



CURRICULUM AND INSTRUCTION DEPARTMENT

STUDENT TEACHING HANDBOOK

FIRST INITIAL CERTIFICATION PROGRAMS

FALL 2020

Note: Due to the constraints of COVID-19 and school district re-opening plans, some guidance in this Student Teaching Handbook cannot be applied in the Fall 2020 semester. Candidates and others should consult the student teaching syllabus for additional and alternate guidance. If additional and/or alternate guidance is not provided in the syllabus, the information in this handbook is accurate and applicable.

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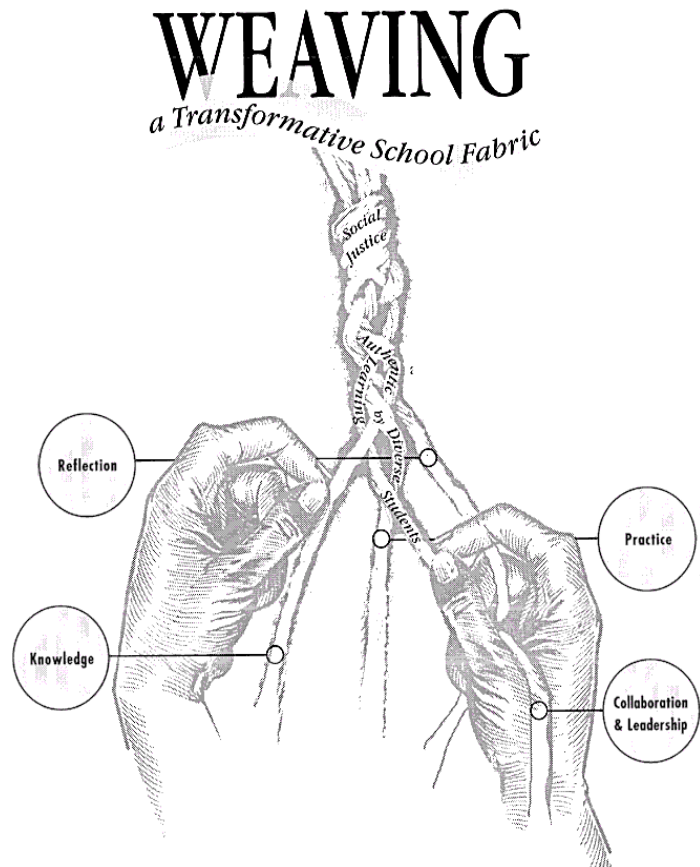
PART I: GENERAL INFORMATION & COLLEGE POLICIES

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 (e.g., 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 and national 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 and 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 that promote authentic learning by all students.

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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. At the end of each student teaching placement, the cooperating teacher and the college supervisor will assess dispositions via [Tk20](#). At the end of the student teaching semester, the student teacher will complete a self-assessment of dispositions in [Tk20](#).

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.

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Goals for Student Teaching

The following represent the goals that SUNY Oswego has set for its candidates' student teaching. They emerge from and are aligned to the InTASC Model Core Teaching Standards. Together they represent knowledge, skills, and performances that candidates should aspire to achieve along with the elements of the School of Education's Conceptual Framework and Professional Dispositions. The cooperating teaching and college supervisor will regularly engage the candidate in discussion around his or her growth toward achieving these goals and subject-specific objectives throughout student teaching. In addition, candidates' achievement of these goals will be assessed on the School of Education Student Teaching and Candidate Disposition Evaluation Forms.

1. **Learner Development.** Seek to understand students' social, emotional, aesthetic, physical, linguistic and intellectual development and use that information to plan supportive learning experiences. (InTASC #1)
2. **Learning Differences.** Seek to understand students' individual differences, cultures, and communities and use that information to create an inclusive learning environment. (InTASC #2)
3. **Learning Environment.** Develop effective, student-centered classroom management strategies and create a safe, inclusive, organized, supportive, and motivating learning environment that encourages positive social interactions, respect, and rapport among all class members as they engage in learning. (InTASC #3)
4. **Content Knowledge.** Use knowledge of the content, its concepts, and tools of inquiry to create meaningful learning experiences that promote mastery. (InTASC #4)
5. **Authentic Application of Content.** Connect concepts and use differing perspectives to engage students in critical thinking, creativity, and problem solving within real-world contexts. (InTASC #5)
6. **Assessment.** Use multiple measures of assessment on an ongoing basis to monitor students' learning and development; to reflect on, analyze, and inform instruction; and to promote and engage students in their growth. (InTASC #6)
7. **Planning for Instruction.** Plan short- and long-term using central concepts of subject-specific learning standards, social justice curricula, tools of inquiry, and structures of the discipline to develop meaningful learning experiences appropriate for the full range of pupils' developmental, educational, cultural, and linguistic needs. (InTASC #7)
8. **Instructional Strategies.** Use a variety of differentiated and engaging instructional strategies and tools—including educational technology—to promote students' authentic learning, academic language and literacy development, and achievement of learning standards and objectives in all areas of the curriculum. (InTASC #8)
9. **Professionalism.** Engage in on-going reflection on choices, actions, and outcomes in the teaching-learning process with an eye toward continuous growth and improvement; engage in on-going professional development. (InTASC #9)
10. **Leadership and Collaboration.** Demonstrate effective interpersonal communication and collaboration 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. (InTASC #10)

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College Policies

Student Teaching Offerings. In order to meet the New York State Education Department's teacher certification regulations, student teaching is offered for during the Fall and Spring semesters only. Candidates may choose to diversify their experiences by completing one of the student teaching placements in an overseas study abroad context. While abroad, candidates are assigned a faculty supervisor who coordinates communication with on-campus and overseas partners and ensures that departmental program requirements are met.

Attendance. Attendance is required at the assigned student teaching placement as well as on-campus student teaching meetings and workshops as described below:

1. *Required Meetings, Workshops, and Co-Requisite Classes*

- a. Candidates are required to attend student teaching meetings, workshops, and any co-requisite classes as scheduled, which may be prior to the start of the student teaching placement (e.g., orientation, EDU 430 class) and/or during the student teaching semester.
- b. Candidates who are overseas or in New York City will be provided virtual access or other support for meeting, workshop, and/or class content on an-needed basis.
- c. Dates and times of required meetings are communicated to undergraduate candidates during the Academic Review process and again by email prior to the start of the student teaching semester.
- d. Meeting dates, times, and locations for candidates in residency or other specific programs may vary and will be communicated to these candidates by email.

2. *Student Teaching Placement*

- a. Candidates are required to attend their assigned student teaching placement each day that school is in session and/or teachers are in attendance and adhere to the hours teachers in that district are contractually obliged to follow. Note that candidates in residency programs may have modified placement schedules based on class meeting times. Days off from student teaching are limited to only those that are published on the official calendar of the school district to which candidates are assigned. (Candidates do NOT follow the SUNY Oswego campus calendar.) Additionally, candidates are to 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 administrator determines otherwise.
- b. In the case of illness or unavoidable emergency, the candidate must contact the college supervisor, the cooperating teacher, and the school's main office as soon as possible, but no later than one hour before the start of the school day. The candidate is responsible for assuring that the cooperating teacher has lesson plans and any necessary materials that would be needed for instruction the day of the absence, which may require virtual or personal delivery of such items. The candidate may be required to provide additional documentation of the absence and/or to make up the missed days of student teaching.
- c. Dates that candidates are required to student teach are established by the official SUNY Oswego [Academic Calendar](#).

Coursework and Student Teaching. Full-time student teaching is very time consuming and requires a great deal of effort. Any coursework beyond student teaching and co-requisite courses (e.g., EDU 430) has the potential to negatively impact student teaching outcomes and is, therefore, strongly discouraged.

Employment and Student Teaching. Working while student teaching is not advisable. However, there is currently no regulation prohibiting employment, and it is understood that some candidates may need to work to pay their living expenses. Candidates are not permitted to arrive late or leave the school early to accommodate outside work. Should a candidate 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 (U) grade may be assigned, and the student teacher may be removed from the student teaching placement.

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

Grading. The student teaching grade is determined by the college supervisor with input from the cooperating teacher. The grade will be either "S" for satisfactory performance or "U" for unsatisfactory performance. The grade is based on the quality and completeness of the candidate's performance relative to expectations and responsibilities outlined in this handbook and in the student teaching syllabus and communicated to the candidate by the cooperating teacher. An Incomplete grade ("I") is given only in rare cases such as a major personal health issue or the death of an immediate family member. At the end of the first student teaching placement, candidates who earn an "S" grade will move to the second experience. Those who earn a "U" grade must meet with the Student Teaching Coordinator and college supervisor 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 Student Teaching Coordinator 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 below.

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. ([Policy Handbook for Faculty, Professional Staff and Candidates](#))

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

1. The candidate should first contact the college supervisor who will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.

2. If a satisfactory resolution is not reached, the candidate should next contact the Curriculum and Instruction Department Student Teaching Coordinator. The Coordinator will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
3. If the problem is not resolved at this point, the Chair of the Curriculum and Instruction Department will be consulted.
4. If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's [*Student Handbook*](#) are to be followed.

Termination from Student Teaching. Candidates can be removed from their placement at any time and a grade of "Unsatisfactory" assigned. After collecting evidence and upon consultation with the college supervisor and cooperating teacher, the Student Teaching Coordinator will meet with the candidate and college supervisor to determine the next steps. If it is determined that the candidate will be allowed another student teaching placement, he or she must complete a *Statement of Readiness Form*. The completed form must be approved by the college supervisor and Student Teaching Coordinator before a new placement can be made.

Strike Policy. If a candidate is placed in a district where there is a strike, the following procedures should be followed:

1. If a strike is anticipated or goes into effect, the candidate should notify the college supervisor and the Field Placement Director as soon as possible.
2. Candidates 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 candidate to enter the building, the cooperating teacher should assist the candidate in obtaining the approval of all required parties.
3. During a short-term strike of one week or less, the candidate 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 candidate may substitute for the cooperating teacher with certain provisions and under the following conditions:

1. The candidate may be asked to substitute for the assigned cooperating teacher in emergency situations only. The candidate may not substitute for a teacher other than for his/her own cooperating teacher.
2. The substitution must be requested during the final three weeks of the placement, and the candidate must have already demonstrated the necessary competencies.
3. The college supervisor and the local school administrator must approve the substitution in advance.
4. If the candidate substitutes for more than three days, additional approval is required from the Curriculum and Instruction Department Student Teaching Coordinator as well as the college supervisor.
5. No candidate is permitted to accept a full-time substitute teaching position while enrolled in student teaching.
6. Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.

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.

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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 candidate 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.

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), fire and arson prevention (808) and the Dignity for All Students Act in SSHS 1020 Safe Schools, Healthy Schools and DASA 1020.

New York State Social Service Law. The following section of the NYS Social Service Law apply to all student teaching placements:

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 SSHS 1020 – Safe Schools, Healthy Students.

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Career Services – Job and Graduate School Search Assistance

Career Services. [Career Services at the Compass](#), 145 Campus Center ([315-312-2255](tel:315-312-2255)), works in collaboration with the teacher candidate, employing officials, and the School of Education. Career Services connects candidates to employers through on- and off-campus recruitment, with the goal of helping candidates secure full-time positions. They additionally assist candidates in developing professional [résumés and cover letters](#) and fine-tuning [interviewing skills](#) to effectively compete at regional job fairs or in applying to job vacancies via [Handshake](#), [Regional OLAS sites](#), and [CareerShift](#). Career Coach, [Jacqueline Wallace](#), is available to all candidates who are pursuing a career in education. Candidates can contact her via email or [make an appointment](#) online.

Teacher Recruitment Days. [Central New York Teacher Recruitment Days](#) are an annual two-day event in which school districts from across the country interview student teachers for anticipated teaching vacancies. The event is held each Spring semester at SUNY Cortland. Pre-registration is required for participation. Dates and details for registration and participation are found at this [link](#).

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PART II: STUDENT TEACHING TEAM: ROLES & RESPONSIBILITIES

Student teaching is made successful through the collaboration and support of a team of professionals who provide guidance, support, and mentoring to the candidate. The three core members of this team are the cooperating teacher, the college supervisor and, of course, the student teaching candidate. Three additional sources of support and/or coordination are the Student Teaching Coordinator, the Field Placement Office Director, and the Tk20 Administrator. Each member of the student teaching team is described below along with their primary responsibilities.

Cooperating Teacher. The cooperating teacher is an experienced public school teacher who has volunteered to mentor a teacher candidate in his or her certification area through the process of becoming a capable and effective educator. The cooperating teacher is responsible for guiding and supporting the candidate on a daily basis in numerous and critically important ways. The role and responsibilities of the cooperating teacher are demanding, yet rewarding. The following is a list of some of the cooperating teacher's most important responsibilities:

1. *Orient the Student Teacher*
 - a. Meet with the student teacher after he or she has made contact.
 - b. Make students aware of the student teacher's arrival.
 - c. Provide the student teacher an appropriate, professional work area.
 - d. Share teaching philosophy, curriculum, and relevant resources with the student teacher.
 - e. Make the student teacher aware of available building and external resources.
 - f. Discuss school policies and procedures for health and safety, discipline, recordkeeping, and attendance.
 - g. Discuss the role of co-teachers, paraprofessionals, and support staff.
 - h. Inform the student teacher of students' needs (e.g., IEPs and 504 plans), abilities, and backgrounds.
 - i. Help the student teacher understand the community in which the students live.
 - j. Plan for the student teacher's active involvement with students from the first day.
 - k. Develop a *Teaching Plan* with the student teacher that outlines his/her anticipated and increasing teaching responsibilities over the course of the placement.
 - l. Provide the student teacher opportunities to observe effective teaching and management strategies.
 - m. Set aside time for daily discussions around teaching and learning.
2. *Assist in General Planning*
 - a. Explain curricular requirements and review curricular resources.
 - b. Have the student teacher build responsibility for long-term and daily planning and assessment with an eye to standards and curriculum.
 - c. Assist the student teacher in long- and short-range planning.
 - d. Discuss ways in which social justice can be integrated into the curriculum and instruction.
 - e. Review and provide feedback on long-term planning (i.e., unit plans) prior to their implementation.
 - f. Review and provide feedback on daily lesson plans prior to their implementation.
 - g. Encourage the student teacher to plan for implementing new and differentiated strategies and to develop a personal teaching style.
 - h. Discuss how to collect and use data to inform teaching and student learning.
3. *Support edTPA Planning and Implementation*
 - a. Review the *edTPA Overview* handout with the student teacher. Request that the college supervisor provide additional edTPA information if desired.
 - b. Assist the student teacher by (a) providing information about the learning context and students; (b) identifying a curricular focus for the edTPA learning segment; and (c) assuring distribution of consent forms for video-recording.
 - c. Follow the [*edTPA Guidelines for Acceptable Candidate Support*](#) when discussing the student teacher's work on the edTPA.

4. *Support Teaching*
 - a. Provide the student teacher increasing opportunities for independent teaching or lead teaching in a shared teaching situation as per the *Teaching Plan* you developed.
 - b. Encourage the student teacher to reflect on teaching strategies, dispositions, skills, and student learning outcomes.
 - c. Observe the student teacher's instruction and interactions with students. Provide regular feedback based on these observations, orally and in writing.
 - d. Plan for meetings with the college supervisor to discuss the student teacher's progress in terms of both strengths and areas for growth.

5. *Encourage Professionalism*
 - a. Make the student teacher aware of professional events and opportunities for teachers in the building, district, and/or field. Invite and encourage his or her participation.
 - b. Promote the student teacher's reflection on professional learning and how it can inform teaching and learning.

6. *Evaluate Performance and Dispositions*
 - a. Complete the *Mid-Placement Student Teaching Evaluation Form*, discuss and share it with the student teacher and college supervisor.
 - b. At the end of the placement, discuss the student teacher's overall performance with the student teacher and college supervisor. Tell the college supervisor your recommendation regarding the student teacher's grade.
 - c. If appropriate and requested by the student teacher, write a reference letter.
 - d. Complete the on-line student teaching evaluation and disposition forms located in [Tk20](#), the SUNY Oswego data management system, when directed to do so in an email from the Tk20 Administrator. Communicate with the college supervisor if this email is not received by the final week of student teaching. To view the evaluation forms in advance, go to content-specific forms area found at <https://www.oswego.edu/curriculum-and-instruction/student-teaching-resources>.

7. *Communicate Concerns*
 - a. Contact the college supervisor *immediately* with any concern about the student teacher, such as:
 - i. inadequate progress;
 - ii. absences or tardiness;
 - iii. inadequate preparation to teach (e.g., missing lesson plans and/or material, insufficient or inaccurate content knowledge); and/or
 - iv. unprofessional dispositions, actions, or language.

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College Supervisor. The college supervisor is a highly-experienced educator selected by the Curriculum and Instruction Department to serve as the student teacher's instructor and advocate. He or she also acts as the liaison between the college and the student teaching placement. The college supervisor is an ambassador for the college, sharing the requirements of college programs and expectations for successful student teaching. This is accomplished through observations of and feedback to the student teacher and by conferring with the cooperating teacher and school administrators. Some of the college supervisor's primary responsibilities are as follows:

1. *General Responsibilities*
 - a. Attend on-campus student teaching and supervisor meetings.
 - b. Meet with student teachers to review the student teaching syllabus and calendar and discuss expectations and approaches to supervision.
 - c. Communicate with the cooperating teachers for purposes of introduction (e.g., self, program, expectations) and to provide contact information.

- d. Encourage the cooperating teachers to use collaborative and shared teaching opportunities with their student teachers.
 - e. Schedule observations and conferences with cooperating teachers and student teachers.
 - f. Consult regularly with the cooperating teachers—in person, by phone or email—to facilitate student teacher growth and identify any concerns early so they can be resolved.
 - g. Review and respond to student teachers' *Weekly Student Teaching Reports* as necessary or appropriate.
 - h. Notify the Student Teaching Coordinator immediately of any concerns.
 - i. Complete three formal observations, each with a written observation report, that are shared with the cooperating teacher and student teacher. Document observed strengths and areas for growth.
 - j. Direct a three-way conference at the mid-point in the placement. Use the *Mid-Placement Student Teaching Evaluation Form* as a guide.
 - k. Direct a three-way conference at the end of the placement. Use the subject-specific Student Teaching Evaluation form as a guide.
 - l. Follow expectations for form completion, maintenance, and submission as described in the *Forms and Assignments – Overview and Completion Guide*.
 - e. Complete the required student teaching and candidate disposition evaluations in [Tk20](#) and any other forms as requested. To view the evaluation forms in advance, go to <https://www.oswego.edu/curriculum-and-instruction/student-teaching-resources>.
 - m. Assign student teaching final grades in [myOswego](#) after consulting with the cooperating teacher. Consult with the Student Teaching Coordinator regarding uncertainties and/or before assigning a U (Unsatisfactory) or an I (Incomplete) grade.
 - n. Return student teacher folders to the Curriculum and Instruction Department student teaching secretary at the end of each quarter, unless you are assigned to supervise the same student teacher in the subsequent quarter. In this case, return the student teaching folders at the end of the semester.
2. *edTPA Responsibilities**
- a. Assure that cooperating teachers have the information they want and need regarding the edTPA and how to provide acceptable support to their student teachers. Acceptable support guidelines are found in the edTPA document *Teachers Who Support Teacher Candidates* that student teachers are expected to share with the cooperating teacher.
 - b. Remind student teachers of the resources and support they have available as they complete the edTPA. Resources are available on the [edTPA Forum](#) and from the Student Teaching Coordinator.
 - c. Review the student teachers' weekly reports in which they discuss progress and issues or obstacles to their edTPA completion. Provide oral and/or written feedback or direction based on the weekly report as appropriate. Work with student teachers to problem-solve any issues or obstacles. Monitor their adherence to the edTPA calendar.
 - d. Follow the [edTPA Guidelines for Acceptable Candidate Support](#) when discussing or providing feedback on the student teacher's work on the edTPA.
 - e. At the end of the first student teaching placement, complete the *edTPA Initial Draft Completion Form* and share your recommendations with the student teacher. Make the Student Teaching Coordinator aware of any identified concerns.
 - f. During the second student teaching placement, complete the edTPA Local Evaluation Rubric found in [Tk20](#) for the edTPA Draft that student teachers submit for program review. Rubric data are not shared with student teachers. Provide written feedback on the edTPA Draft to student teachers.
- *Note (for residency model student teaching placements): In the first of two residency model student teaching placements, candidates will complete a practice edTPA to be reviewed by the methods professor. Therefore, statements e. and f. above do not apply in this first placement. In the second of two residency model student teaching placements, only statement e. does not apply.*

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Student Teacher. The student teacher role is complex, as it requires the candidate to simultaneously be both student and teacher. As a student, the candidate must continuously connect theory to practice in order to understand learning and learners in deep ways. As a teacher, the candidate is responsible for effectively planning, teaching, and assessing students' learning while also fulfilling a broad range of teaching-related responsibilities. It is through first-hand experience, commitment to professional learning, collaboration with other members of the student teaching team, and ongoing reflection that the student teacher makes a successful transition from knowing about teaching to demonstrating the ability to carry out teaching responsibilities effectively and with professional dispositions. The primary purpose of student teaching is to prepare and enable the candidate to capably enter the teaching profession.

1. *Student Teaching Course and Program Responsibilities*

- a. Thoroughly read this [Student Teaching Handbook](#), the student teaching syllabus, and all other official student teaching documents. Know, adhere to, and refer to their contents throughout the student teaching experience.
- b. Attend and actively participate in on-campus student teacher meetings, workshops, and co-requisite courses (e.g., EDU 430). Consider how the concepts and contents of the meetings, workshops, and courses can inform your student teaching.
- c. Complete the *Weekly Student Teaching Report*, edTPA components (as described on pp. 15-16 of this document), and other tasks posted on the course and syllabus calendars by the dates and times indicated.
- d. Follow expectations for form completion and submission as described in the *Forms and Assignments – Overview and Completion Guide*.
- e. Maintain a reflective journal in which you regularly record your reflections and critically examine your student teaching performance.
- f. Check your SUNY Oswego email on a regular basis for communications from the college supervisor, the Student Teaching Coordinator, and other members of the student teaching team. Reply promptly to all communications that require a reply.
- g. Collaborate with the college supervisor for the purpose of arranging observations, post-conferences, and other discussions of student teaching as requested and as needed.
- h. Participate in a three-way conference with your cooperating teacher and college supervisor at the mid-point in the placement. Self-assess and reflect on feedback using the *Mid-Placement Student Teaching Evaluation Form*.
- i. Complete the college supervisor evaluation form that is emailed to you at the end of each placement.
- j. Complete the *Candidate Disposition Assessment* in [Tk20](#) when prompted at the end of your final student teaching placement.

2. *Familiarization Responsibilities*

- a. As soon as you are notified of each student teaching placement, contact the cooperating teacher and make specific arrangements to learn about and begin the placement.
- b. Get to know your cooperating teacher, his or her philosophy and practices of teaching, his or her expectations for the student teaching placement, and his or her preferred modes of communication.
- c. Get to know the school personnel, their functions, and how they support teaching and learning.
- d. Get to know the school facilities and resources available to support teaching and learning.
- e. Learn and respect the standards of professional behavior and dress consistent with school and community requirements.
- f. Read the school's website and teacher/student handbooks. Know, adhere to, and refer to school rules, practices, procedures, and policies outlined in these with a particular eye to legal and safety issues.
- g. Familiarize yourself with the curriculum, standards, and curricular materials for each course or subject taught in the placement.
- h. Get to know the students as individuals. Learn about their development and developmental needs in cognitive, social, emotional, linguistic, and physical domains. Learn IEPs, 504 plans, and any other accommodations or modifications that must be addressed.
- i. Get to know the established classroom rules and routines.
- j. Learn the grading, recordkeeping, and data analysis practices.

3. *Student Teaching Responsibilities*

- a. Attend the student teaching placement full time. Keep the same hours and schedule as the cooperating teacher. Follow the placement school calendar rather than the college calendar. (Refer to [Attendance](#) section of this document for further details.)
- b. Establish and maintain [professional dispositions](#), language, behaviors, and relationships at all times with all stakeholders, including the cooperating teacher, school personnel, students, and families.
- c. Maintain confidentiality relative to information about children, families, colleagues, and schools within and outside of the school and school day.
- d. Engage in daily, weekly, or otherwise regular planning with your cooperating teacher as per his or her preference.
- e. Engage actively in shared teaching and/or supporting the cooperating teacher's lessons and student learning from the start of the placement.
- f. Prepare long- and short-term unit and lesson plans and assessments that follow the curriculum and standards and that are appropriate for promoting the learning of the individual students in the placement. Write lesson plans on the SUNY Oswego [lesson planning template](#) for your subject area or the template required by the district where you are student teaching. Share and discuss these plans and assessments with the cooperating teacher at least two days in advance of when they are to be taught. Incorporate the cooperating teacher's input, recommendations, and/or feedback into the plans prior to teaching them.
- g. Know each lesson plan and its content so well that focus on students and their learning is at the heart and soul of each lesson.
- h. Manage the classroom using the cooperating teacher's routines and practices or with routines and practices that are respectful of his or her system.
- i. Engage actively with your cooperating teacher and other professionals in the school setting to maximize support for student learning and well-being.
- j. Participate in school functions, meetings, conferences, workshops, and other activities unless determined otherwise by the cooperating teacher and/or school administrator.
- k. Seek constructive feedback from the cooperating teacher and college supervisor relative to professional progress. Incorporate the feedback and recommendations with the goal of continuous growth and improvement in teaching.
- l. Maintain accurate and timely records of student learning outcomes in ways requested by the cooperating teacher.
- m. Acknowledge the cooperating teacher and students for their support.
- n. Return all borrowed materials and student work before leaving the placement.

4. *edTPA Responsibilities***

- a. Provide the cooperating teacher the edTPA document *Teachers Who Support Teacher Candidates*. Use this document to explain edTPA requirements and identify the acceptable means of his or her support for your work on edTPA.
- b. Request additional information about edTPA for the cooperating teacher, as requested, from the Student Teaching Coordinator or college supervisor.
- c. Work with the cooperating teacher to (a) gather information about the learning context and students; (b) identify a curricular focus for the edTPA learning segment; (c) distribute consent forms for video-recording permissions; and (d) determine when and where to teach the learning segment. The official SUNY Oswego video-recording consent letters and forms are found on the [edTPA Forum](#).
- d. Write with specificity about edTPA progress, issues, and obstacles in the *Weekly Student Teaching Report* to the college supervisor. Consult the [edTPA Forum](#) for additional support and resources.
- e. Submit the edTPA Initial Draft to the college supervisor by the date designated at the end of the first student teaching placement by the date posted on syllabus and course calendars. Meet with the college supervisor to discuss his or her feedback.
- f. Submit the edTPA Draft to [Tk20](#) during the second half of student teaching by the date posted on the syllabus and course calendars. When the college supervisor has completed evaluation and review of the edTPA Draft, read and apply written feedback that he/she posted in Tk20. **Submission of a complete edTPA Draft to Tk20 is required to pass student teaching.**

***Note 1 (for residency model student teaching placements): In the first of two residency model student teaching placements, candidates will develop a practice edTPA to be reviewed by the methods professor. Therefore, statements e. and f. above do not apply in this first placement. In the second of two residency model student teaching placements, only statement e. does not apply.*

Note 2: Submission of edTPA for teaching certification purposes is the responsibility of the candidate and, although it is highly encouraged, it is not a requirement of the student teaching program.

5. *Additional Recommendations for Student Teaching Success*

- a. Organize all other life responsibilities to minimize any potential interference with student teaching.
- b. Remember that student learning, growth, and well-being are the reasons for teaching. Proceed in all facets of student teaching with this understanding front and center.
- c. Maximize professional learning opportunities and networking in each student teaching placement through interactions with and observations of a range of professionals and active participation in learning opportunities.
- d. Communicate openly and regularly with the cooperating teacher and college supervisor about your goals, concerns, doubts, and needs so they can support you in a well-informed way.
- e. Develop and carry out accurate, appropriate, and professional communication, both orally and in writing within and outside of the school and online.
- f. Be prepared for emergencies, and have specific response plans in place (e.g., back up computer files in case of computer virus; have alternate transportation available should car need repair; know steps to take when student becomes ill in the classroom).
- g. Acknowledge that perfection in teaching is most unattainable because of the complexity of what it encompasses and because of the human nature of it. Focus instead on the goal of continuous growth and promote this through intentional reflection on practice and dialogue with those who can inform and promote deep reflection.

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Student Teaching Coordinator. The Student Teaching Coordinator of the Curriculum and Instruction Department serves as the liaison between the Curriculum and Instruction Department, the School of Education Field Placement Office, and student teachers in initial certification programs. She works closely with the college supervisors, Curriculum and Instruction Department members, the Field Placement Office Director, and student teachers to ensure that program procedures are followed and requirements are met. Responsibilities include:

- a. Provide overall leadership and direction for student teaching.
- b. Interpret and enforce existing student teaching policies with the input and advice of department members and supervisors.
- c. Revise and/or develop new policies with input from department members.
- d. Develop forms and materials necessary for proper evaluation and administration of the program.
- e. Prepare college supervisors to enact their role effectively and according to policies and procedures through planned workshops and individual and/or small group meetings.
- f. Confer and collaborate with college supervisors in student teaching matters and practices at regularly-scheduled meetings.
- g. Meet with teacher candidates who have previous problems in field placements prior to student teaching.
- h. Meet with student teachers who demonstrate problems during the student teaching experiences along with their college supervisor.
- i. Provide leadership in initiating and developing program changes and improvements as needed.

edTPA Coordinator. The edTPA Coordinator provides support to members of the student teaching team in regard to edTPA. Responsibilities include:

1. *edTPA Support*

- a. Gather, prepare, and distribute edTPA development resources to candidates, college supervisors, department faculty, and cooperating teachers.
- b. Deliver workshops on edTPA design and development to candidates, college supervisors, and department faculty.
- c. Maintain and update the [edTPA Forum](#) and its resources.
- d. Clarify edTPA expectations, answer questions not clearly addressed in edTPA resources, and direct candidates, college supervisors, and faculty to appropriate resources.
- e. Brainstorm solutions and approaches to edTPA implementation as requested.
- f. Prepare college supervisors to follow the [edTPA Acceptable Support Guidelines](#), to provide effective feedback to candidates within those guidelines, and to complete the local evaluation rubric for the edTPA Draft.

Field Placement Office Director. The School of Education Field Placement Office Director serves as the liaison between the School of Education and the school districts that provide placements for SUNY Oswego teacher preparation programs. The Director works closely with the Student Teaching Coordinator, Curriculum and Instruction Department Chair, and school personnel in the role of overseeing the placement process for all program-related field experiences including student teaching.

Tk20 Administrator. The School of Education Tk20 Administrator works closely with School of Education faculty and candidates to ensure collection of data during coursework and field experiences, including student teaching. The Tk20 Administrator activates program assessments in [Tk20](#), including the edTPA; assists college supervisors, cooperating teachers, and candidates as they negotiate the Tk20 system; acts as liaison between the School of Education and Tk20; and communicates with the Student Teaching Coordinator, college supervisors, and Curriculum and Instruction Department chairperson regarding the status of required program assessments.

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