

STUDENT TEACHING HANDBOOK

CURRICULUM AND INSTRUCTION DEPARTMENT
SCHOOL OF EDUCATION
STATE UNIVERSITY OF NEW YORK COLLEGE AT OSWEGO

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Please download the following forms from:

<http://www.oswego.edu/CandI/stpage.html>

Student Teacher Evaluation Forms

Content Assessments:

- Association for Childhood Education International (ACEI) Standards
- National Council of Teachers of English (NCTE) Standards
- National Council of Teachers of Mathematics (NCTM) Standards
- American Council on the Teaching of Foreign Language (ACTFL) Standards
- National Council for Social Studies (NCSS) Standards
- National Science Teachers Association (NSTA) Standards: Biology, Chemistry, Earth Science, Physics
- Teachers of English to Speakers of Other Languages (TESOL) K-12 Standards

Final Student Teacher Assessment

Teacher Work Sample

Teacher Work Sample Scoring Rubric

Student Teaching Forms

- Forms Completion Checklist
- Student Teacher Weekly Planning/Reflective Report
- Student Teacher Phase-In Schedule
- Supervisor's Observation Checklist and Commentary
- Supervisor Final Student Evaluation Forms Completion Checklist

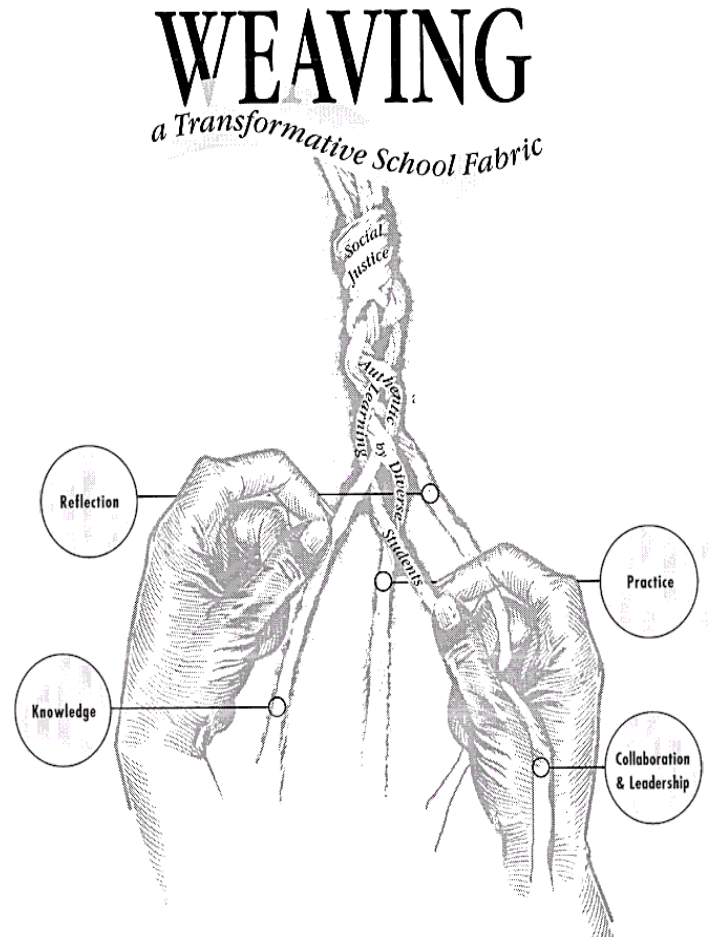
GENERAL INFORMATION & COLLEGE POLICIES

Philosophy and Conceptual Framework of the School of Education

SUNY Oswego's School of Education Conceptual Framework

Weaving a Transformative School Fabric is the theme that undergirds the Conceptual Framework for the professional programs in SUNY Oswego's School of Education. The faculty members use this Conceptual Framework in the design of curricula at both the initial and advanced levels, endorsing the six principles central to the theme: Authentic Learning, Knowledge, Practice, Reflection, Collaboration & Leadership, and Social Justice.

Weaving a Transformative School Fabric defines a professional perspective that is learning-centered and knowledge-based, achieved through a thoughtful sequence of content and pedagogy courses. The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration & leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the entire educational process; it is therefore drawn as the knot at the top of the braid.



SUNY Oswego's School of Education (SOE) strives to produce graduates who can provide meaningful opportunities and appropriate support for all students to engage in authentic learning, by which we mean self-directed inquiry, problem solving, critical thinking, and reflection in both real world and creative contexts. The emphasis on all students implies special sensitivity to the unique characteristics and needs of each of the diverse individuals who are students in the urban, suburban, and rural schools of New York State.

We believe that educating (i.e. teaching, guiding, leading) for authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice are the essential characteristics of and performance expectations for effective educators and successful professionals:

AUTHENTIC LEARNING – Educators must provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

KNOWLEDGE – Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

PRACTICE – Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

REFLECTION – Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

COLLABORATION & LEADERSHIP – Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

SOCIAL JUSTICE – Educators who graduate from Oswego State University are socially conscious catalysts for change who promote authentic learning by all students.

Interstate Teacher Assessment Support Consortium (INTASC) Standards

Each teacher education program in the Curriculum and Instruction Department strives to prepare student teachers who will meet the ten standards set forth by the Interstate Teacher Assessment Support Consortium (INTASC). These performance-based standards were developed and validated by a group of state representatives and professional associations and are compatible with the National Board Standards. In addition, Oswego faculty have developed two additional standards #11 and #12.

InTASC Standards and Descriptions, April 2011
#1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
#3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
#4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
#6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
#7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
#10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SUNY Oswego School of Education has added two additional standards:

#11: Professionalism. The teacher understands the ethical, moral, and legal complexities of schooling and the professional behaviors and dispositions expected of educators as delineated by institutional, school district, state and national standards, and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues. See professional dispositions below.

#12: Instructional Technology. The teacher identifies appropriate opportunities and skillfully uses a variety of effective instructional technologies to encourage students' development of critical thinking, problem solving, and performance skills.

Professional Dispositions

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego.

Commitment to Authentic Learning and Teaching. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

Critical Reflection. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.

Integrity. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.

Collaboration. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Advocacy. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.

Socially-Conscious Responsibility. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.

Socially-Conscious Respect. Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others and believe all students can learn authentically at high levels.

Oswego Philosophy of Student Teaching

Student teaching, in order to be a worthwhile experience and to provide maximum results, must be a cooperative enterprise. It involves the student teacher, the cooperating teacher, school administrators, other public school staff, and the college supervisor. Each has a definite responsibility and each complements the other. The fundamental purpose of student teaching is to provide the student teacher with a variety of experiences through which he/she may develop teaching skills that reflect the philosophy and conceptual framework of the SUNY Oswego School of Education and the performance standards of INTASC (Interstate New Teacher Assessment Support Consortium). Student teaching is an opportunity that permits the student teacher time to synthesize and apply information gathered in previous course work and field placements. During this time the student teacher is expected to develop professional skills in problem solving, assessment and self-reflection. It is expected that a student teacher will be exposed to all the activities of the classroom teacher(s), in the educational setting, and in the community.

Goals for Student Teaching

- Demonstrate the ability to plan on both a daily and long-range basis using central concepts of the NYS Student Learning Standards, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupil's developmental, educational, cultural, and linguistic needs.
- Use a variety of authentic instructional strategies including educational technology for accomplishment of learning outcomes in all areas of the curriculum including, but not exclusive of literacy, mathematics, social studies, and science.
- Infuse social justice curricula into all content areas to teach.
- Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students.
- Support students' physical, social, emotional, aesthetic, and intellectual development.
- Support students' development of critical thinking, problem solving, and performance skills.
- Use communication techniques to support inquiry, collaboration, and supportive interactions.
- Use formal and informal assessment strategies to monitor students' development and insure continuous intellectual, social, and physical growth.
- Organize and efficiently manage such components of the classroom as time, space, records, and learning materials.
- Develop effective classroom management strategies that engage students in ethical explorations that promote collaborative problem solving and self-regulation.
- Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities.
- Demonstrate effective interpersonal communication skills in relationship with students, teachers, administrators, other staff members, and parents and agencies in the larger community to support students' learning and well being.

College Policies

Student Teaching Offerings In order to meet the New York State Education Department's teacher certification regulations, student teaching is offered for two seven-week periods during the Fall and Spring semesters only.

Attendance: The dates of student teaching placements are established by the official college calendar. The student teacher is required to:

- Be at the placement every day that the school is in session and /or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned. However, in case of absence or tardiness, due to illness or other unavoidable emergency, the student teacher must:
 - Call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later than one-hour before school starts on the day of the absence.
 - Arrange delivery to the cooperating teacher all materials that the student teacher possesses that are necessary for instruction on the day of the absence.
 - Follow school district policy for reporting and documenting teacher tardiness and absence to school officials.
- Work the same hours and schedule, and perform the same duties, as the cooperating teacher.
- Attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.

Coursework While Student Teaching: Student teaching is extremely time consuming and requires a great deal of effort. Students are strongly discouraged to enroll in courses other than EDU 430/530.

Employment While Student Teaching: Working while student teaching is not advisable. However, because of rising costs, there is currently no regulation prohibiting employment. Student teachers are not permitted to arrive late or leave the school early to accommodate outside work. Should a student teacher choose to be employed and it is the judgment of the supervisor and cooperating teacher that such employment hinders the student teacher's effective performance, an unsatisfactory grade may be assigned and the student teacher removed from student teaching.

Extended Student Teaching Experiences: The student teaching experience may be extended only when extenuating circumstances (e.g. death of immediate family member, personal serious illness) occur upon recommendation of the college supervisor and the approval of the Curriculum and Instruction Interim Chair. The student teacher is expected to student teach on a full day basis for the assigned period.

Grading: The student teaching grade is determined by the college supervisor in consultation with the cooperating teacher. The grade will be either "S" for satisfactory work and "U" for unsatisfactory. Incomplete grades are given only in exceptional cases such as a major health issue or a death of an immediate family member (mother, father, brother or sister). Student teachers earning an "S" grade move to the second experience. **In order to earn a grade of "S", all items on the final evaluation must be scored 2 or higher.** Student teachers earning a "U" grade must meet with the Interim Chair to determine if a second placement is appropriate. If two "U" grades are earned consecutively, a third placement will not be made. If an "I" grade is given, the student teacher must meet with the Interim Chair to determine how and when the course requirements will be met.

A student teacher who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory performance will receive a failing grade. If a "U" grade is earned early

in a placement, a repeat placement will not be assigned until the following semester. No student teaching placements will be made during the summer.

Legal Action: “Oswego State expects students to be responsible, ethical and professional in all work environments consistent with the guidelines for on-campus behavior as expressed in the **Code of Student Rights, Responsibilities and Conduct**, including adherence to federal, state and local laws and the field placement site. Students who engage in experiential placements, both on and off-campus, such as internships, student teaching, practica, volunteer services, service learning, and field-based independent studies are participating in Oswego State-sponsored programs and thus, are subject to the **Code of Student Rights, Responsibilities and Conduct**. Misconduct, poor judgment, and inappropriate actions in any work or volunteer placement may subject the student to dismissal. Oswego State in such circumstances has no obligation to reassign a student. The School of Education has its own Fair Process Policy described in the next section. Under advisement, students dismissed during practica or student teaching will be reassigned if permitted to re-register for the course. (SUNY Oswego Student Handbook)

Student teachers charged with violations of criminal law will be immediately suspended from participation in the field placement and from the teacher education program, until the case is settled or a determination has been made that the situation does not affect performance in the placement or program.

Resolving Problems: Despite the best intentions and efforts, problems sometimes arise between the student teacher and his or her cooperating teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:

- Contact the college supervisor. She or he will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.
- If a satisfactory resolution is not reached, contact the Curriculum and Instruction Department Interim Chair. The Interim Chair will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
- If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's Student Handbook should be followed.

Additional information about this policy can be obtained from the College supervisor or the Curriculum and Instruction Interim Chair.

Strike Policy: If a student teacher is placed in a district that goes on strike, the following procedures should be followed:

- If a strike is anticipated or goes into effect, the student teacher should notify the college supervisor and the Field Placement Director as soon as possible.
- Student teachers should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a student teacher to enter the building, the cooperating teacher should assist the student teacher in obtaining the approval of all required parties.
- During a short term strike of one week or less, the student teacher and college supervisor should agree upon a plan to visit other schools, prepare lesson plans, assignments, etc. If the strike is prolonged, it may be necessary to reassign the student teacher to another placement.

Use of Student Teachers as Substitute Teachers: A student teacher may substitute for the cooperating teacher with certain provisions and under the following conditions:

- The substitution be requested during the later three weeks of the assignment and the student teacher has demonstrated necessary competence. The student teacher may substitute for the assigned cooperating teacher in emergency situations only.
- The college supervisor and the local administrator must approve the substitution in advance.
- If the student teacher substitutes for more than three days, approval is required from the Curriculum and Instruction Interim Chair as well as the college supervisor.
- There will be no approval for a student teacher to substitute for a teacher other than his/her own cooperating teacher.
- No student teacher will be permitted to accept a full-time substituting position.
- Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.

Legal Aspects of Student Teaching

New York Education Law The following sections of NYS Education Law apply to all student teaching placements:

Section 3023

Section 3023 of the NYS Education Law requires, in effect, that each school district “save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher ... at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment or authorized volunteer duties and/or under the direction of the Board of Education”. A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

Section 3001, Subsection 2

Education Law states that a student teacher is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the student teacher.

New York Social Service Law, Section 413

Pre-service Teachers, like their In-Service counterparts, are required “to report or cause a report to be made...when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child...”Should a student teacher become aware of information in this regard (s)he is expected to consult with his/her cooperating teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The cooperating teacher and school administrator should provide the student teacher with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the student teachers in the event that a report is filed.

Training is provided for this in SSSH 1020 – Safe Schools, Healthy Students.

Sections 803a, 804, 806 and 808

Training is provided in preventing child abduction (803a), prevention of tobacco, alcohol, and drug abuse (804), safety education (806) and fire and arson prevention (808) in SSHS 1020 Safe Schools, Healthy Schools.

Personal Insurance

All full-time undergraduate and graduate students at SUNY Oswego, including those enrolled in student teaching courses, are required to provide evidence of health insurance. A Student Health Insurance Plan is available through Auxiliary Services, 506 Culkin Hall.

Career Services Office – Job/Graduate School Search Assistance

The work of the Career Services Office at the Compass, Campus Center 145 (phone 315.312.2255), is a collaborative relationship with the teacher candidate, employing officials, and the School of Education. It is the candidate's responsibility to obtain a position, and it is the function of the Career Services Office to assist the candidate in doing so. The Career Services Office makes arrangements for candidates and employing officials to meet and gather information about one another, a process which hopefully will lead to the candidate securing a full time position. This includes assistance in preparing and distributing professional resumes and cover letters and developing and maintaining an on-line reference account for distribution of confidential reference letters, on-campus interviews, campus and regional teacher job fairs and distribution of job vacancies via LakerLeads.

1. **Online Reference Account.** The purpose of the reference service is to maintain a set of references with Career Services for distribution at the registrant's request, to potential employers and graduate schools. By utilizing this service, registrants are able to keep their references safely on file for 10 years, and maintain confidential references for distribution in their job/graduate school search. The Reference Service is a fee-based service provided by Career Services to SUNY Oswego students and alumni. There is a one-time \$15.00 registration fee to activate your digital account for 10 years, and a \$6.00 processing fee per mailing order to send the references to employers/graduate schools. Registration information for the Career Services Online Reference Service may be found on the Career Service website:
<http://www.oswego.edu/student/career/references/index.html>

The reference account can include two types of letters:

- **General Reference Letters** are letters written by previous employers, professors, and others who know the candidate as his/her immediate supervisor. Once the reference writer verbally agrees to write a letter on the candidate's behalf, the candidate then initiates a reference request to that writer utilizing the online system. The candidate will be required to enter the potential reference writer's name, their email address, and decide whether they want the reference to be confidential or non-confidential. The writer will receive an email from the Online Reference System containing a link to the candidate's account and instructions for uploading the reference letter. Once the writer has uploaded the reference, the candidate will receive an email, confirming placement of the letter into his/her online account.
- **Teacher Candidate References** are obtained in the same way as above, but specifically from cooperating teachers and college supervisors. It is the candidate's responsibility to solicit letters of reference from cooperating teachers and/or college supervisors. It is also to the teacher candidate's advantage to invite the building principal or other professional

school personnel to observe his/her teaching. This enables the candidate to ask additional professionals to write recommendations for their reference account.

2. Career Counselors and highly trained graduate students and interns are prepared to assist in virtually every aspect of your job search. Areas of assistance include: help with resumes and cover letters; interview skills (workshops and mock interviews); highly developed web-based resources (handouts, links, twitter accounts for Ed. majors to follow, job vacancies, etc.); major events on and off campus (i.e. annual Teacher Recruitment Days); free copies of the "Job Search Guide for Educators" published by the American Association for Employment in Education; and much more!

PART II: STUDENT TEACHING TEAM: ROLES & RESPONSIBILITIES

Cooperating Teacher. The cooperating teacher is the primary person assisting the student teacher in the student teaching experience. His/her modeling of effective teaching strategies and management practices, along with professional attitudes and values will have the greatest impact on the student teacher. Serving as a cooperating teacher is a demanding and yet rewarding responsibility. The following list of some of the most important responsibilities is offered to assist the cooperating teacher in planning for and working through the placement with the student teacher. Student teachers and cooperating teachers are individuals who develop their working relationships in many ways. Responsibilities include:

Student Teacher Orientation

- Provide for a time to meet your student teacher, once s/he has contacted you.
- Provide the student teacher with an appropriate, professional work area.
- Make your students aware of the student teacher's arrival.
- Share your philosophy and curriculum with the student teacher.
- Discuss school policies and procedures regarding health and safety, discipline and attendance.
- Help the student teacher to understand the community from which the students come.
- Plan for the student teacher's involvement with your students from the first day. (e.g. work with an individual student or small group of students, read a story, take attendance, etc.).
- Discuss the role of the support staff.
- Make the student teacher aware of available resources in the building, district, and BOCES.
- Set aside time for daily discussions.
- Familiarize the student teacher with needs, abilities, and background of students.
- Provide the student teacher with opportunities to observe your approach to effective teaching and management strategies.

Planning

- Include the student teacher in your daily planning and lesson assessment.
- Provide the student teacher with curriculum materials.
- Assist the student teacher in short and long range planning.
- Assist the student teacher in selection of an area of study for the Teacher Work Sample.
- Discuss with student teacher ways in which social justice can be integrated into the curriculum of the Teacher Work Sample.
- Encourage and allow the student teacher to attempt new strategies and develop personal teaching style.

- Encourage the student teacher to self-reflect about teaching strategies, dispositions, and skills.
- Plan for meetings with college supervisor to discuss the student teacher's progress.

Student Teacher Evaluation

- Provide regular feedback, orally and in writing.
- Complete an evaluation for the student teacher.
- Communicate with the college supervisor to determine the appropriate grade for the student.
- IF APPROPRIATE and requested by the student teacher, write a recommendation upon completion of the placement.

Other Issues

- Contact the supervisor at first signs of a problem. Cooperating teachers should notify the college supervisor if:
 - the student teacher is not making adequate progress.
 - the student teacher fails to report to the assignment.
 - the student teacher is chronically late or absent.
 - the student teacher is acting in an unprofessional manner.

Student Teacher. The student teacher's role is to make a successful transition from knowing about teaching to demonstrating ability to carry out teaching responsibilities effectively. The experience is intended to enable the student to self-reflect and make sufficient progress in the teaching/learning process to enter the teaching profession.

Responsibilities:

- Contact the cooperating teacher soon after the placement has been made to become acquainted and make specific arrangements to begin the placement.
- Become familiar with the classroom curriculum and materials.
- Become familiar with school rules, policies, routines and facilities.
- Read the school's handbook.
- Follow policies and procedures established by the school regarding hours, discipline, and student safety.
- Keep the same hours and schedule as the cooperating teacher, including following the school calendar rather than the college calendar – full-time attendance. Full time attendance is required during student teaching unless there is an extenuating situation such as illness.
- Communicate with cooperating teacher, school personnel (faculty, staff, and administration) and parents, in a professional, tactful manner.
- Follow the standards of behavior and dress consistent with school and community requirements.
- Use discretion in sharing confidential information about students and colleagues.
- Become acquainted with school personnel and their functions.
- Establish professional rapport with students and maintain an appropriate teacher-student relationship.
- Seek constructive feedback from cooperating teacher and college supervisor relative to professional progress.
- Participate in school functions, meetings, conferences, and activities as deemed appropriate by the cooperating teacher.
- Complete all course requirements.

Requirements:

- Full-time attendance.
- Prepare daily lesson plans for all lessons **at least two days prior** to the date of instruction unless your cooperating teacher, building administrator, and/or college supervisor require a different schedule for completing your lesson plans.
- Complete weekly reports to College Supervisor.
- Complete weekly planning with Cooperating Teacher.
- Teach cooperatively on a regular basis (beginning by the second week) with the cooperating teacher and with other professionals in the educational setting.
- Prepare and teach at least one Teacher Work Sample (reference). In addition to content, the unit must include statements about the educational setting and students to be taught (context), manner of assessment, and a self reflection related to the development and teaching of the unit, and the monitoring progress of students.
- Log in to TK20 (assessment system) and follow the directions.
- Complete a set of activities or assignments as assigned by the college supervisor (in consultation with the cooperating teacher), to be completed during the first or third quarter.
- Complete a set of activities or assignments as assigned by the college supervisor (in consultation with the cooperating teacher), to be completed during the second or fourth quarter.
- Develop a class management system.
- Develop a record keeping system.
- Maintain a reflective journal.
- Complete other assignments required by individual college supervisors.

Student teaching can and should be one of the most satisfying aspects of the teacher preparation program. Success depends on the student teacher's ability to adapt to the situation and develop a good working relationship with the cooperating teacher, college supervisor, and others who assist in the learning community. The following list of suggestions will help ensure success and avoid problems:

- Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
- Take full advantage of each student teaching placement. Be sure to observe other teachers and support staff in addition to your cooperating teacher. Find out the role that others play in the education of the students in your assigned class and be ready to work with them.
- Be as open as possible with the cooperating teacher and college supervisor about fears, doubts, goals, etc. They are there to support you and want you to successfully complete this experience.
- Focus on key areas such as motivating and sustaining student interest, organization, planning, classroom management and discipline, budgeting your time and your students' time, understanding the content to be taught, monitoring student growth, and self-reflection of your own teaching knowledge, skills, and dispositions.
- Use appropriate written and verbal communication skills. You should consider the consequences of anything you post on-line such as email and Facebook etc.
- Be prepared for an emergency. Know telephone numbers for contacting the cooperating teacher and school. Have an alternate ride planned in case of unforeseen car problems.

- Be on time and prepared for each day, professional meetings, and related extracurricular activities.

Writing a Lesson Plan: Suggested Procedures

Procedures

- Identify what you are going to teach. What is the content of the specific lesson? The content should be expressed in concise, specific terms and should be something that can be taught in a single lesson.
- Describe the nature of the students' cultural and linguistic background. Describe the general characteristics of the students such as age, size of the group, range of abilities, attitudes, and grade level. What general assumptions can you make about the students? List what the students need to know in order to understand the content you are planning to teach.
- State your Objectives. What are the desired learning outcomes of the lesson? State these outcomes in a precise form that can be easily evaluated.
- Selection of curriculum materials for the lesson. What curriculum materials will you use in your lesson? What specific curriculum materials will you use for each part of your lesson? Give supporting reasons why each material was chosen for each segment of your lesson. All media should be previewed before it is used to make certain it is appropriate.
- Outline the lesson to be taught. This should show what should be done in its proper order during each phase of the lesson. Include adaptations and accommodations for the full range of students.
- Show utilization of curriculum materials during the lesson. How will the selected material be used in your lesson?
- Describe how your students will be involved and the teaching strategies you will use to maximize their involvement.
- Describe the evaluation techniques you will use to measure the effectiveness of your lesson.
- Check for consistency and completeness. Do your lesson parts achieve each of your objectives? Do you evaluate each of your objectives? Make necessary changes in your lesson.
- List areas you will begin to reflect upon following the lesson.

A Suggested Lesson Plan Format

- State the Grade/Developmental Level(s).
- Achievement Goals and Outcomes. State in terms of student outcomes for the full range of students.
- Materials & Resources. List all needed materials and resources.
- Procedures & Timeline. List all procedures and approximate time each portion of the lesson will take.
- Adaptations of Instruction. For the full range of students, indicate any curriculum, materials, resources, assessment adaptations needed.
- Assessment Plan. Pre- and post-assessment measures need to be planned for in terms of content, skills, attitudes/dispositions.
- Use of Technology. Indicate how technology addresses learning outcomes.
- Outreach to Families. Only needed if appropriate for lesson.
- Reflection on the Lesson. A statement of teacher self-reflection.

College Supervisor. The college supervisor serves as the student teacher's teacher and advocate. In addition, the supervisor serves as the liaison between the college and the school. S/he is an ambassador for the college, sharing the requirements of college programs and expectations for

successful student teachers. This is accomplished by the supervisor observing and giving feedback to the student teacher and conferring with the cooperating teacher and school administrators.

Field Placement Director. The Director of Field Placement serves as the liaison between the college and the school systems that participate in our programs. The Director works closely with college and school personnel in the role of overseeing the placement process for all program-related field experiences as well as student teaching.

Interim Chair, Curriculum and Instruction. The Interim Chair serves as liaison between the School of Education Field Placement Office, the department, and the student teachers. S/he works closely with the Field Placement Director, faculty, and students to ensure that program procedures are followed and requirements are met. Responsibilities include:

- Provide overall leadership and direction for the program.
- Interpret and enforce existing student teaching policies with the advice of department faculty and supervisory staff.
- Revise and/or develop new policies with input from department faculty.
- Meet with teacher candidates demonstrating problems in field placements prior to student teaching.
- Meet with student teachers who demonstrate problems during the student teaching experiences.
- Provide leadership in initiating and developing program changes and improvements as needed.
- Confer with college supervisors in matters related to the student teaching program at monthly meetings.
- Develop forms and materials necessary for proper evaluation and administration of the programs.

STUDENT TEACHING EVALUATION FORMS

Please download the forms from: <http://www.oswego.edu/CandI/stpage.html>

Content Assessments:

Association for Childhood Education International (ACEI) Standards

National Council of Teachers of English (NCTE) Standards

National Council of Teachers of Mathematics (NCTM) Standards

American Council on the Teaching of Foreign Language (ACTFL) Standards

National Council for Social Studies (NCSS) Standards

National Science Teachers Association (NSTA) Standards: Biology, Chemistry,
Earth Science, Physics

Teachers of English to Speakers of Other Languages (TESOL) K-12 Standards

Final Student Teacher Assessment

Teacher Work Sample

Teacher Work Sample Scoring Rubric

Student Teaching Forms

Forms Completion Checklist

Student Teacher Weekly Planning/Reflective Report

Student Teacher Phase-In Schedule

Supervisor's Observation Checklist and Commentary

Supervisor Final Student Evaluation