



Reflective Innovative Student -Centered Educators

SCHOOL OF EDUCATION
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Undergraduate and Graduate Programs in Exceptional Education

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<http://exceptionaleducation.buffalostate.edu/>

The SUNY Buffalo State Educator Preparation Provider Student Teaching Handbook

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 teacher education candidates, 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.

Please read the handbook prior to beginning placements and keep it as a reference when questions arise. **Sign the Handbook sign off sheet- Appendix 1 and give this to your supervisor.**

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***Note: Varies by Program and Department**

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Acknowledgement of Contributors to EPP Student Teaching Handbook:

Thank you to the TEC Field Clinical Experience Committee members past and present for your contribution to the EPP student teaching Handbook. (*listed alphabetically)

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We would also like to thank the mentors, principals, and faculty who took the time to give us feedback.

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SCHOOL of EDUCATION

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Dear Teacher Candidate:

It is my pleasure to welcome you to the culminating event that will engage you in practicing the craft of teaching. Now you must call upon all of the knowledge you have worked so hard to amass during your program of study. You will reach deep within your own personal storehouse of optimism, strength, hopefulness, stamina, creativity, patience and joy to set your feet firmly on the road to a professional lifetime of rewarding experiences and to begin—not end—your quest to know more, do more, be more.

This profession is not for the faint-hearted, nor is it meant to be just another job. This is a *calling* you have answered and we have nurtured in you. Rather than the “end” of your road, this the next chapter in your studies. Do not be complacent. You have learned much already, but be prepared to learn something new every day. Accept teaching as a journey and be ready to meet different challenges daily.

I know how much time, effort and research has gone into your courses, your field experiences and the many opportunities we have presented to you along the pathway you chose to arrive at this moment. As your teachers, mentors, and coaches, we will not abandon you to do this alone. We have invested in your success, supported your accomplishment of the highest standards, and will continue to push you to do more than is minimally required.

As we send you into the schools where we have established long-lasting professional partnerships, we expect you to represent Buffalo State well, to bring all that you have learned to your classroom and to remember that you are responsible for teaching *all* children, not just some. We are confident that we have instilled in you the skills of compassionate practice that will propel you toward becoming the great teacher you wish to be...the one teacher a child or young person may remember all his or her life.

Excellence is never an end. It is a means. Be excellent. Teach well. Love your job. Respect the families who entrust you with their children. Do not see student teaching as the end. It is only the beginning. Teach as if the future of the world depends on you...because it does!

Best wishes for spectacular success,

Wendy A. Paterson, Ph.D.
Professor and Dean

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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 children. 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.

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

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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 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.

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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
 - 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

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- 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

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. Policies and Procedures: Teacher Education Clinical Placement Policies (Article VII of the EPP Policy Handbook)

Academic Policy

The Undergraduate and Graduate Catalogs at <http://catalog.buffalostate.edu/undergraduate/> and <http://catalog.buffalostate.edu/graduate/> contain the academic requirements and policies related to academic performance and degree completion at Buffalo State. The EPP Policy Handbook at <http://epp.buffalostate.edu/faculty-resources> provides guidance on expectations and processes. It is the candidate's responsibility to be familiar with these policies.

Clinical Practica (Student Teaching, Internship, Practica)

In order to continue assurance of high quality, all programs in the Educator Preparation Provider that clinical experiences (student teaching, internships, and practica) adhere to the following principles, which meet the professional standards of national and state agencies [including NYSED Commissioner's Regulations Part 51.21(b)(2)(ii)(c)(2)]:

- A. Clinical practica are guided by a college approved course outline. Each outline includes the clinical experience description, objectives, expected content, and assessment consistent with the Educator Preparation Provider's Conceptual Framework, the professional standards applicable to the program, and each program's philosophy or goals.
- B. Clinical experiences are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.
- C. Clinical experiences in a single program are based on the development of professional knowledge, skills, and attitudes with the final experience(s) extending at least 4 or more weeks.
- D. Clinical experiences are accompanied by coursework or seminars.
- E. Clinical experiences occur in appropriate high quality settings that provide experiences in diverse learning environments, including urban/high needs schools, and opportunities for collaborative professional inquiry.
- F. Clinical experiences provide opportunities for candidates to work with a variety of school and community personnel as well as with parents and families.

Assignment of Clinical Placements

- A. Clinical placements in teacher education are made in compliance with college policies.
- B. To qualify for a required practicum or student teaching placement, the candidate must be admitted to a SUNY Buffalo State teacher education program; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or applications on time.
- C. Candidates who require special accommodations in a clinical placement due to a disability must arrange such accommodations through the Buffalo State Disability Services Office prior to placement.

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D. Clinical experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.

E. All teacher education clinical placements are arranged through the appropriate departmental Clinical Placement/Student Teaching Office within the program's service region.

1. Candidates should not contact schools or teachers directly to arrange placements. Established professional relationships among Buffalo State, specific schools and school districts, and other regional institutions of higher education are jeopardized if direct candidate contacts occur.

2. The Clinical Placement Office may ask for candidate preferences in the location and/or scheduling of clinical placements, but preferred placement is not guaranteed. It is recommended that Clinical placements are made as close to the candidate's preferred location or residence as feasible, given the quality and quantity of available placements, and the legitimate needs of other candidates, the schools, and college supervisors. It is recommended that Teacher Candidates are not placed in school settings that relatives are employed, in order to minimize role confusion and conflict-of-interest issues that can undermine professional growth, performance, and evaluation.

F. All teacher education Clinical placements (Student Teaching, Internships, Practica) are arranged by the department. Clinical or Student Teaching Placement Office will notify candidates of their field placements by mail, supplemented by a telephone call or email if time is short. Candidates should report to the main office of the assigned school on the first day of their placement, and follow the school's security procedures on all visits. Teacher Candidates should contact their mentoring teacher soon after the placement is made to make specific arrangements for the placement to begin.

G. Candidates must provide their own reliable transportation to and from field/clinical placements. Travel times are generally within 30 minutes for Clinical/student teaching placements and may be up to 60+ minutes for student teaching outside of the Buffalo area. (SUTEC-NYC STUDENT TEACHING) Time spent commuting to and from clinical placements cannot be applied to the time requirements of the New York State Education Department, the College, and/or the schools.

Performance Requirements for Candidates in Clinical Placements

The first obligation of candidates is to protect the welfare, safety, and rights of students, who may be minors or individuals in circumstances of significant vulnerability; the second is to promote student authentic learning in a socially just environment as described in the Educator Preparation Provider Conceptual Framework The standards of professional behavior expected of all teacher education candidates are described in the "EPP Professional Dispositions" (Appendix), the Buffalo State Student Handbook of Student Policies (<http://deanofstudents.buffalostate.edu/handbook-student-policies>), and the New York State Code of Ethics for Educators (Appendix-2) <http://www.highered.nysed.gov/tcert/reteachers/codeofethics.html>

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; and teacher attendance, performance (appropriate to the

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field experience), and behavior. Candidate attire must meet the standard set by teachers in the school; be distinguishable from students; and comply with school dress code(s) for teachers and students.

Absences

Teacher Candidates are not employees of the school district and are not entitled to sick days or personal leave. In general, absences will not be considered excused. (The exception is attendance at Teacher Recruitment Day). Teacher Candidates may be required to make up absences at the discretion of the College Supervisor, in consultation with the Mentor Teacher. Two or more absences may trigger a review of the placement viability.

A Teacher Candidate:

1. shall notify the assigned mentoring school, Mentor Teacher, and College Supervisor in advance of an anticipated absence, or as early as possible on the day of an absence due to an emergency.
2. must make arrangements to deliver teaching materials (manuals, reference material, lesson plans) which the Mentor Teacher will need, before the class meets.
3. should notify the supervisor as soon as possible if they will not be able to teach at the appointed time set aside for a visit by their college supervisor and to arrange for another appointment.
4. should not schedule personal business during student teaching hours. If the Teacher Candidate believes there is sufficient reason for personal business to be taken care of during these hours, he or she **must consult** with the Mentor Teacher and the College Supervisor in advance and **may be required to make up this absence**.

Excessive absences shall be addressed on an individual basis and may be the reason for placement and/or course failure.

Teaching Schedule

Teacher Candidates shall follow the College Student Teaching Calendar with respect to: orientation programs, beginning day of teaching, seminar days, and final day of teaching. In all other respects, including school vacations and holidays, the calendar and schedule of the school should be followed, including requirements for daily arrival and departure times. There may also be special department schedules which need to be followed. During placements candidates are expected to attend meetings and activities of a professional nature attended by other faculty members of the school and to which the Teacher Candidate has been invited, including after-school programs, special programs, PTA meetings, Open House, faculty meetings, and any other activities of the school.

College Courses, and Extra-Curricular Activities

Teacher Candidates are expected to regard their assignment as a full semester, full time job during which they are required to work all hours of each school day for the entire experience. Teacher Candidates should have ample time for conferences with the Mentor Teacher, thorough daily preparation, and participation in relevant school programs. Throughout the period of student teaching, Teacher Candidates should not participate in extra-curricular activities that will in any way undermine their optimal performance. Teacher Candidates should not request permission to arrive late, leave early, or be absent from the mentoring school to take a course or engage in extra-curricular activities.

Teacher Candidates are required to be in the classroom a full day, five days a week. At a minimum, Teacher Candidates are expected to adhere to the arrival and departure times set by the school; however, Teacher Candidates are expected to devote the amount of time and energy necessary for optimal performance. They should remain at the school as long as the Mentor Teacher and College

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Supervisor feel it is necessary. A carpool schedule is not an acceptable excuse for arriving late or leaving early.

Teacher Candidates are responsible for obtaining information about school closings in the event of adverse weather conditions. Days missed from student teaching are not considered absences when the school is officially closed for reasons such as inclement weather or power failures.

Professional conferences may occur during the semester. Teacher Candidates may request to attend a conference if it is appropriate to the specialty or professional interest. The Teacher Candidate should make the request at the beginning of the placement and receive approval from the Mentor Teacher and College Supervisor.

Outside Employment While Student Teaching

A. Student teaching is a full-time responsibility. Therefore, employment outside the school or additional coursework while student teaching is strongly discouraged. Student teachers are not permitted to arrive late or leave the school early to accommodate such activities.

B. Should employment outside the school or additional coursework while student teaching hinder the performance of the student teacher, an unsatisfactory grade may be assigned and the student teacher removed from the placement (see Section 6).

Substitute Teaching by Student Teachers

Except in specific approved programs, a teacher candidate cannot be asked to serve as a substitute teacher in the assigned classroom during his/her student teaching practicum.

Legal Aspects of Student Teaching

A. All full-time undergraduate and graduate students at SUNY College at Buffalo, including those enrolled in student teaching courses, are highly encouraged to purchase accident and hospitalization insurance covering themselves, the College does not make it mandatory to do so. (See Liability Insurance)

B. Teacher Candidates are covered by New York State Education Law §3023, which requires that each school district “save harmless and protect all teachers, practice or cadet teachers... from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher... at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education...” A student teacher who is involved in any such accident must immediately inform his/her mentoring teacher and school administrator, and notify the college supervisor as soon as possible thereafter. A student teacher who is served with a summons, complaint or other legal process involving an incident which occurred during the course of their student teaching placement must immediately forward a copy of the legal papers to the school administrator and the college supervisor.

C. Teacher Candidates are covered by New York State Education Law §3001, which states in effect that a school district may permit a practice or cadet teacher enrolled in an approved teacher education program to teach a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.

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D. New York State Social Services Law §413 require school officials “to report or cause a report to be made ... when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child...” Student teachers who become aware of such information must consult with their mentoring teacher and school administrator immediately, and notify the college supervisor as soon as possible thereafter. The mentoring teacher and school will assist the student teacher in the event that the individual designated by the school district to report matters of abuse or neglect determines that a report should be filed.

E. Teacher Candidates are covered by New York State Education Law §409-a, which requires that eye safety devices be worn as required in shops or laboratory settings, including but not limited to those used in teaching science, technology, and vocational subjects at the elementary, middle, and high school levels.

SUNY Buffalo State is not liable for any illness or injury that may occur at the mentoring school or agency. Teacher Candidates are recommended to have their own insurance.

Liability Insurance

A Teacher Candidate may be held liable for negligent acts or omissions. Even though Teacher Candidates are highly encouraged to purchase liability insurance, the College does not make it mandatory to do so. Individuals who are interested in such insurance policies are encouraged to contact professional organizations such as the National Education Association, the Council for Exceptional Children, and the New York State Union of Teachers.

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.

Use of Physical Management Techniques

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.

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Strike Policy

If a candidate is placed in a district that goes on strike, the following procedures should be followed:

A. If a strike is anticipated or goes into effect, the candidate should notify as soon as possible the college supervisor/course instructor and/or the Clinical/ Student Teaching Placement Coordinator.

B. Candidates are not to take part in any strike activities in the district. Candidates should not enter the school building during a strike without first obtaining the permission of the mentoring teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the mentoring teacher should assist the candidate in obtaining the approval of all required parties.

Candidates should not become engaged, in any fashion, in a labor dispute that is internal to a school district. Specifically, candidates should not be asked to make a personal decision regarding crossing a picket line. They should not be used as teacher substitutes if they find themselves in a school where a teacher work stoppage occurs. If a labor dispute is short lived, then the Department will inform its Teacher Candidates not to attend the placement site during the work action. In the event the teacher action extends more than one or two days, the Department will have to provide alternate campus-based instruction until the work action ends or a suitable alternative placement can be secured. If the work action is lengthy, the Department will locate alternative placements as soon as possible to meet minimum requirements mandated by the State Education Department and accrediting bodies

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III. General Student Teaching Information

Preparing for Student Teaching

According to the Council for the Accreditation of Educator Preparation (CAEP), “student teaching is an in-depth, direct clinical laboratory experience conducted in a school setting and is considered a culminating clinical experience for the basic teacher preparation.”

Placements are selected to assure that Teacher Candidates have the opportunity to demonstrate competence to work with learners in high need areas with learners from linguistically, culturally, and/or ethnically diverse backgrounds. Placements are also selected to ensure that Teacher Candidates have experience in using technology to facilitate learning. They build on the foundation of previously acquired abilities, synthesize earlier experiences, and refine not only through observation of teaching behavior in isolation, but also in reference to the content taught. Teacher Candidates assume all the roles of effective teachers and use knowledge from all categories.

New York State’s Office of Teaching Initiatives requires all teacher certification programs to include a student teaching component. Student teaching means “a structured, college-supervised learning experience for a candidate in a teacher education program in which the Teacher Candidate practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of candidates in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.”

To be considered fully prepared for student teaching, the Teacher Candidate will have completed the following in the semesters prior to the one during which student teaching will occur:

Candidates must successfully complete all program requirements that apply clinical/Student Teaching experiences, including those described in the college catalog; student handbooks/manuals; course outlines and syllabi; and other materials distributed by the department and/or faculty teaching courses in the program

The Teacher Candidate will have completed all required coursework, both for the college and the department, with a departmentally determined grade point average of at least 2.5/3.0 in the major and cumulatively. The Teacher Candidate will have reviewed their Degree Works Report and ensured that any courses which must be transferred in from high school or any other institution have been accepted and placed on the audit. Teacher Candidates may not begin their student teaching until all I/N/X grades are cleared. Candidates may not student teach while on academic probation. If the final review of candidate’s student teaching folder, performed after the completion of the semester prior to student teaching indicates a deficiency, candidates may not be permitted to student teach.

The New York State Education Department mandates that candidates seeking their first teaching certification must have a minimum 100 hours of field experience linked to coursework before student teaching. Field experience means direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled; engaged in prior to student teaching or practica; and carefully selected and planned by program faculty. In addition, 15 of those hours must include a focus on understanding the needs of students with disabilities. It is recommended that a completed field experience log is submitted for review before a candidate’s student teaching placement is finalized as determined by program or department.

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Candidates must register for two 6-credit sections of student teaching. In addition, in many majors candidates also register for a student teaching seminar. Candidates will be instructed which CRN numbers to select during the department's student teaching orientation.

The Teacher Candidate will have completed at least the Child Abuse Seminar if not all required seminars, prior to student teaching. Teacher Candidates entering a student teaching situation become "required reporters" in the eyes of New York State. Candidates are required to have complete all mandatory seminars in order to graduate from an education program and become eligible for initial certification.

The Teacher Candidate will have had TB testing performed prior to student teaching, and will have records of results available if the school requests them.

The Teacher Candidate will have completed, or made arrangements to complete, the New York State mandated Teacher Certification Exams (check what is required for certification and also for any certification extensions). Information on certification examinations can be found at <http://www.nystce.nesinc.com/>

The Teacher Candidate will have given due consideration to the housing, living necessities, and transportation needs of the student teaching semester, and arranged accordingly, prior to the student teaching semester.

Candidates are reminded that attempting to work in another position through the teaching placement period may negatively impact a candidate's ability to succeed in the classroom, and is not recommended.

The Teacher Candidate will have given consideration to any needed wardrobe adjustments/additions so that he/she will be properly and professionally attired to enter a school.

The Teacher Candidate will have performed a thorough review of any electronic medium, such as Facebook, and addressed/removed any inappropriate content. School districts can and do perform searches, and inappropriate postings may have a negative impact on placements as well as future employment.

The Teacher Candidate will be aware of the student teaching calendar and attendant activities in order to plan vacations and other life events well in advance or well after the student teaching semester. The Teacher Candidate is expected to be available for and focused on the numerous activities which surround the student teaching time period.

The Teacher Candidates should have an up-to-date resume. The resume will be shared with the prospective Mentor Teachers and school administrators and serve as an introduction of the background, education and skills the candidate brings to the classroom. All candidates can utilize the services of the Career Development Center for assistance with resumes.

Once candidates have been accepted to student teaching, candidates will be assigned to a College student teaching supervisor. It is critically important that candidates must be reachable by and available to supervisors – it is crucial to communicate any phone or address changes.

A candidate who refuses an assigned placement will not be reassigned until the following semester, due to the large number of placements made each semester and the legitimate needs of other candidates.

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Fingerprinting Expectations

All applicants for New York State Teacher Certification are required to have a fingerprint-supported criminal history background check processed through the Office of School Personnel Review and Accountability (OSPRA).

SUNY Buffalo State *recommends* that all students be fingerprinted PRIOR to any field placement. Some school districts request fingerprint clearance for all school personnel, **including Teacher Candidates**.

After the fingerprints have been processed by OSPRA, the TEACH account will contain the following statement: “The DCJS and FBI results have been received”. Candidates will not receive anything from OSPRA unless a school district requests a fingerprint clearance report for candidates. It typically takes at least 24 hours for fingerprints to be processed through OSPRA.

Applying for Graduation and Your Degree See section V and

Appendix 20: Graduation Preparation: Steps to apply for graduation and degree
(<http://registrar.buffalostate.edu/degreeapplication>)

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 this handbook.(Appendix 1: Handbook sign off sheet should be given to your college supervisor)
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

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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 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.)

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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. **Your social group is changing as you join a profession, and you must now adopt the more formal language of a professional.** (Adopted SCSU)

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.

Professional attire and appearance are expected at all times. Remember that each and every experience in the school is as if candidates are on an interview. In extreme cases, teacher candidates may be instructed to leave the placement.

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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.**

Appropriate:

Refer to <http://cdc.buffalostate.edu/content/students/Interviews/interviewdress.php>

Wear clothing that is clean, pressed, and free from tears or fraying.

Wear the hair well-groomed and neat; facial hair of any type must also be kept neat.

If working in shop classes or labs wear appropriate clothing and accessories for safety.

Business Casual is acceptable.

Inappropriate:

Refer to <http://cdc.buffalostate.edu/content/students/Interviews/interviewdress.php>

Display piercings or tattoos that may be distracting.

Wear anything that might be perceived as provocative.

Wear jeans, leggings, shorts, tank tops/muscle shirts, athletic shoes, or sandals/flip flops. **

Wear clothing with messages or team names, or which is considered athletic wear. **

****Unless candidates are involved in a special school event where these would be appropriate.**

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 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.

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

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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.

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IV: Evaluation and Grading -Evaluating Candidate Performance in Field Experiences

Time log of Clinical Practice (Student Teaching, Internship, Practica) (Time Logs-Appendix 4)

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. When the final report is submitted, it must give the cumulative clock hours or days devoted to student teaching activities for each placement. (Refer to Policy handbook December 2009 version- Appendix B pages 22-47)

Program Assessment Requirements

Each education major has program assessments to evaluate candidate performance during the student teaching experience. Often these evaluations require candidate work to be submitted on TaskStream where it is evaluated by the seminar instructor or supervisor. In some instances, the assessment will be completed in hard copy and is submitted manually. All required program assessments must be completed for each placement in order for a Successful/Unsuccessful grade to be granted. Teacher Candidates should check with their seminar instructor or supervisor if required assessments are not specified clearly in the student teaching syllabus.

TaskStream Policies (TBD by department/Program)

Teacher Candidates should each have an active TaskStream account. If not or if there are questions, email bsctaskstreamhelp@buffalostate.edu and a candidate key code will be provided for enrollment. Candidates may submit program assessments in TaskStream. But exiting unit assessments must be submitted in TaskStream. Also, **TaskStream is used as the SUNY Buffalo State platform to submit final edTPA portfolios to Pearson for evaluation.**

The TaskStream policy for all education programs is as follows: In this course, all candidates are required to submit particular assignments via TaskStream; these assignments include the following: **[SEE Student Teaching Course Syllabus]. 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.

EPP Assessments

Candidates in Student teaching must complete a self- assessment of pedagogical knowledge and skills and another of dispositions. Self- evaluations can be completed or submitted any time during the semester of student teaching although individual supervisors may provide specific guidance on timing. Both EPP assessments must be submitted in TaskStream before the end of student teaching. Additionally, Teacher Candidates should complete the exit survey which provides feedback on strengths and weaknesses for the program.

Directions for completing and submitting these assessments are found in Appendix: 8

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Final Evaluation

A. The final grade for a field/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.

1. Candidates have a right to appeal an academic failure of a clinical placement in accordance with the College's Academic Appeal Process <http://academicstandards.buffalostate.edu/petitions>

2. A candidate who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory professional performance will receive a failing grade for the course. A failing grade resulting from a request by school personnel to remove a candidate from a placement is not subject to appeal through the College.

3. Candidates have a right to appeal the consequences of a professional failure of a field/clinical placement in accordance with the Educator Preparation Provider's policies.

B. The College is not obligated to provide a subsequent clinical placement to a candidate who has failed any field experience. Failing any clinical experience may result in immediate action to terminate a candidate from the teacher education program and to not recommend the candidate for certification. Alternatively, the College may require a waiting period and/or other remediation activities and assignments to be completed prior to assigning a subsequent clinical/student teaching placement.

1. Any subsequent field placement that is permitted by the College after failing a practicum or student teaching experience requires repeating the entire experience in the subsequent placement.

2. The College will not provide a subsequent assignment to any candidate who has failed two field placements. Failing two field placements will result in terminating the candidate from the program.

C.. 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.

Section 5. Violations of Criminal Law by Teacher Education Candidates.

Candidates charged with violations of criminal law must report such charges immediately to the department chair, or to the Field Placement Coordinator who will report such charges immediately to the department chair. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed. Failure to report said violations to the appropriate college personnel could be grounds for termination from the program.

*the individual's moral character and fitness for the profession for which he or she is training, including but not limited to any BSC student judicial proceeding, felony or other conviction(s) that would bar state certification

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Withdrawal from Student Teaching

On occasion, a Teacher Candidate may make a request to withdraw from his or her placement. Because of the potential for serious consequences, candidates are advised to make such a request in writing after discussions with the Mentor Teacher and College Supervisor. A written request should be submitted to the College Supervisor and the program coordinator in the Department. Official withdrawals must be completed in accordance with the stated policy in the SUNY Buffalo State Educator Preparation Provider policy handbook. Specifically, the Teacher Candidate may withdraw officially from student teaching before the last day of the fourth week of a six-hour assignment or before the college date for course withdrawal of a twelve-hour situation or professional experience. A grade of “W” will be assigned.

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V. 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.

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

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

Responsibilities of the Mentor Teacher

- ◆ 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.

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- ◆ 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 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

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- ◆ 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
- ◆ 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 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.

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- ◆ 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.

Where To Go For Help

If difficulties are encountered in a particular situation which the Teacher Candidate is unable to resolve in open discussion with the Mentor Teacher, the Teacher Candidate should contact the College Supervisor for assistance as soon as possible during the experience. If the College Supervisor is unable to help, the Teacher Candidate should contact the department director or field placement coordinator of student teaching.

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>)

From the EPP Policy Handbook:
Section 4. Field/Clinical Placement Problem Resolution.

Despite good intentions, problems sometimes arise between the candidate and his/her mentoring teacher. If the problem cannot be resolved through discussion, the following steps should be taken, in the order listed, by the candidate, the mentoring teacher, and/or the school administrator:

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- A. Contact the practicum course instructor or college supervisor. She/he will discuss the matter with each party individually, and may organize and facilitate a meeting among the parties.
- B. If no satisfactory resolution is reached, contact the department chair or other designated department representative. She/he will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.

Section V: Next Steps

Apply for Graduation and your degree should be completed at the start of student teaching.

Appendix 20: Graduation Preparation: Steps to apply for graduation and degree
(<http://registrar.buffalostate.edu/degreeapplication>)

Teacher Certification

The Teacher Certification Office recommends Buffalo State graduates to the New York State Department of Education for Initial Teacher Certification after they have completed an approved teacher preparation program. The Teacher Certification Office also verifies program completion for graduates applying for out-of-state certification and serves as a resource for a variety of teacher certification related topics.

The Teacher Certification Office is located in Chase Hall Room 222 and is open Monday – Friday from 8:30am to 5:00pm. Candidates are welcome to go to the Teacher Certification Office, call (716-878-6121) or visit the website: <http://teachercertification.buffalostate.edu>

Professional Certification

Once your Initial NYS Teacher Certification has issued, you are expected to complete the requirements for Professional Certification. For information relating to Professional Certification, please contact the Teacher Certification Office. <http://teachercertification.buffalostate.edu>.

Career Development Center and Job Searching

The Career Development Center (CDC) offers a full range of job search services to help education majors find local, national, and international teaching jobs. The CDC is located in Cleveland Hall 306 and is open during the academic year from 8:30 a.m. to 5 p.m., Monday, Tuesday, Wednesday, and Friday; and 8:30 a.m. to 6 p.m. on Thursday. Visit the CDC homepage for links to teaching vacancies and information to help with career planning and job searching (<http://cdc.buffalostate.edu>). Contact us at ASKCDC@buffalostate.edu or 716-878-5811.

- A. Reference File Service - A reference file contains “letters of reference” which are written recommendations needed by potential employers or graduate/professional schools. Many school districts and graduate schools request these letters. Prior to completing student teaching, candidates should ask the College Supervisor(s) and Mentor Teacher(s) to write a reference for the "official" reference file, to be housed in the CDC. Students request to mail or upload copies of files to employers or graduate/professional schools.

For additional information about starting the “official” reference file, visit the CDC website or stop in and pick up a Reference File Packet.

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- B. Career Development Day for Education Majors –fall and spring teacher candidates attend a **required** job search program. School superintendents, principals, recent graduates, and CDC staff, will share important information about conducting a successful job search for a teaching position. Everything from writing a resume to what administrators look for during interviews will be covered. Ask the College Supervisor for the exact date and time, or contact the CDC.
- C. Teacher Recruitment Days (TRD) - An education job fair, TRD, is held each spring which provides teaching candidates with an opportunity to interview with local, national, and international school districts. Pre-registration information is available at www.trd.org after January 1st. Teacher candidates are excused from their assignments to attend TRD.
- D. Job Opportunities - The CDC receives job openings from many school districts on a daily basis. These openings can be accessed online through ORCA (the Online Resource for Career Advancement). To access ORCA, go to the CDC website (<http://cdc.buffalostate.edu>), in the top right-hand corner under “Log into ORCA,” click on the first link Students/Alumni Login. Candidates can also upload a resume for local and national school districts to view on ORCA.

After logging into ORCA, click on “CareerShift” located in your “Quick Links” menu. After registering and logging in, click on the “My Companies” tab. In the industry field, select Education K-12 Schools. Searches can be further refined by geographic area. CareerShift also will help you identify:

- Contact information for potential employers and key personnel.
- Contact information for Buffalo State alumni working in different school districts.

You can also search local and national job openings under the “My Jobs” tab.

On the CDC homepage you will find popular links to job postings for teachers. Go to the “Students” tab and click on “Job Listings”. Be sure to check out local teaching jobs and the site for the online Western New York School Application System, www.wnyric.org/application.

- E. Job Search Assistance - CDC staff are available by appointment to review resumes and/or cover letters. Late afternoon appointments are available to accommodate the student teaching schedule. In addition, candidates can set up a mock interview appointment with a CDC counselor to sharpen interview skills. Call the CDC to set up job search appointments.

Graduate School - The CDC staff are available to help candidates find information on applying to graduate and professional schools. <http://graduateschool.buffalostate.edu/>

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Contact information by department for student teaching placements

	Contact Person	Position
Elementary Education & Reading Department Bacon Hall 302 • Phone: (716) 878-5916 Fax: (716) 878-6033	Rosemary Arioli ariolir@buffalostate.edu	Director of Student Teaching , EER Dept.
Exceptional Education Department Ketchum Hall 204 • Phone: (716) 878-3038 Fax: (716) 878-5410	Kathleen Palumbo palumbkr@buffalostate.edu	Student Teaching Placement Coordinator
Career & Technical Education Department Bacon Hall 122 • Phone: (716) 878-4717 Fax: (716) 878-5341	Judith Davis davisjs@buffalostate.edu	CTE/BME/FCS/TED Student Teaching Placement Coordinator
History and Social Studies Department C 205 Classroom Building • Phone: (716) 878-5412 Fax: (716) 878-3882	Dr. Wynnie Fisher fisherwl@buffalostate.edu	Student Teaching Placement Coordinator
Mathematics Department Bishop Hall 317 • Phone: (716) 878-5621 Fax: Fax: (716) 878-6107	Dr. David Wilson wilsondc@buffalostate.edu	Graduate Chair Associate Professor
Earth Sciences and Science Education Department Science and Mathematics Complex 160 • Phone: (716) 878-6731 Fax: (716) 878-4524	Dr. Joseph Zawicki zawickjl@buffalostate.edu Dr. Catherine Lange langecl@buffalostate.edu	Associate Professor Associate Professor
English Department Ketchum Hall 213 • Phone: (716) 878-5416 Fax: (716) 878-5700	Dr. James Cercone cerconje@buffalostate.edu	Assistant Professor & English Education Program Coordinator
Art Education Department Upton Hall 315 • Phone: (716) 878-4106 Fax: (716) 878-3456	Dr. Candace Masters keeganpc@buffalostate.edu	Associate Professor
Music Education Department Rockwell Hall 203 • Phone: (716) 878-6401 Fax: (716) 878-6402	Dr. Kerry Renzoni filesinkb@buffalostate.edu	Assistant Professor
Modern and Classical Languages Department Bishop Hall 122 • Phone: (716) 878-5414 Fax: (716) 878-6730	Dr. Wynnie Fisher fisherwl@buffalostate.edu	Student Teaching Placement Coordinator

The contact person for student teaching placement may change. For further questions contact the department.

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Appendix 1- EPP Handbook Sign off sheet

I _____
Teacher Candidate Name

have read the SUNY Buffalo State Educator Preparation Provider Student Teaching
Handbook.

_____ Date _____
Teacher Candidate Signature

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Appendix- 2 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 3 Co-Teaching during Student Teaching (Optional by program/dept.)

Co-teaching Definition:

"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:

- 1.) "Co-teaching Overview" by Dr. Kathy Doody and Dr. Angela Patti

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

- 2.) "Suggested Co-Teaching Timeline Systematic Release" Adapted by Rosemary Arioli

[http://elementaryeducation.buffalostate.edu/sites/elementaryeducation.buffalostate.edu/files/uploads/Spring%202015%20suggested%20%20Co%20teaching%20Timeline%20for%20Systematic%20Release%20of%20Responsibility-18%20week%20model\(1\)%20\(1\).pdf](http://elementaryeducation.buffalostate.edu/sites/elementaryeducation.buffalostate.edu/files/uploads/Spring%202015%20suggested%20%20Co%20teaching%20Timeline%20for%20Systematic%20Release%20of%20Responsibility-18%20week%20model(1)%20(1).pdf)

- 3.) "Middle School Co-Teaching: Effective Practices and student Reflections" by Greg Conderman (2011)

<http://www.middleschooleducators.com/wp-content/uploads/2013/06/Middle-School-Co-Teaching-Effective-Practices-and-Student-Reflections.pdf>

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Appendix 4- Weekly Log

Exceptional Education Students: See college supervisor for log requirements and details.

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Appendix 5: Student Teaching Syllabus

Syllabus will be provided by college supervisor prior to the start of student teaching.

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Appendix 6: 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 7: Permission form for use of Candidates edTPA as exemplar by department/program

Form located on Taskstream:

https://form.taskstream.com/Forms/preview.asp?qyz=RMCG8RMdmmlDHHIXYXT&head=1&frm_id=pgf0hizcf5cdzpates

Appendix 8: Instructions for Completing and Submitting Unit Assessments

(<http://epp.buffalostate.edu/sites/epp.buffalostate.edu/files/uploads/TaskStream/TaskStream%20LAT%20Candidate%20Directions.pdf>)

Appendix 9: Teacher Education Unit Candidate Dispositions (TASKSTREAM/

[http://pds.buffalostate.edu/sites/pds.buffalostate.edu/files/uploads/Dispositions2009.pdf /](http://pds.buffalostate.edu/sites/pds.buffalostate.edu/files/uploads/Dispositions2009.pdf/))

Appendix 10: Unit Pedagogical Knowledge and Skills Assessment (TASKSTREAM -

https://form.taskstream.com/Forms/preview.asp?qyz=RMCG8RMdmmlDHHIXYXT&head=1&frm_id=upzuhkhczuhq)

Appendix 11: Unit Exit Assessment (TASKSTREAM -

https://form.taskstream.com/Forms/preview.asp?qyz=RMCG8RMdmmlDHHIXYXT&head=1&frm_id=ajfbznzpcffi)

Appendix 12: Letter to Mentor Teacher-optional (Department insert)

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Appendix 13: Candidate evaluation of supervisor



COLLEGE SUPERVISOR EVALUATION FORM

BUFFALO STATE COLLEGE

Exceptional Education Department

COLLEGE SUPERVISOR: _____

EXE: _____ **SEMESTER:** _____ **YEAR:** _____

You may return the form directly to Dr. Rafferty, Chair of Exceptional Education Department, in Ketchum 202 in a sealed envelope with your signature on the envelope. Grades may be withheld from students who do not submit a completed evaluation. All evaluations will remain confidential and feedback will be given to the college supervisor after grades have been turned into the Dean’s Office.

Please answer the following items by circling the appropriate number.

(1=Strongly Disagree and 5=Strongly Agree)

SEMINAR/COURSEWORK

NOTE: Seminars may include 1:1 instructional meetings and small or large group meetings.

	Strongly Disagree				Strongly Agree
The college supervisor was prepared for all seminars.	1	2	3	4	5
The college supervisor answered my questions.	1	2	3	4	5
The college supervisor was knowledgeable about	1	2	3	4	5

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classroom teaching.					
The college supervisor encouraged student questions and opinions.	1	2	3	4	5
Seminar topics were appropriate for my needs.	1	2	3	4	5
There were an adequate number of seminars.	1	2	3	4	5

COMMENTS:

SUPERVISION

The college supervisor provided feedback after each observation.	Strongly Disagree Strongly Agree				
The feedback provided by the college supervisor was constructive.	1	2	3	4	5
The college supervisor's suggestions assisted in the development and implementation of subsequent plans.	1	2	3	4	5
Feedback was given for content area instruction.	1	2	3	4	5
The college supervisor was able to communicate effectively with the student teacher.	1	2	3	4	5
The college supervisor was receptive to the student's own perspectives regarding performance.	1	2	3	4	5
The college supervisor provided adequate time for student questions.	1	2	3	4	5

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The college supervisor was knowledgeable of assessment techniques.	1	2	3	4	5
Feedback was given for management techniques.	1	2	3	4	5
Visits were scheduled and conducted on a timely basis.	1	2	3	4	5
The college supervisor was on time for observations.	1	2	3	4	5
The college supervisor acted as a resource for the student teacher.	1	2	3	4	5
The college supervisor kept the student informed of progress throughout the placement.	1	2	3	4	5
The college supervisor extended help to individual students.	1	2	3	4	5
The college supervisor communicated in a professional manner with the cooperating teacher about the student's performance.	1	2	3	4	5
Overall, the college supervisor's performance met expectations.	1	2	3	4	5

COMMENTS:

REV. July 2016

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Appendix 14: Zero Tolerance Behaviors (optional example from Science Dept.)

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Appendix 15: Candidate Consultation Form

Candidate Consultation Report

Candidate Name: _____ Date: _____ Time: _____
(Print)

Banner ID _____ Major Code _____ Cum GPA _____ Term GPA _____

Faculty Advisor _____
Phone: _____

Status (hours completed - circle one) *Freshman Sophomore Junior Senior Graduate*

Source of referral _____

College Policy Course availability Department Policy/Procedures Disability
Dispositions Faculty Advisement Financial Grading Medical Parent
Inquiry Pedagogical Knowledge and Skills Personal Problems Probation Student Syllabi

Reasons for Consultation:

Actions to be taken by Consultants:

Formal complaint filed: yes no

Select one: Resolved Internally/Referral to Administration

Actions to be taken by Administration:

- I have read the reason(s) for consultation and the action(s) expected from each participant, including myself.
(This statement must always be checked.)
- I understand and agree with all the actions to be taken as described above.
- I understand and agree with the actions to be taken as described above, participants are unaffected by candidate exceptions or (dis)agreements.

Candidate Signature _____ Date: _____

Faculty/Instructor Signature _____ Date: _____

Department Chair's Signature _____ Date: _____

(Required signatures, if candidate is referred to administration.)

Dean's Office Signature _____ Date: _____

TEU Dispositions Committee Representative Signature _____ Date: _____

Other Signature _____ Date: _____

Date Issue resolved _____

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Appendix 16: SCALE guidance on edTPA (<http://www.edtpa.com/>)

Appendix 17: Acceptable Mentor and Faculty support for edTPA
(<http://elementaryeducation.buffalostate.edu/sites/elementaryeducation.buffalostate.edu/files/uploads/Student%20Teaching/Co%20Teaching/Mentor%20teachers%20acceptable%20support%20to%20teacher%20candidates%20for%20edTPA%20%281%29.pdf>)

Appendix 18: Initial Teacher Certification Checklist
(<http://teachercertification.buffalostate.edu/sites/teachercertification.buffalostate.edu/files/uploads/Documents/initialcertificationchecklist2015.pdf>)

Appendix 19: Release Authorization form for Teacher Certification
(<http://teachercertification.buffalostate.edu/sites/teachercertification.buffalostate.edu/files/uploads/Documents/teachreleaseauthorizationform2015.pdf>)

Appendix 20: Graduation Preparation: Steps to apply for graduation and degree
(<http://registrar.buffalostate.edu/degreeapplication>)

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Appendix 21: Student Teaching Final Evaluation form

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

Directions:

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 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</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
		<i>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>								
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,</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
		<i>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>								
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"

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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 _____

Supervisor's Signature _____

Updated 8/30/09

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Part 2 (Pedagogical Knowledge and Skills):

Candidate Name _____ Cooperating Teacher Name _____

School _____ Setting/Age of Students _____ College Supervisor _____

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

Directions:

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"

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>								

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Conceptual Framework	Item #	Item	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
	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 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</i>								

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Conceptual Framework	Item #	Item	Midterm				Final			
			Please check:				Please check:			
			1	2	3	n/a	1	2	3	n/a
		<i>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 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: <input type="checkbox"/> 1 Unacceptable <input type="checkbox"/> 2 Acceptable <input type="checkbox"/> 3 Target
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Student's Signature _____ Date _____

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Cooperating Teacher's Signature _____

Supervisor's Signature _____

Overall Final Rating: <input type="checkbox"/> 1 Unacceptable <input type="checkbox"/> 2 Acceptable <input type="checkbox"/> 3 Target
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Student's Signature _____ Date _____

Cooperating Teacher's Signature _____

Supervisor's Signature _____

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Appendix 22: INTASC STANDARDS (Optional by Dept.) [file:///C:/Users/bacope0130-user/Downloads/intasc_model_core_teaching_standards_2011%20\(3\).pdf](file:///C:/Users/bacope0130-user/Downloads/intasc_model_core_teaching_standards_2011%20(3).pdf)

Appendix 23: Professional Standards by Program

Council for Exceptional Children Initial Preparation Standards available at:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards.pdf>

Appendix 24: High Leverage Practices

**SUNY Buffalo State
Exceptional Education and Childhood Education
Dual Certification Bachelor’s Program
High-Leverage Practices**

High-leverage practices (HLPs) are the actions that teachers do on a day-to-day basis to maximize student success. The 17 HLPs described below were designed to guide the progress of teacher candidates through the Exceptional Education and Childhood Education Dual Certification Bachelor’s Program. Candidates completing the program should be able to execute each of these HLPs successfully as strong beginning teachers.

	High Leverage Practice	Description of High Leverage Practice
Communication and Collaboration	HLP 1: Communicate and collaborate effectively with colleagues, parents/guardians, school leaders, and other professionals.	Teachers use effective interpersonal skills to communicate (orally and in written form) and collaborate with colleagues, parents/guardians, school leaders, and other professionals to support student learning and well-being. The goal of communication and collaboration in schools is to: (a) develop and adjust instructional plans, (b) coordinate expectations, (c) delineate responsibilities, and (d) identify resources to maximize student outcomes.
	HLP 2: Advocate for students and families to secure needed services and promote social justice.	Teachers use school and district resources to advocate for all students. Advocacy includes working with students, families, and professionals to secure necessary supports for student learning and well-being, inside and outside of the school setting. Teachers also encourage students to self-advocate, with the goal of fostering self-determination over time.
Instructional Design	HLP 3: Use knowledge about the curriculum and students’ present levels of performance to identify short- and long-term goals.	Teachers use multiple sources of information including grade level standards, learning progressions, individualized education program (IEP) goals and benchmarks, and students’ learning histories to identify short- and long-term goals. They prioritize what is most important for students to learn, with emphasis on providing meaningful access to the general education curriculum. They understand essential elements of curriculum, identify critical prerequisites, and assess student performance in relation to these components.

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	HLP 4: Design a sequence of lessons towards a specific learning outcome.	Teachers help students to develop important factual knowledge, concepts, skills, and strategies that provide the foundation for more complex learning. Teachers sequence lessons that build off each other and make connections explicit in both planning and delivery. They activate students' prior knowledge and show how each lesson fits with previous lessons. Ongoing changes (e.g., pacing and examples) occur throughout the lesson sequence based on student performance.
	HLP 5: Choose and adapt curriculum materials and tasks specific to learning goals.	Teachers assess individual or group needs on an ongoing basis. They use these data to select or adapt curriculum materials and tasks so that students can meet instructional goals. Accommodations or modifications may include use of relevant technology, modification of independent work, changes to task directions, scaffolded instruction, or extended time to complete tasks.
Instructional Delivery	HLP 6: Make learning explicit through modeling, guided practice, and independent practice.	Teachers make learning of factual knowledge, concepts, skills and strategies explicit through modeling, guided practice, and independent practice opportunities. They strategically choose representations, examples/non-examples, and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They overtly teach steps or processes needed to understand and complete tasks successfully and independently.
	HLP 7: Use strategies to promote active student engagement in whole class and small group instruction.	Teachers design and implement instruction to promote active student engagement, which includes active student response and participation. They promote engagement by connecting learning to students' lives and by using a variety of strategies shown to increase student engagement: (a) teacher-led strategies, such as choral responding and response cards, (b) peer-assisted strategies, such as cooperative learning and peer tutoring, (c) student-regulated/self-management strategies, and (d) technology-supported strategies. As a part of this process, teachers monitor student engagement, and they provide positive and constructive feedback to sustain engagement.

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<p>HLP 8: Scaffold instruction during lessons.</p>	<p>Teachers use scaffolds, temporary supports for students, to facilitate students' progress towards meeting lesson objectives. Teachers scaffold content, tasks, and materials based on students' readiness to meet objectives. Teachers use scaffolds flexibly, evaluate their effectiveness, and gradually remove them once students gain increased understanding and independence. Some scaffolds are planned prior to lessons and some occur as lessons unfold in response to student performance.</p>
<p>HLP 9: Teach students to work independently.</p>	<p>Teachers integrate explicit cognitive and metacognitive strategy instruction into academic content to help students accomplish goals and self-regulate their own learning. Teachers understand learning involves: (a) content knowledge, (b) cognitive processes to solve problems, regulate attention, organize thoughts and materials, and (c) self-monitoring. Teachers promote student independence by teaching students to monitor and evaluate their own performance in relation to goals and make necessary adjustments to improve learning.</p>
<p>HLP 10: Select, implement, and evaluate instructional and assistive technologies to support student learning.</p>	<p>Teachers select, implement, and evaluate instructional and assistive technologies based on the needs of individual students or groups. Instructional technology is used to enhance instruction designed to meet learning goals. Assistive technology is used to support individual students in accessing the curriculum and learning environment. When planning for the use of technology, teachers use Universal Design for Learning (UDL) principles to provide all students equal opportunities to learn.</p>
<p>HLP 11: Identify and implement an instructional strategy or intervention in response to common patterns of student performance or individual need.</p>	<p>Teachers select and implement instructional strategies or interventions based on an analysis of individual or group performance. Selected strategies or interventions have a strong research base and are implemented to assist students in meeting identified learning goals. Throughout implementation, teachers monitor student performance and modify practices based upon analysis of the data.</p>
<p>HLP 12: Self-analyze teaching for the purpose of improving instruction and learning.</p>	<p>Teachers engage in routine self-analysis (i.e., reflection) of their teaching practices and the impact on student outcomes. Teachers analyze their teaching formally and informally: (a) on a micro level during instruction to make on-the-spot instructional decisions, and (b) on a macro level, such as after an instructional segment or on a month-to-month basis. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.</p>

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Classroom Management	HLP 13: Establish and implement effective classroom and individual student management plans to increase student social and academic outcomes.	Teachers establish clear rules, procedures, and consequences (for appropriate and inappropriate behaviors) that are explicitly taught and reinforced throughout the school year with the goals of reducing challenging behavior and increasing academic engagement time. When a student’s behavior is chronic and impedes his/her learning, teachers conduct a functional behavioral assessment (FBA), and develop and implement a behavior intervention plan (BIP).
	HLP 14: Provide high rates of specific feedback.	Teachers provide feedback for correct and incorrect responses to guide and improve student learning and behavior, and to increase student motivation, engagement, and independence. Feedback may be verbal, non-verbal, or written. Effective feedback is: (a) strategically-delivered, (b) goal-directed, (c) timely, (d) developmentally-appropriate, (e) ongoing, (f) scaffolded, and (g) provided until learners reach established goals.
	HLP 15: Create and facilitate a safe, respectful, productive, and positive learning environment.	Teachers organize the physical layout and materials of the classroom to promote student safety, engagement, productivity, and independence. Teachers also develop and maintain a positive social/emotional environment in the classroom by promoting respectful student-student and teacher-student relationships. In order to do this, teachers develop an understanding of the students’ families, communities, and cultural and linguistic backgrounds. Teachers also engage in high levels of positive teacher-student interactions which demonstrate warmth, caring, and encouragement.
Assessment	HLP 16: Develop/select and implement specific assessment measures to determine relevant information about students’ present levels of performance.	Teachers develop or select a variety of technically-sound assessment measures to identify student strengths and areas of need. They implement the assessments with fidelity, and as appropriate, use of student accommodations as per individualized education programs (IEPs).
	HLP 17: Interpret and communicate assessment data to make important educational decisions.	Teachers interpret a variety of assessment data, from both formal and informal measures, to identify student strengths and areas of need. They clearly communicate this information to members of educational teams, including parents, in order to make important educational decisions. They use assessment data to (a) make recommendations about educational programming, (b) plan instruction, and (c) monitor student progress.

Note:

The development of these HLPs was based upon: (a) the combined professional knowledge of SUNY Buffalo State School of Education faculty and partners, (b) HLPs from the University of Michigan, and (c) HLPs from the Council for Exceptional Children.