

**GRADUATE SCHOOL OF EDUCATION
TEACHER EDUCATION INSTITUTE**

COOPERATING TEACHER GUIDE TO THE 2015-16 *GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING**

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

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

FIELD EXPERIENCE (*FALL SEMESTER*)

- **What is the field experience course?...**page 6, "Overview"
- **What are the requirements for the field experience course?...**pages 10-12, "Course Requirements"
- **What happens during the field experience class meetings at the liaison schools?...** pages 12-13, "Content of Field Experience Class Meetings at the Liaison School Site"
- **What are classroom contact hours, when will they be completed, and what do they include?...**pages 13-14, "Classroom Contact Hours"

STUDENT TEACHING (*SPRING SEMESTER*)

- **What are the dates for the student teaching placements?...**page 16

- **Is there a suggested progression of student teacher responsibilities and activities throughout the placement?...**pages 18-19, “Student Teaching Activities Schedule”
- **Is there a particular lesson plan format to be used by my student teacher?...**pages 19-20, “Lesson Plans” and page 39, “Assistance in Planning”
- **What are some general expectations of my student teacher prior to beginning the placement?...**page 29, “Prior to student teaching”
- **What are some general expectations of my student teacher during the placement?...**pages 29-32, “During student teaching”
- **What are some general expectations of my student teacher by the end of the placement?...**page 32, “By the end of student teaching”
- **What should I do to introduce my student teacher to my classroom and school?...**pages 35-38, “Orientation to the School”
- **What is the process for providing feedback for my student teacher?...**pages 39-40, “Feedback”
- **What should I do if I have a concern about my student teacher’s performance?...**pages 40-41, “Process to Express Concerns about the Student Teacher”
- **What is the process for providing assessment for my student teacher?...**pages 42-43, “Assessment”
- **What is the assessment form that the Teacher Education Associate will use to document and support my student teacher’s progress in the placement?...**pages 62-67, “Student Teacher Assessment Record – Teacher Education Associate”

FIELD EXPERIENCE AND STUDENT TEACHING (FALL AND SPRING SEMESTERS)

- **What are the University at Buffalo’s expectations as related to professionalism and foundational capacities of students in the program?...**pages 6-9, “Professionalism” and “Foundational Capacities”
- **What are liaison schools?...**pages 9-10, “Liaison School Model”
- **What is the Reflective Inquiry Project?...**pages 25-28
- **What are the responsibilities of the Teacher Education Associate?...**pages 33-34
- **What are the responsibilities of the school-based Liaison?...**page 44