General Information: Student Teaching is the culminating field experience of the ECE, CED, and ECC programs. Student teaching must be completed through SUNY Cortland at one of the approved student teaching sites. Student Teaching is typically done the semester following the Practicum. If a delay is necessary, the candidate should consult with their advisor to revise the degree plan and complete a Delay of Student Teaching form (available within the Childhood /Early Childhood Department).

Student Teaching Centers: Student teachers at SUNY Cortland are placed in one of a variety of Student Teaching Centers throughout New York State. Supervisors are employed faculty and staff of SUNY Cortland and are trained in accordance with New York State Certification requirements. Groups of student teachers will complete their student teaching within center regions and will attend seminars on a regular basis during student teaching. Student teachers will remain in the same center with the same supervisors for both student teaching quarters.

Albany Area Center (Albany, East Greenbush, Middleburgh, Guilderland, Saratoga Springs, Schenectady City, Fort Edward, Schodack)
Auburn Area Center (Auburn City, Jordan–Elbridge, Moravia, Port Byron, Romulus, Seneca Falls, Skaneateles, Southern Cayuga, Union Springs, Waterloo, Weedsport)
Binghamton/Greene Area Center (Afton, Bainbridge-Gilford, Binghamton City, Chenango Forks, Chenango Valley, Greene, Harpursville, Johnson City, Maine-Endwell, Newark Valley, Norwich, Oxford, Susquehanna Valley, Union-Endicott, Vestal, Windsor)
Buffalo/Rochester Area Center
Cortland Area Center (Cincinnatus, Cortland City, DeRuyter, Dryden, Groton, Homer, Marathon, McGraw, Tully, Whitney Point)
Corning/Elmira/ Horseheads Center
Ithaca Area Center (Ithaca City, Lansing, Newfield, Trumansburg, Candor, Spencer-Van Etten, Owego-Apalachin, South Seneca)
Long Island Center
New York City Center (Brooklyn, Manhattan, Bronx, Staten Island, Queens)
Syracuse Area Center (Includes Utica Rome area) (Baldwinsville, Brookfield, Canastota, Central Square Chittenango, Clinton, East Syracuse-Minoa, Fabius-Pompey, Lafayette, Liverpool, Lyncourt Madison, Marcellus, Morrisville Eaton, North Syracuse, Oneida City, Phoenix, Rome City, Solvay, Sherrill City, Stockbridge Valley, Syracuse City, Utica City, Vernon-Verona-Sherrill, West Genesee, Westhill.)
Westchester (Ossining, Yonkers, Peekskill)
International London -Spring semester only
Australia- Fall semester only

Traveling during Student Teaching: There are no guarantees that students will be placed in a geographic area of his/her choice: specific schools within each geographic area will not necessarily be available. It is not uncommon for a student teacher to drive from 45 minutes to an hour to reach his/her assigned placement for student teaching. Student teachers without cars must provide the name(s) of other student teachers who will have a car and who will provide transportation. Student teachers must then request each other be placed together.
Grade level Placements: Childhood Education (CED) candidates will complete two placements, one at the primary level (grades 1-3) and one at the intermediate level (grades 4-6). Each of these placements will typically be at different schools, but in the same geographic region. Early Childhood Education (ECE and ECC) candidates will complete two placements at different age levels and in different programs or schools. One will be with children from birth through PreK, and one will be in an elementary school setting with children from Kindergarten through second grade. To meet New York State requirements, at least one school in which a candidate is placed for student teaching must be designated as "high need." High need schools in our area are in both urban and rural area settings.

Practicum Teachers and Student Teaching: It is possible for candidates to be placed for student teaching with the teacher with whom they did their practicum experiences. However, both the candidate and the host teacher must agree to this arrangement. In order to request a student teaching placement with their practicum host teacher, candidates and their host teachers must complete the specified forms distributed with the application for student teaching.

Applying for Student Teaching: Candidates must attend a Practicum meeting (even if not enrolled in EDU 477 Practicum) held the second week of the semester prior to student teaching. At this meeting, the application process will be explained and applications for student teaching will be distributed. All materials must be submitted to the Childhood/Early Childhood Education Department by the due date, usually the fourth week of the semester. NO LATE APPLICATIONS WILL BE ACCEPTED.

Candidates must meet the eligibility requirements for student teaching at the time of application. This date occurs about the fourth week of each semester. Students who are not eligible must reapply for student teaching during the semester that eligibility is obtained. This means that student teaching eligibility requirements must be met one full semester before student teaching.

We encourage candidates to review their student teaching eligibility before application. Students who feel they will not be eligible at the time of application should work with their advisor to revise their degree plan. A thorough degree plan audit will be made at the time of student teaching application.

Student Teaching Eligibility Requirements: Students must maintain their eligibility throughout the semester prior to student teaching. Students who become ineligible during this semester will lose their student teaching placement. Summer or intersession courses may not be used to regain eligibility for the following semester.

Eligibility requirements at time of application are:
- No outstanding incompletes.
- 2.5 overall GPA for course work at Cortland
- 2.5 overall GPA in major courses
- 2.0 overall GPA in minor courses
- C- or higher grade in each pedagogy (major) course
- “Good Standing” status (e.g., not on academic probation), including professional and positive review according to college-wide requirements of moral character.
- Completion of the Child Abuse Recognition and School Violence Prevention Workshops
- Successful completion of all prerequisite education courses:
  ECE Major: ECE 270, 330, 331, 332, 333, 431, 435, 477, 478; SPE 270, LIT 371
  CED Major: INT 270, SPE 270, EDU 314, 373, 374, 375, 430, 477, 478; LIT 371, 372
Receiving Student Teaching Placements and Supervisor Assignments: Eligible candidates first are notified of the center placement by mid-semester. They will receive their student teaching placements at the placement information meeting held during the second half of the semester prior to student teaching. Dates for when student teaching placements will be distributed by email and posted throughout the Van Hoesen/Cornish complex. Supervisors are the course instructors for student teaching, and at this initial meeting, they will communicate expectations for student teacher performance and evaluation. These initial meetings are mandatory and candidates risk losing their student teaching placements if they do not attend this meeting.

Student teachers may be asked to purchase and use one or more texts for the student teaching seminar (EDU 492 or ECE 492), which provides relevant forms for use in student teaching. Supervisors will determine the final grade in student teaching, Satisfactory or Unsatisfactory.

Documented Disability: 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-40 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.