Course Description

Supervised Teaching I and II are the student-teaching components of the initial and initial/professional teacher education program. There are two student-teaching placements, each of approximately the same length of time, totaling at least 75 student-teaching days. The purpose of these courses is to provide a mentored opportunity for student teachers to develop their teaching practice. Prerequisite: Approval of the Student Teaching Application. Corequisite: Seminar in Teaching (LAI 674).

Student Learning Outcomes

As outlined within the Student Teacher Assessment Record (STAR), students will be able to demonstrate skills and knowledge related to the following:

- Planning, instruction, and assessment for/of PreK-12 student learning;
- Professionalism

Course Requirements

In association with student teaching, you are expected to successfully complete each of the following:

- **E-mail**: Utilize UB account daily to send/receive TEI e-mail communications;
- **UB Learns**: Check regularly for postings from TEI or your Teacher Education Associate (TEA);
- **Guide to Field Experience and Student Teaching**: Be familiar with its contents as related to student teaching, especially Sections III and V and the referenced appendices (an electronic copy is available via the UB Learns site for the seminar in teaching course);
- **Attendance**: Attend and be on time to each scheduled student-teaching day and all events related to student teaching, including those scheduled outside of the typical school day such as staff meetings, parent-teacher conferences, and open houses (at minimum work the same hours as the cooperating teacher; do not arrive after or leave before your cooperating teacher, unless an explicit plan has been discussed and agreed to by your cooperating teacher and TEA). If an unanticipated emergency prevents you from attending part or all of a student-teaching day and/or a related event, you must pre-inform your cooperating teacher and TEA, and for those classes for which you have assumed teaching responsibility, you must provide an instructional plan (be sure to have already established methods of communication for instances like this that may arise);
- **Participation**: In each placement, you are expected to participate actively in a manner consistent with your position as an emerging professional. You must display commitment, initiative, and resourcefulness, as well as a developing presence in the classroom marked by independence and confidence (marked with humility that demonstrates you are here to learn);
Professionalism and Foundational Capacities: Follow all school and classroom policies and procedures, as well as the policies and procedures of the University at Buffalo (UB), and conduct yourself, in manner and appearance, as a professional in all aspects (including through public/digital representations) of your student teaching and all interactions with TEI. The Guide to Field Experience and Student Teaching (specifically, section II) contains an expanded discussion regarding professionalism and associated foundational capacities (please reread this; although contained within the section for field experience, the contents similarly apply to student teaching and the co-requisite seminar in teaching course). Instances that represent a lack of appropriate professional conduct, including not meeting stated expectations and/or violating prohibited actions, as well as evidence of the lack of the requisite foundational capacities, shall constitute good reason for removing a student teacher from a school, assigning a grade of U for student teaching and the seminar in teaching course, and/or dismissing a student teacher from the teacher education program;

Communication: Respond in a timely and comprehensive manner to communications you receive from your cooperating teacher (and other relevant parties within your student-teaching school), TEA, and/or TEI. 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 you will seek out additional resources as needed (and as recommended by your TEA and/or TEI), including as related to your communication skills;

Critical Reflection Journal: To help support your beginning professional development, as directed by your TEA write daily entries and provide to your TEA for feedback; share with your cooperating teacher and other student teachers as appropriate;

Reflective Inquiry Project: Explore your guiding question and your related findings from the scholarly literature and fall-semester fieldwork through the lens of your student-teaching experiences; to the extent possible, implement ideas generated within your fall-semester paper;

Lesson and Unit Plans: To help support your daily and long-term preparation, as directed by your cooperating teacher and TEA submit plans for review and feedback (be aware of the templates required by your cooperating teacher and TEA, and realize that there may be differences such that on occasion more than one plan type may be required);

Feedback and Assessment: Seek and accept feedback and evaluation from your cooperating teacher and TEA (and other relevant parties within your student-teaching school and TEI), reflect on this feedback and evaluation, and in response accordingly adjust your instructional/professional approach;

engage™: Access (at http://engageny.org/) and utilize this online resource for teaching and learning introduced by the New York State Education Department (NYSED);

Transportation: Transportation to and from student-teaching sites (including all associated student-teaching activities) is your responsibility. 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 does not constitute good reason for non-completion of course requirements. In adverse weather conditions, it is your responsibility to use your judgment to travel safely (for example, do not drive on closed roads or through communities with official driving bans), but it is also your responsibility to plan extended time for travel, know alternate routes, have contingency plans in place if you are unable to get to school as scheduled, and to maintain clear and timely communication with your cooperating teacher, the school, and your TEA.

Academic Content

Throughout student teaching, an essential priority is your beginning professional development. 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 your student-teaching placements and you must understand that you will have a responsibility for your learning as well as for the creation of an environment that supports the learning of the students in the classroom.
Student-teaching situations vary (and, to a large extent, are beyond the control of TEI), and therefore the academic content will vary according to the given situation. Each student teacher must understand that this is a challenging time within PreK-12 schools, including as related to fiscal constraints (and the impact on school staffing and services), as well as the implementation of the Common Core Learning Standards and the adjustments to the Annual Professional Performance Review (APPR), especially as related to changes in the teacher and principal evaluation processes. These challenges may have realizable impacts on expectations related to student teaching. In general, though, it is expected that you will gradually assume responsibility for your cooperating teacher’s full schedule (you, your cooperating teacher, and your TEA should work together to establish the expectations for each placement; for related information, see Student Teaching Activities Schedule in Section III of the Guide to Field Experience and Student Teaching). However, assumption of responsibility may include a co-teaching approach and/or some other way in which the cooperating teacher continues to have a central role in classroom planning, instruction, and/or assessment. Generally, student teaching is not about a cooperating teacher handing off a classroom to a student teacher. Instead, it is an opportunity for the cooperating teacher and the student teacher to work collaboratively to meet the needs of the PreK-12 students, while at the same time building the knowledge and experience of student teachers as they prepare to enter the teaching profession. TEI informs schools that we have flexibility regarding the requirements for our student teachers, namely that these requirements are to be set such that they are firstly about attending to the needs of the classrooms in which our student teachers are student teaching.

There are various lesson plan formats to which student teachers have been introduced in their methods and instructional strategies courses, as well as through their TEA; however, most have similar components. Although many experienced teachers do not write detailed lesson plans, it is important for you to write detailed lesson plans as a means of organizing your thoughts and to be as prepared as possible to teach and to reflect on your development as a beginning teacher. For student teaching, abbreviated lesson plans are not acceptable, because a full lesson plan is the best learning tool (a sample lesson plan format can be found in the Guide to Field Experience and Student Teaching, Appendix I). Your cooperating teacher must approve of the lesson plans prior to the lesson.

**Dates and Attendance**

During the student-teaching semester, student teachers adhere to the daily schedules and calendars of the assigned schools, thus requiring student teaching to begin prior to the start of the UB semester and continue through the UB final examination period. At minimum, student teachers must plan to be available to student teach every weekday throughout this timeframe. For breaks, including spring break, student teachers will follow the schedules of their student-teaching schools (including all schedule revisions, such as revisions prompted by overuse of snow days), 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 (if school is cancelled, but staff is to report, student teachers must also report).

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).

- **First Placement**: Monday, January 5th – Friday, March 13th
- **Second Placement**: Monday, March 16th – Wednesday, May 13th

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

Attendance at the 22nd annual Graduate School of Education Student Research Symposium (http://gse.buffalo.edu/current/symposium; note: at the printing of this syllabus, this website had not been updated for the 2015 symposium) is required as part of the seminar in teaching course, therefore you will be excused from student teaching to attend this symposium. By the first day of the second placement, you must inform your cooperating teacher of this requirement and you must work with your cooperating teacher to plan for this day.
If you are registered to participate in (and will attend) Teacher Recruitment Days (http://trd.org/), scheduled for Monday and Tuesday, April 13th and 14th, you must notify your cooperating teacher and TEA by the first day of the second placement and you must work with your cooperating teacher to plan for these days.

You are to attend all scheduled teaching days, as well as exam and staff development days, and may only miss a day if you pre-inform your cooperating teacher and TEA (via an appropriate method predetermined by your cooperating teacher and TEA) 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. Extended and/or excessive absences (i.e., a total of more than two throughout the entire spring semester) may result in the extension of student teaching during the current semester or postponement to a future semester.

If you are summoned for jury duty during student teaching, and if you choose not to request a deferment of service, you may not be permitted to continue student teaching during the current semester.

Placements

The TEI Coordinator of Field Experiences will secure the student-teaching placements. You are not to initiate contact with teachers or administrators for the purpose of securing your own placements, and you may not refuse a placement that has been secured for you. Violation of this policy may constitute good reason for removing you from a school, assigning you a grade of U for this course and the seminar in teaching course, and dismissing you from the program.

The location of student-teaching placements is solely at the discretion of TEI and personal factors such as commitments external to student teaching and financial hardship will bear no influence on the location of placements.

Except under extraordinary circumstances (as determined by TEI), student teachers will experience two placements, one primarily within the lower grade range and the other primarily within the upper grade range of the certification area, with at least one of these being in a school/district designated as high-needs.

Feedback and Assessment

You will receive feedback from your cooperating teacher and TEA throughout the entire student-teaching experience. Additionally, there are formal assessment instruments to be used by your cooperating teacher and TEA.

Your cooperating teacher will use Student Teacher Assessment Record – Cooperating Teacher (STAR-CT; an illustration of this form can be found in the Guide to Field Experience and Student Teaching, Appendix G and the actual form is available within the UB Learns site for the seminar in teaching course) provided to them on the flash drive distributed through either you or your TEA. Your cooperating teacher will complete and submit this document twice, once at an interim point and then again at a final point, as indicated below.

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<th>Interim</th>
<th>Final</th>
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<tr>
<td>First Placement:</td>
<td>Week of February 2nd</td>
<td>March 13th</td>
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<tr>
<td>Second Placement:</td>
<td>Week of April 13th</td>
<td>May 13th</td>
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Your TEA will conduct a minimum of three visitations during each student-teaching placement. In the first placement, the three visitations will be formal observations of your teaching. In the second placement, the first visitation will be a structured planning meeting to include you and your cooperating teacher, and the second and third visitations will be formal observations of your teaching.

Following each formal observation, and the associated pre/post-observation meetings, your TEA will complete Student Teacher Assessment Record – Teacher Education Associate (STAR-TEA; an illustration of this form can be found in the Guide to Field Experience and Student Teaching, Appendix H and the actual form is available within the UB Learns site for the seminar in teaching course). Although most formal observations are co-planned between you and your TEA, there may be good reason for your TEA to conduct an unplanned (and possibly additional) observation.
Completion of STAR-TEA will be based on information obtained from the observation as well as pre- and post-observation discussion with you and your cooperating teacher, which highlights the need for consistent and open communication among you, your cooperating teacher, and your TEA.

The approximate date ranges for your TEA’s visitations for each placement are indicated below.

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<tr>
<th>First Placement:</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
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<td>by Mar. 20</td>
<td>Mar. 23 – Apr. 10</td>
<td>Apr. 13 – May 13</td>
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**Course Grading**

This course is graded as an S/U (i.e., pass/fail) course and must be completed satisfactorily, as it is a required part of the registered teacher education program. A grade of S may be obtained by successfully completing all course requirements and upon the recommendation of your cooperating teacher and TEA. It is the responsibility, to the profession and you, of your cooperating teacher and TEA to recommend a grade of U when deemed necessary (please note that if you fail to return in a timely manner all borrowed property of the student-teaching school, you may be assigned a grade of U for this course, even if you would have otherwise received a grade of S). A grade of U in the first placement will prohibit you from proceeding to a second placement.

If you withdraw from student teaching, the grade will depend on the timing and specific circumstance of the withdrawal, and may include the assignment of a grade of IU (i.e., incomplete) or U. In order to be considered for a future student teaching placement, you will need to submit and receive approval of a new Student Teaching Application.

Prior to the scheduled completion of a placement, you may be discontinued from a placement at the discretion of your cooperating teacher, a building administrator at your student-teaching school, your TEA, and/or the Director of TEI. If you are discontinued from a placement, your grade and program standing will be determined on a case-by-case basis, 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 program.

In accordance with the policies of the Graduate School of Education, a grade of IU may be given only in those instances in which a student has not been able to complete all the assigned projects and/or examinations in a course due to illness or other unforeseeable and compelling circumstances. The specific requirements that must be met to complete the course will be determined on a case-by-case basis, and due to the structure and content of this course, this may include the requirement that you complete all requirements of this course with a future cohort of students.

At the discretion of the Director of TEI, upon a recommendation from your cooperating teacher and/or TEA, you may be required to extend the completion date of a placement and/or you may be required to repeat a placement during the current or a future semester.

Grades for this course cannot be entered until the TEI office has received completed STAR-CT and STAR-TEA forms for each placement. It is the collective responsibility of you, your cooperating teacher, and your TEA to ensure that all required assessments are appropriately submitted to TEI.

Although it is not typical to change course grades after they are submitted, if information is brought to the attention of TEI that would have resulted in discontinuation from student teaching or the assignment of a grade of U for student teaching (such as unprofessional conduct during and/or related to student teaching), TEI reserves the right to change course grades (from S to U) for student teaching and the co-requisite seminar in teaching course.

**Academic Integrity**

As a student of UB, you are expected to know and abide by the University’s Academic Integrity Policy; for information about this policy, please see [http://grad.buffalo.edu/Academics/Policies-Procedures/Academic-Integrity.html](http://grad.buffalo.edu/Academics/Policies-Procedures/Academic-Integrity.html).
edTPA (educative Teacher Performance Assessment)

As of the printing of this syllabus, the New York State Education Department (NYSED) requires that those applying for an initial teacher certificate on or after May 1, 2014 submit a ‘score-able’ edTPA as part of the battery of New York State Teacher Certification Exams (NYSTCE). In April 2014, the Board of Regents introduced a ‘safety net’ that provided an option for those who do not pass the edTPA (see http://www.highered.nysed.gov/updateedtpa.html); but, this ‘safety net’ has an expiration date of June 30, 2015. Therefore, we suggest that you approach the edTPA not only for it to be ‘score-able,’ but also to receive a passing score.

Importantly, the edTPA is not a UB program requirement; however, given that the edTPA is expected to be completed during student teaching, it resides within the context of a significant program component. Separate from this syllabus (especially during the co-requisite seminar in teaching course), as a courtesy we will provide additional supporting information related to the edTPA. This will include information to support your participation in the edTPA as well as information regarding appropriate use of recording equipment borrowed from the Graduate School of Education and appropriate use of recorded images and student work (please note that misuse will constitute cause for discontinuation from student teaching, assignment of a grade of U for student teaching and the co-requisite seminar in teaching course, and dismissal from the program). It will be your responsibility to utilize this information in order to make decisions about your completion of the edTPA, which is to be a representation of your work and your choices toward its completion.

Statement Regarding Illness: Schools bring many people in close proximity on a daily basis. In order to reduce the chance of you becoming ill, take care to sleep and eat/drink in a manner that will support your immune system and attempt to avoid added challenges to your immune system (for example, do not touch your eyes, nose, or mouth and wash/sanitize your hands prior to eating). If you are feeling unwell and you are in a school, take care to minimize your contact with others (for example, keep somewhat distant from others and be sure to cough/sneeze into a tissue and then wash-sanitize your hands prior to touching surfaces). Be sure to familiarize yourself with the illness policies of the school(s) in which you are located for this course and follow these policies. Please note: the information contained herein is not intended to be medical advice; for medical advice, consult your physician.

Statement Regarding Students with Disabilities: It is the policy of the University at Buffalo, as well as a legal requirement, that reasonable accommodations be provided for any students with documented disabilities who may need special arrangements to benefit equally from university programs. If you need to request such arrangements, contact TEI and the Office of Accessibility Resources (25 Capen Hall, 645-2608) so that we may determine if the request constitutes reasonable accommodations in the context of the requirements of this course. Please note: accommodations will not be retroactively applied.

Future amendments to this syllabus may be provided and any changes will be highlighted

Each TEA will augment this syllabus with placement-specific requirements