Field Experience course syllabus and as described by her/his TEA.

Content of Field Experience Class Meetings at the Liaison School Site

Field experience situations vary, and therefore the course content will vary according to the given situation. Each TEA group and each preservice teacher within each TEA group will have a unique learning experience. In general, field experience class meetings are held during a four-hour block one day per week and are located initially at UB and then moved into the liaison school for the balance of the semester. At the liaison school, these classes are taught by the TEA with assistance from the school-based Liaison.

While at the liaison school for a scheduled class meeting, each preservice teacher must:

• Arrive at the school ready to begin by the scheduled start time;
• Engage in a minimum of two classroom observations;
• Meet with school personnel;
• Discuss the day’s observations with the TEA and the other preservice teachers. This discussion can include the Reflective Inquiry Project, Classroom Contact Hours, special topics, etc.

The classroom observations will be across a range of subjects, grade levels, and academic levels. These observations will be co-arranged by the TEA and the school-based Liaison.
The meetings with school personnel will be with staff representing a variety of positions (Principal, Assistant Principal, Nurse, Special Education Teacher, Social Worker, School Counselor, Technology Specialist, Library Media Specialist, Literacy Specialist, recent GSE program completers, newly hired teachers, members of the hiring team, etc.). These meetings will be co-arranged by the TEA and the school-based Liaison.

The TEA will provide preservice teachers with further detail about the specific content of each meeting as well as any alterations to the typical sequence of events described above.

Classroom Contact Hours

New York State requires at least 100 classroom contact hours during field experience prior to the beginning of student teaching (100 hours is a minimum target that preservice teachers are expected to exceed). Therefore, in order to advance to student teaching, each preservice teacher must successfully participate in at least 100 classroom contact hours and submit verification paperwork (see Appendix F) to TEI by the date specified in the syllabus for the Field Experience course.

The specifics of how classroom contact hours will be set up will be presented by her/his TEA and the school-based Liaison, but s/he should expect that s/he is going to have to begin to make professional contacts with teachers at the assigned school (as directed by her/his TEA and the school-based Liaison).

Each preservice teacher will complete her/his 100 hours approximately as follows:

- 40 hours during scheduled Field Experience class meetings held at school site(s).
- 40 hours outside of scheduled Field Experience class meetings (an average of 4 hours per week throughout the time you are at her/his school site(s) – for these hours, s/he must have flexibility in her/his schedule to be able to be at a liaison school at times agreeable to the teacher(s) with whom s/he will be working).
- Three full days in which s/he will ‘shadow’ her/his prospective cooperating teacher(s) – combined, these days will total a minimum of 20 hours.

The hours outside of scheduled field experience class meetings will be at her/his assigned schools with her/his cooperating teacher(s) and/or other teachers in her/his certification area and can include observations, tutoring, lab and/or group facilitation, ‘mini’ teaching, etc. This is also the primary time for her/him to do observations for her/his Reflective Inquiry Project (see Section V). It is expected that each preservice teacher will become an active participant in the classroom(s) during these hours as a
means to contribute to the classroom and to learn as much as possible during this time (these are contact hours, not observation hours).

Preparation for Student Teaching

The field experience course complements other coursework in the program in order to well-prepare preservice teachers to begin student teaching. Above all, field experiences are learning experiences wherein preservice teachers are provided opportunities to learn, from within the context of particular schools, about the pedagogical and curricular operations that occur in schools.

TEAs will work with each preservice teacher throughout her/his field experience and will generate, collectively with input from the prospective cooperating teacher(s), a list of goals and expectations for the upcoming student teaching experience. As a team, the TEA and cooperating teacher(s) will assist the prospective student teacher in planning and thinking through the student teaching experience.

In order to be permitted to advance to student teaching, in addition to other requirements as described in the Student Teaching Application, the preservice teacher must successfully satisfy each of the field experience course requirements and earn at least a grade of B- in the field experience course in order to receive approval of her/his Student Teaching Application.
Throughout student teaching, an essential priority is the beginning professional development of the student teacher. However, the **leading priority** is the learning of the PreK-12 students in the classroom. These coexisting dual priorities must guide all actions that occur in preparation for and within the student teaching placements and student teachers must understand that they will have a responsibility for their learning as well as for the creation of an environment that supports the learning of the students in the classroom.

In order to proceed to student teaching, each preservice teacher must submit to TEI a Student Teaching Application during the semester preceding student teaching, and this application must be approved prior to the beginning of student teaching (because of the timing of the release of course grades, this review may occur simultaneous with the scheduled start of student teaching and in some circumstances a student teaching placement may be cancelled at this time; although this may require a last-minute change in plans that may be challenging, in the long run this will better serve all involved). To participate in student teaching, a preservice teacher must register for three closely related courses: Seminar in Teaching (LAI 674), Supervised Teaching I (LAI 668), and Supervised Teaching II (LAI 595), unless an alternate plan has been developed and approved by TEI (for example, if a preservice teacher holds a valid NYS Initial Teacher Certificate in another area of certification that was obtained through a recommendation from an approved teacher preparation program, TEI will consider, on a case-by-case basis, modifying program requirements as related to student teaching).

The Seminar in Teaching course (LAI 674) spans the entire student teaching semester and is intended to provide student teachers a space to collegially reflect weekly on the student teaching process, support student teachers as they explore their roles and professional identities as beginning teachers, and assist in the certification and job search processes. Student teachers meet once a week as a large group and/or in small groups with their respective TEAs. This course is an important part of the program, therefore student teachers are required to attend, even though this will mean an inability to participate in school activities during the afternoon that this course meets.

The Supervised Teaching courses (LAI 668 and LAI 595) are the student teaching components of the initial teacher certification program. There are two fulltime student teaching placements, each of approximately the same length of time, totaling at least 75 student teaching days. The purpose of student teaching is to provide a mentored opportunity for student teachers to develop their teaching practice.
Student teaching situations vary, and therefore the course content will vary according to the given situation, however, in each placement, it is generally expected that the student teacher will gradually assume responsibility for the entire teaching day according to a plan developed jointly by the TEA and cooperating teacher(s), and adjusted according to the student teacher’s progress and the needs of the students in the classroom (in certain situations, it is understandable if a co-teaching approach is utilized and/or if a particular course is fully retained by the cooperating teacher with the student teacher assisting as needed). Throughout student teaching, the cooperating teachers and TEA provide feedback and evaluation to guide the student teacher’s beginning professional development.

During the student teaching semester, student teachers adhere to the daily schedules and calendars of the assigned schools (for school calendars, see [http://www.wnyric.org](http://www.wnyric.org) for links to school districts in the Western New York area), thus requiring student teaching to begin prior to the start of the UB semester (student teaching will commence in early January when schools return after New Year’s Day) and continue through the UB final examination period. For all breaks, including spring break, student teachers will follow the schedules of their student teaching schools (including all schedule revisions; because revisions may occur, student teachers are encouraged not to make travel plans during the student teaching semester, as they may have to adjust their plans), and therefore will not be excused from student teaching during the UB spring break. For school cancellations, for the purpose of student teaching, student teachers will follow the school cancellations of the student teaching school. All placements begin and end on the same days, as indicated below (except under special circumstances approved by TEI, which may require extension and/or postponement of student teaching).

The beginning and ending dates of the two student teaching placements are as follows (in certain situations, these dates may be adjusted by TEI).

**Placement I**  
January 3, 2011 – March 4, 2011

**Placement II**  
March 7, 2011 – May 11, 2011

During the first placement, if approved by the cooperating teacher and TEA, the student teacher may be excused from up to one teaching day for the purpose of meeting with her/his assigned second placement cooperating teacher. If possible, this meeting should be scheduled for a time not to interfere with the first placement.

If the student teacher intends to participate in Teacher Recruitment Days (TRD), tentatively scheduled for April 11th and 12th, s/he must notify the cooperating teacher(s) and TEA by the first day of the second
placement and the student teacher must work with her/his cooperating teacher to plan for these days. For further information regarding TRD, see http://trd.org/

Student teachers are to attend all scheduled teaching days, as well as exam and staff development days, and may only miss a day if s/he informs her/his cooperating teacher(s) and TEA via an appropriate predetermined method and if the absence is supported by written documentation of a significant need (i.e. personal illness or other emergency situation). Depending on the circumstance and number, absences from student teaching may have to be made up as per the direction of TEI (typically, more than two absences throughout the span of both placements is considered excessive). Extended absences may result in the extension of student teaching during the current semester or postponement to a future semester. If a student teacher is summoned to jury duty, and if s/he chooses not to request a deferment of service, s/he may not be permitted to continue student teaching during the current semester.

The chart below indicates the typical grade range for the student teaching placements for each certification area. Typically, each student teacher will experience a placement primarily within each specified grade range.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Lower Grade Range</th>
<th>Upper Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Pre-K or K</td>
<td>Grades 1 or 2</td>
</tr>
<tr>
<td>Childhood</td>
<td>Grades 1 – 3</td>
<td>Grades 4 – 6</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Grades 7 – 9</td>
<td>Grades 10 – 12</td>
</tr>
<tr>
<td>Pre-K – 12</td>
<td>Pre-K – 6</td>
<td>7 – 12</td>
</tr>
</tbody>
</table>

Important notes regarding student teaching placements:

- The TEI Coordinator of Field Experiences will secure all student teaching placements. No student teacher will be placed in a school where there is deemed to be a potential conflict of interest. Student teachers are not to initiate contact with teachers or administrators for the purpose of securing their own placements; violation of this policy may constitute good reason for removing the student teacher from a school, assigning a grade of U for Supervised Teaching I and II and Seminar in Teaching, and dismissing the student teacher from the initial teacher certification program.

- Transportation is the responsibility of the student teacher, and student teaching sites are located throughout the Western New York area. Lack of appropriate transportation is not an acceptable reason for non-completion of program requirements
The location of student teaching placements is solely at the discretion of TEI; personal factors such as commitments external to student teaching, financial hardship, and travel distance will bear no influence on the location of placements.

Refusal of an assigned student teaching placement may constitute good reason for revocation of the Student Teaching Application, assigning a grade of U for Supervised Teaching I and II and Seminar in Teaching, and dismissing the student teacher from the initial teacher certification program.

Student Teaching Activities Schedule

Student teaching situations vary, and therefore the following schedule is a framework for each placement and is to be used as a guide.

First week

The first week will vary according to the specifics of the situation. For a placement that is a continuation of previous field experiences within a liaison site, much of the first week activities described below will have taken place prior to student teaching. During the first week, the student teacher should accomplish the following:

- Observe her/his cooperating teacher and students as a means of becoming familiar with the teacher’s instructional methods, the course content, and the students’ names, personalities, and needs;
- Become familiar with the established routines and environment in the classroom;
- Write ‘retroactive’ lesson plans for the lessons being observed (in other words, for an observed lesson, write what might constitute a lesson plan that would have been produced prior to the lesson; this will help a student teacher to deconstruct a lesson to its elements and will inform her/his development of future lesson plans);
- Become familiar with the curriculum;
- Observe other teachers;
- Assist the cooperating teacher in classroom activities;
- Work with individual and small groups of students;
- Tour the school building and meet with faculty, administrators, and staff;
- Participate in the school, both curricular and extracurricular, outside of the classroom;
- As appropriate, prepare materials for the classroom;
• Become involved in the community in which the school is located;
• Demonstrate initiative.

During this week, the student teacher and cooperating teacher should clarify the plans for the student teacher to assume increasing responsibility for the cooperating teacher's courses (although the student teacher will increase responsibility, this does not mean that the cooperating teacher will decrease responsibility; instead, it is expected that student teachers and cooperating teachers share responsibility for the learning environment of the classroom).

Weeks two through four

During these weeks, the student teacher should assume increasing responsibility for preparing lesson plans and should assume teaching responsibilities for an increasing portion of her/his cooperating teacher's schedule, as determined by the cooperating teacher. The student teacher should become increasingly independent and confident, however, always recognizing that s/he is teaching in a classroom for which her/his cooperating teacher ultimately has responsibility.

Weeks five through eight

During these weeks, the student teacher should assume responsibility for teaching her/his cooperating teacher's full schedule of courses (as above, in certain situations it is understandable if a co-teaching approach is utilized and/or if a particular course is fully retained by the cooperating teacher with the student teacher assisting as needed). If there is another student teacher in the building, the student teacher should take time to observe that person's practice. Toward the end of the placement, the cooperating teacher may wish to step out of the room on occasion in order to allow the student teacher a greater feeling of independence (Section 3001, subsection 2 of the New York State Education Law states that a student teacher is legally permitted to student teach without the presence of a certified teacher in the classroom if the classroom certified teacher is available at all times and retains supervision of the student teacher). During the final week, teaching responsibilities should begin to shift back to the cooperating teacher.

Lesson Plans

There are various lesson plan formats to which student teachers have been introduced in their methods and instructional strategies courses, however, most have similar components. Although many experienced teachers do not write detailed lesson plans, it is important for beginning teachers, and especially student teachers, to write detailed lesson plans as a means of organizing their thoughts, to be
as prepared as possible to teach and to serve as a catalyst for reflection. For student teaching, abbreviated lesson plans are not acceptable, because a full lesson plan is the best learning tool.

In general, lesson plans should contain the components listed below (a sample lesson plan format is located in Appendix I).

- Aims/Objectives/Achievement Targets (short and long term), mapped to New York State Standards
- Assessments (formative and summative)
- Materials and Resources
- Procedures, including opening, transitions, closing, content, activities, modeling, guided and independent practice
- Plans for next class(es)
- Homework assignments
- Analysis of learners and plans for anticipated speed bumps
- Modifications/Accommodations
- Reflection (completed after the lesson)

The cooperating teacher must approve of the lesson plan prior to each lesson. And, after the lesson, the cooperating teacher should informally (and formally, if appropriate) talk with the student teacher as a means to inform the student teacher's reflections about the lesson and avenues for improvement. The cooperating teacher should share materials and her/his previous plans in order to assist the student teacher, but the student teacher is expected to display initiative and increasing independence in the development of her/his lesson plans.

Student Teacher – Cooperating Teacher Relationship

The relationship between the student teacher and the cooperating teacher is a key component in the student teaching experience. Toward the goal of a positive experience is a relationship between the student teacher and cooperating teacher that is communicative, honest, and professional. There are a few points that student teachers should keep in mind throughout their student teaching experience:

- Experiences with cooperating teachers and within schools will vary and are to some extent unpredictable;
- Student teaching is a learning process that will provide many new experiences and all experiences are potential learning experiences;
- The cooperating teacher ultimately is responsible for her/his students and classroom and the student teacher is a guest in the cooperating teacher's classroom and in the school;
- Coursework and pre-student teaching field experiences are important parts in the process of the development of a student teacher, providing a foundation for daily teaching experiences.
Throughout student teaching, it is the student teacher’s responsibility to actively make connections in order to succeed in the student teaching placement;

- Preparation for teaching occurs throughout the school day, but also before and after the school day as well as on the weekends.

Typical points of conflict between the student teacher and the cooperating teacher include the following: student teachers who do not approach their placement in a professional manner, do not show commitment, do not take initiative, do not follow through, and who are not academically well-prepared. In order for the student teaching experience to be successful, it is necessary for student teachers to approach student teaching with a seriousness of purpose and a commitment to do more than perhaps they ever had thought they could. Approaching student teaching in this manner will contribute to the development of a constructive relationship between the student teacher and the cooperating teacher and thus a meaningful student teaching experience. Like all relationships, the relationship between the student teacher and the cooperating teacher is one that requires work to make it mutually beneficial.

**Selection of Cooperating Teachers**

TEI, not preservice teachers, selects and assigns cooperating teachers. Before a teacher can be considered to be a cooperating teacher, the teacher must:

- Hold an appropriate New York State teacher certificate;
- Be recommended by the administration of the school district and/or individual school.

**Split Cooperating Teacher Assignment**

TEI allows split cooperating teacher assignments (any situation in which the student teacher is officially assigned to two cooperating teachers) only under special circumstances that have been organized by TEI, the cooperating teachers, and the administration of the school district and/or individual school.

If a student teacher has a split cooperating teacher assignment, the following will occur:

- Each cooperating teacher will be provided with informational packets regarding the student teacher and the placement;
- The responsibility for coordination of schedules rests with the student teacher, cooperating teachers, and TEA (and school-based liaison, if applicable). This should be negotiated and finalized prior to the beginning of the experience;
- The cooperating teachers are encouraged to communicate with one another frequently to ensure consistent and meaningful supervision of the student teacher and ideally only one Student
Teacher Evaluation (see Appendix G) should be submitted (this should include feedback from both cooperating teachers);

- Only one cooperating teacher stipend may be dispersed, as New York State allocates funds on a per-student basis, not a per-teacher basis, therefore the cooperating teachers will need to arrange for the splitting of the stipend.

Co-Teaching Assignment

TEI allows co-teaching assignments (any situation in which two or more student teachers are officially assigned to one or more cooperating teachers and are expected to work in coordination with each other) only under special circumstances that have been organized by TEI, the cooperating teachers, and the administration of the school district and/or individual school.

If a student teacher has a co-teaching assignment, the following will occur:

- The student teacher will be responsible for her/his own student teaching, which includes the extent to which s/he is able to work well with others in a co-teaching arrangement;
- The cooperating teacher will independently assess each student teacher and submit a separate Student Teacher Evaluation (see Appendix G) for each student teacher;
- Student teachers (and their TEAs) will be provided specific guidance regarding co-teaching.

Absences

If the cooperating teacher is absent, a substitute teacher must be hired and the student teacher should report to her/his regularly assigned classroom. The cooperating teacher and student teacher should have a plan as to what the student teacher will do in the cooperating teacher's absence. Student teachers cannot be used as substitute teachers (a certified substitute teacher must be present in the absence of the cooperating teacher), however, the student teacher may teach in the presence of a substitute teacher.

If the student teacher is going to be absent, s/he must contact the cooperating teacher and TEA prior to the absence. It is expected that student teachers will be present each day of each placement. If a student teacher is absent more than two times, the cooperating teacher must contact the TEA so that it can be determined if the student teacher needs to have an adjusted timeline for student teaching.
Student teachers are expected to arrive to the school by the time that their cooperating teachers arrive and are to leave no earlier than the time their cooperating teachers leave. If a student teacher deviates from this, the cooperating teacher must inform the TEA.

**Feedback and Evaluation**

Teaching reveals much about a person, and therefore having one’s teaching examined is a potentially uncomfortable experience. Few individuals can invite others to observe their classroom practices without some level of anxiety. This anxiety is often compounded for individuals whose practice is not as polished as they would like, as is usually the case for student teachers.

Although this anxiety may not be wholly diminished, in order to minimize this anxiety and to enable the student teacher to best demonstrate her/his ability, it is important that the student teacher, cooperating teacher(s), and TEA establish routines, allowing time and a format for observation and a follow-up conference that allows for substantial feedback.

In addition to the provision of ongoing feedback, TEI requires the cooperating teacher(s) to complete and submit an interim and final Student Teacher Evaluation (see Appendix G). These evaluations will be composed by the cooperating teacher(s) and shared with the student teacher and TEA. The interim evaluation will be used to assess progress and set goals for the remainder of student teaching.

TEI requires TEAs to observe each of their student teachers at least five times throughout her/his two student teaching placements. A conference involving the TEA, student teacher, and cooperating teacher(s) should be held as soon after the observation as possible. Following this conference, the TEA will complete a Student Teacher Assessment Record (STAR), see Appendix H.

The goal of feedback and evaluation is to motivate student teachers to become teachers who can and will self-evaluate, with collaboration from colleagues, throughout their career. In this respect, feedback and evaluation are of most benefit if they are an ongoing tool used to create habits that enhance strengths and reduce weaknesses.

**Grades**

For the purpose of the UB transcript, student teaching is graded S or U (satisfactory or unsatisfactory). The grade is representative of feedback and evaluation from the TEA and the cooperating teacher(s) that has occurred throughout the student teaching experience. As a responsibility to the profession (with a focus on the learning opportunities for PreK-12 students) and to the student teacher, the TEA and the
cooperating teacher(s) must recommend a grade of U when deemed necessary. Under most circumstances, a grade of U will follow from ongoing feedback and evaluation (see Appendix A for information regarding unsatisfactory student teaching performance).

At the discretion of the TEI Director, upon a recommendation from the student teacher’s cooperating teacher(s) and/or TEA, the student teacher may be required to extend the completion date of a placement and/or s/he may be required to repeat a placement during the current or a future semester.

Prior to the scheduled completion of a placement, the student teacher may be terminated from a placement at the discretion of the cooperating teacher(s), building administrator, TEA, and/or TEI Director. If a student teacher is terminated from a placement, the grade and program standing will be determined on a case-by-case manner, with outcomes depending on the timing and specific circumstance of the termination, and may include the assignment of a grade of IU or U, as well as dismissal from the initial teacher certification program. Depending on the nature of the termination, the process specified in Appendix A may be adjusted to meet the needs of the situation.

If a student teacher withdraws from student teaching, the grade and program standing will depend on the timing and specific circumstance of the withdrawal, and may include the assignment of a grade of IU or U, as well as dismissal from the initial teacher certification program. In order to be considered for a future student teaching placement, the student teacher will have to submit and receive approval of a new Student Teaching Application, the approval of which may be contingent upon successful completion of a remediation plan developed by TEI.

A grade of U in the first placement will prohibit the student teacher from proceeding to a second placement. It is imperative that if a grade of U is to be assigned for the first placement, the cooperating teacher(s) must inform and meet with the student teacher and TEA on (or before) the final day of the placement, and the cooperating teacher(s) and/or TEA must notify the TEI office on (or before) the final day of the placement.

A grade of IU is rarely assigned and only in a case-by-case manner according to the UB Graduate School policy, which is as follows: A grade of incomplete may be given only in those instances in which the student has not been able to complete all the assigned projects and/or examinations in a course due to illness or other unforeseen and compelling circumstances. Incompletes are not available to students who have not satisfactorily completed the other academic requirements of the course.

Grades for a student teaching placement cannot be entered until the TEI office has received signed copies of the cooperating teacher(s)’ final Student Teacher Evaluation and a completed Student Teacher
Assessment Record that is filled out by the TEA and signed by both the TEA and student teacher. It is the collective responsibility of the student teacher, cooperating teacher(s), and TEA (and where applicable, the school-based liaison) to ensure that all required evaluations are appropriately submitted to TEI.

**Student Teachers’ Feedback Regarding the Student Teaching Experience**

At the conclusion of each student teaching experience, student teachers will be given the opportunity to provide feedback regarding the experience via a form that will be submitted to TEI. This form is reviewed solely by TEI staff and is used to inform program improvements. A sample form is located in Appendix E.
REFLECTIVE INQUIRY PROJECT

The Reflective Inquiry Project (RIP) spans field experience and student teaching and is a mechanism through which preservice teachers will systematically investigate an education question about which they are interested to know more. Initially, they will undertake this investigation in the scholarly literature and in the school(s) to which they are assigned for the field experience course. Most of the project will be completed in conjunction with field experience in the fall semester, culminating in a paper that presents their investigation. In the spring semester, toward the end of student teaching, they will review their fall-semester paper and, through the lens of their student-teaching experiences, write an essay that reflects on what they have learned throughout the entire academic year as related to their RIP question.

The RIP is a central feature of the initial teacher certification program that promotes the synthesis of various components of the program, including: university-based coursework, scholarly literature, and practices (others and those of the preservice teachers) in schools. Through the RIP, preservice teachers are encouraged to become professional educators who seek to learn from systematic, evidence-based investigation of their experiences and thus be positioned as educators who will continue to contribute to the development of their practice and the profession and who will be leaders in their classrooms, schools, districts, and communities.

What follows is a brief overview of the RIP process directed toward preservice teachers. Each component will be explained further in the field experience and seminar in teaching courses.

- First, identify a question about school practice that interests you. This question will guide your inquiry, so it should be compelling and appropriate to systematic investigation in the scholarly literature and through observation in the schools.

In order to construct an appropriate question, you might think about your experiences as a student as well as any teaching or other education-related role you have experienced. You also might think about how teaching is discussed outside of schools by friends, family, media commentators, and policymakers. With these thoughts and your beginning fall-semester field experience in mind, you will (a) propose a question to explore; (b) indicate the reasons why the question is compelling and appropriate; and (c) describe how you would investigate the question in a school. We will work together to refine your question, if need be, so that it is both manageable and meaningful.
• As you draft your question, you will begin to read the scholarly literature relevant to your question to see what others have found out about it, and then you will make revisions, as suggested by this literature, to your question, rationale, and/or plan for investigation in the school.

• Once your question is finalized, you will conduct your investigation in the school in order to address your question in that particular context. Additionally, you will continue to read further scholarly literature relevant to your question. Throughout the process, you will integrate your school-based observations with what you are finding in the scholarly literature you have read and you will seek further resources as needed; accessing new literature is important because one question tends to lead to another. During this time, you will be taking a lot of very specific notes and reflecting critically on what you are finding, both in the literature and in the school. You will begin to think about how the evidence you are gathering responds to your question. As you are taking notes, keep your descriptive notes separate from your interpretive notes or commentary.

• At the conclusion of your investigation, you will synthesize your evidence into a paper in which you present your interpretation and analyses of your school-based observations in relation to the scholarly literature you have reviewed – all of which is responsive to your question. Your paper will end with your consideration of the implications of your project and any further questions that might guide future investigations in this area.

• In order to connect your fall-semester paper with your student-teaching experiences, as part of the seminar in teaching course you will write an essay that reflects on what you have learned throughout the entire academic year as related to your RIP question.

• Throughout your RIP, pay attention to one or more aspects of diversity (i.e., culture, (dis)ability, ethnicity, gender, language, political or philosophical perspective, race, religion, sexuality, socioeconomic background). For example, how might responses to your RIP question vary according to the experiences and identities or you and/or your students?

The RIP and Your Future as an Educator

As you prepare to begin your career as an educator, your RIP can assume a prominent position in your portfolio and can be used as a talking point during interviews. Once you begin your career as an educator and as you continue to strive for ways to develop your practice, and as you seek to obtain and maintain your professional teacher certificate, we hope that reflecting on your RIP experience will encourage you to participate in action research and with professional learning communities (in fact, perhaps you will be
motivated to take the lead in establishing a professional learning community within your school and/or
district). Action research is a systematic form of reflective inquiry by practitioners who explore challenges
within their own educational practices. The primary goal of action research is to improve one’s own
educational practices as a means to expand the learning opportunities for students within one’s classroom
and the school. For more information about action research, see: Anderson, G. L, Herr, K., & Nihlen, A. S.
RESPONSIBILITIES OF THE STUDENT TEACHER

Student teaching will provide many opportunities to learn, and student teachers must engage productively with all such opportunities. All student teachers should be prepared to make an intensive commitment for the duration of their program, including, and perhaps especially, during the fulltime student teaching semester that is required to complete the initial teacher certification program.

The following list serves as a reminder to student teachers about their obligations to themselves, students, cooperating teachers, school districts, UB, and the profession. Please note, although the following is a detailed list, it is not an exhaustive list; additional responsibilities may be required.

- Prior to student teaching, each student teacher must:
  a. Make sure all necessary forms and administrative obligations to TEI have been completed or fulfilled;
  b. Read and be familiar with the contents of this Guide;
  c. Contact and meet with her/his cooperating teacher(s) in order to obtain schedules, receive any pertinent materials, and plan the upcoming experience;
  d. Become familiar with the school’s policies and procedures. Obtain and read faculty and student handbooks, as well as curriculum guides, and talk with the cooperating teacher(s) and principal(s) about school policies and procedures;
  e. As directed by the cooperating teacher(s), write an introduction letter to the parent(s)/guardian(s) of the students in the cooperating teacher(s)’ classes;
  f. Be knowledgeable of the applicable New York State learning standards and core curriculum, with a focus on the performance indicators (see http://www.emsc.nysed.gov/ciai/cores.html);
  g. Develop a beginning classroom management plan to be implemented and appropriately adjusted during the placement.

- During student teaching, each student teacher must:
  a. Demonstrate dispositions of a high quality educator, including, but not limited to, the following: take initiative (do more than “just get by”) and appropriate risks (do more than what feels familiar and easy); be open to critique and adjust in response to the provided critique; plan, but be flexible and creative when faced with
unanticipated events; take responsibility for her/his learning and for the learning of
her/his students; be communicative and express concerns in a productive manner;
respect diversity and work equitably with others. Failure to demonstrate the above
dispositions shall constitute good reason for removing a student teacher from a
placement, assigning a grade of U for the placement, and dismissing a student
teacher from the initial teacher certification program;
b. Be on time for each school day and to any after school events. At minimum, work
the same hours as her/his cooperating teacher(s); not arrive after or leave before
her/his cooperating teacher(s), unless an explicit plan has been discussed with and
agreed to by the cooperating teacher(s) and TEA. Failure to be timely in all work
associated with student teaching shall constitute good reason for removing a
student teacher from a placement, assigning a grade of U for the placement, and
dismissing a student teacher from the initial teacher certification program;
c. Adhere to the calendar of the assigned school (including all schedule revisions)
and follow the school's vacation schedule, not that of UB;
d. Attend in-service meetings, staff meetings, open houses, and similar events that
her/his cooperating teacher(s) attend(s);
e. Attend extracurricular activities at the student-teaching school;
f. Be responsible for providing or arranging transportation to and from the student-
teaching school (lack of transportation is not an acceptable reason for non-
completion of any requirements associated with student teaching);
g. Prepare a lesson plan for each lesson taught, to be reviewed by her/his
cooperating teacher(s), and as requested by her/his TEA, and maintain a plan
book;
h. As directed by her/his cooperating teacher(s), develop and implement a unit plan;
i. As directed by her/his cooperating teacher(s), maintain a grade book;
j. As appropriate, create a bulletin board, exhibit, and/or display or plan a field trip;
k. As appropriate, participate in parent-teacher conferences;
l. If approved by her/his cooperating teacher(s) and building administrator, audio
and/or video tape a lesson to be used as a tool for reflection and professional
development;
m. Maintain a daily reflective journal and seek critique from her/his cooperating
teacher(s), TEA, and peers in order to inform the reflection process;
n. In the event of an absence, which may occur only for substantial personal illness or other emergency reasons, contact her/his cooperating teacher(s) and TEA as far in advance as possible, and provide the cooperating teacher(s) with a plan for the day. More than two absences (including due to an extended personal illness and/or emergency reason) from student teaching will need to be made up as per the direction of TEI;

o. Adhere to all school and classroom policies and procedures, including the school’s code of professional conduct. Failure to adhere to such policies and/or procedures shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;

p. Maintain confidentiality in conversations about school faculty, staff, and students; inappropriate breaches of confidentiality shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;

q. Demonstrate professionalism and foundational capacities as described in Section III (Field Experience) of this Guide; unprofessional actions or evidence of a lack of foundational capacities shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;

r. Be familiar with the Student Teacher Evaluation (see Appendix G) to be completed by the cooperating teacher and the Student Teacher Assessment Record (see Appendix H) to be completed by the TEA;

s. If the teachers’ association of the student teaching school district calls a strike, do not attempt to cross picket lines. In this event, contact TEI immediately for instructions;

t. Report all suspected cases of child abuse and/or neglect to her/his cooperating teacher(s) and/or appropriate school administrator as well as to her/his TEA;

u. Understand that student teaching and Seminar in Teaching course are the primary responsibilities during the student teaching semester. Therefore, TEI strongly encourages student teachers not to enroll in any courses other than LAI 674, 668, and 595, not to be employed, and not to be involved in university extracurricular activities. Additionally, TEI strongly encourages student teachers to adequately plan for personal needs, such as childcare. If other courses, employment,
involvement in university extracurricular activities, and/or personal needs negatively impact a student teacher’s ability to fully commit to and focus on student teaching and the associated Seminar in Teaching course, a student teacher’s path through the initial teacher certification program will need to be modified, at the direction of TEI;

v. Develop and revise a written statement of her/ his emerging educational philosophy;

w. If a problem arises during student teaching, discuss this first with her/his cooperating teacher(s) and/or TEA as appropriate. If the problem requires further attention, it should be brought to the attention of the TEI Coordinator of Field Experiences (unnecessary involvement of others may exacerbate a problem and may hinder successful and timely resolution of a problem);

x. Check UB e-mail daily;

y. Continue to make sure all necessary forms and administrative obligations to TEI are completed or fulfilled as required. If s/he is in a Master’s degree program, maintain communication with her/his Master’s degree advisor and the Department of Learning and Instruction and follow all procedures and policies, including the filing of appropriate forms relevant to her/his degree.

• By the end of student teaching, each student teacher must:

  a. Complete all work, submit all student grades, and return all materials to her/his cooperating teacher(s). Failure to complete these tasks shall constitute good reason for assigning a grade of U for the placement and dismissing a student teacher from the initial teacher certification program;

  b. As applicable, return keys, identification badges, parking tags, etc. Failure to complete these tasks shall constitute good reason for assigning a grade of U for the placement and dismissing a student teacher from the initial teacher certification program;

  c. Ask her or his cooperating teacher(s) for a letter(s) of recommendation;

  d. Write thank you letters to her/his cooperating teacher(s) and principal(s).
RESPONSIBILITIES OF THE **TEACHER EDUCATION ASSOCIATE**

The Teacher Education Associate (TEA) is a key link between the student teacher, cooperating teachers, and UB. In a liaison school, the TEA works in partnership with the school-based liaison to organize field experiences and respond to situations that may arise and need extra attention. As a partner with cooperating teachers, the TEA provides feedback and evaluation to support the beginning professional development of preservice and student teachers. The TEA is not just a supervisor of student teaching; the TEA role is far more encompassing, as described below.

Guided by a commitment to mentoring, each TEA has the following professional responsibilities:

- Teach the Field Experience course in the fall semester;
- Teach the Seminar in Teaching course in the spring semester;
- In collaboration with cooperating teachers, mentor a group of students, from a variety of certification areas, throughout their field experience and student teaching;
- Provide systematic, data-based feedback and evaluation to students throughout their field experience and student teaching;
- Work collaboratively with the school-based liaison and serve as a bridge between UB and the schools;
- Work with ad hoc task groups;
- Guide students through their Reflective Inquiry Projects;
- Attend regularly scheduled TEA meetings (typically, the TEAs and TEI staff meet at least six to eight times per semester);
- Provide basic teacher education program information to interested teachers and/or administrators;
- Gather feedback about the efficacy of the teacher education program and suggestions for its improvement.

The qualifications for the TEA position are as follows:

- Permanent New York State teacher certification (or its equivalent);
- Minimum three years of successful teaching experience in the United States;
- Commitment to diversity;
• Commitment to critically reflective inquiry;
• Ability to mentor individuals new to the profession and to provide systematic, data-based assessments of preservice teachers and student teachers;
• Previous experience with student teachers.

During the student teaching semester, the TEA is responsible for the university-based supervision of student teachers. TEI requires that each student teacher be observed by her/his TEA a minimum of five times during her/his student teaching, three times during the first placement and two times during the second placement, with an additional structured planning session scheduled near the beginning of the second placement. The main purposes of these observations are as follows:

• To assist student teachers in critically examining their teaching;
• To assist cooperating teachers in the supervision of student teachers;
• To assist in solving interpersonal communication problems that may arise between student teachers and cooperating teachers;
• To provide feedback and evaluation to student teachers through conferences and in writing;
• To keep cooperating teachers abreast of New York State regulations, UB/GSE policies and procedures, and noteworthy innovations in the supervision of student teachers.
RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher provides a key role in the initial teacher certification program experience. University coursework and field experiences previous to student teaching are two components of the initial teacher certification program experience that are integral to the development of the student teacher, but they do not substitute for student teaching. There are many aspects of teaching that cannot be learned or fully appreciated until the preservice teacher is involved in student teaching, and therefore student teaching should be understood as an integral and culminating part of the initial teacher preparation process, with the cooperating teacher and TEA working together as a team to support the development of the student teacher in the classroom.

Throughout student teaching, an essential priority is the beginning professional development of the student teacher. However, the leading priority is the learning of the PreK-12 students in the classroom. Therefore, it is expected that the cooperating teacher remains intimately involved in her/his classroom in order to monitor and support the learning of her/his students while doing the same for the student teacher.

While it is clear that the student teacher gains from the experience of working with a cooperating teacher, it is also the case that the cooperating teacher gains from this experience. Having a student teacher in the classroom can provide another individual with whom the cooperating teacher can interact and share ideas about classroom practice. Additionally, the student teacher can provide assistance with the many responsibilities of creating a productive classroom environment and thus enhance the students’ classroom experiences. Further, working closely with a student teacher can be professionally stimulating for the cooperating teacher who contributes to the continuing legacy of the teaching profession by importantly impacting the education of those emerging into the teaching profession.

The following subsections provide information to guide the cooperating teacher in her/his work with a student teacher.

Orientation to the School

What should the cooperating teacher do prior to the student teacher's arrival?

- Provide for a time to meet the student teacher and be available via phone and/or e-mail;
- Review the student teacher's data sheet provided by UB;
• Review UB’s expectations regarding student teaching and the responsibilities of the student teacher (found in this Guide; see, especially, Section IV, Student Teaching, and Section VI, Responsibilities of the Student Teacher);
• Inform colleagues about the expected arrival of the student teacher;
• Inform students and their parents/guardians that there will be a student teacher working with them;
• Have a workspace available for the student teacher;
• Have additional texts, teacher’s manuals or editions, and other materials ready for the student teacher.

What is necessary for the development of a functional relationship between the cooperating teacher and student teacher?

• Communication: From the beginning, it is important to establish a clear plan for effective communication. This plan should include the means for communication in school and after school hours (be sure to exchange contact information to be able to connect via the phone and/or e-mail) and the preferred format for communication (some cooperating teachers find it useful to utilize a daily journal to exchange ideas with their student teachers and to schedule weekly formal meetings with their student teachers to review and plan). One of the primary features of the student teaching placement for which communication is essential is the establishment and reinforcement of expectations. When expectations are met, the cooperating teacher should commend the student teacher. And, when expectations are not met, the cooperating teacher must express concerns in a critical and constructive manner so that the student teacher is informed and provided an opportunity to adjust and develop. Effective communication will help the student teacher and the cooperating teacher navigate the emotional mix of anxiety, anticipation, and excitement that both often feel in preparation for, during, and after the placement.

To what other members of the school community should the student teacher be introduced?

• Although the relationship between the cooperating teacher and the student teacher is central to the student teaching experience, it is also essential that the student teacher establishes relationships with other members of the school community, and therefore the cooperating teacher should introduce the student teacher to the following:
What information does the student teacher need about school and classroom policy and procedures?

- The student teacher will need to learn a lot about the school in which s/he is student teaching. Although it is expected that the student teacher will take the initiative to obtain information (especially that which is publicly available via the school’s website) and/or ask for information, the cooperating teacher should help the student teacher become acclimated to the school and classroom by providing the following:

  - Faculty and student handbooks
  - Curriculum guides
  - Community information
  - The school calendar
  - The cooperating teacher’s class schedule and responsibilities within the school
  - The cooperating teacher’s lesson and unit planning methods
  - Classroom seating charts
  - A map of the physical layout of the school building
  - School and classroom policies and procedures, including as related to:
    - Student attendance
    - Parking
    - Signing in/out of the building
    - Photocopier use
    - Supplies
    - Fire and other emergency drills
    - Attendance at faculty meetings
- Computer use
- Lunchroom procedures and policies regarding food/drink outside of the cafeteria
- Lesson plan book format
- Grade book format
- Progress reports and report cards
- Communication with parents/guardians
- Communication with other school staff regarding special circumstances
- Discipline procedures
- Use of textbooks and other materials
- The assignment of homework
- Library use
- Bathroom and hallway use
- Use of phones, including personal cell phones
  - Information regarding students with defined needs, such as:
    - Arrangements for ESL students
    - Arrangements for special education students
    - Arrangements for students with Individual Education Plans (IEPs)
  - Professional issues
  - Unique features of the school

**What should the cooperating teacher do to encourage the student teacher to develop into a professional?**

- The student teacher will look to the cooperating teacher as a guide for her/his emergence into the teaching profession, therefore it is important for the cooperating teacher to model professionalism throughout the placement. The cooperating teacher can help the student teacher become acquainted with the profession and professionalism by encouraging the student teacher to engage in the following:
  - Investigate journals in her/his academic area
  - Attend extracurricular school activities
  - Attend PTA/PTO or related parent organization meetings
  - Attend meetings of local educator groups, including the school board
  - Join professional organizations
  - Discuss professional issues
  - Discuss the school’s contract
Discuss the hiring process

- Throughout the placement, sharing information about students and the school may help the student teacher. Importantly, however, irrelevant private information about students, faculty, and staff should never be shared with the student teacher, and “inside politics” about the school should be shared with caution.

**Assistance in Planning**

All quality teachers plan their instructional efforts. For experienced teachers, these plans range from elaborate, minute-by-minute guides, to a few words scrawled across a Post-it®. For student teachers, however, it is essential that they write comprehensive lesson plans as a means of organizing their thoughts, to be as prepared as possible to teach, and to serve as a catalyst for reflection. TEAs will require each student teacher to write lesson plans (the format may coincide with or slightly differ from the format required by the cooperating teacher). For student teaching, abbreviated lesson plans are not acceptable, because a comprehensive lesson plan is the best learning tool, especially given the following:

- The student teacher has had limited experience in planning for instruction and most likely little to no experience implementing her/his plans with real students;
- The student teacher needs to be able to clearly articulate the lesson's objectives and the ways in which these objectives will be met and assessed (the lesson plan will serve as an important tool to motivate data-based instruction);
- The student teacher needs a mechanism to enable her/him to anticipate individual student differences and the need for varied instructional approaches;
- The student teacher must be able to answer to the satisfaction of the cooperating teacher, and the principal: what is planned; why, when, and how will the plan be implemented; and, how will it be known that students learned what was intended.

The cooperating teacher should model sound planning and assist the student teacher in short and long range planning, providing a framework for the student teacher to develop her/his plans in alignment with existing plans. There are various lesson plan formats to which student teachers have been introduced; for more information regarding lesson plans, see Section VI and Appendix I of this Guide.
Feedback

Throughout student teaching, providing feedback to the student teacher is central to the role of being the cooperating teacher. This feedback is an essential part of the reflective process for the student teacher that will enhance their development.

Feedback should be heavily descriptive, providing detail about what was observed. In addition, it should be interpretive, providing a lens through which the student teacher can reflect on her/his practice and make adjustments in response to this feedback.

In order to be useful, the feedback must be critical and supportive. Some cooperating teachers have difficulty providing feedback to student teachers, especially feedback that may be perceived as negative. And, some student teachers have difficulty accepting feedback and adjusting in response. To ease these tensions, the cooperating teacher and student teacher should keep in mind that for all work done in schools, including student teaching, the leading priority is the learning of the students in the classroom and all feedback is aimed toward developing the student teacher to become more effective in the creation of an environment that supports the learning of the students in the classroom. For a cooperating teacher to refrain from providing feedback or for a student teacher to avoid adjusting in response to feedback would be a disservice to the students in the classroom and the students with whom the student teacher may work in the future.

As a means to aid the feedback process, the cooperating teacher should keep in mind the following:

- Provide feedback gradually, yet timely;
- Be descriptive and specific;
- Critique should be followed by an action plan that offers concrete suggestions for improvement and a timeline for demonstrating improvement;
- Encourage the student teacher to engage in regular, critically-informed self-reflection;
- Be open, honest, and consistent so that there are no surprises on later formal evaluations.

Some important points regarding feedback that deserve highlighting are as follows:

- Maintain written documentation of the feedback provided;
- The TEA is an integral part of the student teaching process and must be kept informed of how the placement is proceeding and especially included when a concern arises;
- Unless necessary, offer critique privately and refrain from interrupting the class while the student teacher is teaching;
• The student teacher is not an experienced teacher, therefore the need for extensive feedback should be understood as a necessary part of the student teaching process through which the student teacher will continue to learn about the teaching profession and her/himself as an emerging educator.

**Process to Express Concerns about the Student Teacher**

Rather than allow manageable concerns to escalate into uncontrollable concerns, the cooperating teacher should express her/his concerns about the student teacher. If the cooperating teacher has a concern about the student teacher that may jeopardize the student teacher’s ability to successfully complete their student teaching placement, the following is a suggested path for dealing with this concern (because different situations require different plans for action, the following is offered as a suggested path, not the solely acceptable path to address concerns).

*What should the cooperating teacher do if s/he has a concern about her/his student teacher?*

• If a concern arises (including as related to late arrival to school and/or excessive absences), the cooperating teacher should express the specific concern to the student teacher, and identify an action plan that includes ways in which the student teacher can make improvements to successfully address the concern and the timing that evidence of improvement is expected. And, depending on the concern, the cooperating teacher should inform the student teacher’s TEA, including the specifics of the action plan. For future reference, if needed, the cooperating teacher and/or TEA should begin to document the situation.

*What should the cooperating teacher do if a concern about her/his student teacher persists?*

• If a concern persists, the cooperating teacher should reiterate the specific concern and action plan to the student teacher. If not previously done, the cooperating teacher should inform the student teacher’s TEA and work together with the TEA to support the student teacher in meeting the goals of the action plan. If possible, a conversation between the cooperating teacher and the TEA should take place with the student teacher present. Additionally, depending on the concern, the cooperating teacher and/or TEA may deem it necessary to contact the TEI Coordinator of Field Experiences to inform her/him of the situation and involve members of the TEI office staff in the development of an action plan akin to a letter of probation.
What should the cooperating teacher do if a substantial concern about her/his student teacher continues to persist without signs of acceptable improvement?

- If a substantial concern continues, and if there is no evidence that the student teacher is able or willing to successfully address the concern, depending on the timing, the cooperating teacher should write a final assessment of the student teacher that includes a recommendation for placement termination that is supported by previous feedback or an unsatisfactory mark on the final Student Teacher Evaluation (described below) that is supported by previous feedback (see Appendix A for the Policy Concerning Unsatisfactory Student Teaching Performance). If this occurs in the first student teaching placement, it is imperative that by the final day of the placement the TEI office is informed of an assignment of an unsatisfactory grade, as this will prevent the student teacher from advancing to the second student teaching placement.

Evaluation

While feedback occurs throughout the student teaching placement, there are two points of formal evaluation for which the cooperating teacher will use forms provided by TEI (for a sample of the Student Teacher Evaluation form, see Appendix G), an interim in which the cooperating teacher will assess the student teacher’s ability to continue in the placement and a final in which the cooperating teacher will assess the student teacher’s overall performance, including the extent to which the student teacher succeeded in the placement. These evaluations are placed in the student teacher’s TEI file and are used to document/record the student teacher’s progress throughout student teaching. Separate from these evaluations, the student teacher may request a letter of recommendation from the cooperating teacher for the purpose of including in future applications for teaching positions.

In these formal evaluations, there should be no surprises; rather, formal evaluations should reflect the ongoing process of feedback. As with the feedback process, the evaluation process is an essential aspect of student teaching and the cooperating teacher is in the best position to evaluate the student teacher’s progress over the course of the placement. When necessary, the cooperating teacher must recommend a grade of unsatisfactory (two interrelated questions that often guide cooperating teachers in their evaluations and ease their concerns about recommending a grade of unsatisfactory are: beginning the next academic year, is this student teacher someone I would want to work with as a colleague and is this student teacher someone I would trust to teach my children?). Importantly, TEI is supportive of cooperating teachers’ evaluations, and in circumstances that warrant a grade of unsatisfactory TEI will either implement an action plan to address deficiencies that are deemed remediable or counsel a student teacher toward another professional path.
The submission of the Student Teacher Evaluation is to occur according to the following schedule:

**Placement I**  January 3, 2011 – March 4, 2011
- *Interim due week of January 31st*
- *Final due March 4th*

**Placement II**  March 7, 2011 – May 11, 2011
- *Interim due week of April 4th*
- *Final due May 11th*

The final Student Teaching Evaluation must be completed, signed*, and submitted to TEI before the stipend can be released to the cooperating teacher and before a grade can be submitted for the student teacher. Therefore, it is imperative that the documents are completed and submitted to TEI on time. Directions regarding the submission of the documents will be included with those to be used during student teaching (they will be provided separately from this Guide). The cooperating teacher, student teacher, and TEA (and where applicable, the school Liaison to TEI) jointly assume responsibility for delivery of the completed and signed form to TEI. **The cooperating teacher should keep copies for her/his records and in the event that the Student Teaching Evaluation becomes lost in transit to TEI and/or is needed to inform a future reference.**

---

* If it is discovered that the student teacher committed signature forgery, this shall constitute good reason for removing the student teacher from a placement, assigning a grade of U for both placements, and dismissing the student teacher from the initial teacher certification program.
SECTION IX

RESPONSIBILITIES OF THE **SCHOOL LIAISON**

The school-based Liaison is a teacher or administrator selected by the principal of a liaison school to work collaboratively between the school and UB as a key member in the liaison school model.

The responsibilities of the school-based liaison are as follows:

- Coordinate with the TEA all aspects of field experiences;
- Solicit the participation of teachers from across departmental areas for preservice teachers to be able to observe and participate with during the Field Experience course;
- Secure cooperating teachers for the first student teaching placement following the Field Experience course;
- Maintain a close working relationship with the cooperating teachers, including the provision of support for first-time cooperating teachers and/or cooperating teachers who are new to the UB program;
- Serve as a resource for student teachers, cooperating teachers, and TEAs, assisting in the student teaching process as necessary;
- Maintain a close working relationship with the TEI Director and Coordinator of Field Experiences and communicate any questions and/or concerns about particular student teaching situations;
- Provide feedback and evaluation to TEI about the initial teacher certification program.
CERTIFICATION

This section is presented in a question and answer format as a means to address frequently asked questions regarding the certification application process. During the Field Experience and Seminar in Teaching courses, further details regarding the process will be provided.

Q: What are the general criteria for UB to recommend a student teacher to the New York State Education Department (NYSED) for an initial teacher certificate?

A: A student teacher wishing to be recommended by UB for an initial teacher certificate must meet the following requirements:

- Successful completion of the UB registered initial or initial/professional program to which the student teacher was accepted and conferral of the applicable Certificate of Advanced Study or EdM Degree;
- Successful completion of the required certification workshops: SAVE (Schools Against Violence in Education) and Mandated Reporter of Child Abuse and Neglect;
- Proof of conferral of a baccalaureate degree from an approved institution with an approved major; successful completion of an approved general education core in liberal arts and sciences (to view a blank form, see Appendix J), and, as applicable, successful completion of all requirements (include content distribution requirements) that were noted as a condition of program admission and/or completion (Note: the student teacher will assume sole responsibility for the successful completion of all indicated deficiencies);
- Completion of the certification application process related to the online TEACH system (for an instructional packet, go to the GSE website, select Current Students and then select Forms and Checklists, http://gse.buffalo.edu/current/forms, and scroll to the section of the page devoted to teacher certification application instructions);
- Although United States citizenship is not required, possession of a valid social security number is required.

Note, see below regarding limitations related to the timing of an application for certification. Additionally, TEI reserves the right not to recommend a program completer for an initial teacher certificate if TEI has good cause to believe that the certificate applicant has violated Part 83 of the Regulations of the NYSED Commissioner.
Q: Are there any additional NYSED certification requirements?

A: Yes, NYSED has additional certification requirements, as follows:

- Passing grade on each of the required New York State Teacher Certification Exams, NYSTCE (see http://www.nystce.nesinc.com/) – includes, at least, the Liberal Arts and Sciences Test (LAST), the appropriate Assessment of Teaching Skills – Written (ATS-W), and the appropriate Content Specialty Test (CST), as well as any other exams required by the certification area;

- New York State fingerprinting clearance (see http://www.highered.nysed.gov/tcert/ospra/; please note, this process can take three to four months to complete);

- Completion of the initial teacher certificate applicant components of the online TEACH system (see http://www.highered.nysed.gov/tcert/teach/).

Note: Student teachers must contact NYSED for information about these requirements and for information about any additional NYSED certification requirements.

Q: What is the certification process?

A: Near the time of program completion, the applicant submits to TEI completed TEI certification application documents related to the online TEACH system and all required supporting materials. Upon program completion and conferral of the Certificate of Advanced Study or EdM degree, the documents and materials are reviewed by TEI, and if the applicant has met all program requirements, the GSE Certification Officer will electronically submit via the online TEACH system a recommendation to NYSED that the applicant receive an initial teacher certificate. The applicant must complete the initial teacher certificate applicant components of the online TEACH system (this includes the appropriate submission of fingerprints and successful completion of the appropriate NYSTCE). NYSED will review all information to determine if an applicant should be issued an initial teacher certificate; only NYSED may issue a certificate. Certificates are issued on a rolling basis with an effective date of either September 1st or February 1st.

Q: When should a student teacher apply for certification?

A: Student teachers are urged to apply for certification immediately upon program completion and completion of all prerequisite distribution requirements (program completers need not wait for fingerprint clearance or completion of the New York State Teacher Certification Exams, as these are NYSED requirements, not UB requirements). TEI cannot recommend an applicant for certification until after program completion and conferral of the Certificate of Advanced Study or EdM degree (conferral dates for UB are September 1st, February 1st, or June 1st). Failure to apply in a timely manner may result in significant delays and/or the denial of a request to be considered for a recommendation for an initial
teacher certificate (if a program completer applies more than one year, but less than two years, from the date of conferral, s/he must provide to TEI a statement that describes why s/he has delayed application and details her/his continuing involvement with students, schools, curricular content, and professional development; if a program completer applies more than two years from the date of conferral, TEI will not recommend her/him for an initial teacher certificate).

**Q: What is the cost to apply for an initial teacher certificate?**

**A:** As of August 2010, the cost includes: $50.00 application fee (for each certification area, including extensions), transcript fees for any institution attended other than UB, $94.25 fingerprint fee, fees for each applicable New York State Teacher Certification Exam (see [http://www.nystce.nesinc.com/NY15_testfees.asp](http://www.nystce.nesinc.com/NY15_testfees.asp); the fee is dependent on the test format: $79.00 for the paper-based and $149.00 for the computer-based), and applicable fees for SAVE and Mandated Reporter of Child Abuse and Neglect workshops, as well as official transcripts from all colleges/universities attended. Costs are subject to change without prior notification.

**Q: Will New York State certification be recognized in states other than New York?**

**A:** Check the New York State Department of Education Office of Teaching Initiatives’ website at [http://www.highered.nysed.gov/tcert/certificate/teachrecother.html](http://www.highered.nysed.gov/tcert/certificate/teachrecother.html) to learn about reciprocity agreements. It is the responsibility of the applicant to do what is necessary to obtain certification in states other than New York. As of July 2006, the states listed in the box below are party to the Interstate Agreement on Qualification of Education Personnel.

<table>
<thead>
<tr>
<th>States Party to the Interstate Agreement on Qualification of Educational Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
</tr>
<tr>
<td>Arizona</td>
</tr>
<tr>
<td>Arkansas</td>
</tr>
<tr>
<td>California</td>
</tr>
<tr>
<td>Colorado</td>
</tr>
<tr>
<td>Connecticut</td>
</tr>
<tr>
<td>Delaware</td>
</tr>
<tr>
<td>District of Columbia</td>
</tr>
<tr>
<td>Florida</td>
</tr>
<tr>
<td>Georgia</td>
</tr>
<tr>
<td>Hawaii</td>
</tr>
<tr>
<td>Idaho</td>
</tr>
<tr>
<td>Illinois</td>
</tr>
<tr>
<td>Indiana</td>
</tr>
</tbody>
</table>
POLICY CONCERNING UNSATISFACTORY STUDENT TEACHING PERFORMANCE

The Teacher Education Institute at the University at Buffalo is responsible for the governance of the initial teacher certification program as related to student teaching (as well as the preceding field experience and accompanying seminar in teaching). In conjunction with the programs and departments of the Graduate School of Education, TEI serves to admit and retain students in the initial teacher certification program. TEI is responsible for assigning students to appropriate student teaching sites and retains absolute rights regarding assignments to cooperating teachers and school buildings and districts. Should a student teacher's performance be deemed unsatisfactory*, the typical process is as follows (certain situations may require deviation from the indicated sequence of events):

A. TEI retains the right to remove a student teacher from the placement at any time.

B. Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by her/his cooperating teacher(s) and/or the TEA, as applicable to the given situation, the student teacher shall have a conference with the cooperating teacher(s) and TEA prior to the completion of the final Student Teacher Evaluation.

C. The student teacher will be informed by TEI of its decision about how to proceed, including, but not be limited to, the following possible options:
   - The student teacher will be encouraged to drop or resign from student teaching;
   - Student teaching may be extended beyond the scheduled completion date;
   - The student teacher may be assigned a grade of U for the placement;
   - The student teacher may be dismissed from the initial teacher certification program.

D. Should a student teacher wish to repeat student teaching after dropping, withdrawing, being removed, or failing due to unsatisfactory student teaching performance, the student teacher must meet with the TEI Director, Coordinator of Field Experiences, and/or the Associate Dean for Teacher Education, who will determine if repeating is possible and, if so, will outline an individual program designed to address the deficiencies previously demonstrated.

* Typically, such determinations are made during a placement; however, if new information is brought to the attention of TEI after a placement has ended (including after a grade has been submitted) and this new information supports the assignment of a grade of unsatisfactory, a student teacher's performance may deemed unsatisfactory retroactively.
The length of time allowed for the completion of the designated remediation program and reapplication for student teaching shall be left to the discretion of TEI. Such a program may include, but not be limited to, the following:

- Personal and/or career counseling;
- Workshops;
- Coursework;
- Fieldwork;
- Directed independent study.

Successful completion of the entire remediation program is a prerequisite to reapplying to student teach in a future semester, and if it is determined that the student teacher is unwilling to or incapable of successfully completing the designated remediation program, the student teacher may be dismissed from the initial teacher certification program.

The student teacher has the right to appeal a grade and/or a recommendation for removal from the initial teacher certification program according to policies and procedures established by the Graduate School of Education.
WEB RESOURCES

The following is a preliminary list of internet resources that may be useful throughout field experiences and student teaching. In coursework and while working with their cooperating teachers, student teachers should seek to build on this list:

- University at Buffalo (UB) [http://www.buffalo.edu/](http://www.buffalo.edu/)
  - Graduate School of Education (GSE) [http://www.gse.buffalo.edu/](http://www.gse.buffalo.edu/)
  - Learning and Instruction (LAI) [http://gse.buffalo.edu/lai](http://gse.buffalo.edu/lai)
  - MyUB [https://myub.buffalo.edu/](https://myub.buffalo.edu/)
  - Teacher Education Institute (TEI) [http://gse.buffalo.edu/tei](http://gse.buffalo.edu/tei)
  - UB Learns [https://ublearns.buffalo.edu/](https://ublearns.buffalo.edu/)

- New York State Education Department (NYSED) [http://www.nysed.gov/](http://www.nysed.gov/)
  - New York State Teacher Certification Exam (NYSTCE) [http://www.nystce.nesinc.com/](http://www.nystce.nesinc.com/)

- Erie I Board of Cooperative Educational Services (BOCES) [http://www.erie1boces.org](http://www.erie1boces.org)


- Think Bright [http://www.thinkbright.org/](http://www.thinkbright.org/)

- Western New York Regional Information Center (WNYRIC) [http://www.wnyric.org](http://www.wnyric.org)
NEW YORK STATE CODE OF ETHICS FOR EDUCATORS

The following provides an overview of the New York State Code of Ethics for Educators. For further information, please see: http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html.

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.
**Principle 3: Educators commit to their own learning in order to develop their practice.**

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

**Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.**

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

**Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.**

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students’ best interests. They advocate for fair opportunity for all children.

**Principle 6: Educators advance the intellectual and ethical foundation of the learning community.**

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students’ growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.
STUDENT TEACHER DATA SHEET

This document will be made available to a student teacher’s Teacher Education Associate and her/his prospective cooperating teachers prior to student teaching, therefore they are directed to take care to present themselves in a professional manner that well represents their experiences and future interests.

Student teachers will use the following as a framework to generate a word-processed document that completes each of the areas provided within. For the final version that they will submit to the Office of the Teacher Education Institute, they will:

- **Delete** the section of this document above the below line and begin the final version with the University at Buffalo logo;
- **Delete** the embedded example and italicized directions.

---

**University at Buffalo**
The State University of New York

**GRADUATE SCHOOL OF EDUCATION**
**TEACHER EDUCATION INSTITUTE**

**Student Teacher Data Sheet**

Name:
Mailing Address:
Phone Number(s):
E-mail Address:

Contact information for someone who will know how to contact me.

Name:
Mailing Address:
Phone Number(s):

1. **University Preparation**: In reverse chronological order, provide a list of your teacher education coursework. In the list, provide the full course name (not an abbreviation and/or a course number) and indicate the semester in which you are registered for or have completed the course. If the course has been completed, provide the grade you received. Additionally, for all degrees completed prior to your enrollment in this program, provide the degree title(s), institution name(s), degree conferral date(s), and major(s)/minor(s); if relevant, include notable academic awards, honors, and/or recognitions.

Example:

1. University Preparation
Teacher Education Coursework:

Fall 2008

- Field Experience...in progress
- Psychological Foundations of Education...in progress
- Social Foundations of Education...in progress
- Methods of Teaching English, Grades 5-12...in progress
- Instructional Strategies in Secondary Schools...in progress

Summer 2008

- Language, Cognition, and Writing...A
- Middle Childhood and Adolescence Literacy Methods...A

Bachelor of Arts Degree: University at Buffalo, June 1, 2008, Major: English, Magna Cum Laude

2. Previous classroom experiences I have had include... (describe experiences such as observation, tutoring, 'micro teaching'). Additional experiences I have had working with young people include... (describe experiences such as camp counselor, coach). Additional experiences I have had working in my academic field include... (describe relevant professional experiences such as lab work for those in science education).

3. As I prepare to enter the teaching profession, I anticipate... to be a particular area of strength.

4. Following the completion of student teaching my short-term plans are to... and my long-term plans are to...

* * *

I hereby authorize the Teacher Education Institute to release this document to my Teacher Education Associate and to my prospective student teaching cooperating teacher(s).

Signature: _____________________________________________ Date: __________
FEEDBACK REGARDING STUDENT TEACHING EXPERIENCE

Completed by Student Teacher

Student Teacher:

____________________________________

Placement I or II:

____________________________________

Certification Area:

____________________________________

Grade Level(s):

____________________________________

The extent to which you were provided:

1. Feedback from your cooperating teacher

2. Opportunities to apply teaching strategies learned through courses

3. Opportunities to increase understanding of students with special needs

4. Opportunities to increase understanding of students from culturally and/or linguistically diverse backgrounds

5. Opportunities to gain autonomous responsibility in classroom

6. Opportunities to interact with a variety of professionals

7. Opportunities to observe interactions with parents

8. Modeling and suggestions to develop classroom management skills

9. Opportunities to try out ideas in the classroom

<table>
<thead>
<tr>
<th>FREQUENTLY</th>
<th>INFREQUENTLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

In relation to the nine areas indicated above, please provide narrative comments about your student teaching experience:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CLASSROOM CONTACT HOURS

The following is a sample of the form to be used by preservice teachers to document their Classroom Contact Hours during the Field Experiences course. Preservice teachers will receive from TEI the appropriate form to complete and submit to TEI.

New York State requires successful completion of at least 100 classroom contact hours during field experience prior to student teaching. In order to advance to student teaching, preservice teachers must successfully participate in at least 100 classroom contact hours and submit this verification paperwork to the Office of the Teacher Education Institute as specified in the syllabus for the Field Experience course, LAI 667. Note: for “Total Hours” round to the nearest ¼ hour and for “Description of Activity” provide as much detail as possible, where applicable include the course name and grade level; be sure that all entries are legible or this sheet may not be accepted.

Preservice Teacher (print): _________________________

Date     Time     Total Hours     Description of Activity

Sample:
10/21     10-1:15     3 ¾      Observed seventh grade Spanish class and ninth grade Math class; Tutored eighth grade student in English Language Arts; Meeting with Special Education Teacher

School: Lakeside Middle
Cooperating Teacher or Activity Supervisor (print and sign): Ms. Jackson

Sheet Total _____

Complete the following before submitting this sheet to the Office of the Teacher Education Institute
Preservice Teacher (sign): _________________________
Teacher Education Associate (print): _________________________ (sign): _________________________
STUDENT TEACHER EVALUATION

To be completed by the Cooperating Teacher

Please note that this form is for illustration purposes only and should not be used as the formal evaluation instrument. Required forms will be provided as needed. For the spring 2011 semester, we anticipate implementing a new version of this form, one that is closely aligned with the Student Teacher Assessment Record (STAR); see Appendix H. Please use the version to be provided separate from this Guide.

The following pages contain the student teacher evaluation form, which is to be completed by the cooperating teacher on two occasions at specified interim and final dates (for applicable dates, see Section VIII of this Guide). These evaluations are to be shared with the student teacher and then the original immediately forwarded to TEI.

The final evaluation represents an important factor in the student teacher’s continuation in the program, therefore it is vital that it be thoroughly and accurately completed. In their evaluation, cooperating teachers have a responsibility not only to their student teachers, but also to the teaching profession and the multitude of students whom student teachers will potentially encounter.

The cooperating teacher’s final evaluation of the student teacher should not contain any surprises. That is, if the cooperating teacher and student teacher have been engaged in an ongoing feedback process, the information contained in the final evaluation should represent the content of previous feedback.

If possible, the cooperating teacher’s final evaluation should be computer-generated since it may be photocopied for future reference.

The cooperating teacher should keep copies for their records and in the event that the Student Teaching Evaluation becomes lost in transit to TEI.
STUDENT TEACHER EVALUATION

This evaluation is to be completed by the cooperating teacher to report the student teacher’s progress in student teaching. The cooperating teacher should discuss this evaluation with the student teacher, as well as the teacher education associate (TEA). After this evaluation has been signed by the cooperating teacher, student teacher, and TEA, it must be immediately submitted to the TEI office.

To the Cooperating Teacher:

Please check the rating that best indicates the degree to which the student teacher has demonstrated the identified capacity. Please feel free to add specific comments in the space provided. If improvement needed or unsatisfactory is checked, please state explicitly what the student teacher needs to do to be at least satisfactory in the particular area. Then, summarize or present additional comments on the last page, and make a recommendation concerning the overall assessment of the student teacher. This evaluation should be discussed with the student teacher at interim and final points in the period scheduled for the student teaching placement.

STUDENT TEACHER (PRINT NAME): ____________________________________

Signatures:

Cooperating Teacher: __________________________ Date: __________

Student Teacher: ____________________________ Date: __________

TEA: ____________________________ Date: __________
<table>
<thead>
<tr>
<th>SUPERIOR:</th>
<th>The student teacher’s performance is clearly exceptional for a beginning teacher. Performance consistently exceeds expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOVE AVERAGE:</td>
<td>The student teacher always meets and frequently exceeds performance expectations.</td>
</tr>
<tr>
<td>SATISFACTORY:</td>
<td>The student teacher generally meets performance expectations and performs in a good, competent manner. This is the expected and usual level of performance.</td>
</tr>
<tr>
<td>IMPROVEMENT NEEDED:</td>
<td>The student teacher meets performance expectations at a minimally acceptable level. Some factors may require extra direction by a supervisor.</td>
</tr>
<tr>
<td>UNSATISFACTORY:</td>
<td>The student teacher clearly does not meet performance expectations for one or more evaluated factors, not even at a minimally acceptable level. The student teacher requires significant extra direction and there is a need for immediate and significant improvement in performance.</td>
</tr>
</tbody>
</table>
I. I. Instructional Capability

a. KNOWLEDGE OF SUBJECT MATTER
   • Demonstrates depth and breadth of content knowledge.

   Comments:

   □ Superior
   □ Above average
   □ Satisfactory
   □ Improvement needed
   □ Unsatisfactory

b. ABILITY TO PLAN
   • Plans lessons that are thorough, well organized, and include well-defined objectives.

   Comments:

   □ Superior
   □ Above average
   □ Satisfactory
   □ Improvement needed
   □ Unsatisfactory

c. PRESENTATION OF LESSON
   • Presentation matches objectives, yet makes adjustments when necessary.

   Comments:

   □ Superior
   □ Above average
   □ Satisfactory
   □ Improvement needed
   □ Unsatisfactory

d. USE OF VARIETY OF METHODS
   • Employs different teaching methods congruent with students’ abilities and interests and the purposes of the lessons.

   Comments:

   □ Superior
   □ Above average
   □ Satisfactory
   □ Improvement needed
   □ Unsatisfactory
e. **APPROPRIATE USE OF EDUCATIONAL MATERIALS**
   - Identifies, secures, and uses a range of print materials, teaching aids, and community sources.
   
   Comments:

f. **INITIATIVE**
   - Willingness to take risks: solves problems and seeks innovative strategies with minimal guidance.
   
   Comments:

g. **EVALUATING STUDENT PERFORMANCE**
   - Uses a variety of authentic and alternative assessment techniques (e.g. tests, observations, checklists, portfolios).
   
   Comments:

h. **RELATIONSHIPS WITH STUDENTS**
   - Respects students’ cultural backgrounds; deals fairly and consistently with them; develops rapport; shows concern for students’ progress in all areas.
   
   Comments:
i. CLASSROOM MANAGEMENT
   • Establishes routines; minimizes discipline problems; uses time effectively.

   Comments:

II. Professional and Personal Qualities

   a. PROFESSIONAL RELATIONSHIPS
      • Collaborates with staff and cooperating teachers; accepts professional feedback and modifies practices; communicates with all members of the school community.

      Comments:

   b. PROFESSIONAL DEVELOPMENT
      • Demonstrates knowledge of current educational issues and policies. Demonstrates growth over the course of student teaching.

      Comments:

   c. RESPONSIBILITY
      • Exhibits dependable and reliable professional behavior: present for each day of the placement; prepares every assignment; is punctual; completes classroom administrative tasks.

      Comments:
d. **FLEXIBILITY**
   - Copes with interruptions and schedule changes; responds to students’ questions and concerns.

   Comments:

   - Superior
   - Above average
   - Satisfactory
   - Improvement needed
   - Unsatisfactory

---

e. **REFLECTION**
   - Reflects on practice that is informed, ethical, and collegial.

   Comments:

   - Superior
   - Above average
   - Satisfactory
   - Improvement needed
   - Unsatisfactory

---

f. **SPEECH AND VOICE**
   - Models correct English; avoids slang and trite expressions; able to be heard and understood.

   Comments:

   - Superior
   - Above average
   - Satisfactory
   - Improvement needed
   - Unsatisfactory

---

g. **APPEARANCE**
   - Dresses in a professional manner appropriate to the teaching assignment.

   Comments:

   - Superior
   - Above average
   - Satisfactory
   - Improvement needed
   - Unsatisfactory
III. **SUMMARY**

Please add a few statements that summarize your perception of the student teacher. You may wish to comment on specific experiences he/she had that show growth during the period of student teaching, evidence of reflective practices, or the individual’s potential for a professional teaching career.

---

**OVERALL EVALUATION**

How do you rate this student teacher?

[ ] Strong  [ ] Satisfactory  [ ] Needs Improvement  [ ] Unsatisfactory*

(*For the final evaluation, unsatisfactory will indicate a failing grade – if assigning an unsatisfactory, contact the TEA and the TEI office before the end of the placement.*)
APPENDIX H

STUDENT TEACHER ASSESSMENT RECORD

TEAs will complete a Student Teacher Assessment Record (STAR) for each student teaching placement. STAR should be completed following the post-observation meeting that includes the TEA, student teacher, and cooperating teacher. (Please note, the version of STAR in this Guide is an abridged, format-modified version provided for illustration purposes only. Required forms will be provided as needed).

Quick Guide to STAR

- The assessment recorded in STAR is the TEA’s assessment based on her/his observation of the student teacher’s (ST) teaching, as well as the pre/post-observation discussions with the ST and the cooperating teacher (CT). The CT is not to complete STAR, but the CT, as well as the ST, will have knowledge to share with the TEA to inform her/his completion of STAR (especially those areas that are not readily observable during a single observation).

- During the observation, on separate paper, the TEA will do note-taking (and some initial note-making) to serve as the basis for the post-observation discussion. During the post-observation discussion, s/he will add to her/his notes. Following the post-observation discussion, s/he will use her/his notes to complete STAR.

- When completing STAR, for each category the TEA will select proficient (P), competent (C), developing (D), or emerging (E). Because multiple items are included within the description of a rating for each category, it may be difficult to cleanly select a particular rating, therefore at times the selection will reflect that which best corresponds.

  - Competent is the target rating. Developing and emerging should be used when appropriate and the TEA should support these with accompanying narrative elaboration. Proficient should be used sparingly and only for truly outstanding work that meets the description.

  - Assessment is not a form of punishment, but rather it is one tool to focus learning and improvement as well as to document/record progress throughout student teaching.

  - Assessment does not directly lead to a grade for student teaching. In other words, proficient ≠ A, competent ≠ B, developing ≠ C, emerging ≠ D. However, STAR is an important document/record if the TEA is led to the conclusion that a ST should be terminated from or failed for a student teaching placement.
## Content Knowledge

### Content Knowledge and State Standards

- Demonstrates thorough content knowledge through the ability to draw meaningful connections between the particular lesson and the overall content curriculum.
- Connects content to appropriate performance indicators of the state learning standards as expressed in the core curriculum.

### Proficient
- Demonstrates sound content knowledge through the ability to coherently represent the content for a particular lesson;
- Connects content to appropriate performance indicators of the state learning standards as expressed in the core curriculum.

### Competent
- Demonstrates modest content knowledge through a surface understanding of the discrete content for a particular lesson without demonstrable understanding of the foundational concepts;
- Demonstrates incomplete understanding of the relationship between the content and the performance indicators of the state learning standards as expressed in the core curriculum.

### Developing
- Demonstrates weak content knowledge through substantial errors and/or incoherence in the representation of concepts;
- Demonstrates minimal to no understanding of the relationship between the content and the performance indicators of the state learning standards as expressed in the core curriculum.

### Emerging
- Requires significant reliance on the cooperating teacher and/or teacher education associate.
- Incorporates the guidance from the cooperating teacher and/or teacher education associate for all planning and/or does not incorporate the guidance that is provided.

## Pedagogical Knowledge

### Planning for a Lesson

- Develops a lesson plan that is well-structured and coherent, and contains details necessary to support instruction;
- Requires minimal reliance on the cooperating teacher and/or teacher education associate.

### Proficient
- Develops a lesson plan that is well-structured and coherent, and contains details necessary to support instruction;
- Requires and acts on support from the cooperating teacher and/or teacher education associate.

### Competent
- Develops a lesson plan that contains the basic structural elements, but lacks coherence and/or details to support instruction;
- Requires significant support and/or incompletely acts on the guidance from the cooperating teacher and/or teacher education associate.

### Developing
- Poorly paces the lesson such that there exist substantial gaps that contain no instructional activity;
- Demonstrates minimal or no attempts to adjust as needed to support student learning;
- Transitions ineffectively between the various parts of the lesson such that students are unable to successfully navigate the transitions;

### Emerging
- Skillfully paces the lesson such that all time is effectively used;
- Adjusts as needed to support student learning;
- Transitions seamlessly between the various parts of the lesson;
- Instructional activities fully match the objectives.
- Paces the lesson such that most of the time is effectively used;
- Demonstrates attempts to adjust as needed to support student learning;
- Transitions well between the various parts of the lesson such that students are able to successfully navigate the transitions with only minimal reinforcement;
- Instructional activities mostly

- Paces the lesson such that there exist noticeable gaps that contain no instructional activity;
- Demonstrates limited attempts to adjust as needed to support student learning;
- Transitions tentatively between the various parts of the lesson such that students require extensive reinforcement in order to successfully navigate the
<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Establishes classroom routines and employs a productive behavior management plan that regularly work together to facilitate instruction and the efficient use of time;</th>
<th>Establishes an incomplete set of classroom routines and/or inconsistently employs a productive behavior management plan that do not fully work together to facilitate instruction and the efficient use of time;</th>
<th>Does not establish classroom routines and/or does not employ a productive behavior management plan;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requires minimal support from the cooperating teacher and/or teacher education associate;</td>
<td>Requires and acts on significant support from the cooperating teacher and/or teacher education associate;</td>
<td>Minimally incorporates guidance from the cooperating teacher and/or teacher education associate;</td>
</tr>
<tr>
<td></td>
<td>Appropriately prepares and makes readily accessible all necessary instructional materials;</td>
<td>Appropriately prepares and makes accessible all necessary instructional materials;</td>
<td>Necessary instructional materials are unavailable;</td>
</tr>
<tr>
<td></td>
<td>Well-organizes the classroom space for the intended instructional activity.</td>
<td>Well-organizes the classroom space for the intended instructional activity.</td>
<td>Poorly organizes the classroom space for the intended instructional activity such that instructional objectives cannot be met.</td>
</tr>
</tbody>
</table>

**Pedagogical Content Knowledge**

<table>
<thead>
<tr>
<th>Teaching Methods and Instructional Strategies</th>
<th>Uses an extensive array of teaching methods and instructional strategies that demonstrate significant attention to key content ideas and students’ responses;</th>
<th>Uses multiple teaching methods and instructional strategies that demonstrate limited attention to key content ideas and students’ responses;</th>
<th>Relies strictly on a single teaching method and/or instructional strategy that are/is limitedly attentive to key ideas and students’ responses;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actively and independently seeks alternative approaches.</td>
<td>Incorporates new approaches that are suggested by others.</td>
<td>Unaware of and/or resistant to considering alternative approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Uses a wide variety of materials that support and develop key content ideas and respond to students’ needs;</th>
<th>Uses multiple materials that support and develop key content ideas and respond to students’ needs;</th>
<th>Relies strictly on a single resource that limitedly supports and develops key content ideas and is unresponsive to students’ needs;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actively and independently seeks</td>
<td>Incorporates new materials that are</td>
<td>Unaware of and/or resistant to considering alternative approaches.</td>
</tr>
</tbody>
</table>
### Assessments

| Uses a broad range of assessments that attend to key content ideas and students’ needs; | Uses multiple assessments that attend to key content ideas and students’ needs; | Relies on a select few forms of assessment that limitedly attend to key content ideas and students’ needs; | Relies strictly on a single form of assessment that limitedly attends to key content ideas and students’ needs; |
| Thoughtfully reflects on students’ assessment outcomes and in response adjusts instruction; | Requires support to reflect on students’ assessment outcomes and/or to adjust instruction in response; | Requires significant support to reflect on students’ assessment outcomes and to adjust instruction in response; | Unable and/or unwilling to reflect on students’ assessment outcomes; |
| Actively and independently seeks alternative assessments. | Incorporates new forms of assessment that are suggested by others. | Adopts new forms of assessment only with substantial prompting. | Unaware of and/or resistant to considering alternative forms of assessment. |

### Professional Qualities

#### Relationships with Mentors

| Collaborates with the cooperating teacher and teacher education associate; | Seeks feedback from the cooperating teacher and teacher education associate; | Seeks feedback from the cooperating teacher and teacher education associate only when prompted; | Rarely and/or resistantly seeks feedback from cooperating teacher and/or teacher education associate. |
| Reflects on the collaboration and in response appropriately and independently adjusts instructional plan and practice. | Reflects on the feedback and in response develops a plan to adjust instructional plan and practice, but requires support to implement the plan. | Reflects on the feedback, but requires significant support to plan and implement adjustments to instructional plan and practice. |  |

#### Relationships with the School’s Professional Community

| Seeks opportunities for connections with other members of the school’s professional community; | Connects with other members of the school’s professional community as required; | Connects with other members of the school’s professional community as required; | Rarely connects with other members of the school’s professional community. |
| Incorporates gained knowledge into instructional plan and practice. | Incorporates gained knowledge into instructional plan and practice. | Minimally incorporates gained knowledge into instructional plan and/or practice. |  |

#### Relationships with Students

<p>| Consistently communicates effectively and fairly with students as individuals and whole groups in a manner that demonstrates respect for students’ various cultural identities. | Consistently communicates effectively and fairly with students as individuals or whole groups in a manner that demonstrates respect for students’ various cultural identities; | Inconsistently communicates effectively and fairly with students as individuals and/or whole groups; | Rarely communicates effectively and/or fairly with students. |
| Has a plan for how to improve communication with whole groups or individuals. | Has a plan for how to improve communication with whole groups and/or individuals and requires significant support from the cooperating teacher and teacher education. | Has a limited plan for how to improve communication with whole groups and/or individuals and requires significant support from the cooperating teacher and teacher education. |  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Professional Development</th>
<th>Reflective Practice</th>
<th>Flexibility</th>
<th>Responsiveness to Students</th>
</tr>
</thead>
</table>
| **Professional Development** | - Seeks out and participates in optional professional development opportunities offered through and beyond the school;  
- Applies knowledge obtained through participation in professional development opportunities. | **Reflective Practice**                                        | **Flexibility**                                                      | **Responsiveness to Students**                                   |
| **Professional Development** | - Seeks out and participates in optional professional development opportunities offered through and beyond the school;  
- Develops a plan to apply knowledge obtained through participation in professional development opportunities. | - Identifies strengths and weaknesses in own instruction;  
- Has a plan for how to modify future instruction in response to reflection;  
- Instructional plan and practice is informed by research. | - Consistently responds effectively to interruptions and implements appropriate alternative plans;  
- Requires support to respond effectively to interruptions and to implement appropriate alternative plans;  
- Requires significant support to anticipate possible interruptions. | - Consistently responds effectively to students’ questions and/or concerns;  
- Requires support to anticipate possible questions and/or concerns. |
| **Professional Development** | - Participates in required professional development opportunities offered through the school;  
- Develops a limited plan to apply knowledge obtained through participation in professional development opportunities. | - Requires significant support to identify weaknesses and strengths in own instruction;  
- Requires significant support to plan for how to modify future instruction in response to reflection;  
- Instructional plan and practice is limitedly informed by research. | - Requires support to respond effectively to interruptions and to implement appropriate alternative plans;  
- Requires significant support to anticipate possible interruptions. | - Requires support to respond effectively to students’ questions and/or concerns;  
- Requires significant support to anticipate possible questions and/or concerns. |
| **Professional Development** | - Rarely participates in professional development opportunities offered through the school;  
- Does not develop plans to apply knowledge obtained through participation in professional development opportunities. | - Rarely reflects on own instruction;  
- Rarely modifies instruction;  
- Instructional plan and practice is not informed by research. | - Struggles with and is distracted by interruptions and requires significant support to respond effectively to interruptions and implement appropriate alternative plans;  
- Unable to anticipate possible interruptions. | - Struggles with and is distracted by students’ questions and/or concerns and requires significant support to respond effectively to students’ questions and/or concerns;  
- Unable to anticipate possible questions and/or concerns. |
### Goals for Improvement

<table>
<thead>
<tr>
<th>Response Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Responds fully to the previously-identified goals for improvement.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates progress toward the previously-identified goals for improvement.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates limited progress toward the previously-identified goals for improvement.</td>
</tr>
<tr>
<td>4</td>
<td>Does not respond to the previously-identified goals for improvement.</td>
</tr>
</tbody>
</table>

### Procedures Checklist for each Observation

<table>
<thead>
<tr>
<th>Task/Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides observer with a written lesson plan and supporting materials</td>
<td>Models correct English; avoids slang expressions</td>
</tr>
<tr>
<td>Completes classroom administrative tasks</td>
<td>Makes eye contact with students</td>
</tr>
<tr>
<td>Begins and ends class on time with appropriate introductions and conclusions</td>
<td>Dresses in a professional manner</td>
</tr>
<tr>
<td>Uses voice appropriately with good volume and diction</td>
<td>Exemplifies appropriate personal hygiene</td>
</tr>
</tbody>
</table>
LESSON PLAN FORMAT

Below is a sample lesson plan format* that provides questions to prompt the construction of a thorough plan for a single lesson as well as a beginning reflection following the lesson.

School: ______________ Grade Level: ______________ Subject: ______________ Date: ______________

Pre-Lesson Instructional Plan

• Briefly describe the students in this class.
• What are your goals for the lesson? What do you want the students to learn?
• Why are these goals suitable for this group of students?
• How do these goals support the district’s curriculum, state frameworks, and content standards?
• How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
• How do you plan to engage students in the content? What will you do? What will the students do? (Note: Include time estimates.)
• What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
• What instructional materials or other resources, if any, will you use?
• How do you plan to assess student achievement of the goals? What procedures will you use? (Note: Attach any tests or performance task, with accompanying scoring guides or rubrics.)
• How do you plan to make use of the results of the assessment?

Post-Lesson Reflection

• As I reflect on the lesson, to what extent were students productively engaged?
• Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?
• Did I alter my goals or instructional plans as I taught the lesson? Why?
• If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
• If available, attach several samples of student work to reflect the full range of student ability and to include feedback you provided.

APPENDIX J

GENERAL EDUCATION CORE IN LIBERAL ARTS AND SCIENCES

As part of the admissions process, all applicants were reviewed for successful completion of an approved general education core in liberal arts and sciences. Any deficiencies will be noted in the “Credits/Courses Needed” column and it is the sole responsibility of the preservice teacher to successfully complete all indicated deficiencies prior to applying for an initial teacher certificate. Adjustments to this form will be accepted only if in writing from the TEI Advisor or Associate Director.

Undergraduate Degree Requirement: A Baccalaureate degree with an approved major (see http://gse.buffalo.edu/tei/requirements) that includes at least 30 credit hours appropriate to the certification area and an approved general education core in liberal arts and sciences (see http://gse.buffalo.edu/tei/requirements and for examples of appropriate coursework, refer to the University at Buffalo Undergraduate Catalogue; http://undergrad-catalog.buffalo.edu/policies/degree/gened.shtml).

GENERAL EDUCATION CORE IN LIBERAL ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Content Area</th>
<th>Credits/Courses Completed</th>
<th>Credits/Courses Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Arts/Artistic Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-credit, 2nd Semester Course</td>
<td>Advanced Writing/English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Historical and Social Science Concepts: World Civilization (6 credits) Social and Behavioral Sciences (3 credits) American Pluralism (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mathematical Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>online</td>
<td>Library Skills/Information Retrieval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester College Course</td>
<td>Language other than English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Natural Sciences (lab-based biology, chemistry, geology, or physics)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**These credits/courses must be successfully completed (grade of C or better) prior to the submission of an application for a New York State Initial Teacher Certificate through a recommendation from the University at Buffalo upon program completion. For advisement regarding the General Education Core in Liberal Arts and Sciences, contact the Teacher Education Institute:
375 Baldy Hall
Buffalo, NY 14260-1000
Phone: 716-645-2461 Fax: 716-645-3631

Teacher Education Institute Evaluator: ___________________________ Date: ___________________
CERTIFICATION AREAS

GSE provides pre and in-service teacher education programs at the post-baccalaureate level as follows:

- **Initial Certification (Certificate of Advanced Study)**

  Program completers will be recommended to the New York State Education Department (NYSED) for an initial teacher certificate upon successful completion of this program (this is dependent on satisfactory completion of all applicable requirements related to a recommendation for certification). In addition to recommendation for certification, students receive a Certificate of Advanced Study (CAS) from the State University of New York (SUNY).

  GSE offers the initial program in the following certificate areas:

  - Adolescence (grades 7-12): Biology; Chemistry; Earth Science; English; Languages other than English, LOTE (French, German, Italian, Latin, Spanish); Mathematics; Physics; Social Studies
  - PreK-grade 12: Music

- **Initial/Professional Certification (Ed.M.)**

  Program completers will be recommended to NYSED for initial and professional teacher certificates following successful completion of this program (this is dependent on satisfactory completion of all applicable requirements related to a recommendation for certification). With this option, students are able to combine the initial teacher certification sequence with coursework required for the master’s degree. In order to obtain and maintain the professional teacher certificate, students must meet all other applicable NYSED requirements for this certificate, including as related to teaching experience.

  GSE offers the initial/professional program in the following certificate areas:

  - Adolescence (grades 7-12, and grades 5-6 extension for areas other than LOTE or grades 1-6 extension for LOTE): Biology; Chemistry; Earth Science; English; LOTE (French, German, Italian, Latin, Spanish); Mathematics; Physics, Social Studies (Note: the faculty for science education and social studies education rarely admit students to the initial/professional curricular option for their respective certificate areas)
  - Early Childhood (birth-grade 2): with or without bilingual extension
  - Childhood (grades 1-6): with or without bilingual extension
  - Early Childhood & Childhood (birth-grade 2 and grades 1-6)
  - PreK-grade 12: Music; English for Speakers of other Languages, ESOL
  - Literacy Specialist (birth-grade 6 and grades 5-12)

- **Professional Certification (Ed.M.)**

  This program is designed for teachers who hold a valid initial teacher certificate. This option is available for in-service teachers who are working toward professional certification.

  GSE offers the professional program in the following certificate areas:

  - Adolescence: Biology; Chemistry; Earth Science; English; LOTE (French, German, Italian, Latin, Spanish); Mathematics; Physics; Social Studies
  - Early Childhood (birth-grade 2)
  - Childhood (grades 1-6)
  - PreK-grade 12: Music; ESOL