

If you, or someone you know,

would like to play an important role in the development of quality teachers, please have them call or email the Field Placement Office. We are always delighted to welcome more professionals into our partnership.

Need more information?

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Cooperating TEACHER INFORMATION

Qualifications & General Information

- All teachers may host practicum students. However, you must be tenured to host a student teacher.
- You must have the approval of your building administrator.
- You must be willing to share your excellent teaching skills, organizational skills, effective communication skills and enthusiasm for the profession of teaching.
- Some districts allow teachers to host more than one student teacher per year and many districts allow teachers to host several practicum students each semester.
- Since districts and schools have different recruitment procedures; we ask that you find out how this placement process works in your district. For example:
 - *In some districts, the Field Placement Office sends Student Teaching Recruitment Letter(s) to the building principal (or other contact person) who uses our letter(s) to solicit teacher interest according to building policy.*
 - *In other districts, the Field Placement Office contacts a person at the district-level who has the responsibility for soliciting teacher interest according to district policy. This person communicates to us your interest in hosting practicum candidates and/or student teachers.*
- Please become familiar with the process in your district to make sure your name is sent forward to the Field Placement Office each year. In this way, the Field Placement Office will get timely and accurate information that you are willing to host a practicum candidate or student teacher.

Incentives & Professional Courtesies

Stipend or Tuition Waiver

Cooperating teachers who host student teachers may choose between a stipend of \$200 or a *Tuition Waiver Certificate* worth \$250 towards a credit-bearing course at any SUNY institution. A combination of certificates may be applied to one course or to a combination of courses.

Although there is no compensation for hosting practicum students, this a great opportunity to get to know candidates prior to student teaching.

Faculty ID Card

A complimentary *Faculty ID Card* will be provided to you. Request your card in person during regular business hours at the Auxiliary Services ID Office, 504 Culkin Hall, 312.2106.

Complimentary Parking

When visiting campus, you should request a complimentary parking pass. Contact the Public Safety Office, 312.3227.

Faculty Privileges at Penfield Library

Faculty privileges will be extended to you at the Penfield Library when you present your valid *Faculty ID Card*.

Complimentary Electronic Mail Accounts

Complimentary installation of an electronic mail account (\$100 installation fee waived) will be provided to cooperating teachers upon payment of an annual \$25 account maintenance fee. You need to complete an application with the Office of Instructional Computing Center (ICC), 8B Snygg Hall, 312.3456 during regular business hours.

For mentor teachers who are willing to promote excellence in teacher preparation by providing meaningful, integrated learning experiences for SUNY Oswego teacher candidates

CHILDHOOD EDUCATION



Field Placement Office
208 Park Hall
SUNY Oswego, Oswego, NY 13126

PRACTICUM AND STUDENT TEACHING

SUNY OSWEGO SCHOOL OF EDUCATION

The faculty of the School of Education at Oswego State believes that the role of schools is to promote authentic learning by all students. Therefore, field experiences in real school settings are woven throughout each candidate's educational program to promote 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.

A Practicum is . . .

the experience during which teacher candidates are placed in a real school setting prior to student teaching. These occur during different semesters as part of specific course requirements. This may be the first time a candidate enters a classroom and views it from the perspective of a teacher (instead of as a student, or perhaps a parent). A practicum is aligned with other courses within the program and assignments are directly linked to course content.

The practicum experiences you provide for teacher candidates allow opportunities for them to link theory learning in their college courses to real-life classroom practices. Practicum students can assist in your classroom in a variety of ways, including tutoring, conducting enrichment activities, attending special events, etc. (See insert for more suggestions.)

Student Teaching is . . .

defined as a "full-time, supervised, uncompensated experience." This means that teacher candidates must complete their student teaching in a continuous sequence of weeks for a designated time period. The primary objective of the student teaching experience is to provide opportunities for teacher candidates to acquire and demonstrate instructional competence and to further their professional development.

The bond formed between a cooperating teacher and student teacher often lasts a lifetime.

The School of Education is accredited by



Childhood 1-6 *Field Placement Sequence*

PRACTICUM I

Course Number:
EDU 303 Observation & Participation

Related Classes:
EDU 301 Schooling, Pedagogy & Social Justice
CED 340 Teaching Science & Technology
CED 350 Teaching Social Studies:
Authentic Learning & Literacy

During this initial practicum, teacher candidates are required to regularly observe and participate in an elementary classroom for a minimum of 25 clock hours during the semester. They are to observe the ways in which schools, classrooms, and teachers respond to education issues at the local, state, and national levels. Candidates are expected to participate as appropriate in your classroom while completing assignments from their three related courses.

PRACTICUM II

Course Number:
SPE 303 Work In Inclusion Classrooms

Related Classes:
SPE 304 Educational Planning for Students with Disabilities
CED 330 Teaching Math:
Authentic Learning & Literacy
LIT 311 Language & Literacy Development for All Learners

Teacher candidates are required to regularly attend your classroom for a minimum of 25 clock hours during the semester. The focus is on how teachers plan for all students in their classes. Practicum students are expected to assist you by teaching individuals or small groups of students of all levels and styles of learning as well as to complete assignments for related courses.

PRACTICUM III (Methods)

Course Number:
CED 393 Planning & Teaching

Related Classes:
CED 394 Integrated Methods
LIT 314 Childhood Literacy:
Assessment & Intervention
EDU 380 Culturally Relevant Teaching

In this final practicum prior to student teaching, candidates participate in your classroom for a minimum of 50 clock hours. Typically, candidates are placed in pairs in your classroom and are expected to develop and teach an interdisciplinary learning unit that is consistent with your classroom curriculum. Often, you may wish to request one of your Methods students return to your classroom to complete one of his/her student teaching placements; you may make this request by contacting the Methods Professor or by calling the Field Placement Office at any time.

STUDENT TEACHING

Course Numbers:
CED 420 Student Teaching
CED 421 Cross Cultural Student Teaching

Related Class:
EDU 430 Culminating Seminar:
Professionalism & Social Justice

Candidates are required to complete two full-time 7-8 week placements, one in a primary (1-3) classroom and the other in an intermediate (4-6) classroom. They are expected to plan and teach all aspects of the curriculum by the end of each placement. Each student teacher is assigned a college supervisor who works with the cooperating teacher to assist the candidate in developing the needed teaching skills, knowledge, and dispositions.