

# Professional Conduct

NEVER reveal confidential information about students to anyone except authorized persons, such as those teachers & administrators concerned.

MAINTAIN a dignity necessary to earn the respect of students. Act as an adult.

SHOW enthusiasm for each area of the curriculum that you teach.

BE UNDERSTANDING & courteous in relations with all students, parents & educators.

BE CERTAIN your disciplinary measures conform to the policies & practices of the cooperating school and cooperating teacher.

BE A GOOD EXAMPLE to your students in every way—physically, mentally, and ethically.

BE AS INTERESTED IN, and just as ready to assist with, the classes you are responsible for as if they were your own.

RECOGNIZE each student as an individual. Consider their individual abilities, interests & capacities for learning.

BE IMPARTIAL in dealing with students. Strive to be fair while judging a student's actions.

ALWAYS DIRECT your attention to the students and what is happening to them.

REFRAIN FROM imposing your own biases or beliefs on students.

CONSIDER YOURSELF a member of the community and the school in which you are assigned. Act accordingly.

BECOME ACQUAINTED with & get to know your cooperating teacher as a person & a professional colleague. Let them get to know you as a professional.

SHOW a sincere interest in your cooperating teacher's program by offering to assist in improving it in any way possible.

CONSULT with your cooperating teacher about expectations for completing assignments and assisting in classroom activities as well as during their planning and "free" time activities.

CELL PHONES should normally remain off during school hours. Cell phone voice mail, answering machine messages or correspondence should be presented in a manner appropriate for a professional.

Sample of one district's

## Student Dress Code

*From 2004 Syracuse City School District recommendations*

Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance including bandannas, headbands, hair style/color, jewelry, makeup and nails, which depicts or suggests association with a gang/cult shall not be brought to school, worn at school, or in any way be present at any school-related event, and shall:

Be safe, appropriate and not disrupt or interfere with the educational process.

Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, muscle shirts, plunging necklines (front and/or back) and see-through garments are not appropriate.

Ensure that underwear is completely covered with outer clothing; therefore trousers will be at waist level.

Dress, skirts and shorts: The length of a skirt, dress or shorts must be a minimum of half the distance between the fingertips and the top of the knee when the student's hand is fully extended down the side of the student's leg.

Include footwear at all times. Footwear that is a safety hazard will not be allowed (e.g. dragging laces).

Not include the wearing of hats or scarves/bandannas/headbands except for a medical or religious purpose.

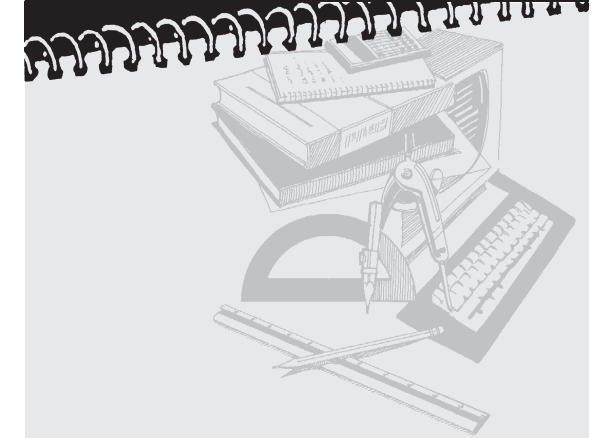
Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.

Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

# Field Placement for TEACHER CANDIDATES

*Information about your requisite  
Practica and Student Teaching  
Field Experiences*

## ADOLESCENCE 7-12



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## What is a Practicum?

To be eligible for New York State certification, teacher candidates registered in teacher education programs are required to complete 100 clock hours of classroom experience prior to student teaching. Practicum is the name given to the time you attend this real school setting as a requirement of a specific course and is directly linked to the content of that course. During this time, you will participate in classroom activities from the perspective of a teacher (instead of as a student, or maybe a parent).

*Student Teaching* is . . . defined as a “full-time, supervised, uncompensated experience.” The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. Student teaching requires a full-time commitment on your part, and normally no other courses are taken during this period of time. In addition, student teachers are discouraged from holding part-time, evening or weekend jobs, as these added demands will cut into time that should be spent planning and preparing lessons and materials, and will diminish opportunities for involvement in after-school meetings and extra-curricular activities.

## ADOLESCENCE 7 – 12

### Field Placement Sequence

**PRACTICUM I** Course Number: EDU303/503  
A 25 clock-hour field experience in an urban/high needs MIDDLE OR HIGH SCHOOL, usually in Syracuse CSD. Classes taken concurrently are:  
*Undergraduate* EDU301 Pedagogy & Social Justice; LIT 396 Teaching Literacy in Content Areas; *Graduate* EDU501 Foundations of Education.

**PRACTICUM II** Course Number: SPE393/ADO593  
SPRING SEMESTER: A 25 clock-hour field experience in an urban or rural MIDDLE SCHOOL (high school is possible). Classes taken concurrently are *Undergraduate* LIT313 Adolescence Literacy; ADO394 Interdisciplinary Methods; *Graduate* ADO594 Interdisciplinary Methods.

**PRACTICUM III** Course Number: ADO313-353/513-553  
FALL SEMESTER: A 50 clock-hour field experience in an urban or rural HIGH SCHOOL (middle school is possible) usually in Syracuse CSD. Classes taken concurrently are *Undergraduate* ADO310-350 Content Specific Methods; EDU380 Culturally Relevant Teaching; *Graduate* ADO 510-550 Content Specific Methods.

### STUDENT TEACHING

Course Numbers: ADO420/525, ADO421/526  
Involves two, full-time 7-8 week placements, one in a middle school classroom and the other in a high school classroom. The first placement is accompanied by EDU430/530 Culminating Seminar: Professionalism & Social Justice.

# SUNY OSWEGO SCHOOL OF EDUCATION

## What are some typical Field Experience activities?

### A. Work with students

- Read to small groups/whole class
- Tutor individual students, assist with class assignments or individual projects
- Teach lessons, assist in cooperative learning sessions, conduct classroom activities
- Attend field trips/special events
- Attend extra-curricular events/after school activities

### B. Work with teachers

- Assist with managing the classroom and in classroom routines
- Design and construct a bulletin board
- Visit other classrooms/offices as suggested by your cooperating teacher
- When appropriate, attend parent/teacher conferences, staff development sessions and curriculum/ team teaching meetings
- Locate resources/materials, grade papers, help with clerical duties, make copies

### C. Learn how a teacher . . .

- Plans activities, lessons, units, curriculum
- Plans for managing behavior
- Plans class activities, student movement, daily schedules
- Communicates with parents, other teachers, aides and teaching assistants, secretaries, principals, other administrators
- Contributes to the larger community (clubs, sports, projects)
- Continues to learn and grow (professional development, conferences)
- Operates within the larger organization of the school (budget, copying, library, supplies, finding and getting other resources, field trip logistics)
- Participates in union activities
- Deals with social issues (gender, race, disability, poverty, sexuality, etc.)
- Incorporates educational changes and new ideas (teaching for inquiry, technology, portfolio assessment, literacy development, co-operative learning, peer mediation)
- Chose education (teaching) as a career

## Where will I be placed?

You can expect to have one student teaching placement within a 50 mile radius of your given address; however, we do not have enough available teachers at cooperating schools to guarantee that all placements will be within that range. Student teaching placements may be up to 1 1/2 hour commute; practicum placements may be as long a commute as well, so you should reserve a 4 hour block of time in your schedule for Practicum I & II, more for Practicum III. It is possible that all your placements may be in Syracuse City schools, therefore, you should plan for transportation (or housing) in advance!

## Can I arrange my own placements?

No. Cooperating schools have asked that the Field Placement Office handle ALL field placement requests. These schools would be unable to handle the tremendous volume of requests if each student were trying to arrange his/her own placement(s).

## What else should I know?

CED 1020 – This will be required for student teaching but it would be a good idea to get it completed earlier.

Fingerprinting–You are required to be fingerprinted before teaching in NYS. It will be to your advantage to complete this prior to student teaching.

Alternate locations–If you want to student teach in NYC or in England, Australia, or New Zealand, you should begin planning at least a year in advance. For information regarding NYC, go to the SUTEC website; for overseas, the SUNY Oswego International Education Office.

The College attempts to make placements for all eligible students. However, the College cannot provide nor guarantee a placement in all cases.

Final decisions for eligibility, appropriateness, and preparedness for placement rests in the professional judgment of those in your department who review students for possible placement.

Persons with disabilities who need accommodations should contact the Disability Services Office at 315.312.3358.