



CURRICULUM AND INSTRUCTION DEPARTMENT

**STUDENT TEACHING
HANDBOOK**

FIRST INITIAL CERTIFICATION PROGRAMS

FALL 2022

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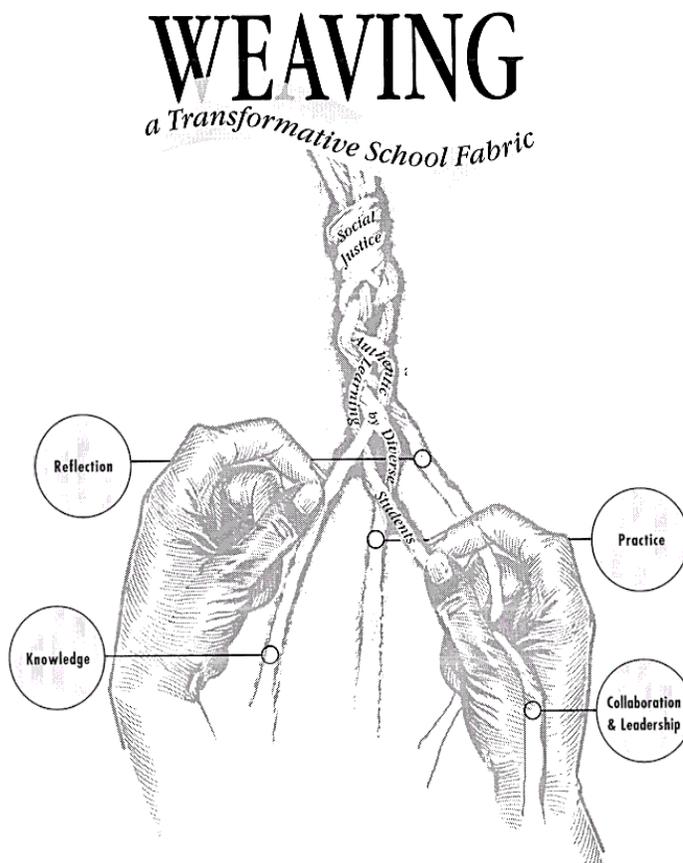
PART I: GENERAL INFORMATION & COLLEGE POLICIES

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.



<https://www.oswego.edu/education/about/conceptual-framework>

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 and the INTASC Model Core Teaching Standards. At the end of each student teaching course, the cooperating or mentor teacher and the college supervisor will complete the *SUNY Oswego School of Education Professional Dispositions Assessment* via [Tk20](#). At the end of the final student teaching course, the teacher candidate will complete a self-assessment of their professional dispositions using this same instrument in [Tk20](#).

Integrity. Educators are expected to exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in productive ways, and act in the best interest of all individuals in the learning community. (InTASC #9)

Socially-Conscious Respect. Educators are expected to demonstrate cultural sensitivity, empathy, and caring. They are expected to seek to understand and work effectively with people who are different from them and believe all students can learn authentically at high levels. (InTASC #1, #2, #3)

Socially-Conscious Responsibility. Educators are expected to hold themselves accountable for creating meaningful, authentic learning opportunities and are expected to exhibit initiative, reliability, maturity, and sound judgment in implementing equitable practices. (InTASC #4, #5)

Critical Reflection. Educators are expected to exhibit self-awareness and critical inquiry into their own biases and educational practices within a socio-cultural perspective. They are also expected to seek and respond to feedback to improve their own practice. (InTASC #9)

Collaboration and Leadership. Educators are expected to listen, communicate, and work effectively with individuals from diverse backgrounds to provide a safe, inclusive, equitable, and shared learning environment. (InTASC #7, #10)

Advocacy and Leadership. Educators are expected to understand how social structures and power relations disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure all students can learn authentically at high levels in socially just schools. (InTASC #10)

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Goals for Student Teaching

The 25 goals for student teaching are organized into four overarching categories: Planning, Instruction, Assessment, and Professionalism. They serve as the framework for the Student Teaching Objectives detailed in student teaching syllabi, the SUNY Oswego School of Education Student Teaching Evaluation Form items, and the Capstone Teacher Performance Assessment rubrics. They emerge from the priorities identified in the [SUNY Oswego School of Education \(SOE\) Conceptual Framework](#), the [New York State Teaching Standards](#) (NYSTS), and the national [InTASC Model Core Teaching Standards](#).

Planning Goals

1. Plan with learners' development in mind [NYSTS I.1; InTASC 1a]
2. Plan with learners' strengths, interests, and needs in mind [NYSTS I.3; InTASC 1b]
3. Plan an inclusive learning environment [NYSTS I.5; InTASC 2a, 2d]
4. Plan for learners' language development [NYSTS I.2; InTASC 2e]
5. Plan individualized support for learners with identified needs [NYSTS I.2; InTASC 2f]
6. Plan using content standards and curriculum [NYSTS, II.4, II.6, III.1; InTASC 7a]
7. Plan with prior assessment outcomes in mind [NYSTS II.5, V.4; InTASC 7d]
8. Plan aligned, sequenced, and varied learning experiences [NYSTS II.3; InTASC 7c]
9. Plan for technology integration [NYSTS III.4; InTASC 7k]
10. Plan for assessment of learning [NYSTS V.1; InTASC 6b]

Instruction Goals

11. Facilitate a positive learning environment [NYSTS IV.1; InTASC 3a, 3f]
12. Facilitate a safe learning environment [NYSTS IV.3, IV.4; InTASC 3b, 3h]
13. Engage learners meaningfully and equitably [NYSTS IV.2; InTASC 3b, 3d]
14. Communicate with clarity, using multiple representations, and academic language [NYSTS II.1, III.2; InTASC 4a, 4l, 8e]
15. Make connections between prior and current concepts of study [NYSTS II.2; InTASC 4d]
16. Promote critical thinking [NYSTS III.5; InTASC 5d]
17. Attend to literacy development [NYSTS n/a; InTASC 5h]
18. Monitor learning and adjust instruction [NYSTS III.6; InTASC 8b]

Assessment Goals

19. Assess learning in varied ways and throughout instruction [NYSTS V.1; InTASC 6a, 6b, 6e]
20. Provide feedback on performances [NYSTS V.3; InTASC 6d]
21. Analyze and interpret assessment data [NYSTS V.2; InTASC 6c]

Professionalism Goals

22. Participate in professional learning opportunities [NYSTS VII.2, VII.4; InTASC 9a, 9b]
23. Reflect on teaching and learning [NYSTS VIII.1; InTASC 9c, 9d, 9e]
24. Collaborate within the school setting [NYSTS VI.2, VII.3; InTASC 10a, 10b]
25. Communicate with families [NYSTS I.4, VI.3; InTASC 10d]

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College Policies

Student Teaching Offerings. To meet the New York State Education Department’s teacher certification regulations, student teaching is offered during the Fall and Spring semesters in the designated geographic areas in proximity to SUNY Oswego. When available, candidates may choose to diversify their experiences by completing the full semester of student teaching in New York City or one of the student teaching courses in an overseas study abroad context. All placements, whether local, in New York City, or abroad are supervised by a SUNY Oswego faculty supervisor.

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 quarter or semester.
 - b. Candidates who are in New York City or overseas 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.) Appointments for teacher certification exams are to be made for weekends, vacation weeks, or at times after the school day. Medical appointments should be scheduled at times when candidates are not assigned to student teach with the exception of emergency circumstances. 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 or mentor teacher and/or administrator determines otherwise.
 - b. In the case of absence due to illness or unavoidable emergency, the candidate must contact the college supervisor, the cooperating or mentor 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 or mentor 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 requires a great deal of time, effort, and attention. Coursework beyond student teaching and co-requisite courses (e.g., EDU 430) is discouraged.

Employment and Student Teaching. It is understood that some candidates need to work to pay living expenses. Candidates, however, may not arrive late to their placement or leave the placement early to accommodate outside work. If the cooperating or mentor teacher and supervisor determine that employment interferes with the candidate's ability to meet program requirements, they will first discuss the concerns with the candidate. If the concerns persist, the candidate will either be dismissed from the student teaching placement or receive an Unsatisfactory (U) grade.

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 supervisor, the cooperating or mentor 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. If the extension does not conclude prior to the time that grades are reported, the candidate will be assigned an Incomplete until the course is satisfactorily completed.

Grading. The student teaching grade is assigned by the college supervisor. Grade options are Satisfactory (S) or Unsatisfactory (U). The assigned 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 those communicated to the candidate by the cooperating or mentor teacher. An Incomplete (I) grade 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 course, candidates who earn an "S" grade will move to the second course. Those who earn a "U" grade must meet with the Student Teaching Coordinator and supervisor to determine if moving to the second student teaching course is appropriate. If two "U" grades are earned consecutively, the candidate will not be permitted to register for a third student teaching course. If an "I" grade is given, the teacher candidate must meet with the Student Teaching Coordinator to determine how and when course requirements will be met.

A teacher candidate who is asked to leave a placement by school personnel or by the College for unsatisfactory performance will receive an Unsatisfactory (U) grade. If a "U" grade is earned early in a placement, a repeat placement will not be assigned until the next Fall or Spring student teaching semester.

Legal Action. SUNY Oswego 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 SUNY Oswego-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. SUNY Oswego in such circumstances has no obligation to reassign a student. The School of Education has its own Fair Process Policy described below.

Teacher candidates 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. (School of Education [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 or mentor teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:

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

Termination from Student Teaching. Candidates can be removed from their placement at any time and a grade of Unsatisfactory (U) assigned. After collecting evidence and in consultation with the college supervisor and cooperating or mentor teacher, the Student Teaching Coordinator will meet with the candidate and supervisor to determine next steps. If it is decided that the candidate will be allowed another student teaching placement, they must complete a *Statement of Readiness to Repeat Student Teaching* form which must then be approved by the Student Teaching Coordinator before a new placement is 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 Clinical Practice and Partnerships Office Director as soon as possible.
2. Candidates should not enter the school building during a strike without first obtaining the permission of the cooperating or mentor 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 or mentor 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 supervisor should agree upon an alternate plan such as visiting other schools, preparing lesson plans and assignments, etc. If the strike is prolonged, it may be necessary to reassign the teacher candidate to another placement.

Use of Teacher Candidates as Substitute Teachers.* A candidate may substitute for the cooperating or mentor teacher with certain provisions and under the following conditions:

1. The candidate may be asked to substitute for the cooperating or mentor teacher in emergency situations. The candidate may not substitute for a teacher other than for their own cooperating or mentor teacher.
2. The substitution can take place starting in Week 5 of the placement, whether that is a 7- or 14-week placement. In either case, the candidate must have already demonstrated the necessary competencies.
3. The supervisor and the local school administrator must approve the substitution in advance.
4. If the candidate substitutes for more than three days in a 7-week placement or 6 days in a 14-week placement, additional approval is required from the Curriculum and Instruction Department Student Teaching Coordinator as well as the supervisor.
5. Undergraduate candidates are not permitted to accept a full-time substitute teaching position while enrolled in student teaching. In the case of graduate candidates who are offered a full-time substitute teaching position, the MST / MSED Graduate Coordinator is to be involved to negotiate an appropriate agreement with the district and building principal.
6. Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.

*Note: These guidelines may vary depending on the candidate's program.

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 their cooperating or mentor teacher and school administrator and notify the college supervisor as soon as possible thereafter.

Section 3001, Subsection 2

Education Law states that a teacher candidate 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 teacher candidate.

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 teacher candidate become aware of information in this regard, (s)he is expected to consult with his/her cooperating or mentor teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The cooperating or mentor teacher and school administrator should provide the teacher candidate with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the teacher candidates 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), 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 event in which school districts from across the country interview teacher candidates for anticipated teaching vacancies. The event is held each Spring semester, and pre-registration is required for participation. Dates and details for registration and participation will be communicated to you via Career Services. Spring semester student teachers who have permission from their college supervisor and cooperating or mentor teacher may attend one or both of the Teacher Recruitment Days. Permission from the college supervisor is dependent on acceptable performance in student teaching.

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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. Three core members of this team are the cooperating or mentor teacher, the college supervisor and, of course, the teacher candidate. Each of these three student teaching team members' roles and responsibilities are described below. Different student teaching contexts may have additional team members whose roles and responsibilities may be described elsewhere.

Cooperating or Mentor Teacher

The cooperating or mentor teacher is an experienced public school teacher who has volunteered to mentor a teacher candidate in their certification area through the process of becoming a capable and effective educator. The cooperating or mentor 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 or mentor teacher are demanding, yet rewarding. The following is a list of some of the cooperating or mentor teacher's most important responsibilities:

1. Orient the Teacher Candidate

- a. Respond to the teacher candidate after they have made contact.
- b. Make students aware of the teacher candidate's arrival.
- c. Provide the teacher candidate an appropriate, professional work area.
- d. Share teaching philosophy, curriculum, and relevant resources with the teacher candidate.
- e. Make the teacher candidate aware of available building and external resources.
- f. Discuss school policies and procedures for health and safety, discipline, recordkeeping, and attendance.
- g. Introduce the teacher candidate to co-teachers, paraprofessionals, and support staff; discuss their roles; and facilitate collaboration.
- h. Inform the teacher candidate of students' needs (e.g., IEPs and 504 plans), abilities, and backgrounds; and encourage the teacher candidate to learn more about the students.
- i. Help the teacher candidate understand the community in which the students live.
- j. Plan for the teacher candidate's active involvement with students from the first day.
- k. Develop a *Teaching Plan* with the teacher candidate that outlines their anticipated roles and responsibilities over the course of the placement, including co-teaching and teaching.
- l. Provide the teacher candidate 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. Discuss ways in which social justice; diversity, equity, and inclusion initiatives; and culturally-responsive pedagogy are and can be integrated into the curriculum and instruction.
- c. Discuss ways in which social emotional learning are and can be addressed through instruction.
- d. Support the teacher candidate in building responsibility for long-term and daily planning and assessment with an eye to standards and curriculum.
- 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 teacher candidate 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 Candidate to Implement Capstone Teacher Performance Assessment (TPA)

- a. Learn about the SUNY Oswego Capstone TPA from the teacher candidate. Request additional information from the supervisor if desired.

- b. Assist the teacher candidate as they complete the Capstone TPA by (i) providing information about the learners; (ii) directing them to others who can further inform them about the learners; (c) identifying a curricular focus for the Capstone TPA; and (d) assuring they have the time and opportunity to teach and assess the Capstone TPA lessons in the first half of the semester.

4. Support Teaching

- a. Provide the teacher candidate ongoing and increasingly-responsible opportunities as per the *Teaching Plan*. This may include various co-teaching designs as well as independent teaching.
- b. Encourage the teacher candidate to reflect on teaching strategies, dispositions, skills, and student learning outcomes.
- c. Observe the teacher candidate's instruction and interactions with students. Provide regular feedback and guidance based on these observations, orally and in writing.
- d. Participate in meetings with the college supervisor to discuss the teacher candidate's progress in terms of both strengths and areas for growth.

5. Encourage Professionalism

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

6. Evaluate Performance and Dispositions

- a. Complete the *Mid-Course Student Teaching Evaluation Form* during the fourth week of each student teaching course. In a 14-week student teaching placement, you will complete this form in Week 4 and Week 11. Discuss and share the completed form with the teacher candidate who will have completed the same form as a self-assessment. Provide a copy of your completed form to the college supervisor, making them aware of any concerns to be addressed.
- b. At the end of each 7-week student teaching course, discuss the teacher candidate's overall performance with the teacher candidate and college supervisor.
- c. If appropriate and requested by the teacher candidate, write a professional reference letter.
- d. Complete the on-line Student Teaching Evaluation and Professional Dispositions Assessment forms 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 you do not receive this email 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 teacher candidate, such as:
 - i. inadequate progress;
 - ii. absences or tardiness;
 - iii. inadequate preparation to teach (e.g., missing lesson plans, inaccurate content knowledge);
 - iv. unprofessional dispositions, actions, and/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 teacher candidate's instructor and advocate. They also act 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 teacher candidate and by conferring with the cooperating or mentor teacher and school administrators. Some of the college supervisor's primary responsibilities are as follows:

1. General Responsibilities

- a. Attend on-campus or virtual student teaching and supervisor meetings as scheduled.
- b. Meet with assigned teacher candidates to review the student teaching syllabus and calendar and discuss expectations and approaches to supervision.
- c. Communicate with the cooperating or mentor teacher for purposes of (i) introduction (e.g., self, program); (ii) to provide contact information; (iii) to orient them to SUNY Oswego expectations, including this handbook and the syllabus; and (iv) to prepare them to understand the Student Teaching Evaluation and Professional Dispositions Assessment forms, their criteria, and rating scale.
- d. Encourage the cooperating or mentor teacher to use collaborative and co-teaching opportunities with their teacher candidates.
- e. Schedule observations and post-conferences with the cooperating or mentor teacher and teacher candidates.
- f. Consult regularly with the cooperating or mentor teacher to facilitate teacher candidate growth and identify any concerns early so they can be resolved.
- g. Read and respond to teacher candidates' *Weekly Student Teaching Reports*.
- h. Notify the Student Teaching Coordinator immediately of any concerns.
- i. Schedule and complete three formal observations during each student teaching course. Write an observation report for each observation in which you document strengths and areas for growth with an eye toward the candidate's progress on student teaching objectives. Share each written observation report with the cooperating or mentor teacher and teacher candidate as soon as possible following the observation to promote candidate's implementation of feedback. Upload observation reports to the candidate's Field Experience Folder in [Tk20](#) by the end of the student teaching course.
- j. During the fourth week of each student teaching course and after the cooperating or mentor teacher and the teacher candidate have both completed and discussed the *Mid-Course Student Teaching Evaluation Form*, request a copy of the teacher's completed form. Discuss next steps for addressing goals and any areas of concern with the cooperating or mentor teacher and the teacher candidate. This discussion may take place in conjunction with a scheduled observation.
- k. Facilitate a three-way conference at the end of each student teaching course, using the syllabus objectives or *Student Teaching Evaluation Form* as a guide and for the purpose of focusing the conversation on how well the teacher candidate has met desired course outcomes. (Note that the cooperating or mentor teacher and college supervisor will individually complete the Student Teaching Evaluation form in [Tk20](#).) This final course conference may take place in conjunction with the final course observation post-conference.
- l. Follow expectations for form completion and maintenance and submission of reports as described in the *Supervision Responsibilities and Timeline Guide* found in the supervision folder.
- e. Complete the required Student Teaching Evaluation and Professional Dispositions Assessment forms 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 a final grade in [myOswego](#), taking into consideration feedback from the cooperating or mentor teacher. Consult with the Student Teaching Coordinator regarding uncertainties and/or before assigning a U (Unsatisfactory) or an I (Incomplete) grade.

2. Capstone Teacher Performance Assessment (TPA) Responsibilities

- a. Assure that cooperating or mentor teachers have the information they want and need regarding the Capstone TPA. Request assistance from the Student Teaching Coordinator if you want or need.
- b. Review the teacher candidates' Capstone TPA entries in the *Weekly Student Teaching Reports*. Provide direction or support based on the weekly report as appropriate. Monitor candidates' adherence to the Capstone TPA development schedule found in the syllabus calendar. Make the Student Teaching Coordinator aware of any identified concerns.
- c. As soon as possible after the Capstone TPA has been submitted to [Tk20](#), evaluate the assessment according to the rubric criteria. Inform candidates when you have completed Capstone TPA evaluation. If a candidate has not met the passing criteria (no rubric ratings of 0 and/or no more than 2 rubric ratings of 1), document this in Tk20, and inform the candidate of the need to make revisions and resubmit by the final week of the student teaching semester.

**Note (for residency placements): In the Fall semester, residents may complete a Pre-Capstone TPA to be reviewed by the methods professor. Supervisors have no responsibility for this iteration. In the Spring semester, the above guidelines apply to residency supervisors.*

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Teacher Candidate

The teacher candidate 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 teacher candidate 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 and/or virtual teacher candidate 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 Schedule*, *Weekly Student Teaching Report*, Capstone Teacher Performance Assessment (TPA), and other tasks listed in the syllabus in the timeline indicated in the syllabus calendar.
- d. Maintain a reflective journal in which you regularly record your reflections and critically examine your student teaching performance.
- e. 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.
- f. Collaborate with your college supervisor for the purpose of scheduling observations, post-conferences, and other discussions of student teaching as requested and as needed.
- g. Self-assess and reflect on feedback using the *Mid-Course Student Teaching Evaluation Form* at the mid-point in each student teaching course as indicated on the syllabus calendar. Discuss your self-assessment with your cooperating or mentor teacher who has also completed this form. Identify strengths and set goals for the remainder of the student teaching course.
- h. Complete the college supervisor evaluation form that is emailed to you at the end of the student semester.
- i. Complete the *Professional Dispositions Assessment* form in [Tk20](#) when prompted at the end of your final student teaching placement.

2. Familiarization Responsibilities

- a. As soon as you are notified of a student teaching placement, contact the cooperating or mentor teacher and make specific arrangements to learn about and begin the placement.
- b. Get to know your cooperating or mentor teacher, their philosophy and teaching practices, their expectations for the student teaching placement, and their preferred modes of communication.
- c. Get to know the school personnel, their functions, how they support teaching and learning, and how you can collaborate with them.
- 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 faculty and student handbooks. Know, adhere to, and refer to school rules, practices, procedures, and policies outlined in these with an 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 you must assure are addressed.
- i. Get to know the established classroom rules and routines.
- j. Learn the grading, recordkeeping, and data reporting and analysis practices.

3. Student Teaching Responsibilities

- a. Attend the student teaching placement full time. Keep the same hours and schedule as the cooperating or mentor teacher. Follow the placement school calendar rather than the college calendar. (Refer to the [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 or mentor teacher, school personnel, students, and families.
- c. Adhere to all safety requirements and protocols as per school, school district, and college guidelines.
- d. Maintain confidentiality relative to information about children, families, colleagues, and schools within and outside of the school and school day.
- e. Engage in daily, weekly, or otherwise regular planning with your cooperating or mentor teacher as per their preference.
- f. Engage actively in co-teaching and/or supporting the cooperating or mentor teacher's lessons and student learning from the start of the placement.
- g. 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 or mentor teacher at least two days in advance of when they are to be taught. Incorporate the cooperating or mentor teacher's input, recommendations, and/or feedback into the plans prior to teaching them. Share lesson plans for observation with your supervisor at least one day in advance of each scheduled observation.
- h. Know each lesson plan and its content so well that you can focus on students and their learning as you teach each lesson.
- i. Manage the classroom using the cooperating or mentor teacher's routines and practices or with routines and practices that they agree to and are respectful of their system.
- j. Engage actively with your cooperating or mentor teacher and other professionals in the school setting to maximize support for student learning and well-being.
- k. Participate in school functions, meetings, conferences, workshops, and other activities unless determined otherwise by the cooperating or mentor teacher and/or school administrator.
- l. Seek constructive feedback from the cooperating or mentor teacher and college supervisor relative to professional progress. Incorporate the feedback and recommendations with the goal of continuous growth and improvement in teaching.
- m. Maintain accurate and timely records of student learning outcomes in ways requested by the cooperating or mentor teacher.
- n. Acknowledge the cooperating or mentor teacher and students for they ways in which they have supported you throughout the placement.
- o. Return all borrowed materials and student work before completing the placement.

4. Capstone Teacher Performance Assessment (TPA) Responsibilities

- a. Locate your Capstone TPA in Tk20 (<https://oswego.tk20.com>). Download the handbook and templates.
- b. Familiarize yourself deeply with the Capstone TPA expectations and rubrics through workshop participation and close reading of the handbook.
- c. Explain the Capstone TPA requirements to your cooperating teacher and seek their support in learning about the students (Part 1) and in determining the curricular content for your lessons (Part 2). You may share the Capstone TPA handbook with your cooperating teacher and/or seek your

supervisor's support in answering questions about the Capstone TPA that your cooperating teacher may have.

- d. Plan, teach (Part 3), and assess (Part 4) the Capstone TPA following the timeline in the syllabus calendar. If circumstances require you to modify this timeline, identify an alternate timeline with your supervisor.
- e. Identify your progress, questions and concerns, and goals related to the Capstone TPA each week in the *Weekly Student Teaching Report* you submit to your supervisor. Your supervisor will address your questions and concerns or refer you to someone who can address them.
- f. Submit the completed Capstone TPA documents as Word documents (.doc, .docx) or PDF documents (.pdf) to Tk20 by the date indicated in the course calendar for your supervisor's evaluation and feedback.
- g. If you do not achieve a passing Capstone TPA, your supervisor will provide you feedback regarding what you need to do to address areas of concern. Revise the Capstone TPA and submit revisions that address areas of concern to Tk20 by the date indicated in the syllabus calendar.

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 or mentor 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 damage; have alternate transportation available should your transportation plans fall through; know steps to take when student becomes ill in the classroom).
- g. Acknowledge that perfection in teaching is 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 oversees all aspects of first initial student teaching programs in the Curriculum and Instruction Department. They collaborate with the School of Education Clinical Practice and Partnerships Office as well as the Associate Dean for Assessment and Accreditation. They prepare support, and facilitate the work of the college supervisors. They provide resources and guidance to all teacher candidates. Specific 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 School of Education and Curriculum and Instruction Department leadership.
- c. Revise and update expectations with input from School of Education and Curriculum and Instruction Department leadership and supervisors.
- d. Develop forms and materials necessary for proper administration of the program and evaluation of teacher candidates.
- e. Prepare college supervisors to enact all aspects of 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 and as situations require.
- g. Meet with teacher candidates who have previous difficulties in field placements prior to student teaching.
- h. Meet with teacher candidates who demonstrate difficulties during the student teaching experiences along with their college supervisor.
- i. Provide leadership in initiating and developing program changes and improvements as needed.

Clinical Practice and Partnerships Office Director

The School of Education Clinical Practice and Partnerships 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 Capstone TPA; assists college supervisors, cooperating or mentor 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 chair regarding the status of required program assessments.

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