



2009 – 2010

**TEACHER CANDIDATE
HANDBOOK**

INFORMATION

for

ADMINISTRATORS, COOPERATING TEACHERS,
SUPERVISORS and TEACHER CANDIDATES IN THEIR
STUDENT TEACHING PLACEMENTS

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SPECIAL NOTE: References are made throughout this Handbook to various forms and cards to be used during the student teaching experience. Teacher Candidates receive the materials that they will need in packets which are distributed at two meetings during the semester *prior* to the semester during which student teaching is to take place: the Orientation/Informational Meeting held during the second week of classes and the Final/Placement Meeting held during the last week of classes. Other materials are available from the Field Placement Office. Samples of current evaluation forms are included in the Appendix of this Handbook.

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Liability Protection for Teacher Candidates

"New York State Education Law section 3023 requires school districts to insure student teachers against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the student teacher at the time of the accident or injury was acting in the discharge of his/her student teaching duties. A student teacher who is involved in any accident or incident where there is personal injury or property damage while they are student teaching should immediately inform his/her cooperating teacher and notify the College supervisor as soon as possible. A student teacher who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement must immediately forward a copy of such papers to the College supervisor and to the school administrator where the student teaching took place."

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INTRODUCTION

This Teacher Candidate Handbook is written for the express purpose of providing information for student teachers, cooperating teachers, cooperating administrators, college supervisors, faculty, and parents about the student teaching experience at SUNY Cortland. An effort has been made to include information that answers the most frequently asked questions concerning the policies and procedures that serve as the guidelines for SUNY Cortland's student teaching program. For your convenience, the Teacher Candidate Handbook can be found at www.cortland.edu/fieldplacement/.

At SUNY Cortland teacher education is framed by its central commitment to liberal learning, which subsumes the themes of personal responsibility, social justice, and global understanding. Teacher candidates in all programs of study are expected to develop and reflect the dispositions that are delineated in professional, state, and institutional standards and that are implicit in these themes.

TEACHER EDUCATION DISPOSITIONS

Character Dispositions

- Honesty
- Integrity
- Caring/Empathy for Others
- Work Ethic/Diligence
- Responsibility-Personal/Social
- Accountability

Teaching Dispositions

- Has Knowledge of Content-Passion for Subject
- Is Well Prepared in the Arts and Sciences
- Believes that All Students Can Learn
- Maintains High Standards in the Classroom
- Demonstrates Fairness
- Creates Safe and Nurturing Classroom Environment
- Uses Technology Effectively in the Classroom
- Addresses a Variety of Learning Styles
- Understands and Values Diversity
- Is a Reflective Teacher

- Values the Role of Assessment
- Communicates Effectively with All Stakeholders
- Appreciates the Inter-Connectedness of Disciplines

Professional Dispositions

- Collegiality
- Dedication to Profession
- Leadership
- Change Agent
- Cooperation/Collaboration
- Respect/Value Education
- Professionalism
- Confidentiality

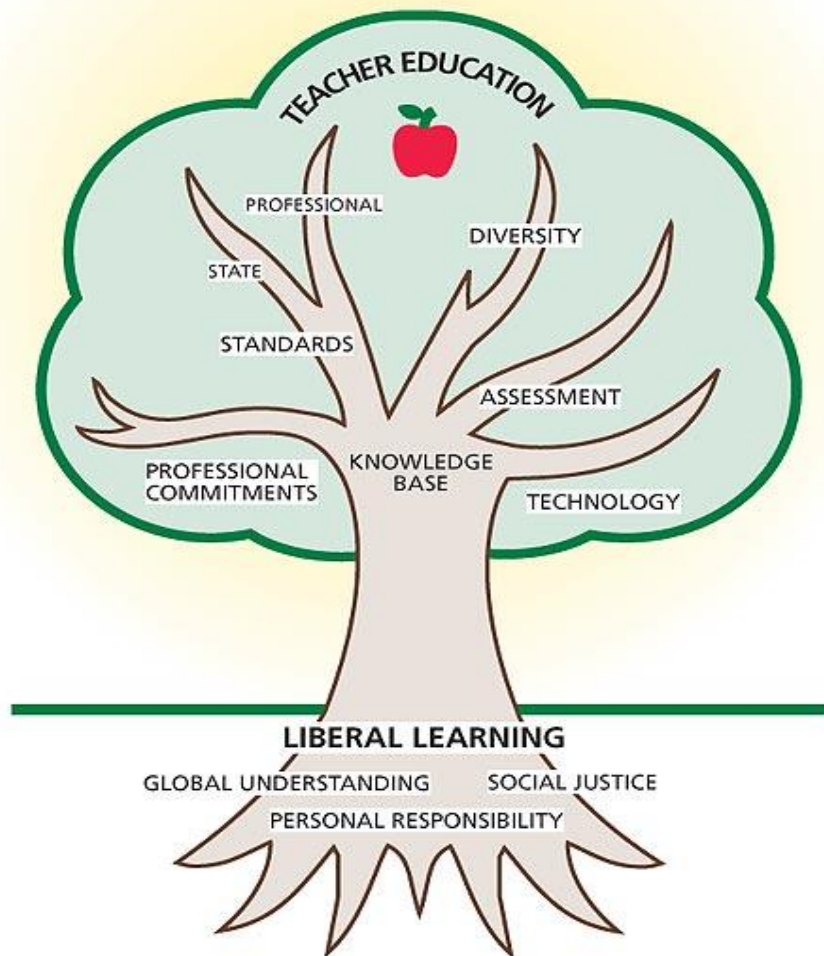
Teacher Education Candidacy: If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges.

(Source: SUNY Cortland Teacher Education application).

Fair Process Policy: Teacher candidates should be familiar with the **Fair Process Policy and Procedures for Review of Professional Competencies in Teacher Education**. This information can be obtained from the teacher candidate's respective department or School or it can be accessed on <http://www.cortland.edu/artsandsciences/adedres.html>.

SUNY CORTLAND
CONCEPTUAL FRAMEWORK
“Teacher Education: Making a Difference”

Theme: Teacher education at SUNY Cortland is built upon the foundation of liberal learning and the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice. We prepare our teacher candidates to know the world in ways they do not when they come to us, and to spark or fuel a love of teaching and of learning that is so strong and so appealing that their future students will be drawn into it themselves. Graduates of SUNY Cortland’s teacher education program will be prepared to contribute to their communities and to the democratic development of society.



The logo chosen for the SUNY Cortland Conceptual Framework is the Cortland Apple Tree. This tree is representative of the Central New York Region. It symbolizes the dynamic process of professional development through teacher education rooted in liberal learning.

LIBERAL LEARNING

Graduates of SUNY Cortland's teacher education program are well grounded in the arts and sciences. They possess in-depth knowledge of the subject area to be taught. They have a strong commitment to:

- **Personal Responsibility**
- **Social Justice**
- **Global Understanding**



TEACHER EDUCATION

All SUNY Cortland teacher candidates are required to demonstrate the following 13 **learning outcomes**:

1. Demonstrate a solid foundation in the arts and sciences.
2. Possess in-depth knowledge of the subject area to be taught.
3. Demonstrate good moral character.
4. Understand how students learn and develop.
5. Manage classrooms structured in a variety of ways to promote a safe learning environment.
6. Know and apply various disciplinary models to manage student behavior.
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.
9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.
12. Foster respect for individual abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender age, class and sexual orientation.
13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry.

Conceptual Framework – 1/15/03

Eligibility to Student Teach

In order to student teach, all candidates must pass two distinct eligibility checks at designated points in time to ensure that they have satisfied all criteria for student teaching which have been established by the College and their respective departments and programs of study. These criteria fall into four general categories:

1. academic standing/GPA
2. pre-requisite coursework
3. coursework completion
4. judicial standing

College-wide eligibility criteria for student teaching require that undergraduate student teachers be in good academic standing, have completed all pre-requisite courses for student teaching, have at least a 2.0 GPA from the previous semester, and have at least a 2.5 GPA overall. Graduate student teachers must be in good academic standing, have at least a 3.0 GPA from the previous semester, and have at least a 3.0 GPA overall. Any student who has an “incomplete” on their records or who is on any form of academic or judicial probation will not be allowed to student teach. (Please note: Summer Sessions I and II and Winter Sessions immediately preceding student teaching cannot be used to help candidates meet GPA requirements)

First Eligibility Check

In order to be considered for placement for student teaching, candidates must satisfy the criteria of the first eligibility check, which takes place at the time the candidate applies to student teach. Each prospective student teacher must meet all College and departmental criteria by the Friday of the third week of classes during the semester immediately preceding the semester in which student teaching will occur. These criteria include: 1) successful completion of review by the Teacher Education Candidate Review Committee, and 2) evidence that all pre-requisite coursework has been completed or is in progress.

During this time period, a candidate with an “incomplete” on their records, and/or a candidate enrolled in prerequisite courses, may be placed to student teach at the discretion of their academic departments and the Field Placement Office (but only if the student meets all other eligibility criteria).

Second Eligibility Check

The second eligibility check takes place as soon as final grades are first posted on the web in the (fall or spring) semester immediately preceding the semester student teaching is scheduled to occur. The candidate's eligibility based on GPA is determined at this point in time. Also, at this point in time all “incompletes” must be changed to grades, and all prerequisite courses must be satisfactorily completed. Grade changes made after the initial posting cannot be used to help students meet GPA requirements for student teaching during the semester immediately following.

There may be additional criteria for eligibility to student teach, depending on area of certification, department, and specific program of study. Each candidate is advised to consult with their academic department. Both eligibility checks are conducted by the academic department of the candidate's major. The Field Placement Office then forwards the names of teacher candidates for review by the Teacher Education Candidate Review Committee. There are no intermittent eligibility checks.

If, and only if, the program of study within the academic department of the candidate's major has a wait list for student teaching, ineligible students who have 1) attended both the orientation and final placement meetings on student teaching, and 2) become eligible as of the original posting on the web of final grades at the end of the semester immediately preceding the semester in which student teaching is to occur, may be placed to student teach on a space-available basis at the discretion of the academic department and the Field Placement Office. Every effort will be made to provide placements; the location and scheduling will depend on those available within the candidate's discipline and at the specific grade level(s) required by State mandates. If the academic department of the candidate's major does not maintain a waiting list for student teaching, candidates must reapply to student teach during the next semester.

(Approved by NCATE Executive Board, 5/28/02; modified by FEAC, 4/1/09).

Teacher Candidates are required to complete both the (CAR) Identification and Reporting of Child Abuse and Maltreatment Workshop and (SAVE) Safe Schools Against Violence in Education workshops prior to student teaching. Check the Center for Educational Exchange website (Cortland.edu/cee/) for schedule information.

(Approved by TEC, 5/05)



Important Information about the Student Teaching Placement

Before the teacher candidate is placed to student teach, he/she should

1. Meet with his/her advisor to determine the most appropriate semester for which to apply to student teach;
2. Find out the exact date, time, and location of the appropriate Student Teaching Orientation/Informational Meeting (held usually during the second week of classes, in semester prior to student teaching);
3. Attend the Student Teaching Orientation/Informational Meeting appropriate to his/her major in the semester immediately prior to the semester during which the student plans to student teach, obtain important and relevant information, and receive application forms to student teach, research student teaching locations and options by referring to websites (according to program) and visiting the Field Placement Office;
4. Submit a complete student teaching application to the Field Placement Office or to the appropriate department office by the specified deadline date during the semester prior to student teaching;
5. The Student Teaching Coordinator for each department or the Field Placement Office will make student teaching placements. They may consider suggestions for placements. However, it is to be understood that Student Teaching Coordinators or the Field Placement Office will make placements to the best of their knowledge, such that the placements will not be affected by conflict of interest. Requests cannot be guaranteed.

This College-wide policy was unanimously approved by the SUNY Cortland Teacher Education Council on 12/6/01.

6. Monitor his/her eligibility status throughout the semester prior to student teaching;



7. Register for student teaching by:
 - a. Registering on Banner according to his/her time ticket (undergraduate students meet with his/her advisor to obtain PIN for registration),
 - b. Paying tuition and all registration fees on time,
 - c. Paying any late fees that, if left unpaid, could cause the student to be deregistered from student teaching and,
 - d. Checking with the College's Health Services Office to ensure that all necessary vaccinations have been received.

8. Attend the Student Teaching Final/Placement Meeting appropriate to his/her major (held usually during the last week of classes in the semester prior to student teaching), obtain important and relevant information, and receive placement information.
9. Contact advisor prior to student teaching to discuss courses to be taken following the student teaching semester. Pre-registration materials are available on the SUNY Cortland Registrar's Website.
10. Read this Student Teaching Handbook and understand all the procedures and policies stated within it.
11. Visit the SUNY Cortland Office of Career Services located in B-5 VanHoesen to make initial contact.

College policy specifically states that teacher candidates may not be enrolled in any course work unrelated to student teaching (at SUNY Cortland or any other institution), nor participate in any College-related activities while engaged in student teaching.

Note: Teacher candidates should exercise caution in signing leases for the academic year during which student teaching will occur because placements are often at some distance from the Cortland Campus. Having a local lease will not aid a student in gaining a local placement. Housing and transportation are the responsibilities of the student teacher.

If teacher candidates file forms to student teach but later change their plans, they must immediately notify the Field Placement Office in writing. Teacher candidates must then repeat the entire application process (which includes attending both meetings and submitting a new application by the specified deadline date) during the semester prior to the semester during which they plan to student teach.

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B-1 Van Hoesen Hall or call 607-753-2066 for an appointment. Any information regarding your disability will remain confidential and will only be divulged with your written permission. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

RESPONSIBILITIES OF THE TEACHER CANDIDATE IMMEDIATELY AFTER PLACEMENT

As soon as the teacher candidate receives his/her placement(s), he/she should

1. refer to the SUNY Cortland student teaching calendar; Appendix F,
2. call the assigned cooperating teacher(s) or administrative contact by the deadline date specified on the information sheets provided in the student teaching packet, which is distributed at the Final/Placement Meeting,
3. mail cover letter(s) with department required documentation to the assigned cooperating teacher(s) at his/her (their) school address(es) by the deadline date specified on the information sheets provided in the student teaching packet,

4. whenever possible, plan to visit the cooperating teacher(s) and principal(s) at school prior to the beginning of the student teaching experience to meet the principal and the cooperating teacher and to become familiar with the curriculum. (Please be sure to make an appointment in advance. In some school districts, this visit and/or an interview is required and will be so noted on the placement materials provided in the student teaching packet.),

5. because placements are often at some distance from campus, relocation from the Cortland area may be necessary during the student teaching experience. Therefore, students should exercise caution in signing leases for the academic year during which student teaching will occur. Having a local lease will not aid a student in gaining a local placement. Additionally, other commitments, such as jobs, bear no influence on the location of placements. Arrangements for housing and transportation during the student teaching experience are the responsibility of the student.

This College-wide policy was unanimously approved by the SUNY Cortland Teacher Education Council on 11/14/01.

6. make transportation arrangements by networking with individuals in his/her teaching center/area,

7. arrange to keep available any necessary medicines for use during student teaching experiences.

If, at any time, a teacher candidate must change his/her student teaching plans, it is *imperative* that the Field Placement Office and the respective department be immediately informed by the student *in writing*. In order to student teach at any future point in time, the candidate must repeat the entire application process, as detailed on pages 3-4 of this Handbook, during the semester immediately preceding the semester during which student teaching is to take place.



PART I

THE STUDENT TEACHING EXPERIENCE

The student teaching experience at SUNY Cortland is very highly regarded as the “culminating experience” of our entire teacher education program, and, as such, it is considered to be the single most important aspect of preparing for a career as a teacher. Please be aware that:

- **Substitute teaching** during the student teaching experience **is not allowed**.

This College-wide policy was unanimously approved by the SUNY Cortland Teacher Education Council on 11/1/01.

- Student teachers are advised not to be employed during the student teaching experience.

This College-wide policy was approved by the SUNY Cortland Teacher Education Council on 11/1/01.

- Students may not be enrolled in any course work unrelated to student teaching (at SUNY Cortland or at any other institution) during the semester of student teaching; unless the student teachers' department permits enrollment in the department's weekend workshop(s).

This College-wide policy was unanimously approved by the SUNY Cortland Teacher Education Council on 11/14/01, Updated 5/01/03.

- It is College policy that students are not permitted to participate in College activities such as Intercollegiate Athletics while student teaching or doing an internship. Exceptions to this policy may occur only with the written permission of the student's Dean based upon the recommendation of the department of the student's major. If the student participates in a varsity sport during student teaching or an internship experience without the Dean's permission, the student will be removed from this academic experience. If in the judgment of the student's cooperating teachers or supervisors this athletic participation is interfering with the quality of the student teaching or internship experience, the student can be required to cease his/her athletic participation.

Many expectations must be met in order to receive a satisfactory grade for student teaching.



A. The Student Teaching Calendar

All student teachers are expected to follow the SUNY Cortland calendar with respect to the beginning and ending dates of each student teaching quarter.

However, within the student teaching experience, student teachers are expected to follow the calendar (e.g., vacations) and schedule (e.g., daily arrival and departure times) of the cooperating schools and teachers where they have been placed. Student teachers are expected to follow the school's requirements of the cooperating teacher regarding conferences and meetings as well as daily arrival and departure times.

Student teachers must contact their cooperating teachers upon notification of placement.

B. Questions/Problems

Any questions or problems related to the student teaching experience should first be discussed with the student teacher's **college supervisor**. If the situation requires further attention, the department chair and the Field Placement Office should be contacted. Telephone numbers are listed in the Appendix.

C. Professional Conduct

In addition to demonstrating good moral character and ethical behavior, student teachers are expected to conduct themselves as professionals in every respect, and this topic is extensively addressed at both the Orientation/Informational Meeting and the Final/Placement Meeting prior to the beginning of student teaching. If there are any questions about what constitutes professional conduct, student teachers are urged to consult their college supervisors, their cooperating teachers, and/or the Field Placement Office. Student teachers are reminded that they are subject to the College's Student Code of Conduct.

Note: Conduct unbecoming to a professional will result in removal from student teaching.

D. Absences

Student teachers are expected to report to their assignments each day that school is in session during any given student teaching period.

If a student teacher becomes ill, he/she is responsible for notifying the college supervisor, the cooperating teacher, and the main office secretary of the cooperating school as soon as possible before he/she is expected to arrive at school to begin the day. Both college supervisors and cooperating teachers are to be consulted early in the student teaching experience about the procedures that need to be followed in case of any absence due to illness, and those procedures should be followed. The student teacher's attendance will be recorded and monitored by both the college supervisor and the cooperating teacher.

In the event of an absence which is for a reason other than illness, the student teacher must request advance permission from his/her college supervisor by completing the **"Request for Absence from Student Teaching"** form which is included in the student teaching packet. (A sample is also included in Appendix B of this Handbook.) The college supervisor, who may wish to consult with appropriate individuals, will render a decision to approve or deny the request. **All such requests must be made in advance.**

A **"Summary Record of Absence during Student Teaching"** is maintained by the cooperating teacher, signed by the student teacher, and submitted to the college supervisor at the final evaluation conference. This form is also included in the student teaching packet, and a sample may be found in Appendix B of this Handbook. Absences from the student teaching assignment may have to be made up to the satisfaction of the college supervisor and the cooperating teacher.



E. The First Day of Student Teaching

On the first day of each student teaching experience, the candidate must

1. report to the office of the building principal **prior to the beginning of the school day**, even if the student teacher has already made a previous visit to the school, unless the cooperating teacher has specified that the student teacher should meet with the building principal at a different time;
2. learn the daily schedule of the cooperating teacher (if this was not done during the pre-student teaching visit to the school);
3. clarify the procedure for notifying appropriate school personnel and leaving lesson plans in case of absence;
4. file with the school nurse the “Emergency Medical Form” (included in Appendix B of this Handbook) which contains a list of the student teacher’s known allergies and medical conditions along with the names, addresses, and telephone numbers of at least two people to be contacted in the event of the student teacher’s illness/emergency;
5. become familiar with the building and its emergency procedures;
6. learn the general policies by which the school and faculty operate; and
7. complete and mail the “**First-Day Sheet**” containing information on where the student teacher may be reached during the student teaching experience and the “**Emergency Medical Form**” (both provided in the student teaching packet distributed at the Final/Placement Meeting as well as in Appendix B of this Handbook) to the **Field Placement Office** at SUNY Cortland before or during the first week of the placement.

F. Orientation of the Student Teacher to the School

The cooperating teacher should hold conferences with the student teacher during his/her first few days in the school to include the discussion of both immediate and long-range plans. Items that should be discussed include

1. the school calendar,
2. the cooperating teacher’s class schedule,
3. daily and weekly lesson plans,
4. classroom policies/procedures (e.g. classroom discipline and management),
5. class organization and government,
6. grouping procedures,
7. methods of reporting pupil progress, etc.

During early conferences, the student teacher should become acquainted with routine procedures such as

1. school schedules, including
 - a. opening and closing times for both teachers and pupils,
 - b. procedures for teachers to sign in and out,
 - c. times for lunches and recesses,
 - d. schedule of subjects and activities in the cooperating teacher's class(es),
 - e. adjustments due to team teaching/shifts,
 - f. faculty meetings,
 - g. meetings of school clubs, etc.
2. school routines, including
 - a. fire and other drill procedures,
 - b. methods of checking and recording attendance,
 - c. regulations concerning pupils' leaving the room and the building,
 - d. procedures used for pupils' assembling in and leaving the building, etc.
3. school facilities, including
 - a. administrative, secretary's, and nurse's offices;
 - b. library;
 - c. faculty room;
 - d. supply rooms and custodial services;
 - e. cafeteria and play areas;
 - f. desk adjustments, heating, lighting, and ventilation;
 - g. parking regulations; etc.

The student teacher should become familiar with the following as soon as materials and information are available:

1. school regulations and policies, such as
 - a. teacher and student handbooks,
 - b. materials for new teachers,
 - c. announcements,
 - d. policies/procedures for classroom discipline and management,
 - e. provisions for children with special needs (e.g., those with epilepsy, physical handicaps, etc.),
 - f. procedures for emergencies (e.g., fire, accident, weather, etc.),
 - g. homework policies,
 - h. regulations concerning classroom visitors,
 - i. testing procedures,
 - j. legal status of the student teacher, etc.

2. administrative forms, such as
 - a. absence report forms/class registers;
 - b. schedules of classes;
 - c. counseling forms;
 - d. permission forms for field trips and parties;
 - e. health records and cumulative records;
 - f. progress reports, report cards, and test cards;
 - g. inventory requisitions;
 - h. money receipts; etc.
3. materials that correlate to activities in which the student teacher will participate, such as
 - a. textbooks and accompanying materials,
 - b. supplementary books,
 - c. state and local curricula,
 - d. library books and professional library materials,
 - e. tests, etc.



SPECIAL NOTE: The student teacher is reminded that it is his/her personal and professional responsibility to return all borrowed materials before leaving the student teaching assignment.

4. resource people and general services, such as
 - a. assistant principals, attendance personnel;
 - b. librarian;
 - c. medical and dental services;
 - d. audio-visual and computer supplies and services;
 - e. supervisory help;
 - f. music and art consultants;
 - g. content area and physical education consultants;
 - h. speech and hearing consultants;
 - i. counselors;
 - j. curriculum specialists, etc.
5. policies regarding responsibility for materials and equipment, with regard to
 - a. physical education, arts and crafts, science, home careers, etc.;
 - b. picture files, teaching aids;
 - c. classroom facilities, etc.

G. Observation

Observation by the student teacher is an important part of the overall student teaching experience. Therefore, observations should be well planned, systematically carried out, and carefully evaluated.

1. Suggested observation experiences include
 - a. observing the cooperating teacher before, during, and after the student teacher's actual teaching time;
 - b. visiting other teachers in the same department or at the same grade level;
 - c. observing teachers in other departments or at other grade levels;
 - d. working with pupils during activity periods such as play period, lunch period, club meetings, assembly; and
 - e. following one pupil through his/her daily schedule.
2. Suggestions to the cooperating teacher for planning observations include
 - a. planning carefully so that the student teacher will know what to look for in each observation,
 - b. having the student teacher prepare for observations by reading related materials and by listing three or four main points he/she is to observe,
 - c. arranging some observations during which the student teacher can see his/her pupils in other classes and activities, thus enabling the student teacher to better understand his/her pupils' reactions to his/her own work with them; and
 - d. making appointments a day or two in advance for observations outside the student teacher's own classroom. Under no circumstances should a student teacher arrive unannounced to observe another teacher.
3. Suggestions to the student teacher for carrying out his/her observations include
 - a. being as inconspicuous as possible;
 - b. conducting himself/herself as an alert, interested learner who is seeking to gain as much as possible from the observation experience;
 - c. thanking the teacher whom he/she has observed and briefly discussing a few points about the class, the lesson, etc.; and
 - d. evaluating the observation experience with the assistance of the cooperating teacher and recording useful ideas for future reference.
4. Suggestions to the student teacher about what to look for during an observation include
 - a. the general arrangement of the room, particularly factors which add to its interest and attractiveness;
 - b. pupil attitudes and reactions to the subject matter;
 - c. evidence of pupil maladjustment, e.g., excessive shyness or excessively overt behavior (then, after class, talk to the teacher to determine if the assumptions which have been made are correct);
 - d. techniques and methods being used by the teacher to introduce a learning activity;
 - e. techniques and methods (e.g., skill in asking questions) being used by the teacher to make the subject matter or the activity more interesting;
 - f. materials used by the teacher to increase effectiveness;
 - g. evidence of teacher planning (e.g., try to determine the teacher's objectives);
 - h. balance of pupil-pupil and teacher-pupil participation in classroom discussion and activities;

- i. techniques used in handling individual pupils and group problems;
- j. provisions made for individual differences;
- k. management of routine matters;
- l. management of assignments;
- m. evaluation techniques of the teacher and the pupils; and
- n. a particular pupil in activities outside the classroom with focus on acceptance or lack of acceptance of the pupil by his/her peers, contribution of the pupil to a group activity, leadership traits or lack of leadership traits, degree of interest in the activity, etc.

H. Methodology

As a minimum, each student teacher is expected to

- 1. prepare a lesson plan for each lesson taught and to present any such plan to the cooperating teacher for review and comment at a mutually agreeable time,
- 2. develop and implement a unit plan,
- 3. continue to develop a file of teaching ideas and activities,
- 4. assume steadily increasing classroom responsibilities,
- 5. if allowed, complete an audio or a video taping of a lesson that he/she has prepared, and
- 6. meet any other minimum requirements and competencies as set forth by the college supervisor.

However, student teachers are encouraged to gain as much as possible from the student teaching experience and therefore to exceed minimum requirements. Some suggestions for additional activities include

- 1. keeping a journal or a log of learning,
- 2. doing a case study of a special or a particular pupil,
- 3. observing peers and being observed by them in return,
- 4. developing an IEP for a student,
- 5. visiting and observing other classrooms,
- 6. participating in school in-service workshops and parent conferences,
- 7. subscribing to a local newspaper, etc.

Note: A college supervisor may require any of the above to meet minimum expectations for student teaching.

I. Suggested Sequence of Experiences for the Student Teacher*



1. The First Week

The first week of the student teaching experience should be planned carefully by the cooperating teacher to meet the student teacher's needs for "belonging," to increase his/her feelings of security and potential for success, and to establish a pattern and a policy that will be followed throughout the course of the experience.

- a. The cooperating teacher should introduce the student teacher to his/her class(es) and have practical plans, especially for the first day. Definite jobs should be ready for the student teacher to assume on the first day, and these jobs should be intermingled with short periods of observation. Examples of such jobs are
 1. taking charge of certain routines like attendance, ventilation, heating, and lighting;
 2. becoming familiar with classroom materials;
 3. taking a tour of the school (arranged by the principal, assistant principal, or cooperating teacher) in order to become acquainted with all facilities and personnel;
 4. beginning to learn pupils' names;
 5. interviewing individual pupils to become better acquainted;
 6. observing particular pupils for particular reasons;
 7. putting material on chalkboards;
 8. making a bulletin board;
 9. helping with supervision and/or enrichment;
 10. reading stories or literary selections to the class(es) (as appropriate); etc.

**College departmental policies vary. A college supervisor may present a somewhat different sequence of experiences to be followed. With the agreement of the college supervisor and cooperating teacher, a student teacher may pick the work load up more quickly during the second student teaching placement.*

- b. Sometime during the first day, the cooperating teacher and the student teacher should confer about the day's work and the activities for the remainder of the week. The student teacher should also practice his/her handwriting on the chalkboard.
- c. During the balance of the first week the student teacher should
 1. learn the names of the pupils (with correct pronunciation) and get acquainted with information on pupils' cumulative records (at the discretion of the cooperating principal and teacher);
 2. learn the names of faculty members and other school personnel;
 3. observe from various parts of the room so as to be able to be aware of pupils' total behavior (including facial expressions);
 4. observe and assist in classrooms, halls, and the cafeteria, on the playground, and in club and other extra-curricular activities;
 5. become familiar with the operation of audio-visual materials and equipment as well as computers;

6. arrange bulletin boards and other displays;
 7. assist with individual and/or small-group instruction;
 8. participate in homeroom programs;
 9. begin to handle matters pertaining to classroom management; and
 10. take charge of the cooperating teacher's class(es) for short activities such as announcements, opening exercises, and directions.
- d. The cooperating teacher should help the student teacher plan his/her objectives for the student teaching experience, and should confer periodically to see if these objectives are being met.
 - e. The cooperating teacher should assist the student teacher in planning a long-range program in accordance with the curriculum and the previous experiences of the pupils.
 - f. The cooperating teacher and the student teacher should agree on the period(s) or activities for which the student teacher will assume responsibility and agree on the approximate date on which this responsibility will begin. With such advance planning, the student teacher will have time to make adequate preparation. If possible, the cooperating teacher and the student teacher should meet with the college supervisor to discuss these plans and all written requirements as well.
 - g. The student teacher's first and second weeks of the experience should gradually induct him/her into the teaching profession. This accomplishment may best be met by cooperative interaction between the cooperating teacher and the student teacher as they work together in the classroom to facilitate a smooth transition when the student teacher eventually takes over certain phases of teaching.
 - h. The time, nature, and difficulty of the student teacher's initial teaching experience should depend upon his/her ability to assume this responsibility.

2. **Second through Fifth Weeks**

- a. During these weeks, the student teacher should
 1. begin to formulate lesson plans with the assistance of the cooperating teacher, and
 2. assume formal teaching duties, at the rate of one or two classes per week, or more at the discretion of the cooperating teacher in consideration of the student teacher's readiness.
- b. During this period, the student teacher should continue to observe and hold evaluative conferences with the cooperating teacher. Some observation of other teachers in the school may be desirable at this time.

3. *Sixth through Seventh Weeks*

- a. At some time during this period, the cooperating teacher should, with the permission of the principal, arrange to leave the student teacher on his/her own for a few days, again depending upon the student teacher's readiness. These "solo" days need not be consecutive.
- b. The student teacher should begin to carry the full load; he/she should assume full responsibility for at least two weeks and possibly four weeks, depending upon his/her readiness. The cooperating teacher may still assist, at times, with individual groups, supervised study, and/or other activities as appropriate.

4. *The Final Week*

The cooperating teacher should gradually reassume teaching responsibilities, but the student teacher should continue to teach part of the day and to discharge some of the lighter duties. The student teacher may wish to use some time, as it is available, to observe in other fields. He/She is expected to continue to report to the assigned school until the last day of the student teaching quarter as prescribed by the SUNY Cortland calendar.



J. Suggested Activities for the Student Teacher

1. Classroom activities include
 - a. observing the cooperating teacher and participating in regular class activities;
 - b. learning the names of pupils;
 - c. becoming acquainted with daily classroom procedures;
 - d. preparing posters, charts, art work, bulletin boards, etc.;
 - e. selecting stories and records/tapes for rest periods;
 - f. acquiring experience in observing and working with individual pupils;
 - g. working with committees and small groups;
 - h. acquiring experience in selecting, securing, and making effective use of teaching aids and audio-visual materials;
 - i. participating in planning for and teaching pupils of all levels;
 - j. participating in classroom activities;
 - k. observing and gaining personal experience in handling corrective disciplinary measures;
 - l. administering, grading, and recording tests;
 - m. participating in conferences with parents, pupils, and the cooperating teacher, as appropriate and whenever possible;
 - n. participating in arranging assembly programs;
 - o. assisting in planning and conducting field trips;
 - p. assuming full responsibility in teaching; and
 - q. observing other teachers.

2. Routine activities include

- a. developing an awareness of the total school program and an appreciation of all school personnel;
- b. participating in the collection of monies;
- c. assisting in the distribution of textbooks;
- d. aiding in completing state registers and reports;
- e. aiding in transferring information to cumulative records;
- f. gaining experience in preparing report cards and other pupil evaluation materials;
- g. preparing sample comments for use in reporting;
- h. reading daily and weekly attendance reports;
- i. preparing daily and weekly attendance reports;
- j. supervising and assisting with fire/evacuation drills;
- k. checking school equipment;
- l. supervising the loading and unloading of school buses;
- m. checking the physical condition of the classroom;
- n. supervising recess, playground, cafeteria, etc.; and
- o. performing hall duty.

3. Extra-curricular activities include

- a. supervising after-school programs;
- b. observing and assisting with club activities;
- c. assisting in planning and attending school parties, dances, athletic events, plays, concerts, etc.;
- d. observing Student Council and other school government; and
- e. gaining experience with the school newspaper, yearbook, and other publications.

4. Library and materials center activities include

- a. becoming familiar with state-adopted books and bulletins;
- b. studying book lists for materials in various teaching fields in New York State curriculum bulletins;
- c. becoming acquainted with the library and materials;
- d. becoming acquainted with professional publications and professional libraries;
- e. reviewing books, helping in the selection of materials for library purchase, and
- f. informing students as appropriate; and
- g. becoming acquainted with library schedules, procedures, and regulations.

5. Community activities include

- a. acquiring experience in communicating with parents and the community in a professional manner;
- b. attending P.T.A./P.T.O. meetings;
- c. participating in school and community activities;
- d. surveying resources in the community such as libraries, industries, recreational and cultural opportunities, media, etc.; and
- e. learning about agencies that work with children/young adults.

6. Professional activities include

- a. attending grade-level, team, and/or department meetings;
- b. attending school-wide faculty meetings and practicum/in-service/staff development programs;
- c. accepting opportunities to attend zone, county, and state teachers' meetings;
- d. becoming acquainted with professional publications and keeping current on educational trends; and
- e. visiting other schools and classrooms.

7. Evaluations (see Appendix) to complete include

- a. Mid-Quarter/Final Student-Evaluation Report to be submitted on line at the mid-quarter and final point of the student teaching experience;
- b. Final evaluation of cooperating teacher to be submitted to college supervisor;
- c. Final evaluations of college supervisor to be submitted to appropriate department chair/program coordinator or give to the college supervisor in a sealed envelope.

K. Suggestions for Developing Lesson Plans

The format for lesson plans may need to be adapted to fit the kind of lesson to be taught. Consequently, the suggestions which follow are intended to serve as a general guide and may require some revision in order to meet the needs of a particular class and/or a particular situation.

1. General considerations include the facts that

- a. there will be a variety in the exact purposes of plans, especially between and among various subjects;
- b. there is no one correct or standard format for lesson plans;
- c. lesson plans should be flexible; and
- d. the responsibility for planning should be a cooperative experience among the college supervisor, the cooperating teacher, and the student teacher.

2. Composition of Lesson Plans

a. Aims or objectives

In order to teach an effective lesson, both the student teacher and his/her pupils must know the objectives to be met. Those aims or objectives may be classified as long-range or specific.

(1) Student Teacher

(a) Long-range

Long-range aims or objectives are comprehensive. They may be established for a single unit of work, a large body of subject matter, a series of topics, or a group of skill activities. Long-range aims or objectives may be stated in a variety of ways; the teacher may choose to describe the long-range aims in

terms of broad understandings, amounts of knowledge to be acquired, specific levels of skills to be achieved, or attitudes to be developed. These aims will constantly color the planning and teaching of the unit of work that the student teacher is presenting.

(b) Specific

Specific aims of the lesson will probably be of more concern to the student teacher from day to day, because these specific objectives are what he/she hopes to achieve, usually in a single lesson. Specific aims will furnish the student teacher and his/her pupils with clearly marked guide posts for determining class progress each day. These specific aims will also furnish the basis for the selection of teacher materials, activities, methods, and evaluative techniques.

(2) Pupil

It is just as necessary that pupils be aware of long-range and specific aims as it is that the teacher be aware of them. This necessity is consistent with the psychological principle that learning is more effective when the pupil knows the goal which is expected to be attained. For this reason, the student teacher will guide the activities and the learning which take place. When student teachers and pupils work together to set up and analyze specific aims, interest is motivated and activities are more likely to be initiated.

b. Brief review or summary

The development of each day's work is understood better by pupils if a brief introductory review is given which summarizes the work covered the day before.

c. Materials

Most lesson plans include a statement or outline of the materials which will be utilized in the teaching of the lesson, e.g., audio-visual media (films, recordings, charts/graphs, pictures, maps, etc.); art supplies; physical education equipment; enrichment stories, books, and supplementary references; etc.

d. Procedures

(1) Motivational

The student teacher must keep foremost in his/her mind the main purpose of the lesson, which is to develop the interest of the pupils. Demonstrations, illustrations, key questions, panel discussions, discussion groups on committee work, etc., are invaluable, but provisions must be noted for individual differences.

(2) Subject-matter related

The subject matter will include the approach to the day's lesson as well as the development and conclusion of the lesson. It will help to outline the material briefly.

e. Time Budget

The approximate time to be spent on each section of material and activities for the day or for the lesson should be noted.

f. Plans for the next class period

The plans for the next class constitute an extremely important part of any lesson, as both the current lesson and the next lesson should be well integrated. Since the assignment should serve as a bridge between the previous class and the next class, it should never be hurried or crowded into the last few minutes of the class period. Make the assignment clear and allow time for discussions or questions regarding the next day's work. It may be necessary in some classes to make differentiated assignments and to suggest alternative procedures that pupils may follow in preparing the next day's work.

g. Evaluation

- Learning Outcome

The evaluation of the outcome of a lesson may be formal or informal in nature.

Formal evaluation is likely to involve short written quizzes or more lengthy examinations. Ideally, such tests should include both objective and essay questions.

Informal evaluation includes watching for evidence of pupil understanding as revealed through facial expression and evidence of sustained interest and enthusiasm on the part of the pupils. A lesson may also be informally evaluated by looking for evidence of the formation of certain attitudes through answers to oral questions or through conversation that sometimes takes place in an informal atmosphere in the classroom.

- Student Teacher Self Evaluation

Since the student teacher will constantly engage in evaluation (either formal or informal), the evidence or test that he/she will use as the instrument of evaluation should be included in the lesson plan.

After teaching a lesson, the student teacher should evaluate the strong and weak points in his/her teaching. He/She should record this evaluation as a basis for future planning and for discussion with his/her cooperating teacher and college supervisor.

3. Suggestions for Planning Lessons

a. When the student teacher observes, the cooperating teacher might

- (1) show the student teacher sample lesson plans (i.e., different types suitable for different needs),
- (2) identify the objectives for the classes he/she may be observing,
- (3) have the student teacher help make lesson plans that the cooperating teacher will use,
- (4) acquaint the student teacher with resources which are helpful in planning,
- (5) identify necessary changes and plans for the next day, etc.

b. Some helpful suggestions for making lesson plans include

- (1) planning certain objectives to be achieved (Instructional guides and manuals may be consulted.);
- (2) evaluating what has been done before and deciding what should be done next;
- (3) deciding what can realistically be done in the available time;
- (4) allowing time for pupil participation in the development of lesson plans;
- (5) planning how to begin (The opening sentence or activity often sets the pace for the entire day or class.);
- (6) writing down each succeeding step (so that the student teacher always knows what is coming next) as well as the subject matter included in the lesson;
- (7) writing down the leading question with definite objectives in mind;
- (8) allowing for creativity and flexibility in plans;
- (9) being sure that all activities are planned at appropriate levels of interest, vocabulary, and experience;
- (10) deciding upon visual materials to be utilized (e.g., illustrations, charts, movies), etc.

L. Teacher Strikes and the Student Teacher

It is important that college supervisors, student teachers, and personnel in our cooperating public school districts understand the official position of the College relative to teacher strikes and other job actions. The following statements are an attempt to clarify this position.

1. The student teacher is a guest of the school district and, as such, should not participate in or openly advocate any position in cases of strikes or actions.
2. The official position of the College is non-involvement. In no case should the student teacher enter a public school building or serve as a substitute teacher when the Teachers' Association is officially on strike. Conversely, the student teacher should not serve on a picket line or overtly support the strike in any way.
3. In the event of a strike or sanction, the College position should be made very clear to the student teacher, the cooperating teacher, and the school district. The college supervisor is in the best position to make this policy known to the student teacher and the cooperating teacher. If there is any question concerning the policy or if any assistance is needed, the college supervisor should call the Field Placement Office. (If strike action is imminent, student teachers should be encouraged to seek the advice of their college supervisors or the Field Placement Office as soon as possible.)
4. If "Work to Rule" is in effect, teachers have decided to perform no more than their contract has stipulated; typically, they enter the building en masse at the contractually appointed moment (no earlier) and leave the building at the contractually appointed moment (no later), teaching only their required classes and performing only their required duties. This usually means that the teachers will not be participating in extra-class or after-school activities or in lesson preparation at home. Coaching of after-school athletics seems to be an exception in schools involved in work slow-downs.

In cases described above, student teachers should probably be advised to leave school at the same time as the regular teachers' group. However, student teachers will still be expected to make outside preparation for fulfilling their classroom responsibilities and meet the usual planning requirements of the college's student teaching program. Any exceptions to the above should be made only by mutual agreement among the cooperating teacher, school district administration, and college supervisor.

The University has the obligation to provide the student teacher with a complete student teaching experience, and, if necessary and feasible, the student may be reassigned to another school district. Strikes may be a very real part of the education scenario; a student teacher can gain valuable learning experience by becoming more aware of the issues involved and of the strengths and weaknesses of the positions taken by the teacher and school board groups.



M. Student Teaching Grades

Evaluation is a continuous process, one which begins at the time that the student makes his/her application to student teach with the Field Placement Office and ends with the termination of the student teaching assignment. All persons connected with the student teacher's assignment evaluate him/her on the basis that he/she is in the process of becoming a teacher and a professional.

As a prospective teacher, the student teacher should expect to be evaluated since he/she is interested in learning about competencies and shortcomings. It is during the student teaching experience that the student teacher makes a final reappraisal of his/her career goals about entering the teaching profession.

Evaluative information that would be helpful to the student teacher should be made available to him/her during frequent informal conferences. Mid-Quarter/Final evaluation reports should express the considered judgment of both the cooperating teacher and the college supervisor and should be shared with the student teacher during a final conference involving all three parties during which the strengths and weaknesses of the student teacher are summarized and reviewed.

The evaluation of the student teacher is the responsibility of the college supervisor with input from the cooperating teacher. There is a separate grade for each quarter of student teaching.

1. Honors

Student teachers in the SUNY Cortland School of Arts and Sciences who major in **Adolescence Education - Mathematics** and who demonstrate exemplary performance receive a grade of "H" (honors) for student teaching.

2. Satisfactory

Student teachers who demonstrate satisfactory performance in student teaching receive a grade of "S" (satisfactory).

3. Unsatisfactory

Student teachers who for various reasons do not demonstrate satisfactory performance receive a grade of “U” (unsatisfactory), which carries no credit. It is expected that the College supervisor will have documented behavior leading to the decision to award a “U” and will have shared this material with the student teacher on a timely basis.

4. Incomplete

A student teacher is awarded a grade of “INC” (incomplete) only when he/she is *performing satisfactorily* **AND**

- (a) an extension is recommended by the college supervisor for required assignments to be submitted to the cooperating teacher and/or the college supervisor

OR

- (b) the student teaching experience is extended in order that the student teacher may make up days that he/she missed due to an *approved* absence.

In either case, the college supervisor will submit to the Director of the Field Placement Office a written statement describing the nature, amount, and deadline date of make-up work required for any students who are assigned **incompletes** and is encouraged to contact the Field Placement Office for consultation on individual cases.

5. Withdrawal

If a student teacher wishes to withdraw from the student teaching placement, the grade awarded depends upon the performance of the student teacher at the time of withdrawal. If the student teacher’s performance is satisfactory at the time of withdrawal, he/she will receive a grade of “X” which carries no credit and does not affect the grade-point average; if the student teacher’s performance is not satisfactory at the time of withdrawal, he/she will receive a grade of “U” (unsatisfactory). Withdrawals must be approved by the Dean of the SUNY Cortland school in which the student teacher is majoring (either the School of Professional Studies, the School of Arts and Sciences or the School of Education). No “X” may be used for withdrawal from a course during the change-of-schedule period.

6. Termination of Student Teaching

The student teacher will be removed at any time during the student teaching experience when the college supervisor, cooperating teacher, the department’s student teacher coordinator or building administrator determines that the student teacher’s performance is not satisfactory and that minimal competence cannot be achieved or, in the judgment of these individuals, the student teacher’s presence in the classroom is a detriment to the public-school class. In each case, the student teacher will receive a grade of “U” (unsatisfactory) for the student teaching experience.

7. Re-enrollment in Student Teaching

A student teacher who for any reason did not obtain credit for student teaching and who wishes to attempt another student teaching experience must seek permission from his/her major department chair to re-enroll in the course. If such permission is granted, the student must repeat the entire procedure involved in applying to student teach again.

Any student teacher who does not satisfactorily complete a student teaching experience must undergo remediation before that experience can be repeated and the next experience, if one is required, can be attempted. Please refer to the “Student Teaching Remediation Program” on page 25.

Student Teaching Remediation Program

Schools of Professional Studies, Arts and Sciences and Education

This program is implemented immediately after a candidate has received a grade of “Unsatisfactory” in student teaching. It is to be successfully completed before the candidate is allowed to proceed to the second student teaching experience and/or to repeat the failed experience.

The college supervisor, in consultation with the cooperating teacher, should identify as early as possible in the student teaching experience all student teachers who are at risk of receiving unsatisfactory grades and notify in writing the department chair, department coordinator and the director of field studies.

The college supervisor should provide for each at-risk student teacher the appropriate paper trail to include a list of specific deficiencies and the specific improvements necessary to lead to a final grade of “Satisfactory”. The student teacher should sign all original observation reports before returning them to the college supervisor; the college supervisor should then provide the student teacher with a copy of each observation report.

After a grade of “Unsatisfactory” has been assigned, the failure is reviewed by a Review Council composed (at a minimum) of the department chair, the college supervisor who has assigned the grade of “Unsatisfactory”, and a faculty member named by the department chair. The candidate is interviewed. Should the candidate continue to prepare for a career in teaching? Does the candidate want to continue?

The Review Council decides the specific remediation program on a case-by-case basis and may require any/all of the following (as a minimum):

1. The taking or retaking of appropriate course work
2. College counseling
3. Volunteer-type experiences with children of an appropriate age
4. Independent study to include specific readings
5. Hours of effective-teacher observation
6. Other appropriate remedial steps

The duration of the remediation process is determined by the department. The failed student-teaching experience may be repeated only once.

Approved by Professional Studies School Council on 4/22/96/Effective Fall 1996
Approved by Arts and Sciences Secondary Coordinators on 4/28/98/Effective Fall 1998
Revised/Approved by Teacher Education Council 5/8/02.



PART II

THE COOPERATING TEACHER

A. Criteria

1. Mentors
2. Good role models
3. Professionally active beyond the classroom
4. Experienced teacher – with tenure or master's degree preferred
5. NYS Certified – within discipline
6. School District recommendation

B. Expectations

1. be knowledgeable about the information, policies, and procedures presented in this Handbook
2. be prepared for the student teacher's arrival

All students are expected to follow the SUNY Cortland calendar with respect to the beginning and end dates of each student teaching quarter. In addition, student teachers must contact their cooperating teachers upon notification of placement.

Before the student teacher arrives, it is important to convey to the pupils that they should look upon the student teacher as another teacher rather than as a student. The cooperating teacher's attitude about the fact that a student teacher will be joining him/her may be more revealing than the words used to inform pupils that a student teacher is in fact expected. The eagerness displayed by the cooperating teacher and his/her willingness to take the time to discuss and make plans for the student teacher's arrival will demonstrate to pupils the importance of the event.

Pupils should share the responsibility in preparing for the student teacher. They may participate by preparing a list of classroom policies, a handbook of school practices, thumbnail sketches of themselves as notes of introduction, etc. Pupils may also plan ways to help the student teacher become acquainted with them and their activities while becoming more at ease in his/her role.

It is also important to prepare work space for the student teacher before he/she arrives. A desk or table of his/her own provides a certain amount of status and establishes the student teacher as a co-worker in the classroom.

3. respond to the student teacher's initial contact
4. welcome the student teacher into the school, introducing him/her to pupils and colleagues

5. orient the student teacher to the school
6. integrate the student teacher into the school
7. arrange observations
8. carefully plan the student teacher's first day and first week
9. provide initial assistance to the student teacher in making lesson plans
10. develop a long-range plan with the student teacher for the assumption of increasing classroom responsibilities until full responsibility may be assumed by the student teacher for at least one week of the placement period, as agreed upon by the college supervisor, the cooperating teacher, and the student teacher
11. monitor the student teacher's attendance, notify the college supervisor of absence and/or tardiness, and present the completed and signed "Summary Record of Absence during Student Teaching" form to the college supervisor at the final three-way evaluative conference (please see a sample of this form in the Appendix of this Handbook)
12. observe the candidate's teaching and offer both oral and written comments; confer regularly
13. guide the student teacher toward available materials for teaching
14. confer with the college supervisor as needed, indicating both the student teacher's strengths and clear and specific weaknesses along with the necessary improvements. Clear and direct communication among the cooperating teacher, the student teacher, and the college supervisor is essential as early in the placement as possible, especially if problems are being seen to develop.
15. provide demonstration teaching aimed at helping the student teacher progress in areas of identified need
16. conduct a mid-quarter evaluation of the student teacher with the college supervisor
17. participate in a final three-way conference with the college supervisor and the student teacher
- 18. complete the Mid-Quarter/Final student evaluation report to be submitted on line at the mid-quarter and final point of the student teaching experience. Give the original form to the college supervisor and a copy to the student teacher at the mid-quarter and final three-way conference. (See Appendix C for evaluation form and submission directions.)**
19. submit completed college supervisor evaluation form to appropriate department chair, or give to the college supervisor in a sealed envelope. (See Appendix for evaluation form.)

C. Suggestions for working toward the improvement of the student teacher include

1. developing a positive relationship
 - a. Mutual respect for opinions and values held by the cooperating teacher and the student teacher should create a feeling of confidence which will encourage a student teacher's initiative, enthusiasm, and creativity. Self-direction and self-reflection are two of the major goals of the student teacher's growth; it is, therefore, the responsibility of the cooperating teacher to provide the opportunity and environment for the student teacher to develop independence in the classroom.
 - b. The cooperating teacher may facilitate the student teacher's self-confidence by sharing professional literature, discussing professional experiences, and creating an atmosphere conducive to professional growth.

2. expecting and facilitating progress in the student teacher's performance
 - a. The cooperating teacher should evaluate with the student teacher those traits and qualities which are conducive to continuing growth. The student teacher should be given practical suggestions relative to improving his/her appearance and voice as well as how to eliminate annoying mannerisms and speech imperfections.
 - b. Progress may be evaluated periodically by having the student teacher review and engage in self-reflection.
3. analyzing presentations
 - a. Early in the student teaching experience, both the cooperating teacher and the student teacher should analyze the cooperating teacher's class presentations.
 - b. Both should also review the planning and materials.
 - c. Later, both should analyze the student teacher's class presentations. The cooperating teacher should ask leading questions to guide the student teacher in discovering his/her own mistakes, and then both should work together to plan for the student teacher's improvement.
4. making suggestions for improvement
 - a. Always emphasize strong points.
 - b. Constructive feedback should be given carefully and in private, never in front of pupils. Attack one weakness at a time.
 - c. As a rule, refrain from interrupting the class while the student teacher is teaching.
 - d. When giving indirect help to the student teacher in the teaching situation, use discretion not to lower the student teacher's image.
5. holding conferences with the student teacher

Conferences should be held informally as needed and formally at planned and regular intervals. Planned conferences should begin and end at designated times.

- a. Suggested topics for conferences
 - (1) professionalism
 - (2) evaluation of a lesson
 - (3) classroom management
 - (4) lesson planning
 - (5) individual pupil problems
 - (6) various teaching techniques
 - (7) development of pupil interest
 - (8) interpretation and use of pupil records
 - (9) classroom policies
 - (10) school policies

(cont'd)

- (11) parent-teacher conferences
- (12) post-visitation conferences
- (13) correlation of group activities

b. guidelines for conferences

- (1) The cooperating teacher should recognize the student teacher's strong points while being specific and diplomatic about criticism.
- (2) The cooperating teacher should encourage the student teacher to ask questions and make comments.
- (3) The cooperating teacher should guide the student teacher in continuous self-evaluation of his/her work and performance.
- (4) In closing the conference, the discussion should be summarized and and definite action should be planned and carried out.

6. helping evaluate the student teacher.



D. Compensation

Effective January 1, 1995, the State University of New York implemented a new policy to recognize cooperating teachers who have hosted SUNY student teachers on a full-time basis for one student teaching quarter. This SUNY-wide policy, which replaced one that had been in effect since 1963, offers two alternatives.

1. **CASH STIPEND** - \$200 paid directly to the teacher,

OR

2. **TUITION WAIVER** - valued at \$250 and redeemable at State-operated campuses, valid for a period of up to 25 months, and relinquishable by the cooperating teacher to the school system in which he/she was employed during the host period. (Up to eight semester credit hours per term may be waived using valid accumulated tuition waivers, issued for supervision in fall 1994 and prior and issued for spring 1995 and thereafter.)

At the conclusion of the student teaching quarter, a "Stipend/Waiver Election Form" is sent by the SUNY Cortland Field Placement Office to each cooperating teacher, who completes the form and returns it to the Field Placement Office. If the cash stipend is selected, a check is mailed to the cooperating teacher at his/her home address; if the tuition waiver is selected, it is forwarded to the cooperating teacher at his/her school address unless there are other instructions from school district administration.

In cases where **two or more cooperating teachers** work regularly to host one student teacher during one quarter, an affidavit form precedes the election form. The affidavit will designate which *one* of the multiple cooperating teachers is to receive the compensation; the ensuing election form will allow that *one* cooperating teacher to select the cash stipend or the tuition waiver.

Any questions regarding this process may be directed to the college supervisor or the SUNY Cortland Field Placement Office (607-753-2824).



PART III

THE COLLEGE SUPERVISOR

A. Qualifications

1. Experience in school settings at appropriate levels
2. Familiarity with New York State teacher certification requirements
3. Previous mentoring or supervisory experience
4. Resume required via the hiring process

B. Requirements

1. Fulfillment of all responsibilities/duties of a supervisor and department mentor as outlined in department orientation, training and ongoing communications

C. Expectations

1. be knowledgeable about the information, and follow the policies and procedures presented in this SUNY Cortland Student Teaching Handbook
2. make initial contact with his/her student teachers either before or at the beginning of the student teaching quarter
3. meet with each cooperating teacher at the beginning of the student teaching quarter
4. make initial contact with each principal and solicit his/her help in orienting the student teacher to the school
5. be visible in all cooperating schools; follow building rules and regulations regarding visitors
6. make regular visits, including at least three written observation reports
7. confer with each student teacher after each observation and provide both oral and written feedback during the post-observation conference; retain copies of all documentation and notes on discussions
8. follow procedures regarding supervisory travel as detailed in a memo from the Field Placement Office to each college supervisor at the beginning of each semester
9. address student teaching problems and notify the department chair, program coordinator and the Field Placement Office of serious problems as they arise

10. notify the department chair or program coordinator and the Field Placement Office as early as possible of any student teachers who may possibly receive a final grade other than “S” for student teaching
11. confer with each cooperating teacher regularly and as needed
12. assign the final grade for the student teaching quarter with input from the cooperating teacher
13. arrange and conduct the final, three-way conference involving the student teacher, the cooperating teacher, and the college supervisor for each placement
- 14. complete the mid-quarter/final student evaluation report to be submitted on line at the mid-quarter and final point of the student teaching experience.
(See Appendix C for evaluation form.)
Give a copy to the student teacher at the mid-quarter and final three-way conference.
Place the evaluations of each student teacher in the student teacher’s departmental folder for each placement; retain copies**
15. forward the completed “Summary Record of Absence during Student Teaching” form to each student teacher’s major department
- 16. electronically submit completed final grades by deadline as stipulated by Registrar’s Office**
17. complete various forms as required
18. explain as needed and appropriate the SUNY-wide compensation program for cooperating teachers
19. in the event of a teacher strike or sanction (please see Part I, Page 21), make clear the College’s position of student teachers’ non-involvement
20. notify the Field Placement Office of any cooperating teachers who are interested in hosting SUNY Cortland student teachers
21. help promote cooperation and good will between the cooperating school and the College.

CONCLUSION

The material presented in this SUNY Cortland Student Teaching Handbook is intended to provide student teachers, cooperating teachers, cooperating administrators, college supervisors, faculty, and parents with useful and pertinent information.

It is our sincere hope that all participants enjoy a meaningful and successful learning experience. Thank you for your commitment and cooperation.

Any questions or comments may be directed to the SUNY Cortland Field Placement Office at 607-753-2824.

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Appendix A

INTASC Principles: The Interstate New Teacher Assessment Consortium has identified the following national standards for teacher performance.

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technique to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

New York State Regents Learning Standards

Health, Physical Education and Family and Consumer Sciences

Standard 1: **Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: **A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: **Resource Management**

Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: **Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: **Information Systems**

Students will access, generate, process and transfer information using appropriate technologies.

Standard 3: **Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: **Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: **Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: **Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning of learning.

Standard 7: **Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: **Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: **Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: **Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: **Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: **Communication Skills**

Students will be able to use a language other than English for communication.

Standard 2: **Cultural Understanding**

Students will develop cross-cultural skills and understandings.

The Arts

Standard 1: **Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: **Knowing and Using Arts Materials and Resources**

students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: **Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thoughts.

Standard 4: **Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: **Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: **Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: **Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: **Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

Social Studies

Standard 1: **History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: **World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: **Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.

Standard 4: **Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economics, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: **Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Appendix B

Field Placement Office
Education Building - Room 1105
(607) 753-2824
(607) 753-5966 (fax)

FIRST - DAY SHEET

Student Teaching/Fieldwork Local Address Information

**PLEASE MAIL THIS SHEET ON THE FIRST DAY OF YOUR NEW PLACEMENT
TO THE FIELD PLACEMENT OFFICE**

Printed Name _____

Address While Student Teaching _____

City, State & Zip _____

Telephone _____ **E-Mail** _____

College Major _____

First Placement:

Year _____ Qtr. 1 Qtr. 2 Qtr. 3 Qtr. 4 (Please circle)

College Supervisor _____

School District/Agency _____

School/Agency _____ Telephone _____

Grade/Subject or Field Assignment _____

Principal/Director _____

Cooperating Teacher _____ Mr.
or _____ Mrs.
Agency Supervisor _____ Ms.
_____ Dr. _____

Second Placement:

Year _____ Qtr. 1 Qtr. 2 Qtr. 3 Qtr. 4 (Please circle)

College Supervisor _____

School District/Agency _____

School/Agency _____ Telephone _____

Grade/Subject or Field Assignment _____

Principal/Director _____

Cooperating Teacher _____ Mr.
or _____ Mrs.
Agency Supervisor _____ Ms.
_____ Dr. _____



Field Placement Office
Education Building - Room 1105
(607) 753-2824
(607) 753-5966 (fax)

*PLEASE RETURN THIS FORM TO THE FIELD PLACEMENT OFFICE AND SUBMIT
ONE COPY TO THE SCHOOL NURSE AT EACH SCHOOL TO WHICH YOU ARE ASSIGNED.*

EMERGENCY MEDICAL INFORMATION FORM – STUDENT TEACHERS

**IT IS IMPORTANT THAT SUNY CORTLAND KNOW WHO TO CONTACT IN THE EVENT THAT YOU HAVE
A MEDICAL EMERGENCY WHILE STUDENT TEACHING. PLEASE GIVE CLEAR AND COMPLETE
INFORMATION.**

Name _____

Home Address _____

Home Phone Number (____) _____

Your Address While Student Teaching _____

Phone Number While Student Teaching (____) _____

Person to Contact in Case of Emergency:

Name _____

This Person's Relationship to You _____

Day Phone (____) _____ Evening Phone (____) _____

Alternative Person to Contact:

Name _____

Day Phone (____) _____ Evening Phone (____) _____

Any Known Medical Conditions/Allergies of Which We Should Be Aware: _____

Name of School(s) _____

Name of Cooperating Teacher(s) _____

**NOTE: PLEASE BE SURE TO RETURN ONE FORM TO THE FIELD PLACEMENT OFFICE, SUNY CORTLAND, P.O. BOX 2000,
CORTLAND, NY 13045 AND TO SUBMIT ONE COPY TO THE SCHOOL NURSE AT EACH SCHOOL TO WHICH YOU ARE
ASSIGNED.**

Field Placement Office
Education Building - Room 1105
(607) 753-2824
(607) 753-5966 (fax)

Date Submitted _____

REQUEST FOR ABSENCE FROM STUDENT TEACHING

This request must be submitted to the College supervisor for his/her prior approval no later than 10 days prior to the requested date of absence. The College supervisor will act upon this request and forward it, with his/her recommendation, to the office of the chair of the student's major department at least five days before the date on which you wish to be absent.

Student Teacher _____

I request permission to absent myself from student teaching.

(Grade or Subject) (Name of School)

(City, State, Zip)

My teaching address is

(Street & Number) (City, State, Zip)

Reason for this request: *(Be specific - indicate why you wish to be absent and where you may be reached while absent.) Give specific date and time to be away from teaching.*

(Address during absence from student teaching) (Telephone number)

Approved () Not Approved ()
(To be completed by College Supervisor.)

Student Teacher's Signature

Approved () Not Approved ()
(To be completed by Department Chair as necessary.)

College Supervisor's Signature

Department Chair's Signature

Supervisor's Recommendation - *Use back of sheet to make comments in support of your Recommendation.*



Field Placement Office
Education Building - Room 1105
(607) 753-2824
(607) 753-5966 (fax)

Date Submitted _____

SUMMARY RECORD OF ABSENCE DURING STUDENT TEACHING

(TO BE VERIFIED BY SUPERVISOR AT END OF STUDENT TEACHING EXPERIENCE)

Student's Name _____

Quarter _____

School Year _____

The student named above has been present during the days and hours required
of the regular faculty except as indicated below.

Date of Absence	Hours if Other than Full Day	Reason for Absence

Signed: _____
Name of the Cooperating Teacher

Date: _____

The College supervisor should forward this sheet with his/her recommendation
to the office of the student's major department.

I recommend that the above absences be excused.

Signed: _____
Name of College Supervisor

Date: _____

If additional experience is recommended, send this form to the Field Placement Office, Cornish
D-210 and forward a copy to the chair of the student's major department. Indicate below the
additional dates in which the student will be in their placement.
Additional dates in the placement _____.

Signed: _____
Name of College Supervisor

Date: _____

**Note: SUNY guidelines require a minimum of 75 days in classrooms as stated
in "A New Vision in Teacher Education" of June 2002.**

STUDENT TEACHER EVALUATION OF THE COLLEGE SUPERVISOR

Department: _____

Name of College Supervisor (CS): _____

Your name and school: _____

Quarter(s) 1 2 3 4 (please circle) Year 200 ____

Date of evaluation: _____

Please give this evaluation in a sealed envelope to the CS at the final conference or submit to appropriate department chair/program coordinator. We appreciate your input on this important aspect of the student teaching experience. Your supervisor will not receive the results of this evaluation until he/she has submitted your grade.

Please use the following ratings and check the appropriate column.

3 – Above Average 2 – Average 1 – Needs Improvement 0 – Unsatisfactory

NA – Not applicable or no opportunity to observe

1. Initial contact between you and the CS

A. Was informative and beneficial.

Comments:

3	2	1	0	N/A

B. Expectations for my student teaching performance were made clear to me.

Comments:

3	2	1	0	N/A

C. College/Department policies and procedures for student teachers were reviewed or explained.

Comments:

3	2	1	0	N/A

2. Personal characteristics of the supervisor (warm, understanding, approachable, etc.)

Comments:

3	2	1	0	N/A

3. Student Teacher-Supervisor Relationship

A. Fairness in dealing with you.

Comments:

3	2	1	0	N/A

B. Created a supportive, professional environment.

Comments:

3	2	1	0	N/A

4. Evaluation procedures (observations, review of lesson and unit plans, discussions, conferences with the CS alone and with the CT present, etc.)

A. Constructive and resulted in improvement.

Comments:

3	2	1	0	N/A

B. Given sufficient amount of time by the CS.

Comments:

3	2	1	0	N/A

5. Observations and conferences

A. Number of days of observation by the CS cited on this form per eight week quarter.

(NOTE: If the CS whose name on this form was assigned to you only for one quarter, then please circle N/A for the quarter during which he/she was not your CS.)

Comments :

1 st Placement	2 nd Placement
N = _____ Or N/A	N = _____ Or N/A

B. Number of conferences with the CS, including verbal and written forms of feedback.

Comments:

N = _____

C. There was a final conference with the CS, CT, and ST present during the eight-week quarter. (Please circle one response in each box with NA to be circled if your CS for that quarter was not the individual cited on this form.)

Comments:

1 st Placement	2 nd Placement
Yes or No Or N/A	Yes or No Or N/A

6. The CS provided assistance to seek solutions to problems that may have occurred during the student teaching experience.

Comments:

3	2	1	0	N/A

7. The CS fostered positive College/Department public relations with the host school personnel.

Comments:

3	2	1	0	N/A

8. Your suggestions for making the ST/CS relationship better for future STs:

SUNY Cortland
Student Teacher Evaluation of the Cooperating Teacher

Please give this evaluation in a sealed envelope to the CS at the final conference or submit to appropriate department chair/program coordinator. We appreciate your input on this important aspect of the student teaching experience. Your supervisor will not receive the results of this evaluation until he/she has submitted your grade.

Cooperating Teacher _____ School/District _____

Teacher Candidate _____ Year _____ Quarter _____

Department: _____ Date of evaluation: _____

Please submit to your college supervisor.

The following criteria are general expectations of cooperating teachers as specified in the SUNY Cortland Student Teaching Handbook. Your responses will be kept confidential and will be used for determining future placements. Please respond to each criterion using the following scale:

4: strongly agree **3:** agree **2:** disagree **1:** strongly disagree

During my student teaching experience, my cooperating teacher:

- _____ 1. Was knowledgeable about student teaching information, policies, and procedures.
- _____ 2. Oriented me to the building, faculty, administration, students, and school policies.
- _____ 3. Modeled effective teaching and classroom management.
- _____ 4. Modeled and encouraged appropriate instruction for diverse student needs.
- _____ 5. Provided guidance in the development of lesson plans and/or unit plans.
- _____ 6. Developed and implemented a plan for my assumption of classroom responsibilities.
- _____ 7. Regularly observed my teaching.
- _____ 8. Provided valuable written feedback on a regular basis.
- _____ 9. Provided valuable verbal feedback on a regular basis.
- _____ 10. Shared professional literature and teaching resources.
- _____ 11. Developed a positive relationship with me, displaying mutual respect and providing an environment for professional growth.
- _____ 12. Would you recommend the cooperating teacher for future teacher candidate supervision?

Yes _____ No _____ Why or why not?

Additional comments:

Appendix C

Field Placement Office
Phone: (607) 753-2824
Fax: (607) 753-5966

Student Teacher Evaluation Instructions

Fall 2009 Submission Dates:

Qtr 1: (F09Q1) Mid-Quarter Submission Dates: 9/21/09-10/02/09 Qtr 1: (F09Q1) Final Submission Dates: 10/12/09-10/23/09

Qtr 2: (F09Q2) Mid-Quarter Submission Dates: 11/09/09-11/23/09 Qtr 2: (F09Q2) Final Submission Dates: 12/07/09-12/23/09

Directions

Log onto myRedDragon with your NetId and password. You can access myRedDragon directly at myreddragon.cortland.edu. If you have any trouble logging in, or need other technical assistance, please contact the Technology Help Center at 607-753-2500.

STUDENTS:

Your username/password is the same account you use to login into your webmail account and lab machines. After logging in, all BannerWeb related functions are located under the “Student Online” tab (click “[BannerWeb Main Menu](#)” to go straight into BannerWEB). Once in BannerWeb, click on Teacher Education, Student Teacher Evaluation Module, then MySTE's. The system will generate the evaluation based on the evaluation time period that is available. You can update, insert and view your evaluations from this screen.

SUPERVISORS:

Your username/password is the same account you use to login into your webmail account, office machine, classroom computer and email. After logging in, all BannerWeb related functions are located under the “Faculty Online” tab (click “[BannerWeb Main Menu](#)” to go straight into BannerWEB). Once in BannerWeb:

- 1. At the bottom of the first page, click on Teacher Education.**
- 2. On the next screen click Student Teacher Evaluation Module.**
- 3. On the next screen click Manage Assigned Student's STEs.**
- 4. You will be prompted for a time period.**
Select the appropriate time period from the drop down list.
For Fall 2009 quarter 1, select FO9Q1.
- 5. The system will generate your class list and then the evaluation, based on the evaluation time period that is available. You can update, insert and view your students' evaluations from this screen. You can also view your assigned students' summaries by clicking View Student Summary on the Student Teacher Evaluation Module menu screen.**

Any further information or assistance, please do not hesitate to call the Field Placement Office at 607-753-2824.

TO BE COMPLETED BY SUPERVISOR, COOPERATING TEACHER AND STUDENT TEACHER

To facilitate the compilation of data for individual teaching programs, there is an electronic version of this **Student Teacher Evaluation** Form that is required to be submitted by the college supervisor, cooperating teacher, and student teacher. A printed version should be completed so that the student teacher may receive immediate feedback and hard copies may be kept in the student's folder. In order to access the electronic form, please follow the instructions below.

STUDENT TEACHING MID-QUARTER/FINAL EVALUATION REPORT

Quarter: (circle one)	1	2	3	4
Evaluation Type: (circle one)	Mid-Quarter	Final	Other (Date: _____)	
Evaluator: (circle one)	College Supervisor	Cooperating Teacher	Student	

Please PRINT the information requested below.

Student Teacher	_____	Date	_____
College Supervisor	_____	Cooperating Teacher	_____
School District	_____	School (Building)	_____
Grade Level(s)	_____	Subject Area(s)	_____

The description of the following ratings is:

3 – Target 2 – Acceptable 1 – Unacceptable 0 - Not applicable or no opportunity to observe

Directions for Completing the Evaluation:

This evaluation form incorporates the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the 13 Learning Outcomes for SUNY Cortland teacher candidates. These principles reflect the essential knowledge, skills, and dispositions necessary for the teaching profession. Information about the alignment of institutional standards with state and national standards may be found in the *Student Teaching Handbook*.

The student teacher is to be evaluated on each of the ten INTASC principles and the 13 SUNY Cortland Learning Outcomes. Examples of items for each principle are listed in the column next to the principle description. The examples are only suggested items to consider in evaluating the student teacher's ability to demonstrate knowledge of the principle. The items may or may not have been observed. Please note that since the student teaching experience is considered practice teaching, student teachers should be evaluated based on their student teaching performance. Use the following guidelines to determine whether the student teacher's performance is considered *Target* (T), *Acceptable* (A), or *Unacceptable* (U), or if the standard was *Not Applicable* (NA) at the time of evaluation.

- ***Target*** - the student teacher demonstrated outstanding knowledge of and use of skills, concepts, and dispositions associated with the standard and is open to learning or receiving guidance to improve his/her performance.
- ***Acceptable*** - the student teacher demonstrated satisfactory knowledge of and use of skills, concepts, and dispositions associated with the standard and is open to learning or receiving guidance to improve his/her performance.
- ***Unacceptable*** - the student teacher had little or no understanding of the skills, concepts, and dispositions associated with the standard and/or had no interest in learning or receiving guidance to improve his/her performance.
- ***Not Applicable*** - there was insufficient data for evaluation of the standard. An example of "not applicable" is that often at midterm, the college supervisor and the cooperating teacher have not had the opportunity to see the student teacher perform in all areas, and therefore have no way to judge proficiency.

After reviewing the standard description and examples of items to consider, circle the appropriate category (T, A, U, or NA) in the last column to indicate your rating of the student teacher's level of competence for that standard. The overall evaluation of the student teacher will not include a penalty for the NA response. There is space at the end of the form to write suggested improvements for the student teacher.

IMPORTANT NOTICE: The student teacher will be removed at any time during the student-teaching experience if the College Department determines that the student teacher's progress is not satisfactory and that minimal competence cannot be achieved or, in the judgment of the College, the student teacher's presence in the classroom is a detriment to the students in the cooperating school. In each case, the student teacher will receive a grade of "U" (unsatisfactory) for the student-teaching experience and be required to successfully complete a remediation program prior to repeating the unsatisfactory student-teaching experience. Please refer to the form addressing the Conference and Final Grade Recommendation for additional information.

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<u>#1 Subject Matter</u> The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Learning Outcomes: 1, 2)	1) Knowledge of content in discipline(s). 2) Knowledge of NYS Standards and discipline specific national standards. 3) Solid foundation in arts and sciences - provides relevance of (connects) material to other areas within discipline and/or outside of discipline	T A U NA
<u>#2 Student Learning</u> The student teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (Learning Outcomes: 4, 7)	1) Creates relevance by connecting with prior experiences. 2) Relates lessons to students' personal interests. 3) Provides opportunities for students to become self-directed learners. 4) Understands how students learn and develop.	T A U NA
<u>#3 Diverse Learners</u> The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Learning Outcomes: 4, 12)	1) Designs instruction appropriate to students' stages of development, learning styles, strengths and needs. 2) Identifies appropriate services or resources to meet the needs of exceptional learners. 3) Adjusts instruction to accommodate the learning differences or needs of students. 4) Uses knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious). 5) Creates a classroom climate that supports students with unique learning abilities.	T A U NA

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<p><u>#4 Instructional Strategies</u></p> <p>The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Learning Outcome: 7)</p>	<ol style="list-style-type: none"> 1) Presents introduction that focuses student attention. 2) Selects and uses a variety of presentations & explanations to encourage critical thinking and problem solving. 3) Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs. 4) Provides closure that summarizes, reviews, and links to future assignments/classes. 	<p style="text-align: center;">T A U NA</p>
<p><u>#5 Learning Environment</u></p> <p>The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation. (Learning Outcomes: 5, 6)</p>	<ol style="list-style-type: none"> 1) Manages classrooms structured in a variety of ways to promote a safe learning environment. 2) Uses a variety of questions to stimulate student thinking and uses appropriate "wait-time" before answering. 3) Handles disruptive students effectively. 4) Uses student praise. 5) Maintains appropriate pacing. 6) Involves all students in learning activity - keeps students on task. 7) Regulates physical conditions of room. 	<p style="text-align: center;">T A U NA</p>
<p><u>#6 Communication</u></p> <p>The student teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Learning Outcomes: 8, 11)</p>	<ol style="list-style-type: none"> 1) Spelling, grammar, and handwriting. 2) Use of voice. 3) Rarely has back to class. 4) Use of boards (black, white, bulletin). 5) Use of equipment and technology. 6) Integrates curriculum among discipline(s). 7) Balances historical and contemporary research, theory and practice. 	<p style="text-align: center;">T A U NA</p>

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<p><u>#7 Planning Instruction</u></p> <p>The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (Learning Outcome: 2)</p>	<ol style="list-style-type: none"> 1) Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. 2) Develops plans that are appropriate for curriculum goals and are based on effective instruction. 3) Adjusts plans to respond to unanticipated sources of input and/or student needs. 4) Develops short and long-range plans. 	<p style="text-align: center;">T A U NA</p>
<p><u>#8 Assessment</u></p> <p>The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (Learning Outcome: 9)</p>	<ol style="list-style-type: none"> 1) Maintains accurate records and provides feedback to students to help them identify strengths and weaknesses. 2) Makes appropriate instructional choices and adjustments based on formal and informal evaluations. 3) Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. 4) Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students. 	<p style="text-align: center;">T A U NA</p>
<p><u>#9 Reflection and Professional Development</u></p> <p>The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (Learning Outcome: 13)</p>	<ol style="list-style-type: none"> 1) Evaluates own teaching - uses discipline specific on-going assessment to improve teaching. 2) Carries out instructions and is receptive to constructive suggestions. 3) Demonstrates initiative. 4) Appearance - dress, grooming, posture. 5) Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher. 6) Participates in professional activities. 	<p style="text-align: center;">T A U NA</p>

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<u>#10 Collaboration, Ethics, and Relationships</u> The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. (Learning Outcomes: 3, 8, 10)	1) Fulfills non-teaching duties (e.g., study hall, lunch duty). 2) Promotes parental involvement. 3) Maintains a professional, positive, and supportive relationship with students and school personnel. 4) Reports pertinent information to parents or other professionals. 5) Demonstrates good moral character.	<div>T A U NA</div>

Additional Comments and Important Issues Concerning Placement:

Please provide suggestions for improvement based on the student teacher's performance during the student teaching experience. Include feedback on criteria specific to the discipline (program) and indicate specifics, which should become major objectives in the second teaching assignment or post student teaching professional preparation. You may also wish to address the degree of difficulty of the placement, such as environmental conditions or how much responsibility was given to the student teacher. Please provide additional comments on the potential that the student teacher has for the teaching profession. Attach additional sheets, if necessary.

NOTE: This Student Teacher Evaluation form is used for all programs in the college; however, you may be required to complete an additional evaluation form that contains items that are discipline specific.

Appendix D

COOPERATING TEACHER EVALUATION OF COLLEGE SUPERVISOR

Department: _____

Name of College Supervisor (CS): _____

Your name and school: _____

Quarter(s) 1 2 3 4 (please circle) Year 200 _____

Date of evaluation: _____

Please give this evaluation in a sealed envelope to the CS at the final conference. We appreciate your input on this important aspect of the student teaching experience.

1. The CS conducted an initial 3-way conference, clarifying expectations for CS, Cooperating Teacher (CT), and Student Teacher (ST). _____ yes _____ no
2. The CS conducted at least _____ formal observations, with written feedback for the ST. _____yes _____ no
3. The CS conducted a final conference with the CT and the ST, serving as an evaluation of ST performance. _____ yes _____ no
4. I would be willing to work with this CS again with another ST.
_____ yes _____ no

Please use the following ratings and check the appropriate column.

3 – Above Average 2 – Average 1 – Needs Improvement 0 – Unsatisfactory

NA – Not applicable or no opportunity to observe

5. Degree to which I was made aware of CS's expectations of me and my role as CT:

3	2	1	0	NA

6. The CS was a visible presence in the schools and followed building rules and regulations regarding visitors.

3	2	1	0	NA

7. The CS fulfilled all stated responsibilities in a timely and professional manner and served as a positive link between the school and the college.

3	2	1	0	NA

8. The CS had a positive and beneficial relationship with the ST.

3	2	1	0	NA

9. The CS conferred with the CT on a biweekly or as needed basis.

3	2	1	0	NA

10. Comments or suggestions for improving the performance of the CS and relationship with the CT:

11. Comments or suggestions for improving this form:

Signature: _____
(Cooperating Teacher)

Appendix E

RESOURCES AND USEFUL WEBSITE ADDRESSES

- **SUNY Cortland, Field Placement Office**
Education Building, Room 1105
Phone Number: 607-753-2824
www.cortland.edu/fieldplacement
- **New York State Education Department**
Elementary, Middle, Secondary and Continuing Education
Phone Number: 518-474-5915
- **NCATE Standards**
Available at <http://www.ncate.org>
- **SUNY Cortland Career Services**
Van Hoesen Hall, Room B-5
Phone Number: (607) 753-4715
E-mail: www.cortland.edu/career

The Teaching Materials Center at SUNY Cortland

The TMC collection is part of the total library services of the College serving as a resource center/laboratory for materials used in teaching, such as curriculum guides, audio-visual materials, children's fiction and non-fiction, textbooks, and activity books. A number of bibliographies and guides to free materials can be found in the reference collection to aid in locating materials on a particular topic. These materials can be used in preparing the student teacher's units and lessons. As such, this collection is not meant to meet long-term needs for specific items. The materials are in heavy demand for a number of uses, including preview and evaluation, methods classes, and student teaching.

The student teacher will also want to become familiar with the school and community resources of the geographical area in which he/she has been placed. In fact, the student teacher is expected to find out how school and public libraries, the district or BOCES Center, museums, historical associations, etc., can provide teaching materials. Doing so will allow the student teacher not only to take advantage of local resources but also to avoid trips to Cortland.

Because of the specialized nature of the collection and its use, the TMC sets a circulation limit of three weeks (21 days) with no renewals. It is especially important that items be returned as quickly as possible to insure the widest possible use by all who need them. Returning materials on time or early will help others.

If a student teacher is unable to return to campus, materials may be returned by a friend, by mail, or perhaps by the College supervisor, if he/she is able to help. However, it should be noted that the student teacher is responsible for all charges and obligations until each borrowed item is returned to the collection. College supervisors do not have the authority to change any TMC policies.

Questions or suggestions for improving the services of the TMC may be directed to the librarian in person or by telephone at 607-753-4009.

The Teaching Materials Center is open the same hours as Memorial Library.* It is vital to have a student ID in order to access the library. *Check with the library during the semester for extended weekend hours.

AREA TEACHER CENTERS (2009)

Broome County, The Teacher Center of
WSKG Building, Suite G
601 Gates Road, Vestal, NY 13850
(607) 763-3282
Fax: (607) 763-3284
www.teachercenter.info/

Jamesville-DeWitt/Syracuse Univ. Teacher Center
Tecumseh ES, 901 Nottingham Road
Jamesville, NY 13078
(315) 445-5250
Fax: (315) 445-9872

Cayuga-Onondaga Teacher Center
100 Genesee Street
Auburn, NY 13021
(315) 258-5665
Fax: (315) 258-7339

Johnson City Teacher Center
666 Reynolds Road
Johnson City, NY 13790
(607) 763-1262
Fax: (607) 763-8769
www.jcschools.com

Central New York Teaching Center
4983 Brittonfield Parkway, Suite 203
East Syracuse, NY 13057
(315) 492-4896
Fax: (315) 492-3967
www.dreamscape.com/cnytc/

Lansing – Groton Teacher Center
284 Ridge Road/Route 34B
Lansing, NY 14882
(607) 533-4129
Fax: (607) 533-4119
www.lansingschools.org

Cincinnatus Teacher Center
Cincinnatus Central School District
2809 Cincinnatus Road
Cincinnatus, NY 13040
(607) 863-3200 Ext. 400
Fax: (607) 863-4559

Syracuse Teacher Center
1153 West Fayette Street, Suite 200
Syracuse, NY 13204
(315) 435-4217
Fax: (315) 435-4218
www.suracusetc.org

Cortland County Teacher Center
Franklyn S. Barry School
20 Raymond Avenue
Cortland, NY 13045
(607) 753-8508
Fax: (607) 758-4159
www.cortlandcountytcc.org

Tioga County Teacher Center
PO Box 194
Tioga Center, NY 13845
(607) 699-7458
Fax: (607) 699-7204
www.teachtTioga.org

Dryden Teacher Center
Dryden ES
36 Union Street
Dryden, NY 13053
(607) 844-3053
Fax: (607) 844-3058
www.drydentc.com

West Genesee/Syracuse Univ. Teaching Center
Onondaga Road ES
703 Onondaga Road
Syracuse, NY 13219
(315) 671-3183
(315) 672-3184
www.westgenesee.org/teacherpage.cfm?teacher=641

* Teacher centers are a valuable resource to teacher candidates and student teachers.

Teacher Education Program Locations and Telephone Numbers

Childhood/Early Childhood Education Department
Education Building, Room 1241
(607)753-2706
(607)753-2449

Educational Leadership Department
Van Hoesen Hall, Room B-134
(607) 753-2444

English Department
Old Main, Room 112
(607)753-4307
(607)753-4308

Field Placement Office
Education Building, Room 1105
(607)753-2824

Foundations and Social Advocacy Department
(Special Education and Urban Education)
Van Hoesen Hall, Room B-134
(607) 753-2447

Graduate Studies Office
Brockway Hall, Room 216
(607) 753-4800

Health Department
Moffett Center, Room 105
(607)753-4225

International Communications and
Culture Department
Old Main, Room 228
(607)753-4303

Literacy Department
Van Hoesen Hall, Room B-139
(607) 753-2705

Mathematics Department
Moffett Center, Room 129
(607)753-4326

Physical Education Department
Park Center, Room E-254
(607)753-5577
(607)753-4936

Registrar's Office
Miller Building, Room 223
(607)753-4702

Sciences Departments
Bowers Hall
Biology – (607) 753-2715
Chemistry – (607) 753-4323
Geology – (607) 753-2815
Physics – (607) 753-2821

Social Studies (History Department)
Old Main, Room 212
(607) 753-2723

Speech Pathology and
Audiology Department
McDonald Bldg., 60 Tompkins Street
(607) 756-5423

Appendix F

Policy Regarding Student Teaching Placements where Relatives are Employed or Attending School

When completing the application for student teaching, teacher candidates are required to disclose information to their department coordinator and the Field Placement Office regarding relatives employed or attending school in any school district where placement could occur. The term “relative” includes parents, spouse, children, step-children, siblings, aunts, uncles and/or in-laws. Under most circumstances, teacher candidates will not be placed in districts where relatives are employed. Failure to provide this information may jeopardize continuation in that placement or the program.

Appendix G

Role of the School District Administrator

(Superintendents and Building Principals)

School administrators play an important role in the student teaching process. In addition to recommending, facilitating, and approving teacher candidates' placements, school administrators can make a significant difference in the quality of the student teaching experience once the teacher candidate begins their placement.

Recognizing that school administrators have a variety of demands and responsibilities, the Field Placement Office has not made specific requests of school administrators. However many school administrators have shared ways in which they interact with student teachers, and what follows is a list of activities they have suggested may be appropriate to support the student teaching experience. Based on so many variables and differences among schools and communities, some of these suggestions may be more valuable, practical, and/or effective than others. Hopefully these ideas will be helpful as you consider what might work best in your school district:

Before the Student Teacher Arrives

- assist in the recruitment of qualified, tenured faculty to serve as “cooperating teachers”
- feel free to contact the student to introduce yourself, and/or request to meet with the student prior to their placement

During the Student Teaching Semester

- meet with student teachers to welcome them and to orient them to school policies, procedures, conduct expectations (for students), professional expectations (for faculty and student teachers), regulations, and emergency procedures in the building (fire drills, etc.,)
- introduce student teachers at faculty meetings
- provide them with copies of faculty and/or student handbooks
- provide information regarding the history and socioeconomic background of the school and the community
- arrange for the student teacher to have a tour of the school (and perhaps even the community!)
- discuss school-wide classroom management and discipline philosophy/programs/plans/procedures
- discuss special duty assignments and expectations
- make sure that student teachers are aware/informed of opportunities available to them during their placement (at both the building and district level)
- encourage their involvement in open house and parent teacher conferences
- provide opportunities for student teachers to observe other teachers in the building
- provide the opportunity for a formal observation and post conference, following the same procedures implemented with faculty
- provide information regarding any particular school improvement plans, learning initiatives, curriculum projects, assessment practices, district philosophy regarding inclusionary practices, and school benchmarks and targeted learning outcomes.
- support cooperating teachers throughout the student teacher's placement if/when requested or needed (especially for “novice” cooperating teachers)

If you have additional suggestions for us to add to this or other sections of this handbook, please don't hesitate to be in touch @ fieldplacement@cortland.edu . We encourage and welcome your collaboration and feedback!

Appendix H

STUDENT-TEACHING CALENDAR FALL SEMESTER

2009



First Quarter

Sept. 8 (Tues) - First-Quarter Student Teaching Begins

Oct. 23 (Fri.) - First-Quarter Student Teaching Ends

****Oct. 23 (Fri.) - Childhood Early Childhood and Special Education
majors attend "Educators in Training Day"**

* * * * *

Second Quarter

Oct. 26 (Mon.) - Second-Quarter Student Teaching Begins

Dec. 23 (Wed.) - Second-Quarter Student Teaching Ends

STUDENT-TEACHING CALENDAR SPRING SEMESTER

2010



Third Quarter

Jan. 25 (Mon.) - Third-Quarter Student Teaching Begins

Mar. 19 (Fri.) - Third-Quarter Student Teaching Ends

****Mar. 19 (Fri.) - Childhood Early Childhood and Special Education
majors attend “Educators in Training Day”**

* * * * *

Fourth Quarter

Mar. 22 (Mon.) - Fourth-Quarter Student Teaching Begins

May 19 (Wed.) - Fourth-Quarter Student Teaching Ends