



GRADUATE SCHOOL OF EDUCATION TEACHER EDUCATION INSTITUTE

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GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING

2015-16



The University at Buffalo, The State University of New York, Graduate School of Education teacher education program, which is designed to prepare caring, qualified, and competent teachers who can work effectively with students from various cultures with a wide variety of abilities and needs, is granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from June 11, 2012 through June 11, 2019.

GRADUATE SCHOOL OF EDUCATION TEACHER EDUCATION INSTITUTE

GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING*

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

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* Revised August 2015

UNIVERSITY AT BUFFALO

Founded in 1846 as a private medical college, the University of Buffalo united with the State University of New York (SUNY) in 1962, and thereafter was called University at Buffalo, The State University of New York. The flagship institution within the SUNY system, the University at Buffalo (UB) is the largest and most comprehensive campus of the 64 SUNY campuses, holding status as a premier, research-intensive public university dedicated to academic excellence. A member of the prestigious Association of American Universities (AAU) since 1989, UB ranks high among the nation's research-intensive public institutions.

The estimated annual economic impact of UB is \$1.7 billion with annual research expenditures of approximately \$350 million and an endowment of approximately \$625 million. Between 2004 and 2010, UB was awarded 84 patents. The campus has three primary physical locations (the North Campus in Amherst, the South Campus in Buffalo, and the developing Downtown Campus in the Buffalo medical corridor) as well as a growing virtual presence through numerous online programs. There are nearly 3,000 faculty and an additional 4,000 full-time equivalent employees.

Because of UB's status as a Research I institution and its major accomplishments that have worldwide impact, UB recruits outstanding students. The total student population is nearly 30,000 (approximately 20,000 undergraduate and 10,000 graduate and professional), and according to the Institute of International Education, UB ranks in the top ten of all American colleges and universities in terms of the percentage of international student enrollment, ranking first among comprehensive public research universities. During the 2014-15 academic year, 8,742 degrees were awarded. And, as of July 2015, there were 238,649 alumni located throughout 146 countries, with more than 128,000 located within New York State.

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 following degrees: Advanced Certificate, Master of Education (Ed.M.), Master of Arts (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.).

There are four academic departments within GSE, including [Counseling, School, and Educational Psychology](#) (CSEP), [Educational Leadership and Policy](#) (ELP), [Learning and Instruction](#) (LAI), and [Library and Information Studies](#) (LIS).

Collectively, GSE departments educate approximately 1,400 graduate students, representing approximately 15% of UB's graduate enrollment. The teacher education program is housed within LAI, which works in coordination with the other GSE departments and the Teacher Education Institute (TEI) to provide required coursework, field experience, and student teaching.

Conceptual Framework for Teacher Education

GSE offers UB's teacher education program at the post-baccalaureate level and is committed to preparing teachers who can work effectively with students from diverse backgrounds with a wide variety of abilities and needs. Through a rigorous admissions process and an intensive program of coursework and experiences in schools, we prepare beginning teachers who are engaged in the ongoing pursuit of teaching excellence and life-long learning. We expect our program completers to continue developing knowledge, skills, and dispositions that will allow them to adapt their instruction in response to ever-changing circumstances. To enable our students to meet these expectations upon program completion, our program is structured around the following goals:

- **Content Knowledge:** Program completers demonstrate a thorough background in subject matter knowledge that supports effective teaching in the field.
- **Pedagogical Knowledge:** Program completers demonstrate knowledge of planning, guiding, and assessing learning in a variety of settings.
- **Pedagogical Content Knowledge:** Program completers demonstrate an ability to transform subject matter in ways that honor the content and students at hand.
- **Professional Commitment:** Program completers act upon knowledge in a caring and professional manner.
- **Continuous Learning and Reflective Practice:** Program completers demonstrate the ability to update their knowledge and skills to ensure ongoing excellence in teaching.
- **Understanding Learner Differences:** Program completers demonstrate an understanding of and responsiveness to students' group-linked and individual differences (e.g., abilities, cultures, ethnicity, gender, home language, place of origin, race, religious affiliation, sexuality, socioeconomic status).
- **Application and Integration of Digital Tools and Resources:** Program completers learn to design, develop, and evaluate authentic learning experiences that incorporate digital tools and resources (e.g., technology used in course delivery as well as students' use of digital tools and resources).

The 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 coursework and experiences in schools that are intended to prepare teachers whose understanding of classroom teaching goes beyond merely efficient and technical application of instructional strategies to critical reflection about processes of teaching and learning that acknowledges the complexity of contextual factors that impact students' lives.

Teacher Education Students – Initial (Advanced Certificate) and Initial/Professional (Ed.M. Degree) Tracks

The teacher education program welcomes applications from those who have recently completed their undergraduate studies as well as those who are returning to school to prepare for teaching after having obtained other academic, personal, and professional experiences. 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 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 teacher education program is a person who challenges preK-12 students, and her/himself, 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.

TEACHER EDUCATION INSTITUTE

The Teacher Education Institute is an integral part of the teacher education program in the Graduate School of Education through our relationships with PreK-12 schools throughout the Western New York community who work collaboratively with us to provide intensive mentored field experience and student teaching opportunities for our students preparing to become intellectually-curious, critically-reflective, and practically-informed educators for the profession of teaching. Additionally, the Teacher Education Institute advances knowledge of teaching and learning through research related to teaching and teacher education and influences policy through participation in external policy-making bodies.

* Schön, D. A. (1987), *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*, San Francisco: Jossey-Bass Publishers.

FIELD EXPERIENCE

Overview

The field experience course is a key component in the initial (advanced certificate) and initial/professional (Ed.M. degree) tracks of the teacher education program that leads to a recommendation for an initial teacher certificate. Preservice teachers register for this course in the semester immediately preceding the semester for which they will apply to student teach. A primary goal of the fall semester field experience is for preservice teachers to begin to develop their professional identity as an educator as a means to prepare for successful student teaching experiences in the spring semester. Through extensive involvement that includes observation, participation, reflection, and discussion, students enrolled in the field experience course are expected to demonstrate the following:

- Connect theory and practice by exploring the ways in which their developing content knowledge and pedagogical knowledge relate to teaching and learning in Western New York preK-12 classrooms, schools, and communities;
- Think, discuss, and write critically about teaching and learning in both 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.

Professionalism

Professionalism comprises a variety of matters related to the ways in which preservice teachers are expected to approach their field experiences (including student teaching). 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 teacher education 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 a preservice teacher's 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 (except as described within applicable school[†] and UB[‡] reporting protocol regarding suspected cases of child abuse and/or neglect) 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

* In cases of suspected child abuse and/or neglect, there are applicable school and UB reporting protocol that may require you to share this information primarily for the purpose of child protection rather than professional development. In these cases, you are expected to adhere to these protocol.

[†] Applicable school reporting protocol include protocol established within the school(s) in which you are participating for field experience and student teaching; it is your responsibility to know and follow the protocol for all schools in which you participate.

[‡] Applicable UB reporting protocol includes the Child Protection Policy established on March 9, 2012 (this policy is available within the UB Policy Library under the section for General University Policies at <http://policy.business.buffalo.edu/Pages/General.aspx>); this policy is applicable to instances that involve a UB student, faculty, or staff member as the suspected cause of abuse and/or neglect of a child within the school(s) in which you participate.

hygiene, and maintain a courteous and respectful relationship with school personnel, students, and parents/guardians. Failure to consistently demonstrate these competencies shall constitute unprofessional conduct.

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 conduct.

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 (verbal and/or physical), 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; failure to report suspected cases of child abuse and/or neglect in adherence with applicable school and UB protocol; 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 or U for student teaching and the associated seminar in teaching course, and/or dismissing a preservice teacher from the teacher education 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 and demonstrate 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. Evidence of the lack of the requisite foundational capacities shall constitute good reason for removing a preservice teacher from field experiences, assigning a grade of F for the field experience course or U for student teaching and the associated seminar in teaching course, and dismissing a preservice teacher from the initial teacher certification program.

Liaison School Model

The Liaison School Model represents our approach to the field experience and student teaching components of the teacher education program. Throughout the Western New York community, the Teacher Education Institute (TEI) has relationships with various preK-12 school districts with whom we work collaboratively to provide intensive, mentored field experience and student teaching opportunities for our students preparing to become intellectually-curious, critically-reflective, and practically-informed educators for the profession of teaching.

Each liaison school team consists of the following:

- A **teacher education associate** (TEA) from UB who teaches the fall semester field experience and the spring semester seminar in teaching courses, and observes and provides feedback and assessment throughout the spring semester student teaching placements;
- A school-based **liaison** who coordinates the fall semester field experience course with the TEA, assists in obtaining cooperating teachers for each assigned preservice teacher, and assists the cooperating teachers in their mentoring of student teachers;
- A group of teachers who begin working with preservice teachers in the fall semester; some of these teachers will continue as **cooperating teachers** in the spring semester for a student teaching placement;

* Students with identified disabilities may initiate a request for accommodations through the UB Office of Accessibility Resources 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.

- A group of **preservice teachers**, typically from a variety of certification areas, registered for the field experience course in the fall semester preceding their spring semester 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 and district leaders, 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 successfully complete 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 syllabus for this course as well as the syllabi s/he will receive for the student teaching and seminar in teaching courses);
- **Student Teacher Introduction Form** (see [Appendix D](#)): Complete and submit a signed original (to be distributed to her/his TEA and intended Cooperating Teachers);

- **Attendance:** Attend and be on time for each scheduled class meeting and each scheduled visit to a school (or related institution/organization) outside of class meetings. A semester is a short period of time and there is a lot that must be accomplished during this time, including much that cannot be reproduced at a later date; therefore, full attendance is essential if this is to be a beneficial experience for individual students and the class as a whole. If an unanticipated emergency (including illness) prevents her/him from attending part or all of a class meeting (or other related commitments, such as classroom contact hours outside of scheduled field experience class meetings), s/he must inform her/his TEA (or applicable others who are expecting her/his attendance) in a timely manner, 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 experience locations (including schools and/or related institution/organization 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. In adverse weather conditions, it is her/his responsibility to use her/his judgment to travel safely (for example, do not drive on closed roads or through communities with official driving bans), but it is also her/his responsibility to plan extended time for travel, know alternate routes, have contingency plans in place if s/he is unable to get to school as scheduled, and to maintain clear and timely communication with her/his TEA (and, as needed, others associated with this course, including those in schools);
- **Participation:** Participate actively in a manner consistent with her/his position as an emerging professional. S/he must display commitment, initiative, and resourcefulness, as well as a developing presence in the classroom marked by independence and confidence tempered with a reserve that demonstrates s/he is here to learn);
- **Professionalism:** Follow all school and classroom policies and procedures, as well as the policies and procedures of the UB, and conduct her/himself, in manner and appearance, as a professional in all aspects of field experience. The *Guide to Field Experience and Student Teaching* contains an expanded section regarding professionalism and associated foundational capacities. Failure to follow applicable policies and procedures and/or the display of unprofessional conduct may constitute good reason for removing her/him from field experience, assigning her/him a grade of F for the field experience course, and dismissing her/him from the program;
- **Observations, Participation, and Meetings:** At the direction of her/his TEA and/or school-based liaison, observe and/or participate in a range of classes and support services within the school and meet and interact with a range of school personnel and students;

- **Professional Identity 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 Guide and with guidance from her/his TEA;
- **Library Resources Work Session:** Register for and attend a session in Lockwood Library led by the liaison to the Graduate School of Education;
- **Classroom Contact Hours:** Complete as described below;
- **Communication:** Respond in a timely and comprehensive manner to communications s/he receives from her/his TEA and/or TEI (and others associated with this course, including those in schools). 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 a graduate student in a professional preparation program, it is expected that s/he will seek out additional resources as needed (and as recommended by her/his TEA and/or TEI), including as related to her/his communication skills;
- **Feedback:** Seek and accept feedback from your TEA and/or TEI (and others associated with this course, including those in schools), reflect on this feedback, and adjust accordingly in response;
- **Fingerprinting:** In anticipation of an increasing number of school districts requiring fingerprint clearance for those entering their buildings, we recommend that students immediately begin this process; for information, see <http://www.highered.nysed.gov/tsei/ospra/>;
- **Readings:** Read all assigned readings:
 - Required readings will be provided via UB Learns, UB's electronic course reserve, and/or hardcopy, and/or s/he may be required to purchase them and/or obtain them by utilizing UB's library resources. Further information regarding required readings will be provided by her/his TEA;
 - **engage^{ny}:** Access (at <http://engageny.org/>) and utilize this online resource for teaching and learning introduced by the New York State Education Department;
 - Recommended (for guidance with writing): Hacker, D. (2007). *A Writer's Reference* (6th ed.). Bedford/St. Martins (Available for purchase online in an electronic format at <http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>: select "e-handbook," then "purchase access").

Content of Field Experience Class Meetings at the Liaison School Site

Field experience situations vary, and therefore the course content varies 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 is expected to do the following:

- Be fully prepared to participate throughout the entire class meeting;
- Engage in classroom observations and work directly with preK-12 students and teachers;
- Meet with school personnel;
- Discuss the day's participation/observations/meetings with the TEA and the other preservice teachers.

The classroom observations (which will be co-arranged by the TEA and the school-based liaison) are across a range of subjects, grade levels, and academic levels.

The meetings with school personnel (also co-arranged by the TEA and the school-based liaison) are 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 UB initial teacher certification program completers, newly hired teachers, members of the hiring team, etc.).

The TEA will provide 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

Classroom contact prior to student teaching is an essential part of the program. During the field experience course, each student is required to participate in *at least* 115 classroom contact hours (*115 hours is a minimum that each preservice teacher is expected to exceed*). To obtain a range of experience, *at least* 15 hours must be focused on understanding the needs of students with disabilities and *at least* 15 hours must be focused on understanding the needs of students learning English as a New Language (ENL). To some extent, the classroom contact hours are arranged by the TEA and the school-based liaison, but each preservice teacher is expected to demonstrate initiative by beginning to make professional contacts with teachers at the assigned school, and, as directed by her/his TEA and the school-based liaison, arrange her/his own classroom contact hours. Each preservice teacher will complete her/his classroom contact hours as follows:

- During scheduled field experience class meetings held at the liaison school;

- Outside of scheduled field experience class meetings, but within the preservice teacher's assigned liaison school with her/his cooperating teacher(s) and/or other teachers in her/his certification area (approximately 6 hours per week throughout the weeks during the semester s/he is at her/his liaison school – 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).

The hours outside of scheduled field experience class meetings will be within the assigned school(s) with the intended cooperating teacher(s) and/or other teachers in applicable certification areas. And, the hours may include some observation of others' work, but more so they are intended to be interactive (*rather than 'observation' hours, these are 'contact' hours*). **It is expected that the preservice teacher becomes an involved participant in the classroom(s) during these hours as a means to contribute to the classroom(s) and to learn as much as possible during this time** (this may include tutoring, lab and/or group facilitation, 'mini' teaching, co-teaching, etc.). This is also the primary time for preservice teachers to conduct observations for the Reflective Inquiry Project.

Verification paperwork will be collected at to-be-specified intervals during the semester.

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 support the prospective student teacher in planning for 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 (including any applicable conditions of admission and/or continued enrollment), 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.

STUDENT TEACHING

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 experience, 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 teacher education 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 (in collaboration with the cooperating teacher) 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 may be advantageous 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 teacher(s) and TEA provide feedback and assessment 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> 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 anticipated 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 Monday, January 4, 2016 – Friday, March 11, 2016

Placement II Monday, March 14, 2016 – Wednesday, May 11, 2016

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. Ideally, 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 14th and 15th, 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 a total of two absences throughout the entire 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. In certain situations defined by TEI, there may be modifications to this typical placement schedule.

| Certification Area | Lower Grade Range | Upper Grade Range |
|--------------------|-------------------|-------------------|
| Early Childhood | Pre-K or K | Grades 1 or 2 |
| Childhood | Grades 1 – 3 | Grades 4 – 6 |
| Adolescence | Grades 7 – 9 | Grades 10 – 12 |
| <i>Pre-K – 12</i> | Pre-K – 6 | 7 – 12 |

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 or making adjustments to placements that are already secured;** 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 experience 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.

Remaining weeks

During these weeks, the student teacher should assume responsibility for teaching her/his cooperating teacher's full schedule of courses (as noted above, in certain situations it may be advantageous 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 and engage in critical peer-review discussions. 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, and various formats used across school districts; 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 template is located in [Appendix I](#)).

- Logistics
- Lesson Overview
- Contextual Factors
- Learning Standards
- Essential Questions
- Learning Objectives
- Accommodations for Students with Disabilities (SWD)
- Accommodations for Students Learning English as a New Language (ENL)
- Differentiation Possibilities
- Materials/Resources
- Pre-Lesson Preparation/Setup
- Instructional Plan
- Assessment of Student Learning
- Post-Lesson Student Work
- Post-Lesson Reflection

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 communicate in a clear, comprehensive, and timely manner, 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 STAR-CT (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 STAR-CT (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 Assessment

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 provides 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 Assessment Record – Cooperating Teacher (STAR-CT; see [Appendix G](#)). These

assessments will be composed by the cooperating teacher(s) and shared with the student teacher and TEA. The interim will be used to assess progress and set goals for the remainder of student teaching.

TEI requires TEAs to formally 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 Student Teacher Assessment Record – Teacher Education Associate (STAR-TEA; see [Appendix H](#)).

The goal of feedback and assessment 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 assessment 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 assessment 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 assessment (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, in which case a grade of incomplete (IU) may be assigned.

Prior to the scheduled completion of a placement, the student teacher may be discontinued from a placement at the discretion of the cooperating teacher(s), building administrator, TEA, and/or TEI Director. If a student teacher is discontinued 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 discontinuation, and may include the assignment of a grade of IU or U, as well as dismissal from the teacher education program. Depending on the nature of the discontinuation, 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 teacher education 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 recommended 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 both STAR-CT and STAR-TEA. 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 assessments 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 teacher education program provides coursework to enhance students' knowledge of and experiences with teaching and learning primarily focused on the context of preK-12 schools. During the field experience and student teaching components of the program, students work with the Teacher Education Institute, via our relationships with preK-12 schools throughout the Western New York community, as they prepare to become intellectually-curious, critically-reflective, and practically-informed educators for the profession of teaching.

The Reflective Inquiry Project (RIP) has been a central feature of the teacher education program for more than a decade. It has served as a prompt for students to connect theory and practice through systematic exploration of a question about teaching and learning in schools that draws on scholarly literature, observations of others' practices, and reflections on one's own practice.

At a time in the education profession that is marked by narrowing conceptions of evidence-based practice (wherein the often-used units of analysis are scores on standardized, student-achievement tests), as well as reactionary interventions that tend to privilege immediacy at the expense of more measured and thoughtful approaches, it is important to emphasize processes that attend to the complexities of teaching and learning and the role of professional educators in exploring these complexities as a means to make informed decisions about next steps. The RIP aims to be this kind of process and it is purposefully positioned within field experience and student teaching as a means to draw together learning through university-based coursework and school-based experiences so that a reciprocal relationship between theory and practice can emerge as impactful in the work of teachers.

Below is a brief overview of the RIP process. To support students throughout the RIP, guiding documents are distributed and the RIP is positioned prominently in the field experience and seminar in teaching courses.

Overview of the Process

- An essential first step for the RIP is the development of a question to guide one's inquiry. Importantly, developing a question is an interactive process (rather than an action taken in isolation at a singular moment) with the question emerging through posing possibilities and considering these possibilities through discussions with others as well as some preliminary observations in classroom(s)/school(s) and reading of related scholarly literature.

The organizing curricular theme for the RIP is *access* and *equity* in PreK-12 schools, with a focus on student learning as related to this theme. Broadly speaking, access and equity are intertwined concepts wherein access refers to the ways in which education serves as a path to particular kinds of life opportunities (e.g., a strong academic program in mathematics and the sciences is generally conceived of as a precursor to the study and then practice of medicine) and equity refers to the ways in which students are provided these opportunities with a focus on the extent to which these opportunities are differentially provided to students based on some defining characteristic(s) (e.g., decisions about resource distribution within a district that limit the availability of Advanced Placement courses for district students).

There are many RIP questions that can be developed within this framework, with some general examples as follows:

- What supports do fourth-grade teachers provide to students who have demonstrated struggles with the English language arts curriculum?
- How do seventh-grade teachers connect the mathematics curriculum to their students' lives in order to demonstrate relevancy and to support students' learning?
- In high school science classrooms, in what ways do teachers diversify instruction and assessment in order to support the academic range of students within classrooms?
- In what ways do high school social studies teachers provide space for students to explore historical narratives (including the students' own life experiences) that are not explicitly presented in the selected curriculum?

No matter the RIP question developed, students will need to be able to articulate how the selected question addresses access and equity as related to student learning, as well as why this question is both a professionally and personally meaningful pursuit. This may be implied within the question itself, but will be explicitly articulated within the rationale that is written as part of the RIP paper.

RIP questions emerge from various starting points and at times at the confluence of multiple points. Often, influencing factors tend to be one's own experiences as a learner as well as any teaching or other education-related role that one has previously experienced, as well as the ways in which teaching and learning are discussed outside of schools by friends, family, media commentators, and policymakers.

Although the RIP question will likely draw on broad educational phenomena, the purpose of the RIP resides locally in particular classrooms/schools (i.e., the RIP question must be classroom-based and observable throughout the field experience course and into student teaching). For example, the first bullet point above draws on the broad topic of early literacy (which is important given the influence of early literacy skills on learning as one advances through schooling and into her/his post-schooling life), but the question has a specific focus on what teachers at a particular grade level are doing to support students who are struggling in this area.

Importantly, the RIP is intended to be a learning opportunity, which is to say that it is not a space through which to highlight existing knowledge and/or skills, but instead is a space through which to explore with the intent of expanding current knowledge and/or skills.

- Once the RIP question is set, throughout the field-experience semester students explore their RIP question by reading related scholarly literature and observing/participating in classroom(s)/school(s) associated with the field experience course. The purpose is to gather information in response to the RIP question in order to develop a beginning analysis that synthesizes what has been learned through the literature and observations of others' practices. This culminates with a paper to be submitted at the conclusion of the fall semester.

The fall semester paper serves as a springboard to student teaching by explicitly concluding with remarks that establish next steps to be implemented during student teaching. In other words, no matter the RIP question, the leading question to be addressed is: what is the *impact* of the RIP? Based on what was learned, students will describe specifically what they intend to do during student teaching in relation to their RIP question; they will offer commentary about what their findings suggest would be appropriate actions to take.

- During student teaching, students focus their RIP question onto their own student-teaching practice in order to explore this question, and their findings from the fall semester, through this new set of experiences. This culminates with an impact brief to be submitted near the conclusion of student teaching during the spring semester.

This impact brief provides an opportunity for students to explore impact on multiple levels. The first level is focused on what students have learned about teaching and learning through implementing the planned actions (i.e., what was the impact of the implementation, including as related to some challenges and some

successes). The second level is focused on thinking about how the new experiences in student teaching have challenged the concluding remarks drawn from reading the related scholarly literature and observing others' practices (i.e., how has one's thinking about a response to the RIP question been impacted by the student teaching experience). The third level is focused on one's professional identity following program completion, specifically how the content of the RIP (the particular question and findings) informs one's future (i.e., how has the RIP content impacted one's thinking about one's emerging professional identity). Lastly, the fourth level is similarly focused on one's professional identity following program completion, but with a focus on how the process (developing a question and addressing the question through systematic exploration) of the RIP informs one's future (i.e., how has the RIP process impacted one's thinking about one's emerging professional identity).

- Following program completion, our aim is for the RIP to live on through the professional lives of our program completers, if not through the exact RIP process, through a similar process like Action Research and/or through small-scale inquires one may explore independently and/or through Professional Learning Communities.

The context of teaching is dynamic and in a constant state of flux, including as related to changing students and curriculum. To be prepared to successfully navigate change, teachers (and other educational professionals) benefit from a way of thinking that helps them address new situations/ideas in a manner that supports their professional growth. Rather than be paralyzed by change and/or wait to be commanded how to respond, the underlying concepts of the RIP allow for informed, professional decisions that can lead to reasoned action.

The RIP has no meaning in and of itself as an academic exercise isolated within the program, but instead develops meaning through action and the ways in which students move forward as professionals informed by their RIP, both in terms of the specific content of their work and the broader process that guided the work. The RIP is best ended with an ellipsis rather than a period, as it is a project that is not intended to be concluded within the confines of the academic year. Although we assign grades at the conclusion of each semester, the true assessment remains in the future. If a student never returns to their RIP (as related to its content and/or the process), then the RIP has failed them and they it. Our ultimate aim is for our program completers to become leaders in their own, and others', professional development, with the RIP providing a mechanism to support this leadership.

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 and initial/professional tracks of the teacher education 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 teacher education 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 teacher education 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 record 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 teacher education 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 teacher education program;
- q. Demonstrate professionalism and foundational capacities as described in [Section II](#) (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 teacher education program;
- r. Be familiar with the STAR-CT (see [Appendix G](#)) to be completed by the cooperating teacher and the STAR-TEA (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; if the instance involves a UB student, faculty, or staff member as the suspected cause of abuse and/or neglect of a child within the school(s) in which you participate, follow the process described in the UB Child Protection Policy;
- 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 teacher education 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 and/or TEI Director (unnecessary involvement of others may exacerbate a problem and may hinder successful and timely resolution of a problem). Most problems are solvable and most problematic situations are salvageable; therefore, it is important to communicate and to work together to collectively problem solve so that a solution can be achieved;

- 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 teacher education 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 teacher education 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 the cooperating teachers, the TEA provides feedback and assessment 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 assessment 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 five 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/Professional 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 formally 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 assessment 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 teacher education program experience. University coursework and field experience 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 introduction form provided by UB;

- Review UB's expectations regarding student teaching and the responsibilities of the student teacher (found in this *Guide*; see, especially, [Section III](#), Student Teaching, and [Section V](#), 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;
- As allowable, obtain information technology access 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:
 - Principal
 - Assistant Principal
 - Department Chair/Team Leader

- Other Teachers (especially those who work directly with students with disabilities, students learning English as a new language, and struggling readers/writers)
- Administrative Assistants
- Librarian/Media Specialist, School Counselor, Psychologist, and/or Social Worker
- Nurse
- Facilities
- Union Representative

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
 - Computer, photocopier, and other technology use
 - Supplies
 - Fire and other emergency drills
 - Attendance at faculty meetings
 - Lunchroom procedures and policies regarding food/drink outside of the cafeteria
 - Lesson plan book and grade book formats
 - Progress reports and report cards
 - Communication with parents/guardians

- Communication with other school staff regarding special circumstances
- Behavior management interventions and supports
- Use of textbooks and other materials
- The assignment of homework
- Library use
- Restroom and hallway use
- Use of phones, including personal cell phones
- Information regarding students with defined needs, such as:
 - Arrangements for students who are learning English as a new language
 - Arrangements for students with disabilities
 - Accommodations 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 V](#) 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 suggestion 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 assessments.

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 the 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 Director and/or 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 discontinuation that is supported by previous feedback or an unsatisfactory mark on the final STAR-CT (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.

Assessment

While feedback occurs throughout the student teaching placement, there are two points of formal assessment for which the cooperating teacher will use forms provided by TEI (for an illustration of the Student Teacher Assessment Record – Cooperating Teacher, a.k.a., STAR-CT, 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 assessments 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 assessments, 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 assessments, there should be no surprises; rather, these should reflect the ongoing process of feedback. As with the feedback process, the assessment process is an essential aspect of student teaching and the cooperating teacher is in the best position to assess the student teacher's progress over the course of the placement. When necessary, the cooperating teacher must select unsatisfactory (two interrelated questions that often guide cooperating teachers in their assessments and ease their concerns about selecting 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' assessments, 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 STAR-CT is to occur according to the following schedule:

Placement I Monday, January 4, 2016 – Friday, March 11, 2016

Interim due week of February 1st

Final due March 11th

Placement II Monday, March 14, 2016 – Wednesday, May 11, 2016

Interim due week of April 11th

Final due May 11th

The final STAR-CT must be completed 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. The cooperating teacher, student teacher, and TEA (and where applicable, the school Liaison to TEI) jointly assume responsibility for submission of the completed form to TEI. *The*

cooperating teacher should keep copies for her/his records and in the event that the STAR-CT becomes lost in transit to TEI and/or is needed to inform a future reference.

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 a 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 assessment 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 track of the teacher education program to which the student teacher was accepted and conferral of the applicable Advanced Certificate or Ed.M. Degree;
- Successful completion of the required certification workshops: SAVE (Schools Violence Prevention and Intervention), Mandated Reporter of Child Abuse and Neglect, and Dignity for All Students Act (DASA);
- 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 (including 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 TEI website and select [Applying for a Teacher Certificate](#));
- 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 committed an action that would be in violation of 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/>);

- New York State fingerprinting clearance (see <http://www.highered.nysed.gov/tsei/ospra/>; please note, this process can take quite some time 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 (and/or adjusted) 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 Advanced Certificate or Ed.M. 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.

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 Advanced Certificate or Ed.M. degree (conferral dates for UB are September 1st, February 1st, or June 15th). 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 2015, the cost includes: \$50.00 application fee (for each certification area, including extensions), transcript fees for any institution attended other than UB, \$99.70 fingerprint fee, fees for each applicable New York

State Teacher Certification Exam (see http://www.nystce.nesinc.com/NY17_testfees.asp; the fees vary by exam); and applicable fees for SAVE, Mandated Reporter of Child Abuse and Neglect, and DASA workshops. 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> 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. If another state requires institutional completion of a program verification form, please send it to TEI for review.

POLICY CONCERNING UNSATISFACTORY STUDENT TEACHING PERFORMANCE

The Teacher Education Institute at the University at Buffalo is responsible for the governance of the teacher education 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 unsatisfactory⁷, 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 STAR-CT.
- 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 teacher education 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 and/or Coordinator of Field Experiences, who will determine if repeating is possible and, if so, will outline an individual program designed to address the deficiencies previously demonstrated. 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:

⁷ 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 be deemed unsatisfactory retroactively.

- 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 teacher education program.

The student teacher has the right to appeal a grade and/or a recommendation for removal from the teacher education 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/>
 - Graduate School of Education (GSE) <http://www.gse.buffalo.edu/>
 - Learning and Instruction (LAI) <http://gse.buffalo.edu/lai>
 - MyUB <https://myub.buffalo.edu>
 - Teacher Education Institute (TEI) <http://gse.buffalo.edu/tei>
 - UB Learns <https://ublearns.buffalo.edu/>
- New York State Education Department (NYSED) <http://www.nysed.gov/>
 - Dignity for All Students Act <http://www.p12.nysed.gov/dignityact/>
 - engage^{ny} <http://engageny.org/>
 - New York State Teacher Certification Exam (NYSTCE) <http://www.nystce.nesinc.com/>
 - New York State Report Cards <https://reportcards.nysed.gov/>
 - Office of Teaching Initiatives (OTI) <http://www.highered.nysed.gov/tcert/>
 - Race to the Top <http://usny.nysed.gov/rttt/>
 - Annual Professional Performance Review (APPR) <http://usny.nysed.gov/rttt/teachers-leaders/home.html>
 - NYS P-12 Common Core Learning Standards <http://usny.nysed.gov/rttt/standards-assessments/ccls.html>
- Erie I Board of Cooperative Educational Services (BOCES) <http://www.erie1boces.org>
- Teaching Tolerance <http://www.tolerance.org/>
- Think Bright and Well <http://www.thinkbright.org/>
- Western New York Regional Information Center (WNYRIC) <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 INTRODUCTION FORM

This document will be made available to the Teacher Education Associate and prospective cooperating teachers prior to student teaching. Below is an outline illustration of the kind of information included within this form

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):

- Academic Background:
- Previous classroom experiences:
- Additional experiences working with young people:
- Additional experiences working in my academic field:
- As I prepare to enter the teaching profession, I anticipate the following to be a particular area of strength:

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:

| | FREQUENTLY | | INFREQUENTLY | |
|--|------------|---|--------------|---|
| 1. Feedback from your cooperating teacher | 4 | 3 | 2 | 1 |
| 2. Opportunities to apply teaching strategies learned through courses | 4 | 3 | 2 | 1 |
| 3. Opportunities to increase understanding of students with special needs | 4 | 3 | 2 | 1 |
| 4. Opportunities to increase understanding of students from culturally and/or linguistically diverse backgrounds | 4 | 3 | 2 | 1 |
| 5. Opportunities to gain autonomous responsibility in classroom | 4 | 3 | 2 | 1 |
| 6. Opportunities to interact with a variety of professionals | 4 | 3 | 2 | 1 |
| 7. Opportunities to observe interactions with parents | 4 | 3 | 2 | 1 |
| 8. Modeling and suggestions to develop classroom management skills | 4 | 3 | 2 | 1 |
| 9. Opportunities to try out ideas in the classroom | 4 | 3 | 2 | 1 |

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

CLASSROOM CONTACT HOURS

The following is an illustration 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.



Classroom Contact Hours: Field Experience, LAI 667

During the field experience course, each student is required to participate in *at least* 115 classroom contact hours (*115 hours is a minimum that each preservice teacher is expected to exceed*). To obtain a range of experience, *at least* 15 hours must be focused on understanding the needs of students with disabilities and *at least* 15 hours must be focused on understanding the needs of students learning English as a New Language (ENL). All classroom contact hours are to be documented, with entries written legibly. For "Total Hours" round to the nearest $\frac{1}{4}$ hour and for "Description of Activity" provide as much detail as possible (e.g., where applicable include the course name and grade level as well as the central focus and/or student learning outcome).

| Date | Time | Total Hours | Description of Activity | School | Cooperating Teacher or Activity Supervisor (print and sign) |
|------------------|---------|-----------------|--|-----------------|---|
| Sample: 10/21 | 10-1:20 | 3 $\frac{1}{4}$ | Observed seventh grade Spanish class learning how to use the verb for "to be" and ninth grade Math class learning to graph linear equations; Tutored eighth grade student in English Language Arts with a focus on providing supporting details for an argument's main idea; Meeting with Special Education Teacher to review a student's IEP. | Lakeside Middle | Ms. Jackson <i>Ms. Jackson</i> |
| | | | | | |
| | | | | | |
| | | | | | |

Sheet Total _____

STUDENT TEACHER ASSESSMENT RECORD COOPERATING TEACHER (STAR-CT)

The following pages contain the STAR-CT form, which is to be used by the cooperating teacher (CT) to support and assess the student teacher (ST) and to be completed (and submitted to TEI) by the CT on two occasions at specified interim and final dates (for applicable dates, see [Section VII](#) of this *Guide*).

The provided form is for illustration purposes only and should not be used as the formal assessment instrument. Please use the version to be provided separate from this *Guide*, which is available as an interactive pdf form or an online survey (for both versions, see <http://gse.buffalo.edu/tei/ct>).

The following is a quick guide to STAR-CT.

- **Introduction**

- The assessment recorded in STAR-CT is the CT's assessment based on her/his observations of and interactions with her/his ST. There is a separate STAR (referred to as STAR-TEA) completed by the ST's Teacher Education Associate (TEA).
- STAR-CT is intended to be a prompt for communication between the CT and ST, as well as a means for the CT to provide information to the Teacher Education Institute (TEI) about the ST's progress.
- STAR-CT is completed twice. The Interim is intended to be a formative assessment near the midpoint of the placement, whereas the Final is intended to be a summative assessment at the end of the placement. The Final represents an important factor in the ST's continuation in the program; therefore, it is vital that it be thoroughly and accurately completed. CT's have a responsibility not only to their ST's, but also to the teaching profession and the multitude of students whom student teachers will potentially encounter.
- To the extent possible, the CT should take notes about her/his ST (especially as related to areas contained within STAR-CT) and then use these notes to provide feedback to the ST. This feedback is intended to guide the ST's beginning professional development and to contribute to the continuation of an effective teaching and learning context for students in the classroom. Generally, it is best to provide informal feedback as needed throughout each teaching day, with more formalized feedback provided at regularly-scheduled intervals (from daily to weekly) depending on the needs of the student teaching situation. STAR-CT should not contain any surprises. That is, if the CT and ST have been engaged in an ongoing feedback process, the information contained in STAR-CT should represent the content of previous feedback.

- **Document Format and Use** (*the formatting information refers to the interactive pdf form*)
 - STAR-CT has four pages
 - Pages one through four contain a table consisting of 15 items (column one) and a rubric (columns two through five) for each item.
 - The 15 items are organized into one of our possible sub-areas: content knowledge, pedagogical knowledge, pedagogical content knowledge, and professional qualities.
 - The rubric is organized into four rating terms: proficient, competent, developing, and emerging.
 - Page four also contains a space to indicate an overall assessment and to write a narrative.
 - The interactive pdf form requires Adobe Reader (download for free at: <http://www.adobe.com/products/reader.html>). Please note, for other interactive pdf forms we have created, we have found that there have been some compatibility issues with those using a Mac instead of a PC. If you are experiencing such issues, we encourage you to complete the online survey version.
 - To begin STAR-CT, on page one at the top right input the ST's full name.
 - For each item, select a rating (proficient, competent, developing, or emerging) that best describes the ST's skill/quality.
 - If a CT requires more information in order to respond to an item, s/he should conduct additional observations focused on the particular item and/or have conversation with the ST and/or others who will be able to provide such information about the particular item; please do not indicate 'not applicable' for any item.
 - Competent is considered the 'target' rating. Developing and emerging should be used when appropriate to indicate areas that require sustained attention. Proficient should be used sparingly and only for truly outstanding work that meets the description.
 - STAR-CT is not intended to be punitive, but instead it is an assessment instrument that is intended to focus the ST's learning.
 - STAR-CT does not directly lead to a grade for student teaching. In other words, proficient ≠ A, competent ≠ B, developing ≠ C, emerging ≠ D. However, STAR-CT is an important document/record if a CT is led to the conclusion that the ST is not successfully progressing through student teaching.
 - Because each rating description for each item contains multiple components, it may be difficult to cleanly select a particular rating; therefore, at times the selection will reflect that which best aligns, rather than a perfect match.
 - To indicate the selection, select from the drop-down menu in column six.

- On page four toward the middle, indicate the overall assessment by selecting one of the choices and then write a narrative to expand the assessment and offer particulars not captured within the rubric (attach additional pages as necessary).
- On page four at the bottom, the CT will input her/his name and the date of the assessment, as well as the names of her/his district and school.
- When completed, the CT should save a copy of STAR-CT for her/his records.
- Before submitting STAR-CT to TEI, the CT should discuss it with her/his ST and, as appropriate and when possible, also with the TEA; and, the CT should provide a copy to the ST and TEA.
- This assessment may be submitted to TEI in any one of the following ways (the first is the preferred method):
 - Attach to an e-mail to be sent from the CT's school account and send to TEI at ubtei@buffalo.edu (and, preferably, cc the ST and TEA)
 - Fax to TEI (716-645-3631)
 - Send a hardcopy to TEI (University at Buffalo, Teacher Education Institute, 375 Baldy Hall, Buffalo, NY 14260-1000)

STAR is intended to be a prompt for communication with your student teacher. The Interim STAR is intended to be a formative assessment near the midpoint of the placement, whereas the **FINAL** STAR is intended to be a summative assessment at the end of the placement. For each item, select a rating (proficient, competent, developing, or emerging) that best represents your student teacher's skill/quality (if you require additional information in order to respond to an item, have conversation with your student teacher; please do not indicate 'not applicable' for any item). On the final page, indicate your overall assessment and include a narrative.

| | Proficient | Competent | Developing | Emerging |
|--------------------------------|---|---|--|---|
| Content Knowledge | | | | |
| Content Knowledge | <ul style="list-style-type: none"> ▪ Demonstrates thorough content knowledge through the ability to draw meaningful connections between particular lessons and the overall content curriculum. | <ul style="list-style-type: none"> ▪ Demonstrates sound content knowledge through the ability to coherently represent the content for particular lessons. | <ul style="list-style-type: none"> ▪ Demonstrates modest content knowledge through a surface understanding of the discrete content for particular lessons without thorough understanding of the foundational concepts. | <ul style="list-style-type: none"> ▪ Demonstrates weak content knowledge through substantial errors and/or incoherence in the representation of concepts. |
| State Standards | <ul style="list-style-type: none"> ▪ Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards and shows understanding of connections across grade levels and/or content areas. | <ul style="list-style-type: none"> ▪ Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards. | <ul style="list-style-type: none"> ▪ Demonstrates an increasing, but still incomplete, understanding of the relationship between content and the performance indicators of the state learning standards. | <ul style="list-style-type: none"> ▪ Demonstrates minimal to no understanding of the relationship between content and the performance indicators of the state learning standards. |
| Pedagogical Knowledge | | | | |
| Planning for Lessons | <ul style="list-style-type: none"> ▪ Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; ▪ Requires minimal reliance on the cooperating teacher. | <ul style="list-style-type: none"> ▪ Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; ▪ Requires and acts on support from the cooperating teacher. | <ul style="list-style-type: none"> ▪ Develops lesson plans that contain the basic structural elements, but lack coherence and/or details to support instruction focused on student learning; ▪ Requires significant support and/or incompletely acts on the guidance from the cooperating teacher. | <ul style="list-style-type: none"> ▪ Develops lesson plans that lack structure, coherence, and/or details to support instruction focused on student learning; ▪ Relies on the cooperating teacher for all planning and/or does not fully incorporate the guidance that is provided. |
| Presentation of Lessons | <ul style="list-style-type: none"> ▪ Skillfully paces lessons such that all time is effectively used; ▪ Adjusts as needed to support student learning; ▪ Transitions seamlessly between the various parts of a lesson; ▪ Instructional activities fully match the objectives. | <ul style="list-style-type: none"> ▪ Paces lessons 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 a lesson such that students are able to successfully navigate the transitions with only minimal reinforcement; ▪ Instructional activities mostly match the objectives. | <ul style="list-style-type: none"> ▪ Paces lessons such that there exist noticeable gaps with no instructional activity; ▪ Demonstrates limited attempts to adjust as needed to support student learning; ▪ Transitions tentatively between the various parts of a lesson such that students require extensive reinforcement in order to successfully navigate the transitions; ▪ Instructional activities stray from the objectives. | <ul style="list-style-type: none"> ▪ Poorly paces lessons such that there exist substantial gaps with no instructional activity; ▪ Demonstrates minimal or no attempts to adjust as needed to support student learning; ▪ Transitions ineffectively between the various parts of a lesson such that students are unable to successfully navigate the transitions; ▪ Instructional activities do not support the objectives. |
| Classroom Management | <ul style="list-style-type: none"> ▪ Establishes classroom routines and employs a productive behavior management plan that regularly work together to facilitate student learning; ▪ Appropriately prepares and makes readily accessible all necessary instructional materials; ▪ Organizes the classroom space exceptionally well such that instructional activities flow seamlessly; ▪ Requires minimal support from the cooperating teacher. | <ul style="list-style-type: none"> ▪ Establishes classroom routines and employs a productive behavior management plan that, with minimal reinforcement, work together to facilitate student learning; ▪ Appropriately prepares and makes accessible all necessary instructional materials; ▪ Organizes the classroom space well such that instructional activities flow; ▪ Requires support from the cooperating teacher. | <ul style="list-style-type: none"> ▪ Establishes an incomplete set of classroom routines and/or inconsistently employs a productive behavior management that do not fully work together to facilitate student learning; ▪ Prepares all necessary instructional materials, but they are not readily accessible; ▪ Organizes the classroom space insufficiently such that instruction is interrupted by the need to reorganize; ▪ Requires significant support from the cooperating teacher. | <ul style="list-style-type: none"> ▪ Does not establish classroom routines and/or does not employ a productive behavior management plan; ▪ Necessary instructional materials are unavailable; ▪ Organizes the classroom space poorly such that instructional objectives cannot be met; ▪ Minimally incorporates guidance from the cooperating teacher. |

| Pedagogical Content Knowledge | | | | |
|---|--|--|---|---|
| Teaching Methods and Instructional Strategies | <ul style="list-style-type: none"> Uses an extensive array of teaching methods and instructional strategies, including those that integrate technology, that demonstrate significant attention to key content ideas and students' various learning modes; Actively and independently seeks alternative approaches. | <ul style="list-style-type: none"> Uses multiple teaching methods and instructional strategies, including some that use technology, that demonstrate attempts to attend to key content ideas and students' various learning modes; Incorporates new approaches that are suggested. | <ul style="list-style-type: none"> Relies on a select few teaching methods and instructional strategies that demonstrate limited attention to key content ideas and students' various learning modes; Adopts new approaches only after substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single teaching method and/or instructional strategy that are/is limitedly attentive to key ideas and students' various learning modes; Unaware of and/or resistant to considering alternative approaches. |
| Materials | <ul style="list-style-type: none"> Uses a wide variety of materials, including digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; Actively and independently seeks alternative materials. | <ul style="list-style-type: none"> Uses multiple materials, including some use of digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; Incorporates new materials that are suggested. | <ul style="list-style-type: none"> Relies on a select few materials that limitedly support and develop key content ideas and nominally guide students' conceptualization of the content; Adopts new materials only with substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single resource that limitedly supports and develops key content ideas and does not guide students' conceptualization of the content; Unaware of and/or resistant to considering alternative materials. |
| Assessments | <ul style="list-style-type: none"> Uses a broad range of formative and summative assessments that attend to key content ideas and students' learning; Thoughtfully reflects on students' assessment outcomes and in response adjusts instruction; Actively and independently seeks alternative assessments. | <ul style="list-style-type: none"> Uses multiple formative and summative assessments that attend to key content ideas and students' learning; Requires support to reflect on students' assessment outcomes and/or to adjust instruction in response; Incorporates new forms of assessment that are suggested. | <ul style="list-style-type: none"> Relies on a select few forms of assessment that limitedly attend to key content ideas and students' learning; Requires significant support to reflect on students' assessment outcomes and to adjust instruction in response; Adopts new forms of assessment only with substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single form of assessment that limitedly attends to key content ideas and students' learning; Unable and/or unwilling to reflect on students' assessment outcomes; Unaware of and/or resistant to considering alternative forms of assessment. |
| Professional Qualities | | | | |
| Relationships with Mentors | <ul style="list-style-type: none"> Collaborates with the cooperating teacher; Reflects on the collaboration and in response appropriately and independently adjusts instructional plan and practice. | <ul style="list-style-type: none"> Seeks feedback from the cooperating teacher; Reflects on the feedback and in response develops a plan to adjust instructional plan and practice, but requires support to implement the plan. | <ul style="list-style-type: none"> Seeks feedback from the cooperating teacher only when prompted; Reflects on the feedback, but requires significant support to plan and implement adjustments to instructional plan and practice. | <ul style="list-style-type: none"> Rarely and/or resistantly seeks feedback from the cooperating teacher. |
| Relationships with the School's Professional Community | <ul style="list-style-type: none"> Seeks opportunities for connections with other members of the school's professional community; Incorporates gained knowledge into instructional plan and practice. | <ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Incorporates gained knowledge into instructional plan and practice. | <ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Minimally incorporates gained knowledge into instructional plan and/or practice. | <ul style="list-style-type: none"> Rarely connects with other members of the school's professional community. |
| Relationships with Students | <ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals and whole groups in a manner that demonstrates respect for students' various cultural identities. | <ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals or whole groups in a manner that demonstrates respect for students' various cultural identities; Has a plan for how to improve communication with whole groups or individuals. | <ul style="list-style-type: none"> Inconsistently communicates effectively and fairly with students as individuals and/or whole groups; Has a limited plan for how to improve communication with whole groups and/or individuals and requires significant support from the cooperating teacher to develop and/or implement this plan. | <ul style="list-style-type: none"> Rarely communicates effectively and/or fairly with students. |
| Responsiveness to Students | <ul style="list-style-type: none"> Consistently responds effectively to students' questions and/or concerns; Anticipates possible questions and/or concerns. | <ul style="list-style-type: none"> Responds effectively to students' questions and/or concerns; Requires support to anticipate possible questions and/or concerns. | <ul style="list-style-type: none"> Requires support to respond effectively to students' questions and/or concerns; Requires significant support to anticipate possible questions and/or concerns. | <ul style="list-style-type: none"> 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. |

| | | | | |
|---------------------------------|---|--|--|---|
| Flexibility | <ul style="list-style-type: none"> ▪ Consistently responds effectively to interruptions and implements appropriate alternative plans; ▪ Anticipates possible interruptions. | <ul style="list-style-type: none"> ▪ Responds effectively to interruptions and implements appropriate alternative plans; ▪ Requires support to anticipate possible interruptions. | <ul style="list-style-type: none"> ▪ Requires support to respond effectively to interruptions and to implement appropriate alternative plans; ▪ Requires significant support to anticipate possible interruptions. | <ul style="list-style-type: none"> ▪ 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. |
| Reflective Practice | <ul style="list-style-type: none"> ▪ Demonstrates thorough reflection on how instruction impacts students' learning; ▪ Modifies future instruction in response to reflection; ▪ Instructional plan and practice is guided by research. | <ul style="list-style-type: none"> ▪ Identifies strengths and weaknesses in own instruction as related to students' learning; ▪ Has a plan for how to modify future instruction in response to reflection; ▪ Instructional plan and practice is informed by research. | <ul style="list-style-type: none"> ▪ Requires significant support to identify strengths and weaknesses in own instruction and how this relates to students' learning; ▪ Requires significant support to plan for how to modify future instruction in response to reflection; ▪ Instructional plan and practice is limitedly informed by research. | <ul style="list-style-type: none"> ▪ Rarely reflects on how instruction impacts students' learning; ▪ Rarely modifies instruction; ▪ Instructional plan and practice is not informed by research. |
| Professional Development | <ul style="list-style-type: none"> ▪ Seeks out and participates in elective professional development opportunities offered through and beyond the school; ▪ Applies knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> ▪ Seeks out and participates in elective professional development opportunities offered through and beyond the school; ▪ Develops a plan to apply knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> ▪ Participates in required professional development opportunities offered through the school; ▪ Develops a limited plan to apply knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> ▪ Rarely participates in professional development opportunities offered through the school; ▪ Does not develop plans to apply knowledge obtained through participation in professional development opportunities. |

OVERALL ASSESSMENT (*select one*): Proficient Competent Developing Emerging Unsatisfactory (*if selecting unsatisfactory, please inform TEI*)

NARRATIVE (*attach additional pages as necessary*):

Cooperating Teacher (*print; also sign if submitting via hardcopy or fax*): _____ **Date:** _____

STUDENT TEACHER ASSESSMENT RECORD TEACHER EDUCATION ASSOCIATE (STAR-TEA)

The following pages contain the STAR-TEA form, which is to be used by the Teacher Education Associate (TEA) to support and assess the student teacher (ST) and to be completed by the TEA at least three times during the first placement and two times during the second placement.

The provided form is for illustration purposes only and should not be used as the formal assessment instrument. Please use the version to be provided separate from this *Guide*, which is available as an interactive pdf form or an online survey (for both versions, see <http://gse.buffalo.edu/tei/ct>).

▪ Introduction

- The assessment recorded in STAR-TEA is your assessment based on the TEA's observations of and interactions with her/his ST and others who have relevant information about the ST. There is a separate STAR (referred to as STAR-CT) completed by the CT, and although the TEA may rely on information from the CT in order to complete parts of STAR-TEA, the CT is not to complete STAR-TEA.
- STAR-TEA is intended to be a prompt for communication between the TEA and ST, as well as a means for the TEA to document the ST's progress.
- One STAR-TEA will be used per ST per placement. For the first placement, the TEA will complete STAR-TEA on three separate occasions aligned with three separate observations. For the second placement, the TEA will complete STAR-TEA on two separate occasions aligned with two separate observations. If needed, additional observations (combined with additional uses of STAR-TEA) may occur.
- During each observation (as well as the associated pre/post-observation discussions and any other relevant interactions with your ST), the TEA should take notes about the ST (especially as related to areas contained within STAR-TEA) and then use these notes to provide feedback to the ST. This feedback is intended to guide the ST's beginning professional development and to contribute to the continuation of an effective teaching and learning context for the CT's students. Even though formal feedback will likely be confined to observations, informal feedback can be given during each session of the seminar in teaching course and through other interactions the TEA has with the ST during the week.

- **Document Format and Use** (*the formatting information refers to the interactive pdf form*)
 - STAR-TEA has five pages
 - Pages one through four contain a table consisting of 15 items (column one) and a rubric (columns two through five) for each item.
 - The 15 items are organized into one of our possible sub-areas: content knowledge, pedagogical knowledge, pedagogical content knowledge, and professional qualities.
 - The rubric is organized into four rating terms: proficient, competent, developing, and emerging.
 - Page four also contains an additional table labeled General Requirements Checklist and a space to indicate an overall assessment (after the final assessment for each placement).
 - Page five contains space to write a narrative for each assessment.
 - The interactive pdf form requires Adobe Reader (download for free at: <http://www.adobe.com/products/reader.html>). Please note, for other interactive pdf forms we have created, we have found that there have been some compatibility issues with those using a Mac instead of a PC. If you are experiencing such issues, we encourage you to complete the online survey version.
 - To begin STAR-TEA, on page one at the top right input the ST's full name, the semester (e.g., Sp'11), the placement (e.g., 1), the grades taught (e.g., 10 and 12), the certification area (e.g., Biology), and the school(s)/district(s) (e.g., Amherst High/Amherst).
 - Within the table on pages one through four, the final three columns will be used to record the selections, with one column used per assessment. At the top of the column, input the date.
 - For each item, select a rating (proficient, competent, developing, or emerging) that best describes the ST's skill/quality.
 - If the TEA requires more information in order to respond to an item, s/he should have conversation with the ST and/or others who will be able to provide such information about the particular item; *please do not indicate 'not applicable' for any item.*
 - Competent is considered the 'target' rating. Developing and emerging should be used when appropriate to indicate areas that require sustained attention. Proficient should be used sparingly and only for truly outstanding work that meets the description.
 - STAR-TEA is not intended to be punitive, but instead it is an assessment instrument that is intended to focus the ST's learning.
 - STAR-TEA does not directly lead to a grade for student teaching. In other words, proficient ≠ A, competent ≠ B, developing ≠ C, emerging ≠ D. However, STAR-TEA is an important document/record if the TEA is led to the conclusion that the ST is not successfully progressing through student teaching.

- Because each rating description for each item contains multiple components, it may be difficult to cleanly select a particular rating; therefore, at times the TEA's selection will reflect that which best aligns, rather than a perfect match. *Please do not indicate an 'in-between' rating.*
 - To indicate the selection, select from the drop-down menu.
- On page four toward the middle, complete the General Requirements Checklist by selecting from the drop-down menu (1st, 2nd, and 3rd refer to the first, second, and third assessment)
- On page four toward the bottom, indicate the overall assessment (after the final assessment for each placement) by selecting one of the choices
- On page five, for each assessment write a narrative to expand the assessment and offer particulars not captured within the rubric (attach additional pages as necessary). Also, indicate focus areas for improvement.
- After the final assessment for each placement, on page five at the bottom the TEA will input her/his name and the date.
- When the TEA has completed STAR-TEA, s/he should save a copy for her/his records.
- Before submitting the completed STAR-TEA to TEI, provide a copy to the ST (after each assessment, be sure to provide a working copy to the ST).
- STAR-TEA may be submitted to TEI in any one of the following ways (the first is the preferred method):
 - Attach to an e-mail and send to TEI at ubtei@buffalo.edu (and, cc the ST)
 - Fax to TEI (716-645-3631)
 - Send a hardcopy to TEI (University at Buffalo, Teacher Education Institute, 375 Baldy Hall, Buffalo, NY 14260-1000)

STAR is intended to be a prompt for communication with your student teacher and is to be completed in association with each observation and the pre/post-observation discussions. For each item, select a rating (*proficient, competent, developing, or emerging*) that best represents your student teacher's skill/quality (if you require additional information in order to respond to an item, have conversation with your student teacher and/or the cooperating teacher; please do not indicate 'not applicable' for any item and do not select more than one rating term for a given item). On the final page, there is space to include a narrative for each assessment.

| | Proficient | Competent | Developing | Emerging |
|--------------------------------|---|---|--|---|
| Content Knowledge | | | | |
| Content Knowledge | <ul style="list-style-type: none"> Demonstrates thorough content knowledge through the ability to draw meaningful connections between particular lessons and the overall content curriculum. | <ul style="list-style-type: none"> Demonstrates sound content knowledge through the ability to coherently represent the content for particular lessons. | <ul style="list-style-type: none"> Demonstrates modest content knowledge through a surface understanding of the discrete content for particular lessons without thorough understanding of the foundational concepts. | <ul style="list-style-type: none"> Demonstrates weak content knowledge through substantial errors and/or incoherence in the representation of concepts. |
| State Standards | <ul style="list-style-type: none"> Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards and shows understanding of connections across grade levels and/or content areas. | <ul style="list-style-type: none"> Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards. | <ul style="list-style-type: none"> Demonstrates an increasing, but still incomplete, understanding of the relationship between content and the performance indicators of the state learning standards. | <ul style="list-style-type: none"> Demonstrates minimal to no understanding of the relationship between content and the performance indicators of the state learning standards. |
| Pedagogical Knowledge | | | | |
| Planning for Lessons | <ul style="list-style-type: none"> Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; Requires minimal reliance on the cooperating teacher and/or TEA. | <ul style="list-style-type: none"> Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; Requires and acts on support from the cooperating teacher and/or TEA. | <ul style="list-style-type: none"> Develops lesson plans that contain the basic structural elements, but lack coherence and/or details to support instruction focused on student learning; Requires significant support and/or incompletely acts on the guidance from the cooperating teacher and/or TEA. | <ul style="list-style-type: none"> Develops lesson plans that lack structure, coherence, and/or details to support instruction focused on student learning; Relies on the cooperating teacher for all planning and/or does not fully incorporate the guidance that is provided. |
| Presentation of Lessons | <ul style="list-style-type: none"> Skillfully paces lessons such that all time is effectively used; Adjusts as needed to support student learning; Transitions seamlessly between the various parts of a lesson; Instructional activities fully match the objectives. | <ul style="list-style-type: none"> Paces lessons 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 a lesson such that students are able to successfully navigate the transitions with only minimal reinforcement; Instructional activities mostly match the objectives. | <ul style="list-style-type: none"> Paces lessons such that there exist noticeable gaps with no instructional activity; Demonstrates limited attempts to adjust as needed to support student learning; Transitions tentatively between the various parts of a lesson such that students require extensive reinforcement in order to successfully navigate the transitions; Instructional activities stray from the objectives. | <ul style="list-style-type: none"> Poorly paces lessons such that there exist substantial gaps with no instructional activity; Demonstrates minimal or no attempts to adjust as needed to support student learning; Transitions ineffectively between the various parts of a lesson such that students are unable to successfully navigate the transitions; Instructional activities do not support the objectives. |
| Classroom Management | <ul style="list-style-type: none"> Establishes classroom routines and employs a productive behavior management plan that regularly work together to facilitate student learning; Appropriately prepares and makes readily accessible all necessary instructional materials; Organizes the classroom space exceptionally well such that instructional activities flow seamlessly; Requires minimal support from the cooperating teacher. | <ul style="list-style-type: none"> Establishes classroom routines and employs a productive behavior management plan that, with minimal reinforcement, work together to facilitate student learning; Appropriately prepares and makes accessible all necessary instructional materials; Organizes the classroom space well such that instructional activities flow; Requires support from the cooperating teacher. | <ul style="list-style-type: none"> Establishes an incomplete set of classroom routines and/or inconsistently employs a productive behavior management that do not fully work together to facilitate student learning; Prepares all necessary instructional materials, but they are not readily accessible; Organizes the classroom space insufficiently such that instruction is interrupted by the need to reorganize; Requires significant support from the cooperating teacher. | <ul style="list-style-type: none"> Does not establish classroom routines and/or does not employ a productive behavior management plan; Necessary instructional materials are unavailable; Organizes the classroom space poorly such that instructional objectives cannot be met; Minimally incorporates guidance from the cooperating teacher and/or TEA. |

| Pedagogical Content Knowledge | | | | |
|---|--|--|---|---|
| Teaching Methods and Instructional Strategies | <ul style="list-style-type: none"> Uses an extensive array of teaching methods and instructional strategies, including those that integrate technology, that demonstrate significant attention to key content ideas and students' various learning modes; Actively and independently seeks alternative approaches. | <ul style="list-style-type: none"> Uses multiple teaching methods and instructional strategies, including some that use technology, that demonstrate attempts to attend to key content ideas and students' various learning modes; Incorporates new approaches that are suggested. | <ul style="list-style-type: none"> Relies on a select few teaching methods and instructional strategies that demonstrate limited attention to key content ideas and students' various learning modes; Adopts new approaches only after substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single teaching method and/or instructional strategy that are/is limitedly attentive to key ideas and students' various learning modes; Unaware of and/or resistant to considering alternative approaches. |
| Materials | <ul style="list-style-type: none"> Uses a wide variety of materials, including digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; Actively and independently seeks alternative materials. | <ul style="list-style-type: none"> Uses multiple materials, including some use of digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; Incorporates new materials that are suggested. | <ul style="list-style-type: none"> Relies on a select few materials that limitedly support and develop key content ideas and nominally guide students' conceptualization of the content; Adopts new materials only with substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single resource that limitedly supports and develops key content ideas and does not guide students' conceptualization of the content; Unaware of and/or resistant to considering alternative materials. |
| Assessments | <ul style="list-style-type: none"> Uses a broad range of formative and summative assessments that attend to key content ideas and students' learning; Thoughtfully reflects on students' assessment outcomes and in response adjusts instruction; Actively and independently seeks alternative assessments. | <ul style="list-style-type: none"> Uses multiple formative and summative assessments that attend to key content ideas and students' learning; Requires support to reflect on students' assessment outcomes and/or to adjust instruction in response; Incorporates new forms of assessment that are suggested. | <ul style="list-style-type: none"> Relies on a select few forms of assessment that limitedly attend to key content ideas and students' learning; Requires significant support to reflect on students' assessment outcomes and to adjust instruction in response; Adopts new forms of assessment only with substantial prompting. | <ul style="list-style-type: none"> Relies strictly on a single form of assessment that limitedly attends to key content ideas and students' learning; Unable and/or unwilling to reflect on students' assessment outcomes; Unaware of and/or resistant to considering alternative forms of assessment. |
| Professional Qualities | | | | |
| Relationships with Mentors | <ul style="list-style-type: none"> Collaborates with the cooperating teacher and TEA; Reflects on the collaboration and in response appropriately and independently adjusts instructional plan and practice. | <ul style="list-style-type: none"> Seeks feedback from the cooperating teacher and TEA; Reflects on the feedback and in response develops a plan to adjust instructional plan and practice, but requires support to implement the plan. | <ul style="list-style-type: none"> Seeks feedback from the cooperating teacher and TEA only when prompted; Reflects on the feedback, but requires significant support to plan and implement adjustments to instructional plan and practice. | <ul style="list-style-type: none"> Rarely and/or resistantly seeks feedback from the cooperating teacher and/or TEA. |
| Relationships with the School's Professional Community | <ul style="list-style-type: none"> Seeks opportunities for connections with other members of the school's professional community; Incorporates gained knowledge into instructional plan and practice. | <ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Incorporates gained knowledge into instructional plan and practice. | <ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Minimally incorporates gained knowledge into instructional plan and/or practice. | <ul style="list-style-type: none"> Rarely connects with other members of the school's professional community. |
| Relationships with Students | <ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals and whole groups in a manner that demonstrates respect for students' various cultural identities. | <ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals or whole groups in a manner that demonstrates respect for students' various cultural identities; Has a plan for how to improve communication with whole groups or individuals. | <ul style="list-style-type: none"> Inconsistently communicates effectively and fairly with students as individuals and/or whole groups; Has a limited plan for how to improve communication with whole groups and/or individuals and requires significant support from the cooperating teacher to develop and/or implement this plan. | <ul style="list-style-type: none"> Rarely communicates effectively and/or fairly with students. |
| Responsiveness to Students | <ul style="list-style-type: none"> Consistently responds effectively to students' questions and/or concerns; Anticipates possible questions and/or concerns. | <ul style="list-style-type: none"> Responds effectively to students' questions and/or concerns; Requires support to anticipate possible questions and/or concerns. | <ul style="list-style-type: none"> Requires support to respond effectively to students' questions and/or concerns; Requires significant support to anticipate possible questions and/or concerns. | <ul style="list-style-type: none"> 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. |

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|---------------------------------|---|--|--|---|
| Flexibility | <ul style="list-style-type: none"> Consistently responds effectively to interruptions and implements appropriate alternative plans; Anticipates possible interruptions. | <ul style="list-style-type: none"> Responds effectively to interruptions and implements appropriate alternative plans; Requires support to anticipate possible interruptions. | <ul style="list-style-type: none"> Requires support to respond effectively to interruptions and to implement appropriate alternative plans; Requires significant support to anticipate possible interruptions. | <ul style="list-style-type: none"> 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. |
| Reflective Practice | <ul style="list-style-type: none"> Demonstrates thorough reflection on how instruction impacts students' learning; Modifies future instruction in response to reflection; Instructional plan and practice is guided by research. | <ul style="list-style-type: none"> Identifies strengths and weaknesses in own instruction as related to students' learning; Has a plan for how to modify future instruction in response to reflection; Instructional plan and practice is informed by research. | <ul style="list-style-type: none"> Requires significant support to identify strengths and weaknesses in own instruction and how this relates to students' learning; Requires significant support to plan for how to modify future instruction in response to reflection; Instructional plan and practice is limitedly informed by research. | <ul style="list-style-type: none"> Rarely reflects on how instruction impacts students' learning; Rarely modifies instruction; Instructional plan and practice is not informed by research. |
| Professional Development | <ul style="list-style-type: none"> Seeks out and participates in elective professional development opportunities offered through and beyond the school; Applies knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> Seeks out and participates in elective professional development opportunities offered through and beyond the school; Develops a plan to apply knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> Participates in required professional development opportunities offered through the school; Develops a limited plan to apply knowledge obtained through participation in professional development opportunities. | <ul style="list-style-type: none"> Rarely participates in professional development opportunities offered through the school; Does not develop plans to apply knowledge obtained through participation in professional development opportunities. |

General Requirements Checklist

- | | |
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| Provides observer with a written lesson plan and supporting materials | Models appropriate use of language; avoids slang expressions |
| Completes classroom/school administrative tasks in a timely manner | Arrives to and leaves from school at appropriate times |
| Begins and ends class on time with appropriate introductions and conclusions | Interacts professionally with the school and surrounding community |
| Uses voice appropriately as related to projection and articulation | Dresses in a professional manner and maintains appropriate personal hygiene |

OVERALL ASSESSMENT (after the final observation of the placement, please select one):

- Proficient
- Competent
- Developing
- Emerging
- Unsatisfactory (if selecting unsatisfactory, please inform TEI)

NARRATIVE (attach additional pages as necessary):

ASSESSMENT:

FOCUS AREAS FOR IMPROVEMENT

Teacher Education Associate (print; also sign if submitting via hardcopy or fax): _____ **Date:** _____

Before submitting this assessment to the Teacher Education Institute (TEI), please be sure to discuss it with your student teacher. Save a copy for your records and provide a copy to your student teacher. This assessment may be submitted to TEI in the following ways: 1. attach to an e-mail (send to ubtei@buffalo.edu); 2. submit a hardcopy (University at Buffalo, Teacher Education Institute, 375 Baldy Hall, Buffalo, NY 14260-1000); or 3. fax (716-645-3631).

LESSON PLAN TEMPLATE

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

| | |
|--|--|
| LOGISTICS <ul style="list-style-type: none"> ▪ Course: ▪ Date: ▪ Time/Period: ▪ Number of Students: ▪ Unit: | LESSON OVERVIEW (brief description to note lesson focus) |
| CONTEXT (pre-lesson) | CONTEXT (post-lesson) |
| STANDARDS | ESSENTIAL QUESTIONS |
| STUDENT LEARNING OBJECTIVES (SKILLS) | STUDENT LEARNING OBJECTIVES (CONTENT) |
| MATERIALS/RESOURCES | PRE-LESSON PREPARATION/SETUP |
| IEP AND 504 ACCOMMODATIONS | ENL ACCOMMODATIONS |
| INSTRUCTIONAL PLAN (bulleted list; include script of instructions/directions; detail participation activities; estimate timing; include checks for understanding; identify by number where each learning objective is meant to be achieved): | ASSESSMENT OF STUDENT LEARNING |
| DIFFERENTIATION POSSIBILITIES | POST-LESSON STUDENT WORK |
| POST-LESSON REFLECTION AND NEXT STEPS | NOTES ABOUT STUDENTS |

Although all lesson components are important, of fundamental importance are answers to the following questions: what are students expected to learn, how will you determine if they have learned it, and what will you do next for those who have learned it and do differently for those who have not?

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 Director or Assistant Director.



GENERAL EDUCATION CORE IN LIBERAL ARTS AND SCIENCES PREREQUISITE DISTRIBUTION REQUIREMENTS

Applicant Name: _____

Certification Area: _____

Undergraduate Degree Institution: _____

Degree & Conferral Date: _____

As a means to demonstrate broad-based competencies across the liberal arts and sciences, all teacher education students are expected to have completed a general education core. The below chart lists the competency areas with the requirement for each area and an indication of whether you have completed or are in need of additional credits/courses.

| <u>Competency Area</u> | <u>Credit Hours</u> | <u>Credits/Courses Completed</u> | <u>Credits/Courses Needed</u> * |
|--------------------------------------|--|----------------------------------|------------------------------------|
| Advanced Writing/English Composition | 3-credit, 2 nd -semester college course | | |
| American Pluralism | 3 credits | | |
| Arts/Artistic Expression | 3 credits | | |
| Humanities | 3 credits | | |
| Language other than English | 3-credit, 2 nd -semester college course | | |
| Mathematical Processes | 3 credits | | |
| Natural Sciences (lab based) | 2 courses (at least 3 credits each) | | |
| Social and Behavioral Sciences | 3 credits | | |
| World Civilization | 6 credits | | |

For students new to the University at Buffalo, please orient yourself to the library system through the available online Library Skills Workbook: <http://library.buffalo.edu/help/instructional/librarianskillsworkbook.html>.

*These credits/courses must be successfully completed (grade of C or better) before the University at Buffalo can submit a recommendation to the New York State Education Department for you to be issued an Initial Teacher Certificate. For advisement regarding the General Education Core in Liberal Arts and Sciences, please contact the Teacher Education Institute (<http://gse.buffalo.edu/tei>; 716-645-2461). A reference that provides examples of applicable departments and/or courses can be found on the reverse side of this document. If you already successfully completed a course that you think meets a requirement that has been indicated as a need, please provide relevant course information to the Teacher Education Institute so that this may be reviewed (oftentimes, course titles on transcripts do not provide sufficient information for us to make a determination).

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 (Advanced Certificate)**

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 an Advanced Certificate from the State University of New York (SUNY).

GSE offers the initial track in the following certificate areas:

- Adolescence (grades 7-12): Biology; Chemistry; Earth Science; English Language Arts; Languages other than English, LOTE (Chinese, French, 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 track 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 Language Arts; LOTE (Chinese, French, Latin, Spanish); Mathematics; Physics, Social Studies
- 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 track 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 track in the following certificate areas:

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