

The SUNY Buffalo State Educator Preparation Provider
Student Teaching Mentor Teacher's Handbook



School of Education

Exceptional Education

The SUNY Buffalo State Educator Preparation Provider
Student Teaching Mentor Teacher’s Handbook

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Welcome

Surveys of new teachers suggest that student teaching is the most important part of their teacher education experience. This handbook has been developed to serve as a guide for Mentor Teachers, College Supervisors, and school district officials who support teacher preparation candidates and programs at Buffalo State College. The handbook provides essential information and addresses critical issues. It is intended to provide an orientation, identify roles and responsibilities, promote uniform application of student teaching policies, and enhance communication among all parties involved in the student teaching experience.

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SCHOOL of EDUCATION

BUFFALO STATE • The State University of New York

Wendy A. Paterson, Ph.D.
Dean of the School of Education
Bacon Hall 306
1300 Elmwood Avenue

Dear Esteemed Principals and Outstanding Mentor Teachers:

Thank you for accepting the professional responsibility to support and advance the profession of teaching by partnering with us to place Buffalo State's student teachers in your school. We do not take that honor lightly. As you are aware, Educator Preparation requires the highest degree of quality in clinical practice. Buffalo State, one of the largest teacher education colleges in the SUNY system, works steadily to incorporate the most current research and best practices in teaching and classroom management into all of our programs.

To assure that all stakeholders in this enterprise have current and helpful information on the student teaching experience, we developed this handbook to serve as a guide for mentor teachers, college supervisors, school leaders and all school personnel who support our teacher candidates and educator preparation programs at SUNY Buffalo State College.

From many years of experience through our Professional Development School Consortium and our sustained relationships with all of our host schools, we have collected and refined information that will provide an orientation to the distinctive Buffalo State programs and candidates, identify the specific roles and responsibilities of each member of the student teaching team, provide universal understanding of student teaching policies, and generally enhance communication and rule-setting for the most important applied learning experience in a teacher candidate's studies, the clinical practicum.

Please consider this a valuable resource. We encourage your feedback on the Handbook, and as always, we will maintain frequent and timely communication with you throughout and beyond each student teacher's experience. Thank you for your continued partnership.

Sincerely,

The SUNY Buffalo State Educator Preparation Provider
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Wendy A. Paterson, Ph.D.
Professor and Dean

I. SUNY Buffalo State Educator Preparation Provider Overview

Introduction

Teacher preparation programs leading to certification require completion of specialized courses and field experiences. Included in the program are courses which develop knowledge of the nature and needs of learners. The knowledge, skills, and dispositions associated with effective instruction are applied in a series of practicum and/or field experiences. These practicum experiences are sequential, with each experience building on specific skills that have been acquired in the previous setting. Student teaching is the culminating experience in which participants are expected to teach under the supervision of experienced, certified teachers to demonstrate the knowledge and skills expected of beginning teachers. All professional education programs at the college are led by the Council of Deans which includes the Graduate Dean, Dean of Intellectual Foundations, School of Education Dean, School of the Professions Dean, School of Arts and Humanities Dean, and School of Natural and Social Sciences Dean. The preparation of teachers for Early Childhood and Childhood, Career and Technical Education, Business and Marketing, Family and Consumer Sciences, Technology Education, and Exceptional Education program areas are housed within departments in the School of Education. The preparation of teachers for secondary education content areas occurs primarily within departments of the respective disciplines in the School of Arts and Humanities, the School of Natural and Social Sciences, and the School of the Professions. All teacher education programs are represented in the Teacher Education Council (TEC) which acts as in an advisory role to the Council of Deans.

Buffalo State Mission

SUNY Buffalo State is committed to the intellectual, personal, and professional growth of its candidates, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning, and to empower a diverse population of candidates to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the College is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

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EPP Conceptual Framework

Reflective Innovative Student - Centered Educators

The Educator Preparation Provider (EPP) conceptual framework forms a basis for all education-specific operations. The conceptual framework for professional education at Buffalo State reflects the commitment of all members of the professional education community to the preparation of knowledgeable and skilled educators. It is influenced by a strong commitment to issues of diversity, value for collaboration between college and public school personnel for the mutual renewal and improvement of each setting, and an educational environment that ensures success for all. These values along with the identified array of knowledge, disposition, and skill outcomes that have been developed EPP-wide--as well as those additional outcomes which have been developed by individual programs--constitute the basis for assessing individual candidate performance and for making judgments about candidate preparation and overall program quality.

The focus of the conceptual framework for initial program candidates is preparing reflective facilitators of learning. The focus of the conceptual framework for advanced program candidates is preparing accomplished reflective educators. The central core conceptions of Content knowledge, the P-12 Learner, and effective Pedagogy are encompassed with a context including Technology, Reflection, Diversity, and Dispositions. Conceptual Framework elements act as the EPP-wide candidate learning outcomes at SUNY Buffalo State.

EPP Mission

The mission of the teacher education faculty at SUNY Buffalo State is to prepare reflective facilitators of learning (initial programs) and accomplished reflective educators (advanced programs) to meet the challenge of teaching all learners in a complex, technological, global society. Teacher education faculty engage their collective expertise in teaching; scholarship and research; and service to the community, college, and profession. Faculty value and strive to cultivate a professional climate that promotes teaching excellence, intellectual vitality, and communication through collaboration across programs, among faculty, candidates, and the larger community.

EPP Vision

The conceptual framework for all teacher education programs at SUNY Buffalo State articulates the EPP's vision, ensures coherence across candidates' programs and reflects commitment to prepare candidates to work effectively with all candidates including candidates with culturally, linguistically, and ethnically diverse backgrounds and candidates with disabilities.

EPP Core Values

The teacher education faculty believe that the optimal environment for teacher preparation is one in which college-based and school-based teacher educators collaborate closely on mutually identified and mutually beneficial outcomes designed to improve both the college and school settings.

The teacher education faculty both recognize and celebrate the diversity which characterizes

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American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society.

Teacher education faculty are committed to the following fundamental premises: (1) that all candidates can learn; (2) that all candidates have a right to learn to their greatest potential; and (3) that all candidates are entitled to an educational environment where teaching and learning are the most valued of all activities.

EPP Goals

The EPP-wide candidate learning outcomes directly measure elements of the conceptual framework:

- 1: Content - The professional educator will know the subject matter to be taught to P-12 learners.
- 2: Learner - The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.
- 3: Pedagogy - The professional educator will attain an understanding of the strategies that candidates use to teach all learners.
- 4: Technology - The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- 5: Reflection - The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- 6: Dispositions - The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- 7: Diversity - The professional educator is aware of and sensitive to diversity issues and uses culturally and socially responsive pedagogy.

Buffalo State College Teacher Education Unit Candidate Dispositions

Buffalo State Teacher and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early, monitored throughout and assessed at the end of the program.

Candidates are:

1. **Professional:**
 - **Follow the New York State Code of Ethics**
 - **Maintain confidentiality**
 - **Exhibit professional pride in appearance and demeanor**
 - **Demonstrate high quality communication skills in both written and oral communications**
2. **Reliable and Dependable:**
 - **Are punctual and organized**
 - **Complete essential tasks without prompting**
 - **Meet deadlines**
3. **Respectful:**
 - **Committed to meeting student needs**

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- Practice judicious and empathetic interactions with students and colleagues on campus and in the community
- Show care and thoughtfulness in using the intellectual and physical property of others
- 4. Committed to Student Learning:
 - Make decisions and plans that are student centered and foster higher-order thinking skills
 - Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
 - Use culturally-relevant curricula
 - Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
 - Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices
- 5. Reflective:
 - Show an openness to continuous improvement
 - Listen effectively
 - Demonstrate receptivity to feedback by improving performance
 - Tailor and reformat instruction based on assessed student needs
- 6. Enthusiastic:
 - Show initiative and leadership
 - Practice creative problem solving
 - Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
 - Are energetic, and open to new ideas.
- 7. Collaborative:
 - Work well with peers, faculty and mentors and seek to learn from them and share ideas
 - Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
 - Seek appropriate leadership roles

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Professional Development Schools (PDS)

Mission

The Professional Development Schools (PDS) Partnership between the School of Education and the Teacher Education Unit (TEU) at SUNY Buffalo State and participating schools is a collaborative effort. The partnership is dedicated to college faculty, school administrators, practicing teachers, and teacher candidates exploring effective practices to:

- (a) cooperatively mentor teacher candidates and provide close connections to authentic classroom practice;
- (b) promote shared professional development for all constituents;
- (c) impact student learning; and
- (d) research innovative and best educational practices.

Purpose

College faculty, school administrators, and practicing teachers deliberate on how to cooperatively supervise pre-service teachers and provide closer connections to classroom practice, promote professional development for in-service teachers, improve student learning, and research educational practice for school reform.

Critical aspects of our program involve creating and maintaining a collaborative community partnership with urban, suburban, and rural school districts; collaboratively identifying, developing, and refining practices that promote student achievement; supporting initial preparation and continuing professional development for teachers and other school based educators; and supporting teacher inquiry to improve pupil and educator development. This is accomplished while Elementary Education, Exceptional Education, Secondary Education, and Content majors gain a variety of experiences, ranging from classroom observation and tutoring to methods and student teaching placements at established PDS sites.

For more information, please refer to: <http://pds.buffalostate.edu/about-us-0>

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II. The Student Teaching Triad

Student teaching is a collaborative venture directly involving the Teacher Candidate, the Mentor Teacher, and the supervisors. The success or failure of student teaching hinges upon the quality of relationships developed within this triad. Each member of the triad plays important roles that contribute to the total professional development of the prospective teacher. Moreover, these roles are interdependent, and there is much overlap in many areas. Therefore, it is essential that all members of the triad have a clear understanding of their respective and varied roles.

Criteria for Mentor Teachers

The primary responsibility of Mentor Teachers is the educational well-being of the learners in their classrooms. A Mentor Teacher's decision to accept a Teacher Candidate has a significant impact on these learners. Because the Mentor Teacher will gradually relinquish teaching responsibilities, the performance of the Teacher Candidate has an increasingly important effect on the learners. Therefore, Buffalo State is especially appreciative of Mentor Teachers' willingness to accept Teacher Candidates into their classrooms.

Mentor Teachers play a pivotal role in the professional development of pre-service teachers. These individuals need to be effective teachers who use empirically based procedures to ensure learner progress. Furthermore, they need to be creative, organized, flexible, professional, and good communicators. Individuals who serve as Mentor Teachers for Buffalo State Teacher Candidates must meet the following criteria:

- The Mentor Teacher will be certified in the specialty area or closely related area for which he or she is supervising.
- The Mentor Teacher will be currently teaching classes in the Teacher Candidate's area of specialization.
- The Mentor Teacher will have tenure or considered to be eligible for tenure if the teacher is a public school teacher.
- The Mentor Teacher will have at least three years of successful teaching experience in the area of certification.
- The Mentor Teacher will have had a solid recommendation from the administrative staff based on district policy indicating that the school district administrators believe the mentoring teaching will make a good mentor.
- The Mentor Teacher will model good professional practices and make use of a variety of sound teaching practices.
- The Mentor Teacher will work with the designated faculty in planning the experiences of the Teacher Candidate.
- The mentoring teaching will have a good working relationship with candidates, teachers, parents, administrators, community stakeholders, and SUNY Buffalo State.

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The Mentor Teacher:

- is the direct contact person for a Teacher Candidate
- is the liaison between the District and the college
- is a role model for all candidates
- is the instructional guide
- is a resource for ideas/advice
- is the expert
- offers guidance and support
- facilitates educational goals
- encourages the Teacher Candidate to observe other classes
- encourages practical implementation
- provides a safe environment for application of Teacher Candidate ideas
- will establish a positive rapport with the Teacher Candidate
- will model teaching and classroom management strategies
- will encourage appropriate and professional practices (dress/attendance/organization)
- will answer questions of the Teacher Candidate
- will conference regularly with the Teacher Candidate
- will assist in preparing units/lessons/projects
- will gradually increase the responsibilities of the Teacher Candidate
- will offer immediate feedback
- will report issues and/or concerns to the college and the building administration, if necessary

Working with Mentor Teachers

- Student teaching has the potential to result in improved personal relationships for both candidates and mentor teachers.
- The professional development of Teacher Candidates will be enhanced when they are treated in a professional manner.
- Teacher Candidates are inexperienced colleagues.
- Differences in personalities should be considered as an asset.
- Honesty, thoughtfulness, and tact affirm and help to establish and further develop good personal relationships.

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- Student teaching may lead to a more positive self-concept of the Teacher Candidate.

Responsibilities of the Mentor Teachers

- Prepare the learners in advance of the Teacher Candidate's arrival.
- Introduce the Teacher Candidate to the school community; provide opportunities for the Teacher Candidate to become an active, participating member of the faculty; and acquaint the Teacher Candidate with major policies, customs, and procedures of the school.
- Provide textbooks, curriculum guides and material, and a physical space for the Teacher Candidate to work and store belongings.
- Provide the Teacher Candidate with information concerning what the learners have been doing up to this point and what is planned for the period during which the Teacher Candidate will be working with the class.
- Model effective teaching practices, including how to adapt/accommodate instruction.
- Model appropriate professional behavior.
- Assign classroom responsibilities gradually to the Teacher Candidate in accordance with the handbook and course syllabus.
- Meet daily with the Teacher Candidate to preview lesson plans, make suggestions, and provide feedback.
- Encourage the Teacher Candidate to use a variety of effective teaching techniques, materials and technology, and modes of classroom grouping.
- Provide verbal and written feedback regarding student teaching performance after each observation.
- Meet on a regularly scheduled basis with the College Supervisor.
- Communicate with the College Supervisor as needed to ensure that problem areas are addressed immediately.
- Complete any midterm and final evaluations of the Teacher Candidate, in consultation with the Teacher Candidate and the College Supervisor. The Mentor Teacher shares his or her perceptions regarding the Teacher Candidate's performance with the College Supervisor, but does not assign the final grade.

What to Expect From the College Supervisor

The assigned College Supervisor is the person who not only mentors, critiques, and conferences with the Teacher Candidate, but serves as the liaison between the mentoring school and Buffalo State. Candidates can expect the College Supervisor to schedule a series of both formal and informal observations. The College Supervisor will visit the assigned school for an initial "introductory" visit to acquaint him/herself with the school setting and the Mentor Teacher. A similar visit may occur at the

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close of the placement to assure that all segments of the experience are completed successfully and on time.

Typically, the College Supervisor will schedule formal observations at the particular school in accordance with departmental guidance and requirements throughout the duration of the placement. You should expect to have your college supervisor observe you student teaching for multiple days. Once the Supervisor arrives at the school, he (she) will report to the Main Office to “sign-in” and receive directions to the classroom. Upon arrival at the classroom, candidates should present a copy of the complete “daily lesson plan” (including all appropriate handout sheets) for that period to the Supervisor. Usually the Supervisor will choose to sit in the back area of the classroom but it is necessary that candidates take just a moment to introduce the class to the Supervisor (they will wonder who this new person is anyway!!).

Don't get “upset” if candidates notice that the Supervisor is writing an enormous amount of comments as the lesson unfolds. During the post-observation conference, which generally follows immediately after the formal observation, many references will be made to the notations and comments that were recorded. Remember that the Supervisor is there to help candidates improve and reach the potential as an effective teacher. Feel free to ask questions and share comments as to how the overall placement is going. It is not uncommon, and often advised, that the Mentor Teacher join in the post-observation conference so they have an opportunity to share advice and suggestions.

Generally, one of the College Supervisors or another faculty member will also instruct scheduling seminar meetings at the College or school setting. During Seminar, we take time to share our diverse experiences in our assigned placements and often help in solving many issues that may have emerged. Seminar offers a relaxed opportunity to “share, evaluate, critique, question and comment” on any of the specific elements that have unfolded in the daily classroom experiences.

Criteria for Supervisors

- Supervisors may be full or part time faculty
- Supervisors must have earned a masters' degree or higher
- Supervisors usually have had previous P-12 teaching experience
- The majority of Supervisors have published in educational journal or other related publications
- The majority of Supervisors have given presentations in their field of education
- The majority of Supervisors belong to relevant professional organizations
- The majority of Supervisors provide service to the community and/or the profession
- Supervisors act as effective mentors of Teacher Candidates
- Supervisors are knowledgeable in their field and current content
- Supervisors are effective users and communicators of a variety of pedagogies
- Supervisors serve as role models for professionalism
- Supervisors are knowledgeable in a variety of classroom management strategies

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- Supervisors are knowledgeable in child and/or adolescent development
- Supervisors are knowledgeable about resources related to teacher certification
- Supervisors should have NYS certification in area being taught or supervised

Working with College Supervisors

- The College Supervisor possesses expertise, which is valuable to both the Mentor Teacher and Teacher Candidate.
- The College Supervisor is in a position to assist with problems and difficulties.
- The College Supervisor is concerned with the improvement of educational practice.
- The College Supervisor facilitates and supplements good supervision.
- The College Supervisor needs the collaboration of Mentor Teachers and Teacher Candidates to function effectively.
- The College Supervisor is a guide, confidant, and troubleshooter.
- The College Supervisor should be informed of the Teacher Candidate's activities in detail.
- The Teacher Candidate will perform better when the College Supervisor takes an active role in the experience.
- The Mentor Teacher, in his or her supervisory role, should communicate regularly with the College Supervisor.

Responsibilities of the College Supervisor

The role of the College Supervisor is to serve as an ambassador for SUNY Buffalo State. This individual is an important link, connecting the expectations of the College and the realities of the local school. Typically, he or she has the following responsibilities:

- Be aware of and comply with all the policies, procedures, and requirements in this Handbook.
- Become acquainted with the school site, its programs, and personnel.
- Provide Teacher Candidates with a course syllabus that includes a written description of expectations for activities and assignments, including an estimate of the number, length, and frequency of observations.
- Observe and provide immediate feedback as scheduled in consultation with the Teacher Candidate. Additional observations may be scheduled for candidates who are experiencing difficulty. An observation should be sufficiently long enough for the supervisor to gain an overall view of the

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Teacher Candidate's effectiveness. It should be followed by a conference with the Teacher Candidate and Mentor Teacher, singly, collectively, or both. A conference can also be used to address events that have taken place since the last visit.

- Evaluate and communicate the evolving competence of the Teacher Candidate at each observation, in consultation with the Mentor Teacher.
- Act as a resource or direct Teacher Candidates to relevant resources.
- Complete midterm and final evaluations of the Teacher Candidate, in consultation with the Teacher Candidate and the Mentor Teacher.
- Conduct seminars with Teacher Candidates on a regular basis. Seminars can address current issues in the classrooms of the Teacher Candidates, prepare Teacher Candidates for entry into the profession, and/or provide information on new or improved teaching practices.
- Take responsibility for explaining the assignments as listed in the course syllabus and ensuring and monitoring satisfactory completion of all required assignments.
- Take responsibility for delivering packet of stipend documentation and other related required documentation to the mentoring teacher.
- Complete all evaluation documents and submit a grade. The College Supervisor is responsible for submitting a candidate's grade; however, he or she may use the input of the Mentor Teacher when determining a grade.

What Candidates Can Expect From the School Building Administrator

The administrator is responsible for approving the application of Mentor Teachers and the approval of Teacher Candidates within his/her building. The Teacher Candidate should ask the college Supervisor if the building principal can be asked to observe a lesson for the purpose of professional feedback and/or constructive criticism. The college Supervisor may wish to ask the building administrator to meet with the cadre/ cohort of student teachers to answer their questions and present ideas for getting that all –important first job! Sometimes the building administrator will invite an HR administrator to meet with the student teaching cadre/cohort.

One possible source of difficulty for the Teacher Candidate is the inability to demonstrate a satisfactory level of competency in a key area measured knowledge, skill and/or disposition. The Mentor Teacher and College Supervisor are available to assist. Frequent and early observations by these individuals should facilitate the identification of any problem area(s). In addition, the midterm evaluation form allows the College Supervisor to inform the Teacher Candidate of any difficulties and the potential for failure, based on the performance to date. The Teacher Candidate, the Mentor Teacher, and the College Supervisor should work jointly to (a) identify the area(s) of weakness, (b) devise a plan and time frame for developing or improving competence to a satisfactory level, (c) implement the plan, and (d) document the nature of any progress. Such efforts will enable the Teacher Candidate to demonstrate satisfactory levels of competence. If difficulties persist, candidates may be withdrawn and/or may choose to withdraw from the experience following procedures in the Educator Preparation Provider Policy Handbook. (<http://epp.buffalostate.edu/faculty-resources>

III. General Student Teaching Information

The Student Teaching Experience

Student teaching is the capstone event in the professional preparation sequence. It offers Teacher Candidates opportunities to acquire an understanding of the teaching process by a gradual induction into increased instructional responsibility. Under careful supervision, Teacher Candidates practice the rudiments of planning daily lessons, prepare instructional units, use classroom management techniques, and employ evaluation procedures. They also learn and practice a variety of techniques and methodologies to facilitate learning. Teacher Candidates should also use this time to reflect on their experiences with a view toward self-analysis and self-improvement. They should use this opportunity to become reflective decision-makers about their teaching and capitalize on the expertise afforded to them by their Mentor Teachers and College Supervisors. It is expected that during their student teaching assignments, Teacher Candidates will engage in the activities included on the list that follows. They are advised, however, that their College Supervisor and Mentor Teacher may have additional expectations.

1. Review and comply with the policies and procedures as stated in the EPP Student Teaching handbook.
2. Although Teacher Candidates must make phone contact with the Mentor Teacher, they are advised to make a preliminary visit to the assigned school in advance of the first day of placement. The Teacher Candidate should meet the Mentor Teacher, exchange phone numbers, discuss possible activities, and obtain a first hand view of the neighborhood and community. While at the school, the Teacher Candidate should also introduce himself or herself to key school personnel such as the principal and the secretary.
3. In order to overcome some of the apprehension during this period of adjustment, candidates can begin to explore the following important information about the district and school: information about the school in general, type of population served, philosophy and objectives, mission statement, unique characteristics, facilities, or services and characteristics of the community
4. Be present at the practicum site for all scheduled days for the duration of the placement.
5. Learn the school district's mission, policies, and procedures.
6. Establish and maintain rapport with the learners, the Mentor Teacher, all school faculty and staff, and the College Supervisor.
7. Plan instructional units and lessons, share them with the Mentor Teacher in advance, and keep them organized. Locate, develop, and use teaching materials, resources, and technology. The student teaching practicum is a collaborative venture between Mentor Teachers from local school districts and supervisors from the teacher education program. Mentor Teachers and supervisors (a) enrich Teacher Candidates' knowledge about theories and methods of instruction, (b) demonstrate alternative styles of effective teaching, (c) help Teacher Candidates design and evaluate instructional activities and materials, (d) observe Teacher Candidates' classroom teaching

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performance, (e) confer with and offer constructive feedback to Teacher Candidates on a regular basis, (f) encourage Teacher Candidates to engage in reflective self-analysis and self-directed learning, and (g) sensitize Teacher Candidates to the many sociocultural factors that affect instruction and learning in the school.

Expectations for Teacher Candidates /Professionalism

Conducting the business of a teacher in a professional manner is an essential and a critical part of the expectations that come with teaching. There are many aspects of what constitutes a professional and making the transition from college candidate to a licensed professional includes obtaining the attitudes and integrity of all that is included within the definition:

1. **Knowing and Following Policies, Practices and Procedures of the School District:** Candidates must preview the policies and procedures of the School District(s) in which they are placed for student teaching. Candidates are subject to the policies, practices and procedures of the District as long as candidates are in a student teaching placement.
2. **Handling Confidential Information:** While performing duties as a Teacher Candidate, candidates may have access to information about school business, students, tests, other employees, and records that should be considered confidential. Do not release any information before consulting with the Mentor Teacher. Additionally, candidates should not discuss a student with any other teachers except the Mentor Teacher. It is unprofessional to talk about or participate in discussions regarding students in faculty rooms, parking lots or hallways.
3. **Promptness:** District policies should be followed for daily arrival and sign in. Tardiness will not be permitted and will count as a half day absence. Two reports will result in a grade of "U" in the placement. If an absence cannot be avoided, make certain candidates contact the Mentor Teacher, the college and the College Supervisor.
4. **Turnaround Time:** The same promptness should be applied to all aspects of responsibilities assigned to candidates from the Mentor Teacher. If it is grading papers, candidates are expected to return those to the Mentor Teacher in a timely manner (usually 24 hours). Many schools use a parent portal which means grades are viewed on a daily basis. Likewise, fulfillment of all associated paperwork or processes for recording and tracking candidates must be completed in a timely manner (ex. Attendance, reports, progress reports, etc.)
5. **Lesson Preparation and Preparedness:** detailed lesson plans are to be written and delivered to the Mentor Teacher and College Supervisor. Candidates are to show initiative and not wait to be reminded and candidates will not keep the Mentor Teacher waiting for lessons. Use spell and grammar check before final copies are submitted.
6. **Organization and Materials Set-ups:** For laboratory assignments, activities or demonstrations, candidates are to make sure that the materials (including copies of student materials) are ready at least one day prior to teaching that lesson.
7. **Use proper grammar, spelling, and punctuation in all communication.** When necessary, consult a dictionary. Avoid trite and slang expressions and gender-biased comments, as some terms may be offensive to some people.

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Attendance While Student Teaching

A. The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. Between these dates, the student teacher is required to:

1. Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
2. Work the same hours and schedule, and perform the same duties, as the mentoring teacher.
3. Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the mentoring teacher and/or school administrator determines otherwise.

B. The student teacher should expect to be in attendance each day school is in session. However, in case of absence or tardiness due to illness or other unavoidable emergency, the student teacher must:

1. Call the college supervisor, the mentoring teacher, and the school as soon as possible, but no later than one hour before school starts on the day of an absence.
2. **Arrange delivery to the mentoring teacher of all materials that the teacher candidate possesses that are necessary for instruction on the day of the absence.**

Professional Dress:

“The attitudes, values, and behaviors that candidates exhibit have the potential to impact on the success as a teacher. The appearance, language, and behavior speak volumes about candidates as a person. Teacher Candidates should familiarize themselves with the school’s codes for professional behavior and dress. Student teachers must display identification at all times when they are on school grounds. **SUNY Buffalo State ID card or school identification nametags must be worn at all times with no exceptions.**”

Social Network Protocols

Candidates must remove all personal information and photos from social media sites that are viewable by the public. Under no circumstances are candidates permitted to communicate with students via any social media or informal network means. Electronic communications must be restricted to classroom technology tools endorsed by the school to provide feedback on student grades or performances. Any information related in any way to student teaching should not be shared publically on any social network.

Teacher Candidate Planning

- ◆ A Teacher Candidate needs to understand that planning facilitates good teaching.
- ◆ A well-developed lesson plan may be a Teacher Candidate's best teaching aid.
- ◆ Emphasis on results should prevail over emphasis on form.
- ◆ It is essential for the Teacher Candidate to be familiar with the Mentor Teacher's plans.
- ◆ Good planning is based upon an appreciation for the purpose of the instruction and a working

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knowledge of the learning preferences of pupils.

Participation in the Educational School Program

- ◆ The Teacher Candidate should be involved in the same kinds of activities as the Mentor Teacher.
- ◆ Participation helps to give a Teacher Candidate the feeling of being accepted and needed.
- ◆ Teacher Candidates are exposed to a wider audience when working in a total school program activity within the school than in an isolated classroom activity.
- ◆ Participation should be accompanied by reflection and discussion in order to provide the Teacher Candidate with the most optimal learning experience.

Basic Responsibilities of Student Teachers

Basic responsibilities of student teachers include, but are not limited to, the following:

- A. Contact the mentoring teacher soon after the placement is made to make specific arrangements for the placement to begin. A preliminary visit to the school is strongly encouraged.
- B. Work with the college supervisor to meet all requirements outlined in the appropriate field placement handbook, course outline/syllabus, and other materials provided by the department or college supervisor.
- C. Become familiar early in the placement with the school's faculty and student handbooks. Comply with all school rules, policies, procedures, and standards, including those concerning student safety and management/discipline; and teacher attendance, professional performance, behavior, and attire.
- D. Become familiar early in the placement with classroom curriculum, materials, and management/discipline procedures.
- E. Meet regularly with the mentoring teacher to plan instruction and other required activities. Lesson plans must be approved by the mentoring teacher in advance.
- F. Work the same hours and schedule, and perform the same duties, as the mentoring teacher. The school district calendar is followed for the duration of the placement.
- G. Communicate and interact with school personnel, parents and families, and students in a professional, tactful manner that preserves confidentiality, establishes rapport, respects diversity, and supports appropriate collegial and student-teacher relationships.
- H. Gradually accept increased responsibility for the mentoring teacher's professional workload under the guidance of the mentoring teacher and college supervisor over the duration of the placement. The student teacher is expected to assume substantial or complete responsibility for the mentoring teacher's workload, as described in the program-specific Field Placement handbook.

The Initial Days of Adjustment

During the first few days the Teacher Candidate should:

- ◆ Become acquainted with school personnel
- ◆ Get to know the students
- ◆ Become aware of the curriculum
- ◆ Become familiar with the classroom routine

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- ◆ Assume some teaching responsibility
- ◆ And above all, demonstrate initiative

The following activities are suggestions for Teacher Candidates to become involved during the first week of student teaching:

- ◆ Teach a get acquainted activity.
- ◆ Carry out brief teaching activities.
- ◆ Distribute and collect papers.
- ◆ Check attendance.
- ◆ Administer tests and quizzes.
- ◆ Assist with laboratory or project work.
- ◆ Work with individuals or small groups.
- ◆ Operate equipment.
- ◆ Assist the teacher with demonstrations.
- ◆ Explain specific procedures or techniques.
- ◆ Plan and create displays or bulletin boards.
- ◆ Learn the names of students.

By the end of the second week, a Teacher Candidate should:

- ◆ Be independent in moving about the school.
- ◆ Have some professional knowledge about the students.
- ◆ Be able to take the lead planning.
- ◆ Have assumed some responsibility for teaching an entire class for a part of the day.
- ◆ Have met a number of other teachers and feel comfortable with them.
- ◆ Have enough confidence not to be totally dependent on the Mentor Teacher.

Section IV. Policies and Procedures

Safety and Welfare

A. Teacher Candidates are responsible for the safety and welfare of the students in the classroom and hallways of the school. Know fire drill directions and procedures. Review lock down policies. Do not leave the class unsupervised for any reason. If candidates are in need of assistance and are alone, call the main office.

B. Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline. Teacher Candidates should not use physical restraint procedures. Teacher Candidates could be held responsible if they use inappropriate restraint, physical punishment, or other excessive physical management procedures to control the behavior of learners in the classroom.

Transporting Students

Transportation of learners to or from school or school-related activities is not permitted in cars belonging to, or driven by Teacher Candidates as part of their assignment.

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V: Evaluation and Grading -Evaluating Candidate Performance in Clinical Experiences

Time log of Clinical Practice (Student Teaching, Internship, Practica)

Teacher Candidates must complete a report form that enumerates either the clock hours or days devoted to student teaching as required by the teacher candidates' program/department. The form requires the **Mentor Teacher's signature** and must be filed with the supervisor.

Final Evaluation

A. The final grade for a clinical experience (satisfactory or unsatisfactory) is assigned by the college instructor, **in consultation with the mentoring teacher**, based on the academic and professional performance standards adopted by each program.

B. The department chair or designee, in consultation with the college supervisor, **mentoring teacher**, and dean, may determine that a student teaching experience must be extended to insure that the student teacher has met the required standard of performance to pass the associated student teaching course. Under these circumstances, the student teacher must continue student teaching in a satisfactory manner on a full-time basis for the assigned additional period, which may be up to 7 weeks beyond the end of the original placement. Failure to do so will result in failing the student teaching course.

Appendix 1: Compensation for mentoring a student teacher

In appreciation of their service, Mentor teachers are offered a choice of a monetary stipend or a partial tuition waiver. Mentor teachers will receive a stipend/waiver information packet from the Student Teaching Supervisor for each placement, and must complete the stipend/waiver forms and Mentor Teacher Questionnaire in order to receive the stipend or waiver. Stipends/waivers are processed by the Teacher Certification Office (TCO). Mentor teachers may contact the TCO at **716-878-6121** or **teachercertification@buffalostate.edu** for assistance with the stipend/waiver process.

Appendix 2- Student Teaching Syllabus (By Dept/Program)



State University of New York: Buffalo State College
Exceptional Education Department

EXE 420/504 Practicum in Special Education

Recommended co-requisite: EXE 389

Required pre-requisites: Grade of C or higher in all major course work and cumulative and major GPA of 2.6 or higher

NOTE: Candidates are required to meet at assigned practicum site and keep the same schedule as their mentor

teachers.

Conceptual Framework: *Reflective, Innovative, Student-Centered Educators*

All teacher preparation programs at SUNY Buffalo State have adopted the *Reflective, Innovative, Student-Centered Educators* conceptual framework.

Important Contact Information

Supervision and support during your student teaching placement is provided by a number of individuals, including your mentor teacher. You should go to your assigned supervisor first with any problems or questions you have related to practicum. However, sometimes you may need to contact the Practicum Coordinator or other Field Experience Faculty.

Please note: Regardless of the mode of communication, please make sure to identify yourself and the course to the faculty member.

Supervisor

Name:
Office:
E-mail:
Phone:
Phone:
Skype:
Office Hours:

Practicum Coordinator

Mrs. Kathleen Palumbo
Ketchum 102
palumbkr@buffalostate.edu
716. 878.5217
Office hours: **by appointment**

Course Description

This is a full-time student teaching experience for approximately eight weeks with individuals who require special education services. Teacher candidates will complete the practicum experience in either a classroom in a public school or private agency setting. This course or its equivalent is required for candidates who are seeking certification as a teacher of special education

Texts and Readings

Recommended text. Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. NY: Guilford.

Although there are no pre-determined required readings, your supervisor may assign readings or online tutorials based upon individual candidate's needs.

Buffalo State Teacher Education Unit Conceptual Framework

All teacher preparation programs at Buffalo State have adopted a model of teacher education that integrates the concepts of learner, content, pedagogy, technology, reflection, diversity, and dispositions (see diagram above). This course is designed to focus concurrently on all seven attributes.

Learner. Successful completion of EXE 420 will increase participants' knowledge about learners whose academic and behavioral needs present challenges to the teaching and learning process in a variety of classroom settings. Participants will enhance their knowledge of the learners by observing the relationship between learners' needs, the academic content being taught, and evidence-based pedagogy.

Content. This field experience will provide candidates with first-hand experiences related to the varied characteristics of learners, the content or knowledge, understandings, skills, and dispositions that are learned by individuals with exceptional needs in schools. It will also provide them with an opportunity to demonstrate knowledge of designing and implementing data-driven interventions to meet the unique needs of learners with disabilities using evidence-based principles. Moreover, they will demonstrate knowledge of the Common Core Curriculum as applied to the lesson plans they develop and deliver.

Pedagogy. Teacher candidates will demonstrate an understanding of the effective strategies master teachers use to teach all learners and how data drives instructional decisions on a daily basis. They will do this by selecting and using techniques with empirical support to improve learner performance and enhance the quality of the learning environment. They will use data from a variety of sources to support their instructional decisions.

Technology. Teacher candidates will use e-mail, Blackboard, word processing, and the internet for various assignments and activities. They will also be expected to use technology during their lesson development and delivery, as applicable. **TEACHER CANDIDATES ARE REQUIRED TO CHECK BLACKBOARD AND THEIR BUFFALO STATE E-MAIL INBOXES DAILY.** Alternate e-mail addresses cannot be used for this course. Teacher candidates are required to use the Buffalo State e-mail account assigned to them.

Reflective learner. Each teacher candidate will continuously assess, evaluate, and reflect upon his or her effectiveness in completing quality assignments. Each teacher candidate will also systematically make adjustments to strengthen and improve areas that need attention.

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Diversity. Teacher candidates will learn about and address the needs of students from a variety of diverse backgrounds including those with and without disabilities, and those from culturally and linguistically diverse backgrounds.

Dispositions. Teacher candidates will make both short-term and long-term goals to successfully complete the required assignments for this course. In addition, they will demonstrate proficiency in all areas identified as necessary dispositions for teachers. (See the "Teacher Education Unit Candidate Dispositions" at the end of this syllabus for more information.)

Course Objectives

During EXE 420/504 teacher candidates will:

1. Demonstrate appropriate levels of involvement and initiative in teaching individuals with disabilities to ensure an appropriate, high quality educational program.
2. Demonstrate appropriate oral communication, written communication, collaboration, and interaction skills that enhance the development of respectful relationships with students and their families, professional staff, and the mentor teacher during assessment, and the selection, implementation, and modification of instruction and the learning environment.
3. Demonstrate adherence to professional standards articulated by legislation, school districts, and the Council for Exceptional Children when accessing or gathering relevant information about students; planning and delivering instruction; and communicating with students and their families, colleagues, administrative personnel, and college representatives.
4. Utilize a variety of formal and informal procedures to gather relevant background information and assess the skills and abilities of students with disabilities in compliance with policies mandated by federal and state law and the school district.
5. Interpret, use, and store data from formal and informal assessment procedures appropriately.
6. In consultation with the student, family, and other school personnel, will use data from a variety of formal and informal assessment procedures that reflect an awareness of any cultural or linguistic differences to collaborate and develop an IEP that leads to greater independence through the development of social, communication, and academic skills.
7. Develop lesson plans, thematic units, and educational programs for individuals and groups of students that reflect the following:
 - a. Delivery in the least restrictive environment appropriate for the students
 - b. Learner characteristics as documented by results of formal and informal assessment procedures and the IEP
 - c. Consideration of cultural and linguistic differences
 - d. Incorporation of best practices in the selection of instructional objectives management/motivational strategies, large and small group instructional strategies, accommodations and adaptations, technology, and materials
 - e. Documentation of progress through appropriate evaluation procedures
8. Locate, develop, organize, and/or modify instructional materials, resources, and technology that are age- and ability-appropriate, and sensitive to cultural and linguistic

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differences.

9. Implement and evaluate instructional programs.
10. Modify instructional procedures and environment to meet the needs and abilities of students, including those from minority and culturally/linguistically diverse backgrounds.
11. Self-evaluate instructional effectiveness.
12. Develop or maintain a classroom discipline policy or behavior management program that reflects standards of the school district and the profession which ensures students can learn and teachers can teach in an environment that is safe, pleasant, least restrictive, and sensitive to cultural and linguistic diversity.
13. Identify roles of and plans for, supervises, and evaluates the activities of a paraprofessional or other support staff.
14. Write a statement describing his/her personal philosophy guiding the delivery of special education services.

Note: You will complete these course objectives within your placement and through your course assignments. They are also potential topics for discussion in your one-on-one conferences with your student teaching supervisors or during seminar. More information related to the course assignments can be found below under the **Assignments** section.

Course Procedures and Requirements

Student teaching handbook. Each candidate is required to thoroughly read and understand the information included in the “Student Teaching Handbook for Undergraduate and Graduate Students in Exceptional Education.” This handbook can be found on the Blackboard site for EXE 420. It is also sent to each candidate in electronic form prior to the first day of student teaching. Topics included in the handbook are as follows: (a) ethics/confidentiality, (b) reporting abuse, (c) appearance and dress, (d) general student teaching requirements, (e) description of mentor teacher’s responsibilities, (f) description of supervisor’s responsibilities, (g) attendance policy, (h) policies related to withdrawal/removal or termination from practicum, (i) liability concerns, (j) list of college services for candidates, and (k) general evaluation procedures.

Communication. Instructor information, announcements, documents, assignments, and external web resource links for this course will be available on the Blackboard site for EXE 420/504. It is each candidate’s responsibility to have copies of forms and checklists.

You should be communicating with your mentor teacher and assigned supervisor on a regular basis. Your assigned supervisor is the first person that you should contact for any questions related to your student teaching placement. **Please provide your supervisor time to reply to any email message. Also, please be respectful of personal boundaries in relation to when you call and/or expect a reply. Professors may not respond to emails or phone messages on the weekend or at night.** Each supervisor will detail their expectations when they meet with you.

Attendance. Teacher candidates are expected to regard their student teaching assignment as a full-time job for the duration of the experience. Teacher candidates will follow the College Student Teaching Calendar with respect to orientation programs, the

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beginning day of teaching, seminar days, and the final day of teaching. Teacher candidates who are student teaching are expected to follow the schedule of the mentor teacher for actual teaching days, not the schedule of Buffalo State. Teacher candidates should follow the daily schedule of the mentor teacher, arriving and leaving at the same time of the mentor teacher. Teacher candidates should refer to the Exceptional Education Department Student Teaching Handbook for further information.

General teaching expectations. During this clinical experience, the teacher candidate will gradually assume increasing responsibility for planning and implementing appropriate learning activities, for managing students, and maintaining classroom routines until she/he is able to assume the “role of the teacher.” The college supervisor will observe the teacher candidate teach **a minimum of four times** during the practicum experience. In addition, teacher candidates are required to attend all scheduled seminars. Active participation in seminar discussions and successful completion of course assignments is expected. (See **Assignments** section below for more information.)

Written work. All assignments must be word-processed. **All written work must be prepared in a professional manner.** Grammar, spelling, overall organization and clarity will be closely evaluated on all written work. “Professional” is defined as following the guidelines in the Publication Manual of the American Psychological Association (6th ed.; 2009). Products that, in the judgment of the supervisor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.

Expectations for behavior. Teacher candidates are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance or rude behavior based upon age, race, religion, color, national origin, gender, sexual orientation, disability, or status – either marital, veteran, or socioeconomic. All members of the college community are expected to contribute to the college environment and to move the college community toward respect for all. These expectations apply during online discussions, emails, and other forms of communication, as well as face-to-face meetings when applicable.

Academic misconduct policy. All teacher candidates are expected to display honesty and integrity in completing course requirements. Academic misconduct refers to plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of Buffalo State College. Specifically, teacher candidates may neither use the work of another individual without proper acknowledgement nor perform work for another individual. Other examples of inappropriate academic misconduct include prior acquisition or possession of an examination or submission of false data. As a result of sustained allegation of academic misconduct, a low or failing grade for part or all of the coursework may be given to the student, at the discretion of the instructor.

A statement outlining formal college policies and procedures to be followed in cases of alleged academic misconduct will be on file in each dean's office, in the Academic Standards Office, and in the Student Life Office. Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board, chaired by the director of

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Academic Standards, and may result in academic dismissal.
(www.buffalostate.edu/academicaffairs/x558.xml)

Important note. Professors may use Turnitin drop boxes for some of the assignments. This is a textual similarity detection software. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct; as such material may be correctly cited.) This software may be used as an educational tool to assist teacher candidates in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

Cell phones. As a professional courtesy to school personnel, students, your classmates, and your professors, the use of cell phones is not permitted during seminars or in your classroom setting. They should be turned off during seminars, on-site at the schools, and during meetings with your professors.

Students with disabilities. Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the Disabilities Services Office, 120 South Wing, 878-4500. (www.buffalostate.edu/offices/disabilityservices/index.htm)

Academic support programs. Teacher candidates who require assistance with writing, reading, and/ or study skills are encouraged to make his or her needs known to the appropriate staff member of the Academic Skills Center, 310 South Wing, 716.878.5303. <http://www.buffalostate.edu/academicsupport/x469.xml>

Course Assignments and Grading Procedures

There are several major assignments for this course. Materials for all assignments will be found on the course Blackboard site for EXE 420/504. They will be described during orientation and/or seminars.

All course requirements must be completed at a satisfactory level, as deemed by the grading rubrics and professor discretion. If you fail to complete any single assignment—including any online module activity/assignment—you will receive a grade of “U” for the course. Moreover, all assignments must be submitted on time. Failure to do so may result in a “U” grade for the course.

TEU TASKSTREAM POLICY

Buffalo State College teacher education programs collect and document candidate performance using an online tool called *TaskStream*. TaskStream enables faculty and administrators to assess individual candidate progress and overall program performance across the Teacher Education Unit. Constantly reviewing and improving the quality of these

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programs is essential to preparing highly qualified teacher education candidates' ability to positively impact P-12 student learning. The Teacher Education Unit is accredited by the National Council of Accreditation of Teacher Education (NCATE).

In this course, all candidates are required to submit particular assignments via TaskStream; these assignments include the following: **one completed lesson plan (using the DDIP format or Exceptional Education Department's format) and Cooperating Teacher Evaluation and Dispositions. *These assignments must be submitted via TaskStream. Candidates failing to submit required assignments via TaskStream will earn an Incomplete course grade (I) until the work is completed and (appropriately) submitted.*** All candidates must be enrolled in their program on TaskStream within 30 days of beginning the course. All required TaskStream course assignments must be submitted on TaskStream by the end of the semester.

If candidates have never previously used TaskStream at Buffalo State or if candidates are registered in a different teacher education program, they will need to create a personal user account. The course instructor will provide an account activation key code. Once candidates have created their accounts, candidates will not need to repeat this process. Candidate enrollment will automatically be carried over into subsequent semesters.

If candidates have used TaskStream at Buffalo State in the past and are continuing in the same program, candidates must make sure that their accounts are still active and that they are enrolled in the correct program. Candidates must use the instructor provided codes if necessary. Candidates are responsible for keeping the account activation key code in a secure spot for future reference. Key codes can only be provided by Buffalo State.

Buffalo State College Teacher Education Unit Candidate Dispositions

Buffalo State Teacher and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early, monitored throughout and assessed at the end of the program.

Candidates are:

1. Professional:

- Follow the New York State Code of Ethics
- Maintain confidentiality
- Exhibit professional pride in appearance and demeanor
- Demonstrate high quality communication skills in both written and oral communications

2. Reliable and Dependable:

- Are punctual and organized
- Complete essential tasks without prompting
- Meet deadlines

3. Respectful:

- Committed to meeting student needs
- Practice judicious and empathetic interactions with students and colleagues on campus and in the community
- Show care and thoughtfulness in using the intellectual and physical property of others

4. Committed to Student Learning:

- Make decisions and plans that are student centered and foster higher-order thinking skills
- Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
- Use culturally-relevant curricula
- Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
- Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

5. Reflective:

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by improving performance
- Tailor and reformat instruction based on assessed student needs

6. Enthusiastic:

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
- Are energetic, and open to new ideas.

7. Collaborative:

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles

Exceptional Education Department: Compositional Skills Syllabus Statement

Competent writing is important across disciplines to meet demands in candidates' personal, professional, and civic lives. Although this course is not a writing course per se, composition skills will be assessed when grading candidates' proficiency of writing. Candidates are expected to demonstrate competency of grammar/mechanics, sentence structure, clarity of writing, and Standard English usage. Candidates are expected to use the following conventions: citing sources in APA format, paraphrasing and quoting text, writing clear introductions and conclusions, composing a thesis statement, and organizing the body of an essay/manuscript. Most academic assignments will be assessed for content and writing competence.

Below is a list of resources that you could use to help you increase your writing competence. The instructor may assign them to you in whole or part based upon your writing needs. The instructor may also assign you other remediation methods such as working with a writing tutor, which would be a requirement of completing the writing assignments.

- Northern Illinois University:
<http://www.niu.edu/writingtutorial/>
- This is a CUNY resource; it is divided into 7 different "units" that cover different writing areas:
<http://jjc.jjay.cuny.edu/erc/writing/>
- Grammar Monster covers common mistakes (punctuation, parts of speech, etc.) in detail and allows students to test their knowledge:
<http://grammar-monster.com/>
- This is a resource that covers the basics of APA style writing:
<http://flash1r.apa.org/apastyle/basics/index.htm>

Course Assignments

1. **Electronic Portfolio:** All of your assignments will be kept in an electronic portfolio. This portfolio can be found on the EXE 420/504 Blackboard Site. You will find multiple folders, with directions and templates, for the various projects. Whenever you are working on a project and refer to a student, please remember to respect their confidentiality.

2. **Philosophy Statement:** You already created a Philosophy Statement when you applied for Student Teaching. Please upload your statement to the appropriate folder. Make sure that your philosophy statement reflects your role as a teacher for students with and without disabilities.

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NOTE: Your philosophy statement should be an exemplar. It should be free of grammatical, spelling and punctuation errors. It should clearly express your feelings about teaching **all** children. Your supervisor will check your statement and ask you to revise it, if necessary.

3. a. **Classroom Organization and Information:** (two templates) The physical organization of a classroom is an important consideration to insuring a successful school year. How is your classroom organized? Please fill out the form found in this folder regarding the physical layout of the room. What aspects of this arrangement seem to work for the students and instruction? What things might you change, if this was your room?

b. Please fill out the Classroom Organization and Information Packet.

4. **Specially Designed Instruction Classroom Profile (SDI):** You should familiarize yourself with your students' IEP's as soon as possible. Synthesize the information from the IEP's to the SDI template found in the appropriate folder on Blackboard. This information will drive the instruction for your students. When developing lessons, you will refer to this information throughout your placement.

5. **Long Range Planning:** It is critical that you and your mentor begin planning for the entire eight week placement asap. (It goes really quickly!!) In the long-range planning folder, you will find a template for this assignment.

Familiarize yourself with the scope and sequence of the content you will be teaching. Indicate when and what you will be teaching in the grids. What groups, individuals or whole class lessons will you be teaching? How will you and your mentor divide responsibilities? How will you collaborate?

Indicate how students IEP goals will be integrated into your instruction. The important thing here is that you know what you are doing and when. This information will help maximize your student teaching experience.

6. **Lesson Plans:** You are required to complete four formal lesson plans for each of your four required observations. More may be required. You need to receive a 2 or higher on all elements of the rubric. If you receive a lower score, you will have to complete additional formal observations. The lesson plan template and instructions can be found in the Lesson Plan folder on Blackboard.

The lesson plan should be provided to your college supervisor and mentor, ideally, one week prior to teaching. This allows sufficient time for feedback and revisions, if necessary. Please adhere to this schedule as much as possible.

Your mentor may want you to submit formal lesson plans for the first few lessons you teach, as well. Once it is established that you understand the components of good lesson planning, you may use the same lesson plan format as your mentor.

7. **Behavior Change Program:** In consultation with your mentor and college supervisor, chose an individual or group BMP to develop, in this placement. The outline for this project can be found on the Blackboard site.

8. **Data Driven Intervention Plan:** This is a major project of your student teaching experience. This project is supported by your EXE 389 instructor and the EXE 389 seminar. The seminar meets weekly during your EXED student teaching rotation. All information for this project is provided in EXE 389.

9. **Reflection:** Being a "reflective practitioner" is critical for all teachers. Through this process, individuals are able to evaluate their participation in all components of the natural instructional

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cycle. This exercise should further the ability of individual teachers to constantly improve their practice.

You will be required to complete a weekly reflection of your student teaching experience. It is a good idea to do this at the end of the week and as you are getting ready for a new week. A few paragraphs is sufficient, but that is up to you.

When reflecting, you may want to consider:

1. What things went well this week?
2. What areas of teaching were challenging?
3. How is your relationship with your mentor, the students and other professionals with whom you interact?
4. How can you improve your teaching practice?
5. What goals will you set for yourself, as you embark on a new week?

10. Additional Assignments: You are required to complete any additional assignments which your mentor or supervisor may request. As always, good communication among all stakeholders is very important.

Taskstream: You are required to submit one lesson plan to Taskstream which you developed and taught during your EXED rotation. Additionally, you are required to complete the Dispositions self-evaluation form for Transition Point 4, also found on Taskstream.

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Appendix 3: Student Teaching Mid/Final Evaluation by department/program

Cooperating Teacher Evaluation: Dispositions
Buffalo State College
Exceptional Education Department

Candidate Name _____ Cooperating Teacher
Name _____

School _____ Setting/Age of Students _____ College
Supervisor _____

Teaching Period from _____ to _____ Days Absent _____ Were they made up? o Yes o No

Circle One: EXE 420 EXE 504 EXE 682 Semester Taken: _____

Please evaluate the teacher candidate on the following dispositions.

Review with candidate and submit to College Supervisor at the completion of the placement.

Please refer to the attached Council for Exceptional Children Standards

when evaluating the following items:

Item Scale: 3= "Target"; 2= "Acceptable"; 1= "Unacceptable"; n/a= "not applicable" or "unable to determine"

Conceptual Framework	Item #	Disposition	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
Content	1	The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he								

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Conceptual Framework	Item #	Disposition	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
		seeks to keep abreast of new ideas and understandings in the field.								
	2	<i>The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children's learning of the discipline.</i>								
Assessment	3	The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.								
	4	<i>The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.</i>								
Learner	5	The candidate values and appreciates the importance of all aspects of a child's experience.								
	6	<i>The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.</i>								
Pedagogy	7	The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.								
	8	<i>The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.</i>								
Technology	9	The candidate values the use of educational technology in the teaching and learning process.								
	10	<i>The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.</i>								

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Conceptual Framework	Item #	Disposition	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
Reflection	11	The candidate is a thoughtful and responsive listener.								
	12	<i>The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.</i>								
Diversity	13	The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".								
	14	<i>The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</i>								
Dispositions	15	The candidate is committed to reflection, assessment and learning as an ongoing process.								
	16	<i>The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.</i>								
Fairness	17	The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.								
	18	<i>The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.</i>								
Belief all children can learn	19	The candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.								
	20	<i>The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.</i>								

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Conceptual Framework	Item #	Disposition	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
Overarching	21	Candidate exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.								
	22	<i>Candidate acts honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.</i>								
Overall	23	Overall evaluation of candidate dispositions. <i>(Please note: a rating of "unacceptable" will elevate this candidate to immediate program review.)</i>								

Item Scale: 3= "Target", 2= "Acceptable", 1= "Unacceptable", n/a= "not applicable" or "unable to determine"

Overall Midterm Rating: 1 Unacceptable 2 Acceptable 3 Target

Student's Signature _____

Date _____

Cooperating Teacher's

Signature _____

Supervisor's

Signature _____

Overall Final Rating: 1 Unacceptable 2 Acceptable 3 Target

Student's Signature _____

Date _____

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Cooperating Teacher's

Signature _____

Supervisor's

Signature _____

Cooperating Teacher Evaluation: Pedagogical Knowledge and Skill
Buffalo State College
Exceptional Education Department

Candidate Name _____ Cooperating Teacher
Name _____

School _____ Setting/Age of Students _____ College
Supervisor _____

Teaching Period from _____ to _____ Days Absent _____ Were they made up? Yes No

Circle One: EXE 420 EXE 504 EXE 682 Semester Taken: _____

Please evaluate the teacher candidate on the following pedagogical knowledge and skills.

Review with candidate and submit to College Supervisor at the completion of the placement.

Please refer to the attached Council for Exceptional Children Standards

when evaluating the following items:

Item Scale: 3= "Target"; 2= "Acceptable"; 1= "Unacceptable"; n/a= "not applicable" or "unable to determine"

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Conceptual Framework	Item #	Item	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
Content	1	<i>The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.</i>								
	2	The candidate can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts.								
Pedagogical Content (Assessment)	3	<i>The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.</i>								
	4	The candidate appropriately uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, evaluate students; progress and performances, and modify teaching and learning strategies.								
Learner	5	<i>The candidate is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.</i>								
	6	The candidate accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.								
Pedagogy	7	<i>The candidate understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).</i>								
	8	The candidate develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and								

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Conceptual Framework	Item #	Item	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
		presenting diverse perspectives to encourage critical thinking.								
Technology	9	<i>The candidate knows about and can use effective verbal, nonverbal and media communications techniques.</i>								
	10	The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.								
Reflection	11	<i>The candidate understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.</i>								
	12	The candidate uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.								
Diversity	13	<i>The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</i>								
	14	The candidate seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).								
Ethical Principles	15	<i>Candidate exhibits behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.</i>								
	16	Candidate acts honestly and responsibly and promote ethical practices in the schools, educational settings, and								

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Conceptual Framework	Item #	Item	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
		communities in which they work.								
Overall	17	Overall evaluation of candidate knowledge and skills. <i>(Please note: a rating of "unacceptable" will elevate this candidate to immediate program review.)</i>								

Item Scale: 3= "Target", 2= "Acceptable", 1= "Unacceptable", n/a= "not applicable" or "unable to determine"

Overall Midterm Rating: 1 Unacceptable 2 Acceptable 3 Target

Student's Signature _____

Date _____

Cooperating Teacher's

Signature _____

Supervisor's

Signature _____

Overall Final Rating: 1 Unacceptable 2 Acceptable 3 Target

Student's Signature _____

Date _____

Cooperating Teacher's

Signature _____

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Supervisor's

Signature_____

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Appendix- 4: NYS Code of Ethics

<http://www.highered.nysed.gov/tcert/pdf/coeposter.pdf>

New York State Code of Ethics for Educators

Statement of Purpose The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1 Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2 Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3 Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4 Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5 Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement. 95-01957 95-1280m

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Appendix 5: Co-Teaching during Student Teaching (Optional by program/dept.)

Co-teaching in student teaching is defined as: "Two teachers (a clinical teacher and a teacher candidate) working together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space" (Bacharach, Heck & Dank, 2004). <https://www.edutopia.org/blog/co-teaching-internship-model-teresa-heck>

Co-Teaching strategies, Effective practices, examples and suggested timeline

Dr. Kathy Doody and Dr. Angela Patti, "Co-teaching Overview"

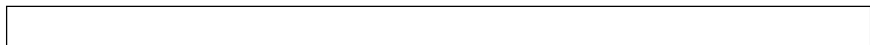
(<http://elementaryeducation.buffalostate.edu/sites/elementaryeducation.buffalostate.edu/files/uploads/Student%20Teaching/Co%20Teaching/Co-teaching%20-%20Overview%20%281%29.pdf>)

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Adapted by Rosemary Arioli, "Suggested Co-Teaching Timeline Systematic Release"

**Suggested Timeline for Systematic Release of Responsibility
During Student Teaching-EER Department
Co-Teaching Timeline 16 week placement**

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning Week 1-3	MT takes the lead. MT leads instruction, planning and reflection. <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used
Early to Middle of Weeks 4-6	MT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT prompts TC role	TC begins taking the lead regularly: leading in one area of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle Weeks 7-9	MT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT prompts TC role	TC takes the lead regularly: leading in two or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle to End of Weeks 10-15	MT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom <i>Supportive:</i> MT in lead and support roles <i>Parallel:</i> MT plans for some groups <i>Complementary:</i> MT leads, complements <i>Team:</i> MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> MT and TC jointly instruct
End Week 16	MT Takes the lead in instruction a, planning, and reflection <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads	Releases back lead in planning, instruction, and reflection TC to visit other classrooms <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed



**Suggested Timeline for Systematic Release of Responsibility
 8 week placement Student Teaching (ELED/EXED/EXTENTION)**

Co-Teaching Timeline

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning Week 1-2	MT takes the lead. MT leads instruction, planning and reflection. <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads <i>Team:</i> likely not yet used	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used
Early to Middle of Weeks 3-4	MT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT prompts TC role	TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle to End of Weeks 5-7	MT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom <i>Supportive:</i> MT in lead and support roles <i>Parallel:</i> MT plans for some groups <i>Complementary:</i> MT leads, complements <i>Team:</i> MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> MT and TC jointly instruct
END Week 8	MT Takes the lead in instruction a, planning, and reflection <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads	Releases back lead in planning, instruction, and reflection TC to visit other classrooms <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed
Supportive Co-teaching - where the one member of the team takes the lead role and the other member rotates among students to provide support		Complementary Co-teaching - where a member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (e.g., models note taking on a transparency, paraphrases the other co-teacher's statements)
Parallel Co-teaching - where support personnel and the classroom teacher instruct different heterogeneous groups of students		Team Teaching - where the members of the team co-teach along side one another and share responsibility for planning, teaching, and assessing the progress of all students in the class

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Appendix 6: (OPTIONAL or any lesson plan template)

Planning for Co-teaching during Student Teaching

Use this form to map out what co-teaching approaches you plan to use each week of the student teaching placement, as well as who will take primary responsibility for various components of planning, instruction, assessment, management, etc. All components of the classroom should be co-planned between the mentor teacher and student teacher, but you can discuss how the different components will be carried out. For example, you might co-plan literacy stations, but then each develop materials for one of the stations.

Week	Co-teaching Approaches to Use	Responsibilities for Mentor Teacher	Responsibilities for Student Teacher	Responsibilities for Both
Example	<p>One teach – one assist</p> <p>Station teaching</p> <p>Team teaching</p> <p>Parallel teaching</p>	<p>Write lesson plans and develop materials for math (after co-planning)</p> <p>Develop social studies unit on communities</p> <p>Fill out progress reports</p>	<p>Write lesson plans and develop materials for ELA (after co-planning)</p> <p>Conduct weekly reading fluency probes with all students and graph data</p> <p>Develop science unit on the life cycle of plants</p>	<p>Co-teach math (parallel teaching) and ELA (station teaching and team teaching)</p> <p>Co-teach science and social studies (one teach-one assist with mentor teacher leading in social studies and student teacher leading in science)</p> <p>Conduct parent-teacher conferences</p>
1				
2				

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3				
4				
5				
6				

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edTPA is a required common assignment for our teacher candidates to perform during student teaching.

The edTPA, identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment—3---5 lessons from a unit of instruction for one class of students. Candidates' evidence is evaluated and scored on multiple measures within five dimensions of teaching.

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/assessments, as well as a planning commentary that justifies the plans based on the candidate's knowledge of diverse students' learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core), build upon students' prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.

THE FIRST WEEK OF SCHOOL THE TC NEEDS TO COLLECT DATA ON THE STUDENTS TO HELP THEM COMPLETE THE CONTEXT TO LEARNING. YOU CAN ASSIST BY LETTING THE TC KNOW WHO HAS a 504 PLAN, IEP, ELL learner, GIFTED, other. THE TC THEN FILL OUT THIS FORM ON THEIR OWN. This is suggested to take place by the second week of their placement.

edTPA Early Childhood
Task 1: Context for Learning Information

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 2 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)
 Preschool: _____
 Elementary school: _____
 Other (please describe): _____
 Urban: _____
 Suburban: _____
 Rural: _____
2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
 []
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
 []

About the Class Featured in This Assessment

1. How much time is devoted each day to language and literacy instruction in your classroom?
 []
2. Is there any ability grouping or tracking in language and literacy? If so, please describe how it affects your class.
 []
3. Identify any textbook or instructional program you primarily use for language and literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
 []
4. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language and literacy instruction in this class.
 []

About the Children in the Class Featured in This Assessment

1. Grade-level(s): []
2. Age range: _____
3. Number of _____

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edTPA Early Childhood
Task 1: Context for Learning Information

children in the class: _____
 males: _____ females: _____

4. Complete the chart below to summarize required or needed supports, accommodations or modifications for your children that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted children needing greater support or challenge, children with Individualized Education Programs (IEPs) or 504 plans, struggling readers, or children who are at different points along the developmental continuum).

Children with Specific Learning Needs		
IEP/504 Plans, Classifications/Needs	Number of Children	Supports, Accommodations, Modifications, Paraprofessional IEP Goals
<i>Example: Visual processing</i>	<i>2</i>	<i>Close monitoring, large print text, window card to isolate text</i>
Other Learning Needs		
	Number of Children	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	<i>6</i>	<i>Provide oral explanations for directions, pointing/scaffolding language, and literacy experiences (e.g., breaking down tasks)</i>

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MENTOR teachers will play varying roles during the time in which student teachers complete the above tasks ranging from a supportive role to a more active role. **Please note that the student teacher will be required to take the lead for planning, instruction and assessment for the 3-5 lessons (for edTPA) in order to successfully complete the certification requirements.**

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Below are some possible ways mentor teachers can assist student teachers:

} Decide if the teacher candidate will have work with a group of at least FOUR students or the Whole Class for his/her edTPA 3-5 lessons. We suggest only teach THREE CONSECUTIVE lessons due to the time constraints

} Guide understanding of curriculum organization in your classroom/school/district

} Map when student teacher will teach. Ask to see their edTPA outline or time line as suggested by their program or department.

For Example: Elementary edTPA for TASKS 1-3 is LITERACY teaching. This should take only 3 consecutive days to teach. IF THEY ARE working on the ELEMENTARY edTPA they have an additional task 4 for MATHEMATICS reengagement activity which should only take one week.

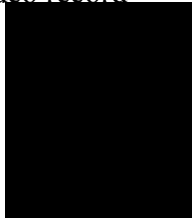
} Assist student teacher (ST) in securing video permission forms-They have a form from the college to use or they can use the form your school hands out.

} Record video (if applicable)

Adapted by Arioli from Stanford Center for Assessment, Learning and Equity (SCALE) June 2012

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Appendix 8: edTPA permission to video record



Date: _____

Dear Parents and/or Guardians:

I write to request your permission to include your child's image and work samples in my teacher preparation portfolio. As your child's student teacher, I am taking the edTPA to earn my initial teaching certificate. The edTPA is a teacher certification exam designed to assess my readiness to teach based on my work with students in a real classroom.

As part of my portfolio, I must write lesson plans and submit short video recordings that show how I teach these lesson plans. During taping, your child may appear on the video recordings as I am teaching. I must also submit samples of student work as evidence of my teaching practice. The work I submit might be your child's work. I will protect your child's right to confidentiality! No student names will appear on any materials that are submitted. Students' first names only will be used during filming. My work on the video recordings will be assessed by my college supervisor and reviewers from Pearson Corporation who assess the portfolios **for certification**. The contents of my portfolio will be used for professional education purposes only. Videos will not be distributed publicly or otherwise made available for public use.

May I have your permission to include your child in the filming of these learning activities? Please be assured that there are no positive or negative consequences for agreeing or refusing to authorize your child's participation. You may prefer your child not participate in the filming. If so, your child will take part in the lesson but will be placed outside of the camera angle to honor your decision.

Please complete the form on the next page and return by _____. I thank you for supporting my growth as a future educator!

Sincerely,

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Parental Permission for my child to Participate in edTPA Portfolio Activity

I understand the conditions for filming my child's participation in a demonstration lesson. I have been informed of the restricted use of the film and that I may choose the option to set cameras to exclude my child from appearing in the film due to religious or personal preferences or other factors, such as membership in a witness protection program. The following documents include important information on confidentiality, as well as guidelines for protecting confidentiality of students who are videotaped:

- Confidentiality and Security of edTPA Candidate Materials and Assessment Data:
<http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf>
- Guidelines for Video Confidentiality for Candidates:
<http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.pdf>

_____ Yes, I give permission for _____ to participate

(child's name)

in edTPA portfolio activities. I agree that my child may appear in video recordings of edTPA-related lessons. I consent to my child's work being submitted for evaluation solely to provide evidence of the student teacher's teaching skills. I hold the State University of New York (SUNY) and student teacher harmless and release and discharge the student teacher as well as SUNY, its employees and agents, from any claims, demands, or causes of action on my part or that of those in connection to me. I give this consent on the conditions that: my child's identity and work remain confidential; the video recordings are not displayed in any public, non-secured venue; the videos will not be used for commercial purposes.

_____ No, I do not give permission for _____ to

(child's name)

participate in the edTPA portfolio filming.

_____ Date _____

Parent/Guardian Signature

Please return by _____. Thank you!

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Appendix 9: Mentor Teacher Checklist (VARIES BY DEPT.PROGRAM)

Checklist of Mentor Teacher Responsibilities

___ Participate in a 3-way introductory conference with the student teacher and college supervisor

___ Conduct an initial planning session with your student teacher. Discuss the following:

___ your daily and weekly schedule of classes and responsibilities

___ your general arrival and departure times at school

___ days/times of school, department, team, grade-level, or committee meetings

___ a general calendar for when the student teacher will assume responsibilities for various planning, teaching, managing, and assessment tasks (specifically identify a tentative period when the student teacher will assume full responsibility for planning, teaching, managing, and assessing, minimally 1 week, but ideally longer). In Co-Teaching model the teacher candidate takes the LEAD for planning.

___ the format in which lesson and unit plans will be completed (the student teacher can use the BSC planning format, the school district format, or your own preferred format... remember, though, that your student teacher will need to write more detailed plans than those used by many experienced teachers)

___ a regular time for discussions of the student teacher's planning and progress (these feedback sessions should take place at least once a week; many mentor teachers conduct daily feedback sessions; setting a regular date is helpful)

___ the nature and needs of the diverse students in your class(es), including specific IEP's for any identified special needs students

___ **DISCUSS PROCEDURES AND ROUTINES with TC so everyone is on the same page**

___ Give your student teacher a tour of the school. Include the location of the following:

___ principal's office

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- ___ counselor's office (or special education office, etc.)
- ___ nurse's office
- ___ library
- ___ cafeteria
- ___ Faculty Lounge location
- ___ copy machines, paper and supplies, etc.
- ___ classrooms of department, team, and/or grade-level colleagues
- ___ Explain school procedures for:
 - ___ teacher parking (assigned parking? parking sticker required?)
 - ___ teacher sign-in and sign-out in the main office
 - ___ student teacher absence for illness (who should be contacted, and how?)
 - ___ use of copy machines, library, computer labs, telephones, etc.
 - ___ referrals of students to principal, counselor, special education, detention, etc.
 - ___ contact with parents/guardians
 - ___ fire and emergency procedures, school violence prevention techniques
- ___ Regularly review your student teacher's Student Teaching Notebook. It should be a well-organized collection of carefully-sequenced, detailed plans, including all accompanying handouts and materials. (Optional)
- ___ Meet at least once each week at a set time to provide feedback on your student teacher's progress. Encourage your student teacher to ask questions to clarify expectations and procedures.
- ___ Regularly observe and take notes on your student teacher's lessons.
- ___ At least 3-6 times during the student teaching experience, "formally" observe your student teacher and take notes.
- ___ Encourage your student teacher to participate in after-school activities, including extra help

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sessions for students, extracurricular activities, conferences with
parent/guardians, etc.

___ Encourage your student teacher to observe other teachers in your department, on your
team, or in your grade level.

___ Encourage your student teacher to invite a school administrator to observe a lesson and
provide feedback.

___ At the end of the student teaching placement, complete a final evaluation of your
student teacher.

___ At the end of the placement, complete an evaluation of the college supervisor.

___ Participate in a 3-way final conference with the student teacher and college supervisor.

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Appendix 11: Additional support resources for mentors. Please visit our department student teaching website: <http://exceptionaleducation.buffalostate.edu/>

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Appendix 12: College Supervisor Lesson Observation Form

BUFFALO STATE COLLEGE

Exceptional Education Department

EXE Block 2, EXE 420/504

College Supervisor Lesson Observation Form

Teacher Candidate: _____ Date: _____

Supervising Teacher: _____ Activity Observed: _____

School: _____

Number of students taught: _____ Content Area: _____ Grade level: _____

Please use the following scale to rate each item.

- 3 - Target 2 – Acceptable 1 – Unacceptable
N/A-Not Applicable N/O – Not Observed

Domain: Lesson Planning/Implementation (the teacher candidate)	A. Rating	Notes
<p>1. Evidence of Advanced Planning (check as appropriate)</p> <p>a. <input type="checkbox"/> Shows command of content to be taught (e.g., identifies key concepts or big ideas)</p> <p>b. <input type="checkbox"/> Has materials prepared and readily available</p> <p>c. <input type="checkbox"/> Defines objectives according to needs of students (e.g., considers prior knowledge/skill acquisition)</p> <p>d. <input type="checkbox"/> Aligns lesson objectives to NYS Learning Standards/Performance Indicators and/or other related content standards</p> <p>e. <input type="checkbox"/> Considers Universal Design for Learning (UDL) and/or other accommodations based on student need and cultural differences</p> <p>f. <input type="checkbox"/> Differentiates instruction or adapts instruction based on learning needs of the students</p> <p>g. <input type="checkbox"/> Provides evidence of congruence between objectives, instruction, and assessment</p> <p>h. <input type="checkbox"/> Other (please describe)</p>		
<p>2. Opening (check as appropriate)</p> <p>a. <input type="checkbox"/> Provides good lesson opening that engages students in an activity (e.g., reviews/activates prior learning)</p> <p>b. <input type="checkbox"/> Establishes purpose of the lesson</p> <p>c. <input type="checkbox"/> Provides a rationale for learning</p>		

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<p>d. <input type="checkbox"/> Establishes limits for students by explicitly stating behavioral expectations/consequences</p> <p>e. <input type="checkbox"/> Other (please describe)</p>		
<p>3. Lesson Presentation (check as appropriate)</p> <p>a. <input type="checkbox"/> Provides multiple opportunities for active engagement in all phases of the lesson (including multiple opportunities to respond)</p> <p>b. <input type="checkbox"/> Provides teacher modeling of objective(s)</p> <p>c. <input type="checkbox"/> Teaches toward stated objective(s)</p> <p>d. <input type="checkbox"/> Demonstrates effective questioning techniques</p> <p>e. <input type="checkbox"/> Allows students to explain, justify or evaluate their answers (e.g., Why do you think that? How do you know?)</p> <p>f. <input type="checkbox"/> Presents key information (big ideas) using appropriate verbal or graphic instructional techniques (e.g., think alouds, graphic organizers, or concrete manipulatives)</p> <p>g. <input type="checkbox"/> Provides guided practice that incorporates teacher support and feedback</p> <p>h. <input type="checkbox"/> Uses appropriate pacing/flow of information</p> <p>i. <input type="checkbox"/> Monitors/adjusts instruction based on student feedback</p> <p>j. <input type="checkbox"/> Provides opportunities for student independent practice without teacher help</p> <p>k. <input type="checkbox"/> Other (please describe)</p>		
<p>4. Lesson Closure (check as appropriate)</p> <p>a. <input type="checkbox"/> Provides opportunities for students to summarize learning</p> <p>b. <input type="checkbox"/> Integrates new and prior learning</p> <p>c. <input type="checkbox"/> Summarizes the lesson</p> <p>d. <input type="checkbox"/> Other (please describe)</p>		
<p>5. Assessment of Learning (check as appropriate)</p> <p>a. <input type="checkbox"/> Checks frequently for student understanding using various techniques</p> <p>b. <input type="checkbox"/> Collects information about student acquisition of lesson objectives through observation of classroom interactions, questioning, and analysis of student work</p> <p>c. <input type="checkbox"/> Provides tangible evidence/data that student learning did/did not occur</p> <p>d. <input type="checkbox"/> Other (please describe)</p>		
Domain: Management (the teacher candidate)		
<p>a. <input type="checkbox"/> Manages behavior effectively</p> <p>b. <input type="checkbox"/> Uses contingencies accurately and effectively</p> <p>c. <input type="checkbox"/> Demonstrates the use of positive reinforcement</p> <p>d. <input type="checkbox"/> Uses effective verbal/nonverbal communication techniques to manage behavior</p> <p>e. <input type="checkbox"/> Creates a safe and positive learning environment</p> <p>f. <input type="checkbox"/> Other (please describe)</p>		
Domain: Reflection of Effectiveness - competed after the lesson (the teacher candidate)		

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<p>a. <input type="checkbox"/> Identifies instructional strengths and weaknesses of lesson presented</p> <p>b. <input type="checkbox"/> Presents student work or data on student learning</p> <p>c. <input type="checkbox"/> Presents and discusses evidence of teacher impact on student performance</p> <p>d. <input type="checkbox"/> Critically reflects on changes in teaching to improve student outcomes</p> <p>e. <input type="checkbox"/> Uses assessment information from lesson to inform future instruction</p> <p>f. <input type="checkbox"/> Other (please describe)</p>		
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Summary of Observation

Lesson Objective was not met

Lesson objective was met

Strengths	Recommendations

Teacher Candidate's Signature: _____

Cooperating Teacher's Signature: _____

College Supervisor's Signature: _____

Date: _____

Return a copy of this completed form (with scores listed) along with a copy of the lesson plan to the Exceptional Education Department receptionist.

Please report scores on TaskStream for all undergraduate students.

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Exceptional Education Department

EXE 420/504

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