



Student Teaching Handbook

Educators as Advocators

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Introduction

The Student Teaching Handbook provides general information, expectations, and guidelines for candidates, School Based Educators (SBEs), College Supervisors, and faculty.

Student teaching is the culminating experience for candidates, and is a 14-week experience of full-time teaching divided into two 7-week assignments. It provides experiences that allow for full participation in a learning community, so that the candidates are able to demonstrate proficiencies in the professional roles for which they are preparing.

All student teachers also attend a weekly seminar that accompanies the student teaching experience. This seminar supports student teachers and provides an opportunity for candidates to reflect upon their experiences.

In student teaching, as in field experiences, candidates are required to participate in a variety of settings, including a high-needs district. Candidates are also exposed to diverse student populations including, but not limited to, students with various physical and mental abilities, students of different ages, and students from different cultural backgrounds. Candidates are placed in the grade levels and subjects for which they are seeking certification:

- Childhood candidates have two assignments: one in grades 1–3 and one in grades 4–6.
- Childhood/Special Education candidates have two assignments: one in a general education classroom and one in a special education setting. One assignment is in grades 1–3 and the other in grades 4–6.
- Adolescence candidates have two assignments in their content area: one in grades 7–9 and one in grades 10–12.
- Adolescence/Special Education candidates have two assignments: one in a general education classroom (in their content area) and one in a special education setting. One assignment is in grades 7–9 and the other in grades 10–12.

School of Education Mission

The mission of the School of Education (SoE) at St. John Fisher College is to provide a quality educational experience that prepares professional educators for distinguished careers and leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities, and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices, and the use of various technologies, and how to apply this knowledge in diverse school settings, and communities.
- Prepare candidates to meet college, State, and national standards, and the requirements for graduation and certification.

Conceptual Framework Overview

The overarching theme for the unit, “Educator as Advocate,” is a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenets. This overarching theme captures a central philosophy of social justice, the related tenets of diversity, achievement, compassion, knowledge, and service and a constructivist instructional approach to help define who we are and what we are about as faculty, staff, and candidates.



Student teaching provides candidates with the opportunity to further demonstrate their **compassion** for students within a teaching and learning context. The experience provides opportunities to reflect upon their teaching in a way that responds to the needs, interests, and backgrounds of a **diverse** student body. Candidates connect and develop the **knowledge** constructed in the college classroom to the knowledge gained through hands-on experience. Candidates demonstrate **achievement** as they work to improve teaching and learning. Candidates learn to contribute to **service** and improve the quality of life for others through their work in classrooms.

The theme, philosophy, and tenets also provide a context for: (1) the work that we do in collaboration with the College community, P-12 schools, and the broader community; (2) our collective efforts to provide high-quality faculty, programs, services and experiences that prepare candidates to work effectively with all students; and (3) continuous improvement in programs, practice, scholarship, and service.

The goal of student teaching is rooted in the Conceptual Framework. The Conceptual Framework incorporates our:

- Shared vision
- Coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation
- Professional commitments and dispositions
- Commitment to diversity
- Commitment to technology
- Candidate proficiencies aligned with professional and state standards

Unit Learning Outcomes

The Learning Outcomes for the teacher preparation programs offered by the SoE are aligned with New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The SoE Learning Outcomes are:

Planning	Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.
Development	Candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
Diversity	Candidates know, understand, and appreciate diversity and demonstrate this by creating learning experiences that honor diversity. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Content	Candidates have command of the content area(s) they are to teach as defined by the State and national standards and create learning opportunities that are meaningful to their students. Candidates plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Leadership	Candidates will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom, district, and society.
Theory and Practice	Candidates will demonstrate an emerging philosophical and theoretical framework to become effective educators. This will be demonstrated through an iterative process of reflection, decision-making, and practice.
Professionalism	Candidates are reflective practitioners who continually evaluate the effect of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
Community	Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Technology	Candidates use technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
Assessment	Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Management	Candidates' understanding of individual and group motivation and behavior helps to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Registration

The table below lists the courses student teachers should register for during the semester they are student teaching. For the most updated list and a complete description of each course, see the [Undergraduate Bulletin](#) and [Graduate Bulletin](#).

Program	Course Number and Name (Credit Hours)
Undergraduate Childhood	EDUC 490, Student Teaching – Childhood only (12) EDUC 485, Student Teaching Seminar (1) EDUC 101, Issues in Health and Safety (0)
Undergraduate Childhood and Special Education	EDUC 488, Student Teaching – Childhood (6) EDUC 498, Student Teaching –Special Education (6) EDUC 485, Student Teaching Seminar (1) EDUC 101, Issues in Health and Safety (0)
Undergraduate Adolescence	EDUC 491, Student Teaching – Adolescence only (12) EDUC 486, Student Teaching Seminar (1) EDUC 101, Issues in Health & Safety (0)
Undergraduate Adolescence and Special Education	EDUC 489, Student Teaching – Adolescence (6) EDUC 499, Student Teaching – Special Education (6) EDUC 486, Student Teaching Seminar (1) EDUC 101, Issues in Health & Safety (0)
Graduate Childhood	GCED 590, Student Teaching (6) GCED 585, Student Teaching Seminar (0) GEDU 501, Issues in Health & Safety (0)
Graduate Adolescence	GAED 591, Student Teaching (6) GAED 586, Student Teaching Seminar (0) GEDU 501, Issues in Health & Safety (0)
Graduate Childhood Special Education	GSED 585, Student Teaching Seminar (0) GSED 590, Student Teaching: Special Education and Childhood (6) GEDU 501, Issues in Health and Safety (0)
Graduate Adolescence Special Education	GSED 586, Student Teaching Seminar (0) GSED 591, Student Teaching: Special Education and Adolescence (6) GEDU 501, Issues in Health and Safety (0)

Candidate Expectations

During student teaching, the candidate is expected to:

- Work with the School Based Educator (SBE) to create a schedule and a list of expectations.
- Complete tasks given by both the SBE and the College Supervisor or professor.
- Be active and proactive in the classroom to learn and experience as much as possible.
- Be open-minded and inquisitive.
- Demonstrate dispositions, behaviors and social skills that reflect professionalism and good moral character.
- Know, understand, and appreciate diversity, and demonstrate this by creating learning experiences that honor diversity.
- Foster collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Become familiar with the school, classroom climate, and educational philosophy of the district, school, and classroom in which the student teacher is to teach.
- Follow all the rules and regulations of the district, school, and classroom.
- Be prompt, reliable, courteous, and professionally dressed.
- Be present in school every day. Illness and religious holidays are the only excusable absences from student teaching. A student teacher who is absent more than three days in a semester due to illness will need to extend the experience to make up the days. For more information about absences, please see pg. in the Policies and Procedures section of this handbook.
- Develop constructive relations with the SBE, administration, faculty, staff, parents, and students.
- Demonstrate professional conduct at all times both inside and outside of the school and act as a role model for students.
- Create a unit plan designed with SBE input on a topic taught by the student teacher. This will be evaluated both for content and teaching appropriateness.
- Plan diligently for all responsibilities. Written plans for each lesson are expected (length and detail of the plans are determined by mutual agreement and the objectives of the lesson). College Supervisors expect to see plans for each lesson they observe.
- Seek and implement constructive criticism and suggestions from the SBE, College Supervisor, and others in the school community.
- Attend all student teaching seminars.
- Understand and comply with all requirements, responsibilities, and expectations outlined in this handbook.

Candidate Responsibilities

Candidates have responsibilities to the school where they are placed, the School Based Educator (SBE), the College Supervisor, and to themselves.

Candidate Responsibilities to the School	Candidate Responsibilities to the School Based Educator
<ul style="list-style-type: none"> • Follow the school calendar and building time schedule. • Follow school policies. For example, check in/sign out, faculty meetings, staff development, and pre-school and after school responsibilities. Ask for exceptions only in an emergency. • Adhere to school/local standards of behavior, including the standard of dress. • Be on time and in the building for the entire school day. • Contribute to the extracurricular life of the school. 	<ul style="list-style-type: none"> • Be on time and prepared to work. • Review the Student Teaching Handbook and evaluation. • Decide with the SBE how far in advance to submit lesson plans. • Be prepared to devote time and energy to planning before and after school. • Write lesson plans for each lesson and submit for review/approval prior to teaching. • Report absences and tardiness according to the guidelines on page 41. • Confer regularly regarding professional progress and/or concerns on matters such as discipline and rapport with students. • Maintain a respectful, courteous, and professional relationship.
Candidate Responsibilities to the College Supervisor	Candidate Responsibilities to Themselves
<ul style="list-style-type: none"> • Attend all scheduled meetings and seminars. • Maintain regular contact. • Consult on observation dates. • Report absences and tardiness according to the guidelines on page 41. • Write lesson plans for each lesson and submit for review/approval prior to teaching. • Share concerns regarding the placement. • Review the Student Teaching Handbook and evaluation. • Maintain a respectful, courteous, and professional relationship. • Listen to and consider advice. 	<ul style="list-style-type: none"> • Make student teaching your first priority. • Be prepared, be dedicated, and be organized. • Be professional both inside and outside of the school. • Strive to teach effectively with dedication and enthusiasm. • Become involved in extracurricular activities. • Become knowledgeable of current issues by reading beyond the required materials. • Set goals and reflect on progress. • Be ready to devote the time and energy necessary to be successful. • Always prepare in advance. • Continuously review performance with the SBE and College Supervisor. • Be flexible. • Use mistakes as opportunities to learn.

Questions to Ask the School Based Educator

At the first meeting or within the first week of student teaching, candidates should review the following questions with the SBE.

General Logistics

- May I contact you outside of school? If so, how may I contact you (by telephone, by email)?
- What time should I arrive in the morning? Is there a sign-in procedure for student teachers?
- Where should I meet you in the morning? How long would you like me to remain after school?
- Am I permitted to have a key to the classroom? What is the procedure for early access to the building/classes?
- Where should I park? Do I need a parking permit?
- How should I contact you in case an emergency or illness prevents me from coming to school or prevents me from being on time?
- Are there any emergency procedures I should be aware of? (Building evacuation routes, safety drills, lock down codes, etc.)
- Where and when do you usually eat lunch?
- May I have a school calendar and handbook?
- Is there a map of the school available? Could I have a tour?
- May I have a class list and seating chart?
- May I have a copy of any discipline policies for the school/district?
- Who would I ask for assistance with discipline?
- What types of technology resources are available in the school? Is there a Teacher Resource Center?
- What are the rules and procedures for the copier? Do I need a code number?
- What process would you like to follow for feedback on my lessons and suggestions for improvement? After each lesson, during a planning period, or at the end of each day?
- Do you need any more information about the College's requirements, assessment procedures, or forms used for assessment?

Philosophical

- What is your philosophy of education?
- What are your expectations of a student teacher?
- What responsibilities do you want a student teacher to assume?

Lessons/Curriculum

- What can I do to prepare ahead of time for the coming lessons I will be teaching?
- How far in advance do you want to see my lesson plans—a day, several days, a week?
- What would you like me to teach? Is there something specific that needs to be covered?
- Would you like the daily lesson plans typed?

Regarding Students

- What can you tell me about the school community? What is the level of parental involvement?
- Are there attendance problems with students?
- What information should I be aware of regarding students? (strengths and weaknesses, IEPs, medical histories, etc.)
- How are accommodations and/or modifications made for special needs students?
- What protocol should I follow for reporting instances of suspected child abuse?

Classroom Management

- What are your discipline policies?
- What are the classroom rules? What are the consequences if classroom rules are broken?
- Do you anticipate any discipline problems from particular students because I am a student teacher?

Classroom Routine

- What is your homework policy? How much do you assign? What are the procedures if students do not have it done?
- What is your grading system?
- Do you want me to grade assignments? If so, what are the grading criteria and the turnaround time?
- How many questions do you put on a test or quiz? Do you write new tests/quizzes for those who miss test day?
- What teaching methods or routines work best with your students?

Other

- When would you like to review the student teacher evaluation and requirements?
- What extracurricular activities do you supervise? In what ways might I be involved?
- May I attend parent – teacher conferences?
- May I attend department or faculty meetings?
- What is the hiring/interview process in the school district?

Guidelines for Professional Conduct

As representatives of the Ralph C. Wilson, Jr. School of Education at St. John Fisher College, candidates are expected to conduct themselves in a thoroughly professional, responsible, and reliable manner at all times. Remember, candidates are guests in schools and are expected to maintain the same professional standards as all other faculty and staff. It is important that candidates strive to acquire and refine the personal qualities, knowledge, and standards of practicing professional educators.

At the same time, candidates should remember that they are not yet teachers. Do not supervise an entire class alone or enter the teacher's lounge unless invited to do so.

The following are some general guidelines for professional conduct during student teaching:

Know and follow school rules and procedures

Read the school's handbooks (ask the SBE for a copy), and follow all rules and procedures while in the school. Also be sure to follow instructions for parking and for signing in and out.

Be reliable and on time

Before candidates begin a placement, they should carefully review the college and school calendars, along with their personal calendar, paying close attention to early dismissal and in-service days, holiday closings, field trip and testing days, as well as college vacations. Candidates begin and end student teaching according to the College semester schedule, but follow the school calendar, not the College calendar, for days off. Candidates are expected to be at their school every day, all day.

Notify the appropriate persons as soon as possible if you must be late or absent

More than three absences in a given semester results in an extension of the student teaching assignment to make up lost days. All absences must be discussed prior to the absence with the College Supervisor. Student teachers are not given "personal days" and are expected to adhere to the calendar of the school in which they are working, not the College calendar. See the Absences and Tardiness section on page 41 for acceptable absences.

Dress professionally

Dress codes differ slightly from school to school, but candidates should always wear professional-looking attire. First impressions are lasting and influence how students and staff treat candidates.

Men should wear a dress shirt, tie, socks, dress shoes, and slacks. Jeans, shorts, t-shirts, sneakers, and hats are not acceptable.

Women should wear a dress or suit, or a skirt or dress pants and a blouse. Jeans, see-through shirts, mini-skirts, shorts, and bare midriffs are not acceptable.

Maintain strict confidentiality

Most of the information candidates handle is private educational data on students and is protected by both State and federal privacy laws. Sharing information when there is no valid educational reason for doing so may subject candidates to discipline by the district and civil and criminal liability.

When discussing students with colleagues, candidates should consider whether the discussion is necessary to provide educational services to the student. Do not discuss individual students outside the school setting.

Most student data is private and should not be released to anyone but the student, parents, and staff with a legitimate educational interest.

The statute covers all releases of data. If candidates should not release something in written form, they should not release it verbally.

Candidates should review classroom practice to make sure information about students is not shared unnecessarily. Do not make public lists of students who received the top scores or the names of students who need to turn in work.

If in doubt, when asked for information, withhold the requested information until you check with the SBE or principal to determine whether it can be released.

If questioned by the media or non-school personnel regarding a student, respond that student information is private and confidential and any requests for information should be sent to the official school representative.

Always check school policy to determine whether pictures or video clips of students can be used for bulletin boards, included in the candidate portfolio, or reproduced in any way. Candidates may need to obtain parental permission.

Data on student achievement can be collected during student teaching, but all data must be carefully screened to remove any information that could identify individual students.

If candidates have questions about students in the classroom, it is appropriate to discuss them with the SBE in private. If the candidate has questions or concerns about the SBE or placement, discuss it with the College Supervisor or the Director of Field Experiences and Student Teaching.

Report suspicion or incidence of child abuse

If a candidate knows or has reason to believe that a student is the victim of child abuse or neglect, as a mandated reporter, New York State law requires that a teacher report suspicion or incidence of child abuse to the local social service agency, police or sheriff's department. It is not sufficient to simply report it to the school administration. For the child's protection—and the candidate's—report any suspicion right away, even if the candidate is not sure.

The Identification and Reporting of Child Abuse and Maltreatment workshop is a required part of the student teaching seminar for every candidate.

Practice professional dispositions

Candidates should be discreet about aspects of their personal life or habits that are not appropriate to discuss with children. Be aware of giving out information that might reflect unfavorably. It is easy, for example, to fall into the trap of thinking that sharing college exploits make candidates look cool to kids or staff, but the school is not the place to discuss a social life or personal experiences. Candidates should not bring friends to the school and should avoid chatting with other college students during school time. Candidates should turn off their cell phones while they are at school. Time in the school should focus on the student teaching experience and practicing professional dispositions.

It has become common for candidates to create a personal website, blog, MySpace or Facebook account for a variety of purposes. Candidates should review personal websites to remove information that should not be viewed and read by students, faculty, and staff in a

school community. Content on these sites should not be inappropriate, obscene, harmful, threatening or provocative.

Maintain a professional relationship with students

A candidate is not in the school to be a friend or confidant to students. Candidates can be friendly, concerned, and approachable without being “one of the gang.” Students should address candidates as Ms. or Mr., not Jane or Joe.

Candidates should take great care in any gifts or rewards they offer to students. Sometimes small rewards are appropriate, but always check with the SBE before offering them.

Touch is one of the most basic of human needs, but if a student teacher deliberately comes into physical contact with students—even in the most innocent of contexts—it puts the student teacher and his or her future career at risk. Even the simple act of congratulating a student with a pat on the back can be misinterpreted. And, unfortunately, every year teachers are falsely accused of inappropriate touch. Even when the charges are proven false, the impact on a candidate can be devastating, personally and professionally.

Twenty to thirty years ago, teachers were taught that nurturing touch was an effective way to bond with students, but times have changed. Here are some suggestions to maintain a professional relationship with students:

- Do not meet with students alone in a closed setting. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone’s boundaries are different.
- Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play. Do not let students sit on your lap.
- Do not meet with students in non-school settings, especially when other adults are not present.
- Never use physical force to punish a student.

Accept direction and feedback gracefully

It is important to remember that student teaching provides a safe, sheltered environment for candidates to develop a realistic picture of their own personal strengths and weaknesses. Candidates should accept all comments and suggestions as sincere efforts to enhance their professional growth and development.

It is also important to appreciate the role of the College Supervisor and SBE as mentors who help guide efforts to improve and refine professional knowledge and skills. While candidates are guests in the classroom, they are advised to follow the SBE’s practices and procedures. If candidates have questions or concerns about these practices, they should discuss them with the College Supervisor or the Director of Field Experiences and Student Teaching.

Diversity

Candidates and students live and work in a pluralistic society. Candidates and students must be prepared to understand and appreciate different cultures, learning styles, interests, and values. To promote understanding and respect for diversity in the classroom, the candidate should:

- Affirm and validate students’ ethnic experiences. Include experiences of different cultural groups in the classroom through bulletin board displays, projects and presentations.

- Recognize and understand cultural differences. Be aware of cultural elements including clothing, time, space, gestures, ethics, values, religion, holidays, sexual orientation roles, rights, and duties.
- Vary your teaching style to accommodate different learning styles.
- Recognize and correct historical distortions.
- Examine all curriculum material for ethnic and cultural bias. Infuse multicultural concepts whenever possible in all areas of the curriculum.
- Encourage cooperation. Promote and foster healthy interaction among diverse groups for making decisions and solving problems.
- Look for connections. Interpret events from an international perspective, and illustrate the interrelatedness and interdependence of cultural groups.
- Remember that the goal of multicultural education is the acceptance, support, and appreciation of similarities and differences. It also recognizes the right of different cultures to co-exist.
- Familiarize yourself with your district's harassment policies (e.g. racial and sexual).
- Model tolerance and acceptance.

On the Web

[NCREL Monograph: A Synthesis of Scholarship in Multicultural Education](#)

Gender Balance in the Classroom

Gender bias has been the subject of debate in recent years, following studies that pointed out male favoritism in the classroom. Following are a few suggestions to avoid gender bias:

- Make sure your expectations are the same for all students. Both genders can succeed in all subjects.
- Use examples that are gender balanced. If there are none in textbooks, conduct research to find appropriate examples.
- Look for objective materials. Screen books, posters, and other items for balance.
- Try to put girls and boys in non-traditional situations. Avoid stereotyping jobs for students, such as having girls clean up and boys carry things. Never use gender (or race) to group students.
- Challenge all students. Make sure the classroom atmosphere promotes success for both girls and boys.
- Walk the walk. Model gender balance with words and actions.
- Interact equally with both boys and girls. Self-monitor to ensure that both the quantity and quality of interactions are comparable.
- Use all-inclusive, nonsexist language. Avoid the use of gender-based words such as fireman and policeman (use firefighter and police officer instead). Point out and discuss stereotypical biases and language.
- Be pro-active with coursework to involve both boys and girls. Because each child brings different experiences into the classroom, employ different approaches to ensure everyone is successful at learning.

Completing the Student Teaching Experience

Working with the College Supervisor, candidates can use this checklist to complete their student teaching experience.

- Complete a unit plan.
- Gather and sort through information for the portfolio. (Make copies of originals.)
- Record all grades from student work collected.
- Ask students to complete an assessment of the candidate's teaching.
- Chart/graph the final assessment results of the unit plan.
- Gather samples of students' work.
- Ask for letters of recommendation from the SBE and College Supervisor. (The candidate should provide a self-addressed, stamped envelope.)
- Return all borrowed materials.
- Collect any printed material from the school district that might later help with the job search/cover letter.
- Make a list of all the websites, email addresses, and books that have been recommended.
- Get the SBE's contact information to use for job references.
- Observe in other classrooms.
- Transition the classroom back to the SBE.
- Send thank-you letters to SBEs, principals, and College Supervisors.

School Based Educator Qualifications

Selecting teachers to work with candidates is an important and demanding task. The following qualifications are required of St. John Fisher College School Based Educators (SBEs):

- Full-time, tenured members of teaching staff
- Certified in the subject area in which the candidate is seeking certification
- Recommended by the principal or a school administrator as a teacher who would be a good mentor
- Evaluated highly from previous candidates and College Supervisors
- A desire and ability to mentor student teachers within the School of Education's Conceptual Framework and the student teacher's goals and objectives
- Has high expectations for achievement in our candidates
- Sensitive to the needs of candidates and students
- Current in the field and able to articulate the theory behind his/her practice
- Able to provide a diverse setting in which a candidate can develop proficiency in meeting the needs of all students regardless of race, class, gender, religion, cultural background, sexual orientation or disability
- Has the potential and expectation for candidates to use technology to facilitate teaching and learning

School Based Educator Expectations

The classroom teacher supervising the student teacher should:

- Meet with the candidate and the College Supervisor at the beginning of the student teaching placement to discuss expectations, review the evaluation process, and design a meaningful and comprehensive experience.
- Design the experience to support achievement of the learning outcomes as outlined on the Student Teaching Evaluation Form.
- Work with the candidate to create a daily and long-term schedule and a list of expectations.
- Provide the time and opportunity for the candidate to complete tasks assigned by the College Supervisor.
- Establish a supportive environment for the candidate.
- Help the candidate become acquainted with the district, school, and classroom rules and introduce the candidate to the administrators, staff, teachers, parents, and students.
- Observe the candidate regularly, giving immediate and specific feedback, both written and verbal. Offer constructive suggestions for improvement and growth, and model the desired behavior.
- Recognize that the candidate is a novice; and allow for the candidate to experiment and discover his or her own strengths and areas for future growth.
- At an appropriate point during the experience, provide the candidate with the responsibility for full-time planning and teaching assessment for a minimum of one week.

- Meet with the candidate and the College Supervisor at the midpoint of the placement to discuss the candidate's progress and performance.
- If the candidate is not making satisfactory progress, meet with the candidate and the College Supervisor to develop a professional improvement plan.
- Complete the mid placement and final evaluation form on the candidate in consultation with the College Supervisor. The form must be completed collaboratively and promptly to ensure that the candidate receives a fair and comprehensive evaluation and grade assignment for the placement.
- Alert the College Supervisor immediately should any difficulties develop.
- Alert the Director of Field Experiences and Student Teaching should any difficulties develop with the College Supervisor.

Guiding the Student Teaching Experience

Designing the student teaching experience

The candidate, the College Supervisor and the SBE should meet prior to the placement to design the student teaching experience using the Student Teaching Handbook and the evaluation form. During this first meeting, they should create a long-range plan for the student teaching experience. This plan should be reviewed periodically for necessary modifications.

Assuming teaching responsibilities

St. John Fisher College candidates spend over 100 hours in classroom participation prior to student teaching. While these experiences are clearly beneficial, the student teaching experience is often the first time candidates are in a classroom full time for an extended period. The responsibilities of planning and teaching lessons can seem overwhelming. Introducing the realities of classroom practice at a pace that will not overwhelm the candidate is important. It is **suggested** that the student teaching experience progress in four phases:

Phase	Week	Teaching Experience Progress
I	1	Orientation/acclimation to the school/classroom environment: <ul style="list-style-type: none"> • Have the candidate observe and become familiar with all procedures • Discuss and plan assumption of responsibilities throughout the placement with the candidate and College Supervisor
II	2-5	Gradual assumption of teaching responsibility by the candidate: <ul style="list-style-type: none"> • Assume some classroom responsibilities (for example, lunch, calendar, dismissal). • Prepare lessons • Begin teaching lessons—gradually increase responsibility for lessons and teaching. • Complete mid-placement evaluation with the candidate and College Supervisor.
III	6	Intensive teaching responsibility: <ul style="list-style-type: none"> • Candidate assumes full teaching responsibilities for at least five days.

Phase	Week	Teaching Experience Progress
IV	7	<p>SBE gradually resumes total teaching responsibility</p> <ul style="list-style-type: none"> • Allow candidates opportunities to observe other professionals in the school. • Complete the final evaluation with the candidate and the College Supervisor.

During Phase III, it is not assumed that the candidate will be left alone to “solo” in the traditional sense. The SBE and the candidate make this decision together, based on the needs of the students in the classroom. For example, if the candidate and SBE are team teaching during Phases I and II, it may make sense to continue with this format during Phases III and IV. Candidates should, however, be responsible for all the planning during Phase III.

Sharing information

The SBE should share information and support the candidate regarding adherence to school routines and classroom procedures. Routines are an important component of the classroom climate. This is particularly critical during the candidate’s second placement, where such routines have already been in place for a while.

The SBE should also share effective classroom management strategies. Behavior management is often a chief concern for candidates. Some candidates attempt to manage behavior by becoming friends with the students. This strategy invariably backfires. At the other end of the spectrum is the candidate who attempts to assert authority by being dictatorial. Students view this type of teacher as unfair or uncaring and usually respond negatively. The SBE can help the candidate find a balance between these experiences by sharing his or her own effective classroom management strategies that emphasize consistency, fairness, and kindness.

Viewing the candidate as a professional

Although the candidate is a novice in the classroom, the SBE should view the candidate as a professional from the start, and then the students in the classroom will accept the candidate as a “real” teacher. If the SBE then shares with the candidate the authority to make decisions within the classroom, the students see the candidate as an independent professional. This approach can help alleviate the common situations of students ignoring the candidate and responding only to the SBE, whom they view as the “real” teacher.

Being aware of emotions

Candidates are often anxious about beginning the student teaching experience. The challenges that face them can seem overwhelming. Feelings of inadequacy and self-doubt may influence their perception of the coming experience. An effective SBE is aware of these emotions and takes steps to alleviate anxiety.

Introducing the candidate to the school community

The candidate needs to feel comfortable in the professional community of the school. The SBE can use the checklist below as a guide to working with the candidate.

Teaching Responsibilities

- Introductions to other faculty/staff members
- Parent nights, open houses and faculty, department, and committee meetings, etc.
- Duties (bus, hallway supervision, lunch supervision, etc.)
- Computer accounts, lunch accounts, and parking pass information
- Map and/or tour of the building to show where students or candidates need to go (i.e. office, copy room, lavatory, library, gym, lunchroom, etc.)

School Policies and Procedures

- Student Handbook (discipline and attendance policies, writing passes, etc.)
- Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, fire drills, school nurse procedures, universal precautions, etc.)
- District guidelines for confidential information (student records, parent conferences, Committee, Special Education (CSE) meetings)

Classroom Policies and Procedures

- Class list, seating chart, daily schedule, etc.
- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Writing hall passes
- Individualized Education Programs (IEPs) and 504 plans and their impact on classroom instruction
- Emergency and fire drill procedures

Instructional Resources

- Media center, computer labs, school libraries and technology coordinators
- Computer use expectations
- District and school Web sites
- State standards for the course or grade level
- Appropriate instructional materials (text books, workbooks, and supplemental materials)
- Lesson plan expectations (be sure the candidate knows the contextual knowledge before lessons are taught)
- Accepted formats for daily, weekly, and long-range planning used in the building and district
- Community resources to enhance instruction

Community and Student Needs

- General socioeconomic and cultural background of student population
- After-school student activities and opportunities for candidate involvement
- Parent involvement in the school (expectations to communicate and work with parents)
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special needs students in class
- Student reading levels and available support

Giving Feedback to the Candidate

It is important for candidates to receive and implement feedback. Every professional's performance is evaluated in some way. It is imperative that a candidate be provided the opportunity to receive this type of feedback from the start. More importantly, feedback lays the groundwork for the improvement of teaching skills. An SBE who can provide specific feedback helps a candidate reach his/her full potential.

Recognize the need to give constructive feedback to the candidate. Many individuals view feedback only in negative terms, as criticism rather than a means for improvement. Candidates are no exception. If a positive relationship has been established between the SBE and the candidate, then performance feedback will more likely be viewed as constructive. SBEs must provide feedback that is focused and constructive rather than critical of the candidate as a person.

Base feedback on observation. An SBE's feedback should be based on direct observation of the student teacher. The observation and feedback needed varies greatly among candidates. SBEs and candidates benefit from frequent observations at the beginning of the experience. As the candidate becomes more accustomed to the demands of the grade level, and the SBE feels more confident in the candidate's ability, the number of observations can gradually be reduced.

Give honest appraisal of teaching performance. Many SBEs are hesitant to give feedback or to say anything critical early in the assignment, fearing that the candidate will be discouraged. However, early feedback is important to correct habits or teaching behaviors that can lead to failure. This is equally true throughout the student teaching experience. The SBE must be honest with the candidate and not hesitate to give a true appraisal of the performance, even if it is negative. Candidates are novice teachers who need guidance from experienced teachers. The SBE should be diplomatic, balancing negative feedback with positive feedback. It is also important for the SBE to tell the candidate whatever he or she is doing well, to give praise when it is due, and to commend innovation and creativity.

Target areas for growth that are closely associated with areas of strength. As candidates work to refine their skills, SBEs should identify one or two areas, based on the learning outcomes outlined in the student teaching evaluation, to fine-tune. Skills closely associated with the candidate's areas of strength should be targeted first. As each new skill is acquired, the candidate should begin work on another.

Provide a variety of feedback. Feedback should not be limited to specific times or ways. It is important to be familiar with the evaluation form to address all areas. Formative feedback—brief comments throughout the day—is valuable. Share feedback privately with the candidate.

An SBE observes a candidate informally each day and should always give feedback; however, formal observation of the candidate should occur at least two times during the experience. After the lesson, the SBE should verbally review the lesson with the candidate, expanding on written comments. The SBE should provide a copy of the evaluation to the candidate. See a sample observation form on page 20.

In addition to frequent feedback and formal observations, an effective policy is to meet briefly each day, preferably at the end of the day, and review the day's events with the candidate. This time might be used for joint planning, feedback, and to discuss other issues of mutual benefit. Provide both written and verbal feedback.

Sample Student Teaching Observation Form

**Ralph C. Wilson, Jr. School of Education
St. John Fisher College
Student Teaching Observation Form**

Lesson Topic _____	Date & Time _____
Candidate _____	Observer _____

Notes from Lesson	Positive Observations Noted	Ways to Improve Lesson

For this and additional sample observation forms go to:
<http://soe.sjfc.edu/studentteach/sbe.asp>

College Supervisor Qualifications

College Supervisors who mentor candidates in P-12 schools must hold the minimum of a master's degree, possess New York State certification, and have successful teaching and/or administrative experience in the appropriate field. To supervise a student teacher or candidate in a clinical experience, the SBE or College Supervisor must meet the following criteria:

- Evidence of effective teaching or administrative evaluations for a minimum of three years,
- Certification in subject area in which the candidate is seeking certification,
- Desire and ability to mentor student teachers within the School of Education's Conceptual Framework and the student teacher's goals and objectives,
- Exemplify the core qualities of our social justice philosophy and five related tenants: knowledge, compassion, diversity, service and achievement,
- Believe in education as a means to effect positive change in the world,
- Set high expectations for achievement in our candidates,
- Ability to help our candidates develop skills in promoting learning among all children,
- Sensitive to the needs of candidates,
- Current in the field, and
- Able to participate in SoE College Supervisor professional development workshops.

College Supervisor Expectations

During the candidate's field experience, the College Supervisor is expected to:

- Establish a supportive environment for the candidate.
- Establish a mentoring relationship with the candidate.
- Meet with the candidate and School Based Educator at the beginning of the student teaching placement to help design a meaningful and comprehensive experience. The experience should be designed to support achievement of the learning outcomes as outlined on the student teaching evaluation form.
- Review the long-range plan for the student teaching experience with the SBE and the candidate.
- Observe the candidate at least three times formally per placement, giving information and suggestions to help him or her become an effective teacher. These visits are arranged in advance with the SBE and the candidate.
- Meet with the SBE on each visit to determine the candidate's progress and areas for future growth.
- Complete the mid placement and final evaluation form on the candidate in consultation with the SBE. This form must be completed collaboratively and promptly to ensure that the candidate receives a fair and comprehensive evaluation and grade assignment for the placement.
- If the candidate is not making satisfactory progress, meet with the candidate and the SBE to develop a professional improvement plan.
- At the end of the placement, meet with the candidate and SBE to review and discuss the final evaluation results. The evaluation process is a collaboration between the

- College Supervisor and the SBE. The College Supervisor submits the final grade for the candidate.
- Co-plan and implement at least seven seminars for all assigned candidates, according to the College calendar.
 - Establish and maintain open lines of communication with the candidate, SBE, and others as necessary.
 - Deliver the completed evaluation form to the Director one week after the placement has ended.

Giving Feedback to the Candidate

It is important that candidates get used to receiving and implementing feedback. Every professional's performance is evaluated in some way. It is imperative that a candidate be provided the opportunity to receive this type of feedback from the start. More importantly, feedback lays the groundwork for the improvement of teaching skills. A College Supervisor who can provide specific feedback helps a candidate reach his/her full potential.

Recognize the need to give constructive feedback to the candidate. Many individuals view feedback only in negative terms, as criticism rather than a means for improvement. Candidates are no exception. If a positive relationship has been established between the College Supervisor and the candidate, then performance feedback will more likely be viewed as constructive. College Supervisors must provide feedback that is focused and constructive rather than critical of the candidate as a person.

Base feedback on observation. A College Supervisor's feedback should be based on direct observation of the student teacher. The observation and feedback needed varies greatly among candidates. College Supervisors and candidates benefit from frequent observations at the beginning of the experience. As the candidate becomes more accustomed to the demands of the grade level, and the College Supervisor feels more confident in the candidate's ability, the number of observations can gradually be reduced.

Give honest appraisal of teaching performance. Many College Supervisors are hesitant to give feedback or to say anything critical early in the assignment, fearing that the candidate will be discouraged. However, early feedback is important to correct habits or teaching behaviors that can lead to failure. This is equally true throughout the student teaching experience. The College Supervisor must be honest with the candidate and not hesitate to give a true appraisal of the performance, even if it is negative. Candidates are novice teachers who need guidance from experienced teachers. The College Supervisor should be diplomatic, balancing negative feedback with positive feedback. It is also important for the College Supervisor to tell the candidate whatever he or she is doing well, to give praise when it is due, and to commend innovation and creativity.

Target areas for growth that are closely associated with areas of strength. As candidates work to refine their skills, College Supervisors should identify one or two areas, based on the learning outcomes outlined in the student teaching evaluation, to fine-tune. Skills closely associated with the candidate's areas of strength should be targeted first. As each new skill is acquired, the candidate should begin work on another.

Provide a variety of feedback. Feedback should not be limited to specific times or ways. It is important to be familiar with the evaluation form to address all areas. Formative feedback—brief comments throughout the day—is valuable. Share feedback privately with the candidate.

The College Supervisor should formally observe a candidate at least three times during the experience. After the lesson, the College Supervisor should verbally review the lesson with the candidate, expanding on written comments. The College Supervisor should provide a copy of the evaluation to the candidate. See sample observation form on page 24.

The Student Teaching Seminar

The Student Teaching Seminar is designed to establish an environment for student teacher support and professional development. The focus of methods courses is the development of the knowledge, skills, and dispositions necessary to help all students learn. The student teaching experience provides guidance as candidates begin to apply and develop those professional competencies in the school setting. The seminar provides opportunities for ongoing reflection and discussion about philosophy, theory, and student learning.

The Student Teaching Seminar is held weekly, with at least seven seminars led by the College Supervisor. The College Supervisor develops topics to meet the specific needs of the small group of student teachers. Topics may include: assessment, teaching strategies, leadership, diversity, urban education and the employment process. There is also an opportunity for reflection, analysis, and goal-setting for each student teacher.

The course Issues in Health and Safety is also incorporated into the weekly seminar. The New York State Department of Education and the SoE require all candidates to complete several trainings for certification. The following trainings are provided during the seminar class time: Identification and Reporting of Child Abuse and Maltreatment, Schools Against Violence Prevention (SAVE) Training, Drug Education for Educators, and Child Abduction Prevention. If candidates are absent for a training, they will be responsible for locating and completing the required training. Documentation must be provided to the Director before a satisfactory grade can be given for the Issues in Health and Safety course. The seminar schedule is provided to the candidates at the start of the semester.

Sample Student Teaching Observation Form

**Ralph C. Wilson, Jr. School of Education
St. John Fisher College
Student Teaching Observation Form**

Lesson Topic _____	Date & Time _____
Candidate _____	Observer _____

Notes from Lesson	Positive Observations Noted	Ways to Improve Lesson

For this and additional sample observation forms go to:
<http://soe.sjfc.edu/studentteach/sbe.asp>

Undergraduate Course Requirements

The following chart lists the coursework for candidates in the undergraduate Childhood and Childhood/Special Education programs. For the most updated requirements and course descriptions, see the [Undergraduate Bulletin](#).

Childhood Education Requirements	Special Education Requirements
PSYC 100C: Introduction to Psychology	
<p><i>Pre-Block courses:</i></p> ITED 210: Survey of American Cultural Institutions EDUC 230: Human Exceptionalities MSTI 131: Introduction to Instructional Technology EDUC 227C: Child and Adolescent Development Field Experience: Childhood (10 hours)	<p><i>Pre-Block courses:</i></p> EDUC 230: Human Exceptionalities Field Experience: Special Education (10 hours)
<p><i>Block I courses:</i></p> EDUC 225: Children’s Literature EDUC 312: Curriculum, Instruction, and Assessment in Social Studies PHIL 230: D Philosophy in Education EDUC 190: Field Experience I: Childhood (20 hours)	<p><i>Block I courses:</i></p> EDUC 229: Language Acquisition/Literacy Development MSTI 260: Adaptive Technology EDUC 192: Field Experience I: Special Education (10 hours)
<p><i>Block II courses:</i></p> EDUC 313: Curriculum, Instruction, and Assessment in Primary Literacy EDUC 350: Curriculum, Instruction, and Assessment in Math, Science, Technology EDUC 290: Field Experience II: Childhood (30 hours)	<p><i>Block II courses:</i></p> EDUC 330: Assessment & Instructional Strategies EDUC 292: Field Experience II: Special Education (15 hours)
<p><i>Block III courses:</i></p> EDUC 351: Curriculum, Instruction, and Assessment in Math, Science, Technology EDUC 356: Curriculum, Instruction, and Assessment in Intermediate Literacy ITED 422P: Diversity in American Society EDUC 390: Field Experience III: Childhood (40 hours)	<p><i>Block III courses:</i></p> EDUC 371: Classroom Management EDUC 422P: Diversity in Education EDUC 440: Collaboration for Inclusion EDUC 392: Field Experience III: Special Education (15 hours)
<p><i>Block IV: Student Teaching:</i></p> EDUC 101: Issues in Student Health and Safety EDUC 485: Student Teaching Seminar EDUC 490: Student Teaching: Childhood	<p><i>Block IV: Student Teaching</i></p> EDUC 101: Issues in Student Health and Safety EDUC 485: Student Teaching Seminar EDUC 498: Special Education Student Teaching 1-6 EDUC 488: Childhood Student Teaching

Learning Outcomes – Undergraduate Programs

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation (Pre-Block)	Implementing small group instruction: (Block I)	Designing and implementing small group instruction (Block II)	Student teacher preparation (Block III)	Student teaching
Planning			X	X	X
Development			X	X	X
Diversity	X	X	X	X	X
Content		X	X	X	X
Leadership					X
Theory and Practice				X	X
Professionalism	X	X	X	X	X
Community					X
Technology				X	X
Assessment			X	X	X
Management		X	X	X	X

Graduate Course Requirements

The following chart lists the coursework for candidates in the Graduate Childhood and Childhood/Special Education programs. For the most updated requirements and course descriptions, see the [Graduate Bulletin](#).

MS Education: Childhood	MS: Special Education and Childhood
<i>Childhood and General Education courses</i>	<i>Childhood and Special Education courses</i>
GCED 522: Research in Teaching, Learning, and Motivation in Childhood Education	GCED 522: Research in Teaching, Learning and Motivation in Childhood Education
GCED 525: Critical Literacy through Social Studies	GCED 531: Field Experience I
GCED 531: Field Experience I (50 daytime hours)	GCED 532: Field Experience II
GEDU 532: Field Experience II (50 daytime hours)	GCED 525: Methods and Assessment: Social Studies
GCED 585: Student Teaching Seminar: Childhood	GEDU 501: Issues in Student Health and Safety
GCED 590: Student Teaching: Childhood	GEDU 520: History and Philosophy of Education
GEDU 501: Issues in Student Health and Safety	GEDU 526: Diversity, Social Justice, and Schooling
GEDU 520: History and Philosophy of Education	GMST 535: Curriculum, Assessment and Instruction in Math, Science and Technology
GEDU 526: Diversity, Social Justice, and Schooling	GRDG 535: Assessment Based Literacy Instruction: Birth-Grade 6
GMST 535 Curriculum, Assessment, and Instruction in Math, Science, and Technology	GRDG 550: Literacy Methods and Materials
GRDG 535: Assessment Based Literacy Instruction: Birth-Grade 6	GSED 500: Critical Issues and Trends in Special Education and Literacy
GRDG 550: Literacy Methods and Materials	GSED 501: Special Education in Today's Schools
GSED 501: Special Education in Today's Schools	GSED 502: Methods and Strategies for Teaching Students with Exceptional Learning Needs
	GSED 508: Behavior Management in the Inclusive Classroom: Childhood
	GSED 516: Assessment, Diagnosis, and Evaluation of Students with Special Needs
	GSED 555: Fieldwork III
	GSED 585: Student Teaching Seminar: Childhood
	GSED 590: Student Teaching: Special Education and Childhood

Learning Outcomes – Graduate Programs

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation/ implementing small group instruction (Field Experience I)	Designing and implementing small group instruction/ student teacher preparation (Field Experience II)	Special Education ONLY (Field Experience III)	Student Teaching
Planning		X	X	X
Development		X	X	X
Diversity	X	X	X	X
Content	X	X	X	X
Leadership				X
Theory and Practice		X	X	X
Professionalism	X	X	X	X
Community				X
Technology		X	X	X
Assessment		X	X	X
Management	X	X	X	X

Evaluations

The Childhood/Special Education Student Teaching Evaluation form is designed to evaluate the candidate's progress in meeting the School of Education (SoE) Learning Outcomes. Each candidate is evaluated two times per placement (mid and end). The evaluation is used to assess the student teacher to determine readiness to exit the teacher preparation program. The aggregated results of the evaluations provide one of several data sources used by the SoE to inform the program improvement process.

Candidates are rated based on the following scale:

E= Exemplary: exceeds expectations; clear and consistent evidence of student learning

P= Proficient: meets expectations; clear evidence of student learning

D= Developing: meets expectations with support; evidence of student learning

N= Not Yet Acceptable: does not meet expectations; little or no evidence of student learning

NA= Not Applicable: at Mid Placement only; please document how the indicator will be met by End Placement

The College Supervisor is responsible for recommending whether or not the candidate passes each placement. Candidates must receive a grade of Satisfactory ("S") in two student teaching placements in order to be recommended for certification.

An indicator of "Not Yet Acceptable" on any of the "Overall Ratings" results in a final grade of Unsatisfactory ("U") for the placement. If a candidate receives a "U" in one of the two placements, in most cases, that candidate will be given remediation and one additional opportunity for a successful placement.

To access the evaluation form, contact the College Supervisor for the link and password.

Candidates are evaluated based on the following 11 learning outcomes and 54 indicators:

Content- Candidate has command of the content area(s) he/she is to teach as defined by the state and national standards and creates learning opportunities that are meaningful to all students. Candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

1. Demonstrates an understanding of the central concepts of the discipline and uses appropriate materials.
2. Develops instructional opportunities that link curriculum to prior learning.
3. Uses appropriate resources and materials to support the curriculum.
4. Uses interdisciplinary strategies within the classroom.
5. Uses a multi-sensory approach (e.g. kinesthetic, auditory, visual) for each content area. (ELA, Art, Social Studies, Math, Science, Health, and Physical Education)

Theory and Practice- Candidate will demonstrate an emerging philosophical and theoretical framework to become an effective educator. This will be demonstrated through an ongoing process of reflection, decision making, and practice.

6. Critiques and reflects on ways to improve practice.
7. Considers the school's mission, vision, and goals in daily practice.
8. Uses foundations of education theory and best practice when planning and implementing instruction.

Planning- Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful for all students.

9. Uses district, state and/or national standards in the development of performance-based instruction.
10. Incorporates opportunities for all students to think critically and problem solve during instruction.
11. Implements literacy across all curricula.
12. Develops plans that are appropriate for curriculum goals.
13. Develops short-term plans.
14. Develops long-term plans.

15. Plans and uses a wide variety of teaching and learning strategies.
16. Provides students with opportunities to reflect on what they have learned.

Management- Candidate's understanding of individual and group motivation and behavior helps to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

17. Organizes, allocates, and manages time, space, and activities in a way that is conducive to learning.
18. Organizes, prepares students, and monitors independent and group work that allows for full and varied participation of all students.
19. Recognizes and analyzes classroom environment and interactions, and makes adjustments to instructional delivery and/or classroom environment.
20. Recognizes when students need to be motivated and makes adjustments to instructional delivery and/or classroom environment.

Assessment- Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

21. Uses multiple modes of assessment (e.g. informal/formal, performance tasks, essays, selected response tests, observations).
22. Adjusts readily to students' needs as they become apparent through observation and student work.
23. Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
24. Encourages students to engage in self-assessment.
25. Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

Technology- Candidate uses technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

26. Selects technology that is appropriate to specific curricular goals.
27. Uses technology in classroom management of data and other information.
28. Incorporates the use of Internet resources in a responsible manner.
29. Uses technology to present, communicate, and construct knowledge.
30. Uses a wide range of technologies to enhance teaching and learning.

Development- Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development.

31. Uses a variety of teaching techniques that are appropriate for students' social, emotional, physical, cognitive, and linguistic development.
32. Evaluates students' performance to design and modify instructional approaches appropriate for social, cognitive, and emotional development.
33. Explicitly teaches critical thinking/problem-solving skills in order to support the development of the student.

34. Encourages collaboration to foster social interaction among all students.

Diversity- Candidate knows, understands, and appreciates diversity and demonstrates this by creating learning experiences that honor diversity. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Diversity may include learning styles, family structure, socioeconomic status, gender, ethnicity, etc.)

35. Creates instructional opportunities that differentiate instruction for all learners, taking into account learning styles, development, strengths and needs.

36. Accesses appropriate services or resources to meet all students' learning needs.

37. Creates instructional opportunities that value and respect families, communities, and cultures in a multicultural world.

38. Creates a learning community that promotes the value of diversity.

Community- Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

39. Participates in collegial activities designed to make the school a productive learning environment.

40. Participates in activities within the school, professionals in the community agencies, and others in the community to support students' learning and well-being.

41. Seeks to establish cooperative partnerships with parents/guardians to support student learning.

42. Advocates for all students in appropriate ways.

Professionalism- Candidate is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

43. Demonstrates the knowledge and ability to promote the success of all students through fair, ethical, sincere and honest professional behaviors and dispositions.

44. Practices context-appropriate decision-making.

45. Challenge themselves inter-personally and intra-personally.

46. Demonstrates respect for self and others in personal and professional appearance.

47. 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.

48. Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.

49. Consults with professional colleagues within the school and other professional arenas to support reflection and problem-solving; actively shares experiences and seeks and gives feedback.

50. Follows procedures in the Student Teaching Handbook.

Leadership- Candidate will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom.

51. Begins to develop new ideas to improve the quality of education in the classroom.
52. Uses knowledge of the legal foundations of educational policy and practice (e.g., confidentiality).
53. Demonstrates leadership at appropriate developmental levels relative to their experiences and abilities.
54. Works to promote collaborative decision-making.

Undergraduate Course Requirements

The following chart lists the coursework for candidates in the Undergraduate Adolescence and Adolescence/Special Education programs. For the most updated requirements and course descriptions, see the [Undergraduate Bulletin](#).

Adolescence Education Requirements	Special Education Requirements
PSYC 100C: Introduction to Psychology	
<i>Pre-Block courses:</i> ITED 210: Survey of American Cultural Institutions EDUC 230: Human Exceptionalities MSTI 131: Introduction to Instructional Technology ITED 228C: Adolescent Development EDUC 308C: Educational Psychology Field Experience: Adolescence (10 hours)	<i>Pre-Block courses:</i> EDUC 230: Human Exceptionalities Field Experience: Special Education (10 hours)
<i>Block I courses:</i> EDUC 34_: Curriculum, Instruction, and Assessment in Content Area I EDUC 359: Content Area Literacy PHIL 230D: Philosophy in Education EDUC 191: Field Experience I: Adolescence (45 hours)	<i>Block I courses:</i> EDUC 229: Language Acquisition/Literacy Development MSTI 260: Adaptive Technology EDUC 192: Field Experience I: Special Education (10 hours)
<i>Block II courses:</i> EDUC 36_: Curriculum, Instruction, and Assessment in Content Area II EDUC 418: Methods of Literacy Instruction ITED 422P: Diversity in American Society EDUC 291: Field Experience II: Adolescence (45 hours)	<i>Block II courses:</i> EDUC 330: Assessment & Instructional Strategies EDUC 292: Field Experience II: Special Education (15 hours)
<i>Block III courses:</i> EDUC 101: Issues in Student Health and Safety EDUC 486: Student Teaching Seminar EDUC 491: Student Teaching: Adolescence	<i>Block IIa courses:</i> EDUC 371: Classroom Management EDUC 422P: Diversity in Education EDUC 440: Collaboration for Inclusion EDUC 392: Field Experience III: Special Education (15 hours)
	<i>Block III: Student Teaching</i> EDUC 101: Issues in Student Health and Safety EDUC 486: Student Teaching Seminar EDUC 489: Adolescence Student Teaching

Learning Outcomes – Undergraduate Programs

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation (Pre-Block)	Implementing small group instruction (Block I)	Designing and implementing small group instruction (Block II)	Special Education ONLY (Block IIa)	Student teacher preparation (Block III)	Student teaching
Planning			X	X	X	X
Development			X	X	X	X
Diversity	X	X	X	X	X	X
Content		X	X	X	X	X
Leadership						X
Theory and Practice				X	X	X
Professionalism	X	X	X	X	X	X
Community						X
Technology				X	X	X
Assessment			X	X	X	X
Management		X	X	X	X	X

Graduate Course Requirements

The following chart lists the coursework for candidates in the Graduate Adolescence and Adolescence/Special Education programs. For the most updated requirements and course descriptions, see the [Graduate Bulletin](#).

MS Education: Adolescence	MS: Special Education and Adolescence
<p><i>Adolescence and General Education courses</i></p> <p>GAED 528: The Adolescent GAED 533: Field Experience I GAED 534: Field Experience II</p> <p><i>One introductory content area methods course:</i> GAED 537: Curriculum, Instruction, and Assessment in Social Studies Education GAED 538: Curriculum, Instruction, and Assessment in English Education GAED 539: Curriculum, Instruction, and Assessment in LOTE</p> <p><i>AND one advanced content area methods course:</i> GAED 541: Effective Practice in Social Studies Education GAED 542: Effective Practice in English Education GAED 543: Effective Practice in LOTE</p> <p><i>AND one culminating content-based course:</i> GAED 561: Research in Social Studies Education GAED 562: Research in English Education GAED 563: Research in LOTE</p> <p>GAED 586: Student Teaching Seminar: Adolescence GAED 591: Student Teaching: Adolescence GEDU 501: Issues in Student Health and Safety GEDU 520: History and Philosophy of Education GEDU 526: Diversity, Social Justice, and Schooling GRDG 534: Literacy Instruction in the Content Areas GSED 501: Special Education in Today's Schools</p>	<p><i>Adolescence and Special Education courses</i></p> <p>GAED 528: The Adolescent GAED 533: Field Experience I GAED 534: Field Experience II</p> <p>GEDU 501: Issues in Student Health and Safety GEDU 520: History and Philosophy of Education GEDU 526: Diversity, Social Justice, and Schooling GRDG 507: Teaching Reading to Learners with Special Needs: Grades 5 – 12 GRDG 534: Literacy Instruction in the Content Areas GSED 501: Special Education in Today's Schools GSED 502: Methods and Strategies for Teaching Students with Exceptional Learning Needs GSED 512: Behavior Management in the Inclusive Classroom: Adolescence GSED 516: Assessment, Diagnosis, and Evaluation of Students with Special Needs GSED 556: Field Experience III GSED 586: Student Teaching Seminar: Special Education and Adolescence GSED 591: Student Teaching: Special Education and Adolescence</p> <p><i>One content area methods course from:</i> GAED 537: Curriculum, Instruction, and Assessment in Social Studies Education GAED 538: Curriculum, Instruction, and Assessment in English Education GAED 539: Curriculum, Instruction, and Assessment in LOTE</p> <p><i>AND one content area methods course from:</i> GAED 541: Effective Practice in Social Studies Education GAED 542: Effective Practice in English Education GAED 543: Effective Practice in LOTE</p> <p><i>AND one culminating content-based course:</i> GAED 561: Research in Social Studies Education GAED 562: Research in English Education GAED 563: Research in LOTE</p>

Learning Outcomes – Graduate Programs

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation/ implementing small group instruction (Field Experience I)	Designing and implementing small group instruction/ student teacher preparation (Field Experience II)	Special Education ONLY (Field Experience III)	Student Teaching
Planning		X	X	X
Development		X	X	X
Diversity	X	X	X	X
Content	X	X	X	X
Leadership				X
Theory and Practice		X	X	X
Professionalism	X	X	X	X
Community				X
Technology		X	X	X
Assessment		X	X	X
Management	X	X	X	X

Evaluations

The Adolescence/Special Education Student Teaching Evaluation form is designed to evaluate the candidate’s progress in meeting the School of Education (SoE) Learning Outcomes. Each candidate is evaluated two times per placement (mid and end). The evaluation is used to assess the student teacher to determine readiness to exit the teacher preparation program. The aggregated results of the evaluations provide one of several data sources used by the SoE to inform the program improvement process.

Candidates are rated based on the following scale:

E= Exemplary: exceeds expectations; clear and consistent evidence of student learning

P= Proficient: meets expectations; clear evidence of student learning

D= Developing: meets expectations with support; evidence of student learning

N= Not Acceptable: does not meet expectations; little or no evidence of student learning

NA= Not Applicable: at Mid Placement only; please document how the indicator will be met by End Placement

The College Supervisor is responsible for recommending whether or not the candidate passes each placement. Candidates must receive a grade of Satisfactory ("S") in two student teaching placements in order to be recommended for certification.

An indicator of "Not Acceptable" on any of the "Overall Ratings" results in a final grade of Unsatisfactory ("U") for the placement. If a candidate receives a "U" in one of the two placements, in most cases, that candidate will be given remediation and one additional opportunity for a successful placement.

To access the evaluation form, contact the College Supervisor for the link and password.

Candidates are evaluated based on the following 11 learning outcomes and 40 indicators:

Content- Candidate has command of the content area(s) he/she is to teach as defined by the state and national standards and creates learning opportunities that are meaningful to all students. Candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

1. Demonstrates an understanding of the central concepts of the discipline and uses appropriate materials.
2. Develops instructional opportunities that link curriculum to prior learning.
3. Uses a multi-sensory approach (e.g. kinesthetic, auditory, visual).

Theory and Practice- Candidate will demonstrate an emerging philosophical and theoretical framework to become an effective educator. This will be demonstrated through an ongoing process of reflection, decision making, and practice.

4. Critiques and reflects on ways to improve practice.
5. Incorporates the values and culture of the school in daily practice.
6. Uses foundations of education theory and best practice when planning and implementing instruction.

Planning- Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful for all students.

7. Uses district, state and/or national standards in the development of performance-based instruction.
8. Incorporates opportunities for all students to think critically and problem solve during instruction.
9. Implements literacy across all curricula.
10. Develops long-term and short-term plans that are appropriate for curriculum goals.
11. Plans and uses a wide variety of teaching and learning strategies.
12. Uses interdisciplinary strategies within the classroom.

Management- Candidate's understanding of individual and group motivation and behavior helps to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

13. Organizes, allocates, and manages time, space, and activities in a way that is conducive to learning.
14. Organizes, prepares students, and monitors independent and group work that allows for full and varied participation of all students.
15. Recognizes and analyzes classroom environment and interactions, and makes adjustments to instructional delivery and/or classroom environment to optimally engage all students.

Assessment- Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

16. Selects, constructs, and uses multiple modes of assessment appropriate to learning outcomes and individual needs.
17. Engages students in self-assessment.
18. Uses a variety of formative and summative assessments and adjusts instruction.

Technology- Candidate uses technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

19. Selects and uses a wide range of technologies as appropriate to specific curricular goals.
20. Uses technology in classroom management of data and other information.
21. Incorporates the use of Internet resources in a responsible manner.
22. Uses technology to present, communicate, and construct knowledge.

Development- Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development.

23. Creates instructional opportunities to differentiate instruction for all learners, taking into account learning styles, developmental levels, strengths, and needs.
24. Uses a variety of teaching techniques that reflect how students learn and develop.
25. Designs and modifies instructional approaches appropriate for social, cognitive, and emotional development.
26. Explicitly teaches critical thinking/problem-solving skills in order to support the development of the students.
27. Encourages collaboration to foster social interaction among all students.

Diversity- Candidate knows, understands, and appreciates diversity and demonstrates this by creating learning experiences that honor diversity. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Diversity may include learning styles, family structure, socioeconomic status, gender, ethnicity, etc.)

28. Creates instructional opportunities that value and respect families, communities, and cultures in a multicultural world.

29. Creates a learning community that promotes the value of diversity.

Community- Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

30. Participates in collegial activities designed to make the school a productive learning environment and to support students' learning and well-being.

31. Seeks to establish cooperative partnerships with parents/guardians to support student learning.

32. Advocates for all students in appropriate ways.

Professionalism- Candidate is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

33. Demonstrates the knowledge and ability to promote the success of all students through fair, ethical, sincere and honest professional behaviors and dispositions.

34. Demonstrates respect for self and others in personal and professional appearance.

35. Consistently reflects on professional practice.

36. Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.

37. Follows procedures in the Student Teaching Handbook.

Leadership- Candidate will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom.

38. Begins to develop new ideas to improve the quality of education in the classroom.

39. Uses knowledge of the legal foundations of educational policy and practice (e.g., confidentiality).

40. Works to promote collaborative decision-making.

Calendar

The student teaching experience will begin the first day of St. John Fisher College classes during each semester. Follow the public school calendar for the district rather than the St. John Fisher College calendar. Contact the Residential Life Office if you need to stay in the residence halls during a break period.

Holidays: Follow the school's schedule, not the College calendar.

In-service: Attend all functions required of the SBE, including before and after school meetings.

Absences and Tardiness

More than three absences in the student teaching semester will cause the student teaching assignment to be extended to make up lost days or be cancelled due to lack of professionalism. All absences must be discussed prior to the absence with the College Supervisor. Student teachers are not given "personal days" and are expected to adhere to the calendar of the school in which they are working, not the College calendar. If an absence is necessary, student teachers are required to supply plans to substitutes for all teaching responsibilities. Absences are acceptable only under the following conditions:

Illness/bereavement

In cases of illness or bereavement, contact the College Supervisor, building principal, and SBE as soon as you know you will not be at school.

Emergencies

Contact the College Supervisor, SBE, and the Director as soon as possible.

Strike

Contact the College Supervisor for instructions. Do not enter the building or participate in strike-related activities.

Poor weather conditions

Follow the school policies. Listen for closing or delay announcements on the radio or television.

Excessive tardiness may also cause the student teaching assignment to be extended or to be cancelled due to lack of professionalism and requirements for time spent in student teaching. If a candidate must be late, this should be discussed prior with the College Supervisor and the SBE.

Substitute Teaching

During the student teaching assignment, the candidate must not accept compensation or be used as a replacement for a certified teacher. A student teacher may not be used as a substitute teacher. The student teacher may teach in the absence of the SBE with a substitute teacher in the room.

Grading

Student teaching placements are graded on a satisfactory/unsatisfactory (S/U) basis. A candidate must receive a grade of “S” to continue on to the next field experience or student teaching placement. An indicator of “Not Yet Acceptable” on any of the overall ratings on the evaluation results in a final grade of “U” for the placement. If a candidate receives a “U” in a placement the candidate will be referred to the Director of Candidate Advisement and Services and have a referral put on file. In most cases, that candidate will be given a plan for improvement and one additional opportunity for a successful placement.

If an undergraduate student wishes to appeal an academic decision, he or she must follow the process described below

- The student is to initiate a discussion with the instructor responsible for the initial decision in question.
- The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the department chair.
- If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the department chair within one week of receipt of the instructor’s communication.
- When the student meets with the department chair, the role of the chair is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable academic policies. The department chair has the option of scheduling a subsequent meeting to include the instructor. The department chair is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student, the instructor, the School Dean and the Director of the Office of Academic Affairs.
- If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the department chair of his or her desire within one week of receipt of the department chair’s communication.
- If the student is not satisfied with the outcome and desires further discussion of the matter, he or she is to request in writing a meeting with the Director of the Office of Academic Affairs. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the Director shall notify the dean, the department chair and the instructor of the student’s intent and shall be provided with documentation pertaining to the matter by the dean and department chair. The Director shall meet with the student, the instructor, the department chair and dean. The Director shall notify the student, the instructor, and the department chair in writing of the decision to maintain or modify the original academic decision. The Director’s decision is final.

If a graduate student wishes to appeal an academic decision, he or she must follow the process described below.

- The student is to initiate a discussion with the instructor responsible for the initial decision in question.

- The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the instructor's communication. If the instructor is the program director of the program in which the student is enrolled, the student will begin this process at Step 4.
- If the student desires further discussion of the matter, he or she is to initiate a discussion with the program director. The role of the program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the program director's communication.
- If the student desires further discussion of the matter, he or she is to initiate a discussion with the School Dean. The role of the Dean is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The Dean has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The Dean is responsible for documenting the decision(s). Copies of that document are to be provided to the student, the instructor, and the program director.
- If the student desires further discussion of the matter, he or she is to request in writing a meeting with the Provost. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the Provost shall notify the School Dean, the program director and the instructor of the student's intent and shall be provided with documentation pertaining to the matter by the program director. The Provost shall meet with the student, the instructor, and the program director. The Provost shall notify the student, the instructor, the program director and the Dean in writing of his or her decision to maintain or modify the original academic decision.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the program director of his or her desire to appeal the academic decision to the Graduate Academic Standing Committee within one week of receipt of the Provost's communication. The decision of the Graduate Academic Standing Committee is final.

Candidate Withdrawal

If a candidate withdraws voluntarily during his or her assignment, the College Supervisor:

- Verbally reports the withdrawal to the Director of Field Experiences and Student Teaching and/or a School of Education administrative assistant the same day he or she is notified.
- Returns the candidate's file to the Director within 24 hours. Any observation reports made by the College Supervisor and SBE should be included in the file.
- Makes a written report to the Director that describes in detail the circumstances of the withdrawal and places a copy of the report in the candidate's file. This report should be made as soon as possible after the withdrawal.
- Informs the candidate that he or she should make an appointment to meet with the Director.

When a candidate withdraws from his or her student teaching experience after the assignment has begun, it is the candidate's responsibility to submit written documentation of his or her intent to withdraw. It is also the candidate's responsibility to drop the course via the College's registration system. If it is past the drop deadline, the Director and the Dean of the School of Education must approve the withdrawal. Failure to withdraw results in a grade of "U."

A written notice is then sent to the Registrar's Office and a copy placed in the candidate's file. When a candidate withdraws, a hold is placed on his or her education program.

The candidate must set up an appointment with the Director within one week of the withdrawal to review the circumstances of the withdrawal and to discuss the next steps.

A candidate wishing to be reinstated after withdrawing from a student teaching experience must file a written request with the Director. The Director will review the circumstances to determine if the candidate should be considered for reinstatement or dismissal from the program.

If the candidate is considered for reinstatement, when appropriate, a plan of improvement for the candidate will be formulated by the Director and the Chair/Program Director and signed by the candidate. The plan will include, but not be limited to, the strategies to address any deficient areas and the outcomes and timelines that must be adhered prior to and/or during the next student teaching placement.

If the candidate is not reinstated and chooses to appeal the decision, he/she must submit a written statement of appeal to the Director within two weeks of the decision. The candidate's appeal statement must include the basis of the appeal and a detailed rationale supporting his/her request. The appeal will be reviewed and considered by a committee comprised of the Director, Department Chair or Program Director, College Supervisor, and if appropriate, the SBE. The Committee will render a decision that will be transmitted in writing from the Director to the candidate. If the candidate's appeal is approved, he/she will follow the process outlined above for reinstatement. If the candidate wishes to appeal the Committee's decision, he/she will follow the process for appealing an academic decision outlined in the College Bulletin and the grading section of this handbook.

Candidate Removal

Throughout the student teaching experience, the College Supervisor should:

- Following each observation, inform the candidate in writing whether his or her progress is satisfactory or unsatisfactory. Both the College Supervisor and the candidate must sign the observation reports. It is imperative that the candidate be kept informed of his or her progress during the entire student teaching experience.
- As soon as the candidate's progress is determined to be unsatisfactory, conduct at least one three-way conference with the candidate, SBE, and the College Supervisor. This conference should result in a report that is signed by the College Supervisor, SBE, and the candidate.
 Note: The candidate's signature on the report does not necessarily indicate agreement with the determinations of the conference, but simply documents that the candidate attended the conference.
- Inform the Director if progress is unsatisfactory. When possible, the Department Chair or Program Director is consulted or observes the candidate prior to removal.
- If removal seems likely, arrange a conference with the SBE, College Supervisor, candidate, the Director, Department Chair, or Program Director, and, if appropriate, the building principal. If the participants in the conference agree on the action to be taken, the College Supervisor informs the candidate of the group's decision. The College Supervisor assumes responsibility for documenting the actions resulting from the conference.

In some circumstances, a candidate may need to be removed from a placement. Situations for removal may include, but are not limited to:

- The appropriate school authority, for just and explained reasons, requests that the candidate be removed.
- The College Supervisor believes circumstances prevent the development of a satisfactory learning environment for the students.
- The candidate has exhibited unethical behavior.
- A decision has been reached and documented that the candidate cannot receive a satisfactory grade due to a failure to satisfactorily perform teaching duties or failure to comply with the established rules and requirements for student teaching.

When a candidate is removed from his or her student teaching experience after the assignment has begun, it is the responsibility of the candidate to drop the course via the College registration system. If it is past the drop deadline, the Director and the Dean for the School of Education must approve the withdrawal. Failure to withdraw results in a grade of "U."

A written notice is then sent to the Registrar's Office and a copy placed in the candidate's file. When a candidate is removed or receives a grade of "unsatisfactory," a hold is placed on his or her education program.

If a candidate is removed and chooses to appeal the decision, he/she must submit a written statement of appeal to the Director within two weeks of the decision. The candidate's appeal statement must include the basis for the appeal and detailed rationale supporting his/her request. The appeal will be reviewed and considered by a committee comprised of the Director, the Department Chair or Program Director, the College Supervisor, and, if

appropriate, the SBE. The committee will render a decision that will be transmitted in writing from the Director to the candidate. If the candidate's appeal is approved, a plan of improvement for the candidate will be formulated by the Director with the Chair/Program Director, and signed off by the candidate. The plan will include, but not be limited to, the strategies to address any deficient areas, and the outcomes and timelines that must be addressed prior to and/or during the next student teaching placement. If the candidate's appeal is not approved and he/she wants to appeal the committee's decision, he/she will follow the process for appealing an academic decision outlined in the College Bulletin and the grading section of this handbook.

Certification Checklist

To successfully complete the certification process, candidates are advised to:

- ❑ Meet with their advisor as soon as possible to ensure that graduate requirements are met for their major/program, the College, and New York State.
- ❑ Complete the petition to graduate the semester prior to graduation.
- ❑ Start saving money for:
 - ✓ Each certification test - Booklets are available in the School of Education office
 - ✓ Fingerprinting
 - ✓ Each certification
- ❑ Visit Career Services, located in the lower level of the library
 - ✓ Website: <http://home.sjfc.edu/CareerServices/>
 - ✓ Great resource for developing resumes, recruiting events, and more.
- ❑ Attend all the student teaching seminars. This combines the seminar with the College Supervisor and the Issues in Health and Safety class.

Resources

New York State Education Department: www.nysed.gov

Teacher Certification Examinations: www.nystce.nesinc.com

Applying for Certification

To apply for certification, you first need to gather some basic information from your transcript and then use that information to submit your application using the New York State Education Department TEACH online services system. The TEACH system packets with instructions are provided at <http://soe.sjfc.edu/advising/certification.asp>.

To view your transcript:

1. Go to Fish 'R' Net at <http://fishrnet.sjfc.edu/>.
2. Click **Enter Secure Area**.
3. Log in with your user ID and PIN and click **Continue**.
4. Click **Student Services and Financial Aid**.
5. Click **Student Records**.
6. Click **Academic Transcript** (choose Undergraduate or Graduate).
7. Click **Submit**. Your transcript will display. You need the following information for the TEACH system:
 - Institution Name
 - Award Title
 - Major
 - Date Degree Received
 - Attended From
 - Attended To
 - Number of Credits Earned

To apply for certification:

1. Go to <http://www.highered.nysed.gov/tcert/teach/teach.htm> and follow the instructions to create a user login and password.
2. Log in and click **Apply for Certificate**, read the directions, and click **Next**.
3. Add/edit your personal information, and then click **Next**.
4. Select the title and type of teaching certificate you are applying for from the five drop-down selections, and then click **Add**. (Note: Each certificate must be added separately, for example, Childhood and Special Education)
5. Choose the correct pathway and click **Next**. (Note: If you are applying through St. John Fisher, choose: "Pathway: Approved Teacher Preparation Program.")
6. Answer the questions and click **Sign Affidavit**.
7. Confirm that your certificate type is correct and click **Sign Application**.
8. Choose your payment type (online with a credit card or by mail with a cashier's check or money order). If you pay by credit card, you will be able to print a receipt for your records. If you pay by mail, you must print out the mail-in coupon to send with your payment.

If candidates need technical assistance, TEACH technical support is available by telephone Monday – Friday from 8:00 a.m. until 6:30 p.m. at (518) 486-6041 or 24 hours a day via email at teachhelp@mail.nysed.gov. If candidates have questions about their certification, they should contact Kristen Stone at (585) 385-8387 or kstone@sjfc.edu.

For additional assistance, candidates may also contact the Office of Teaching Initiatives at tcert@mail.nysed.gov.

Fingerprinting

New York State law requires that the Office of School Personnel Review and Accountability (OSPRA) conduct fingerprint supported criminal history background checks for applicants for certification and all prospective employees of school districts, charter schools and BOCES.

Candidates are required to complete and submit their fingerprint application at least one semester prior to student teaching.

The following steps will guide candidates through the fingerprinting process:

1. Obtain a fingerprint packet with fingerprint cards:

Obtain a Fingerprint Packet from the School of Education Office located in the Ralph C. Wilson, Jr. Building (RCW 202). A complete Fingerprint Packet includes:

- Fingerprinting information and instructions
- Consent form
- Two blue FBI fingerprint cards. Individual fingerprint cards are available at local school districts, BOCES, colleges with teacher preparation programs or by sending a request to OSPRA at the address below.
- Sample fingerprint card
- Preaddressed envelope

2. Complete the consent form:

Complete the information on the Consent Form.

3. Complete the top portion of the fingerprint cards:

Complete the top of both blue fingerprint cards in accordance with the sample fingerprint card. Do not make any stray marks on the card. Carefully compare the card to the

sample. If the fingerprint card is missing required information, or has stray marks or highlighting on it, the application will be rejected before it is processed, which will result in a significant delay in processing.

4. Fingerprint processing fee:

There is a fee for processing fingerprint cards. Candidates can only pay by mailing a certified check, bank check, money order, or employer check, payable to the New York State Education Department. Personal checks will not be accepted. If candidates apply online, they can either mail in their payment or pay with a credit card. Candidates will need a printer available to complete the payment process.

5. Find a location where you will be fingerprinted:

- St. John Fisher College's Safety and Security Office provides a fingerprinting service at no cost to candidates on Monday and Wednesday from 3:00 p.m. – 4:30 p.m. No appointment is needed.
- Candidates may also be fingerprinted at a number of other locations, such as a local police station, school district, or BOCES. Candidates should call the location prior to when they need to be fingerprinted to find out whether they will "roll" fingerprints for civil purposes; whether they charge a fee to "roll" your fingerprints; whether they have specific dates and times dedicated to "rolling" fingerprints; and whether candidates need to make an appointment to have fingerprints rolled.
- Prior to going to the location, fill out all forms with the exception of signatures, which will be done in the presence of the fingerprinting official.
- Bring ID – Driver's license or Fisher ID (for SJFC Safety and Security).
- Bring all forms and the required money in the form of a certified check, bank check, money order, or employer check.

6. If fingerprinting was done at SJFC's Safety and Security Office:

Upon completion of the fingerprinting, all forms will be signed and placed in the state-supplied envelope and mailed from the Safety and Security Office. Make sure the envelope has proper postage before fingerprinting.

7. If applying by mail:

Send your completed packet to OSPRA in the preaddressed envelope provided in the fingerprinting packet. This packet must include:

- Signed and completed consent form
- Two properly completed and signed fingerprint cards
- Payment in the form of certified check, bank check, money order, or employer check

Mail To:

Fingerprint Processing
NYS Education Department
PO Box 7352
Albany, New York 12214-0349

8. If applying online:

Enter personal information on the online fingerprint application and pay the \$99 fee.

Mail:

- Two properly completed and signed fingerprint cards
- Credit card payment confirmation OR payment coupon with the fee in the form of certified check, bank check, money order, or employer check

NEXT STEPS FOR CERTIFICATION

Mail To:
Fingerprint Processing
NYS Education Department
PO Box 7352
Albany, New York 12224

9. Fingerprint processing:

Upon receipt of the fingerprint cards and fee, OSPRA will process the fingerprints with the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). The DCJS and the FBI provide OSPRA with a copy of your criminal history background, if any, so that OSPRA can make a determination on your clearance for employment or application for certification.

Candidates may also visit www.highered.nysed.gov/tcert/ospra/index.html or call 518.473.8812 for more information.

Frequently Asked Questions

Can I get my own placement?

No, the school districts do not want to be contacted by individual students. The Office of Field Experiences and Student Teaching must obtain candidate placements.

Can I be placed at a school that my child attends or where someone in my family works?

No, we do not place candidates in schools where a family member is a student or faculty member.

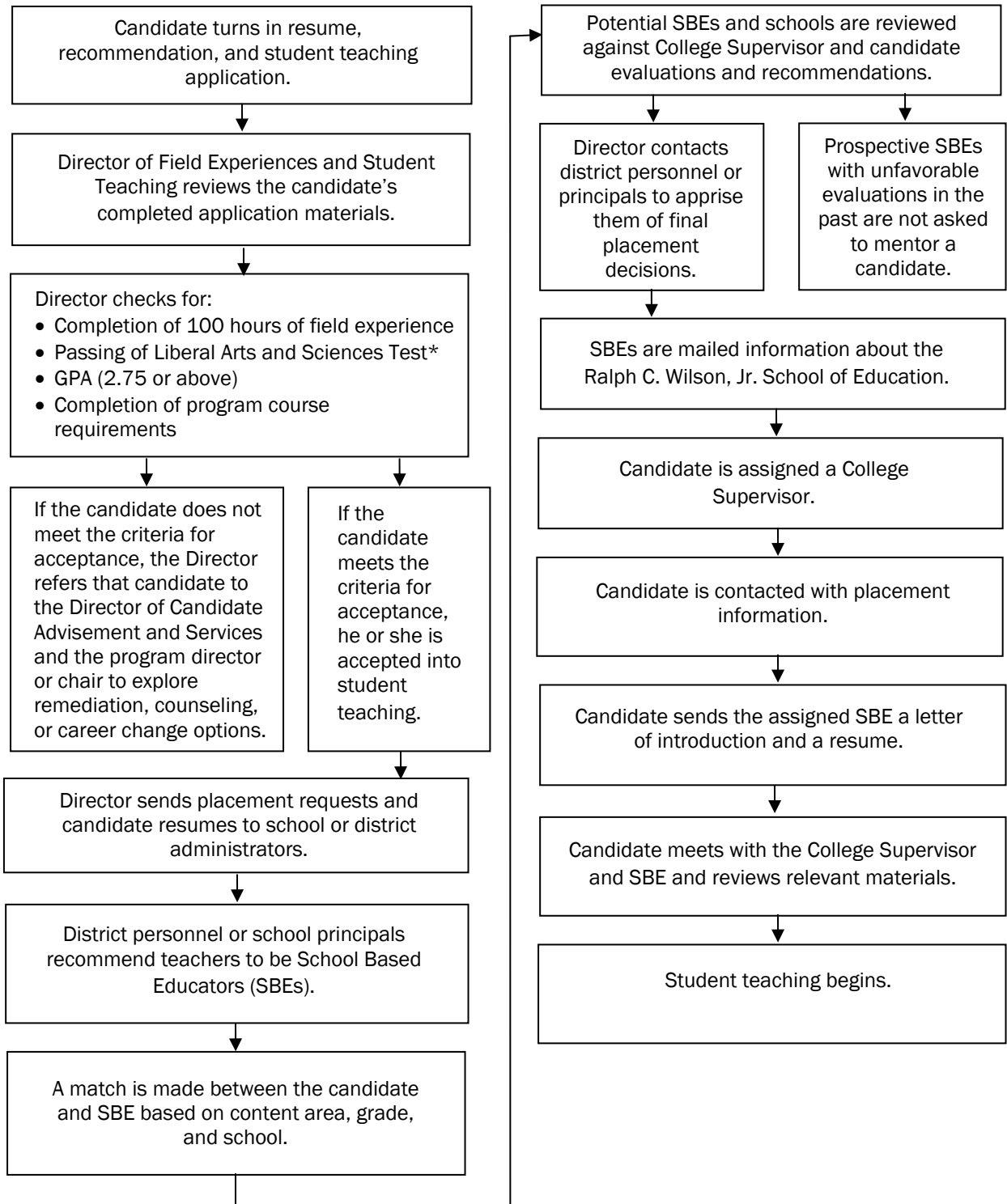
What materials need to be turned in at the completion of student teaching?

The College Supervisor will turn in the completed evaluation to the Director of Field Experiences and Student Teaching upon completion of the placement. There will be one evaluation per placement. It would also be helpful for candidates to review the Completing Student Teaching Experience checklist on page 14 for additional items that should be completed by the end of student teaching.

I have concerns about my SBE/candidate/school/College Supervisor, what do I do?

Contact the Director of Field Experiences and Student Teaching. All contact information can be found on the back cover of this handbook.

What is the student teaching placement process?



*Begins in the spring 2007 semester

School of Education Website

For resources and additional information about the Ralph C. Wilson, Jr. School of Education, please visit the website at <http://soe.sjfc.edu>.

NCATE

The Standard of Excellence
in Teacher Preparation

Contact Information

Director of Field Experiences and Student Teaching

Allison Bosworth
(585) 385-5220
abosworth@sjfc.edu
Office: RCW 204

Assistant Director of Assessment and Clinical Practice

Kristin Anderson
(585) 385-5267
kanderson@sjfc.edu
Office: Wilson Pavilion

Assistant to the Director of Field Experiences and Student Teaching

Joan Flint
jflint@sjfc.edu

Candidate:	_____

College Supervisor:	_____

Placement 1:	_____
SBE:	_____
Other:	_____
Other:	_____

Placement 2:	_____
SBE:	_____
Other:	_____
Other:	_____