

Buffalo State

State University of New York

TEACHER EDUCATION UNIT

POLICY HANDBOOK

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2018-2019**

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Introduction to the Teacher Education Unit

Institutional Context

The State University of New York (SUNY) is a unified system of public higher education with 64 campuses that are geographically dispersed across the state. Enrolling about 400,000 students, SUNY comprises the nation's largest multi-campus higher education system. It includes a unique assemblage of community colleges, two-year colleges of technology, specialized and statutory colleges, traditional four-year colleges, research university campuses, and academic health science centers.

SUNY Buffalo State was founded in 1871 when it opened its doors to its first class, led by Principal Henry B. Buckham. Known as the Buffalo Normal School, the sole purpose was to train teachers to serve Buffalo's fast-growing student population in the public schools. In 1925 the normal course became a four-year program leading to a bachelor of science in education degree. As the school grew, the name of the institution changed to State Teachers College at Buffalo in 1928 and earned accreditation by the American Association of Teachers Colleges. In 1945 the State Education Department approved a proposal to grant the Master of Science in education degree and soon the institution was called New York State College for Teachers at Buffalo. The institution joined the State University of New York (SUNY) system in 1948 and by 1951 was known as The State University College for Teachers at Buffalo with the largest enrollment of any teachers college in the state. The curriculum expanded with the addition of Bachelor of Science in education programs in early secondary education, including English, French, Spanish, mathematics, social studies, and general science. By 1961 the institution became known as State University College of Education at Buffalo and was the first SUNY institution with a study-abroad program.

Buffalo State was one of the first schools accredited by National Council of Teacher Education (NCATE) in NCATE's founding year, 1954 and has maintained continuous accreditation since that time. Buffalo State College is also accredited by the Middle States Association of Colleges and Schools and numerous professional organizations for specific academic programs.

Today, Buffalo State is one of thirteen regional colleges within SUNY. Because it is part of a unified system of public higher education, teacher education programs at BSC are governed not only by New York State Education Department (NYSED) regulations, but also by SUNY Board of Trustees mandates on such issues as general education, faculty workload and evaluation procedures, and governance and resource allocation policies.

Buffalo State is the largest traditional four-year college in the SUNY system with 79 undergraduate programs including 11 honors options as well as 64 graduate programs including 11 post baccalaureate teacher certification programs. Buffalo State is located in an urban setting surrounded by Buffalo's vibrant museum district. 86.5% of the almost 2000 faculty member hold the highest degree in their field.

Buffalo State is organized into the School of Education (8 undergraduate and 17 graduate education majors), the School of Arts and Humanities (32 undergraduate and 7 graduate education majors), the School of Natural and Social Sciences (22 undergraduate and 16 graduate education programs), and the School of the Professions (11 undergraduate and 4 graduate education programs). Additionally, the Graduate School supports programs housed within the specialty schools.

Teacher Education Unit

The Teacher Education Unit refers to all teacher education and education-related programs at Buffalo State College. These include: Art Education, Career and Technical Education, Childhood Education, Early Childhood Education, Earth Sciences Education, Educational Leadership, English Education, Exceptional Education (including Bilingual), Math Education, Music Education, Physics Education, Social Studies Education, Speech-Language Pathology, Teaching English as a Second Language, Technology Education and Urban Education, as well as new programs approved after the date of ratification of this document.

Unit Governance and Teacher Education Council By-laws

All professional education programs in the Buffalo State Teacher Education unit are under the leadership of the of the Dean of the School of Education who is the Unit Head and a member of the Dean's Council. Programs are additionally unified by the Teacher Education Council (TEC). The following by-laws guide the TEC:

ARTICLE I. Preamble

A. The Buffalo State College Teacher Education Unit (TEU) establishes these By-Laws to describe the membership, structure and functions of the Teacher Education Council (TEC) comprised of representatives from teacher education faculty and staff as part of the governance structure of the Unit TEU.

ARTICLE II. Membership

A. The composition of the TEC shall include elected representatives from the teacher education programs within the four academic divisions (schools) of the college where teacher education programs reside (School of Arts and Humanities, School of Education, School of Natural and Social Sciences, School of Professions), and ex-officio members as identified by the TEC Executive Committee in consultation with the Unit Head.

1. The Dean's Council is the central governance structure under which the Teacher Education Unit is distributed. The Deans and the Provost are the governing body of Academic Affairs. As such, they work collaboratively to assure that management of all teacher education programs, regardless of their home department, are adequately supported toward successful achievement of TEU standards and consistent enactment of TEU assessments. For purposes of communication with the campus by external bodies such as accrediting bodies, SUNY and the New York State Education Department; and for purposes of clarity and informed representation of the TEU to all offices on campus, the Dean of the School of Education will serve the TEU as the Unit Head. A description of Unit Head Activities are detailed in Appendix A.

2. Membership

- a. TEU: The TEU is comprised of full and part time faculty and staff in academic departments wherein programs of teacher preparation reside, and whose primary assignment is to provide teaching, advisement and field placement support for teacher education programs. Voting membership shall include only full-time faculty (tenure track and lecturers) and staff members.
 - i. Membership in the TEU has been functionally defined as those programs leading to a NYSED teaching credential
- b. TEC Faculty representatives on the TEC shall be elected from the membership of the TEU to serve a two-year term, in accordance with Article V of these by-laws.
- c. Executive Committee: The TEC Executive Committee (TEC-EC) facilitates the work of the TEC. The TEC-EC is made up of a chair, vice chair, secretary, and an at-large member. The TEC Executive Committee shall be elected from the TEC members in accordance with Article V, of these by-laws.
- d. P-12 Professional Partner School Members. An appointed representative of the Buffalo State Teacher Education Unit Professional Advisory Council (TEUPAC), as recommended by the TEUPAC, will serve on TEC as a voting member.
- e. Teacher Candidate Members – Two appointed teacher candidate representatives, one from the School of Education, and one from the other schools; (School of Arts and Humanities, School of Natural and Social Sciences or the School of Professions) shall be voting members of the TEC. The teacher candidate members shall be appointed in accordance with Article V.

ARTICLE III. Purpose

- A. Statement of Purpose: The purpose of the TEC is to ensure systematic and regular dialogue among faculty in teacher education programs college-wide. The council will advise the Unit Head on matters related to teacher education that may include, but are not limited to: assessment, accreditation, communication, field/clinical experiences, policy review, and faculty development.
- B. Meetings

1. The TEC will meet at least two times each academic semester. Dates of meetings will be announced in the *Daily* at the beginning of each academic year.
2. Meetings will be called and scheduled by the chair, with the agenda being established by the TEC-EC in consultation with the Unit Head.
3. Meeting announcements, agendas, recommendations, and minutes shall be distributed to TEC members at least 5 days in advance of meetings.
4. Any five voting members (as designated in Article II) can petition the TEC Chair to hold a special meeting. A proposed agenda must accompany the petition.

ARTICLE IV. Committees

- A. Committee Charges: There shall be three (3) standing committees:
 1. Assessment/Accreditation: charged with making recommendations to ensure the continuous improvement of programs and activities in the TEU for which unit--wide assessment and data collection activities provide important information.
 2. Field/Clinical Experiences with the following charges: charged to provide TEU oversight of field and clinical experiences in the teacher and leader education programs in the Unit.
 3. Faculty Development: charged to seek resources that provide guidance on state regulations and accreditation, faculty research and grant opportunities and professional development.

- B. Membership. Membership on TEC committees will be open to all TEU members. The term for standing committee membership is two years. The Chair of each Standing Committee shall submit for the consent of the TEC those names of members nominated to serve on that committee, reflecting representation across the teacher education programs included in the TEU. Each Standing Committee shall have the right to add as many non---voting members to its group as it deems fit, consistent with its charge.
 1. Each committee will meet no less than twice each semester.
 2. Each committee will select and submit the name of its chair within two weeks following the first TEC meeting of the academic year.
 3. The selection of committee chairs will occur prior to the second (October) TEC meeting each fall. Each committee chair will be selected by the committee. Membership on all committees is open to all TEU faculty and staff.
Representative participation by TEU members across programs will be encouraged.
 - i Each Committee Chair will provide a committee membership roster to the Exec-Committee Secretary at the second (October) TEC meeting each fall.

- C. Functions: All committees will report and/or make recommendations to the TEC
 1. All Standing Committees shall have a method to record decisions of the committee, with the appropriate vote, for transmission to the TEC and to carry on other appropriate tasks as determined by the committee.
 2. Standing Committees may designate members to carry out specific tasks consistent with the committee charge and may form sub---committees, or otherwise so organize to facilitate its responsibilities and fulfill its charges.
 3. Committees are encouraged to regularly post their meeting minutes.
 4. Reports and/or recommendations from standing committees are brought to the full TEC for potential action or recommended dissemination to the TEU and the Unit Head.

ARTICLE V. Elections & Appointments

- A. The election of sixteen (16) TEC Faculty representatives will occur prior to the final (MAY) TEC meeting each spring. Full-time TEU faculty and staff will be eligible to vote in the election of representative(s) from their respective school. A current list of full time TEU faculty and staff will be submitted to the Unit Head for verification prior to each election. Deans and Department Chairs will work with their schools and departments to facilitate the identification and nomination of faculty representatives to comprise the ballot. Elections will be held using each school's election process.
 1. Representatives will be elected to two---year terms.
 2.
 - a. School of Education – 8
 - b. School of Arts and Humanities – 4

- c. School of the Natural and Social Sciences – 3
- d. School of the Professions – 1

The number of representatives from each school will be reexamined every four (4) years. Revisions made in 2013, and 2017.

B. TEC Executive Committee Elections & Voting

- a. TEC Executive Committee shall be comprised of a member from each of the schools (School of Arts and Humanities, School of Education, School of Natural and Social Sciences, School of Professions). Regular elections will occur at the first (September) TEC meeting each fall. Two-year terms for the Chair and Chair Elect, and One year terms for the Secretary and At Large Member. Any nominees not present must have provided “assent” prior to being nominated.
 - b. The TEC voting membership will complete a written, anonymous, ballot based on the nominees for each of the four executive committee positions.
2. Quorum. A quorum for all TEC Committees (Standing and Ad Hoc) shall be a simple majority of the members of the Committee.
 3. Voting TEC members include the sixteen (16) faculty/staff representatives, two (2) student representative(s) and one (1) partner school representative(s). Ex-officio members will not vote.
 4. A simple majority of the voting TEC members will be used to determine outcomes of all actions or proposals requiring endorsement by the TEC.
 5. Faculty and staff from across the TEU will be notified of the date of election of TEC representatives on at least two occasions, with a minimum of one week’s notice prior to the anticipated election date. Notification shall occur using campus-wide electronic media, such as the Daily and email to a distribution list of the current voting membership of the TEU.

C. TEU Voting

1. Referenda that require the consideration of all members of the TEU, such as By-Laws revisions, will be conducted securely, and anonymously for all full-time faculty and staff on the current membership list. Voting on such issues may occur via TaskStream or another secure voting utility. An official membership list will be maintained by the Accreditation Coordinator.
2. A simple majority of the voting TEU members will determine the outcome of referenda to the TEU.

- D. Appointments.** The TEC Chair will appoint teacher candidate representatives and a teacher candidate school partner representative, each for a one-year term. Recommendations for teacher candidates and school partner appointments will be sought from the respective campus organizations, schools, committees, and TEUPAC.

ARTICLE VI – Amendments to By-Laws

A. Any member of the TEC may present a proposed amendment to the by-laws. Proposals must be submitted, in writing, to the TEC at least 21 days prior to a scheduled TEC meeting. A summary brief of the proposal must be distributed to all TEU faculty members, along with the meeting announcement and agenda, at least 21 days prior the occurrence of the TEU meeting at which vote will occur, or 21 days prior to a scheduled electronic vote. Adoption of amendments to the TEC by-laws requires a majority vote of the eligible voting membership of the TEU.

ARTICLE VII – Parliamentary Procedures

A. Conduct of TEC meetings and procedures will follow Robert’s Rules of Order unless specifically addressed in these by-laws.

Appendix A - Description of Unit Head Activities

External:

- Point of contact for SUNY Central Administration
- Meet once per semester with SUNY Deans and Directors of Education and serve on SUNY wide initiatives
- Point of contact for NYSED including Commissioner and Regents
- Respond to official requests to campus from NYSED and USDE
- Program Director and/or Principal Administrator for Grants involving TEU

Work with regional partners Fredonia and Geneseo as Center for Innovation in Education
 Work with regional BOCES on professional development for in-service teachers
 Point of contact for school districts and individual school administrators
 Oversee recruitment activities
 Provide administrative and budgetary support for Professional Development School Consortium
 Manage all required communications and input on Teacher Certification Examinations and requirements (TCO)
 Administrative support for accreditation review
 Assure Response to Conditions in SPA reports (CAEP Coordinator)
 Assure Response to Title II Data (CAEP Coordinator)
 Assure Response to Corrective Action Plans (CAP) required

Internal:

President’s designee for incoming and outgoing communications regarding teacher education
 Provost’s representative for policy and actions affecting teacher education programs
 Deans’ Council advisor on teacher education programs (includes updates on policies and actions requested by the TEC)
 Advise and troubleshoot universal TEU policies such as DASA, edTPA, Taskstream
 Administrative oversight of Teacher Certification Office
 Administrative oversight of CAEP Coordinator (accreditation review and accountability)
 Liaison to the Graduate School for education programming
 Administrative Liaison to the Teacher Education Council
 Administrative oversight of TESOL, Urban Education Masters, MAT, and other interdisciplinary education programs
 Advise and troubleshoot field and clinically rich placements (includes TEO).
 Administrative oversight of the Professional Development Schools Consortium and other school/university partnerships for TEU
 Administrative liaison with Dean of Natural and Social Sciences for Master Teacher Program
 Oversight and Collaboration with Deans on budgetary support for faculty activities in TEU and TEC sponsored events
 Work with Director of CEURE and Civic and Community Engagement office on activities in community requiring participation of teacher candidates and education faculty expertise

Unit Majors

Programs/Degrees	Buffalo State Program
Bachelor’s programs for education majors seeking an initial license to teach	Childhood Education, B.S.
	Early Childhood & Childhood Education, B.S.
	Early Childhood Education, B.S.
	Exceptional Education, B.S.
Bachelor’s programs for academic majors seeking an initial license to teach	Business & Marketing Education, B.S.
	Career & Technical Education, B.S.
	Family and Consumer Sciences Education, B.S.
	Technology Education, B.S.
	Art Education, B.F.A.
	English Education B.S.
	Mathematics Education, B.S.
	Mathematics Education (Extension), B.S.
	Music Education, B. Mus.
	Social Studies Education, B.S.
Social Studies Education (Extension), B.S.	
Post-Baccalaureate non-degree program that leads to the first teaching license	Art Education, PTCP+
	English Education, PTCP+
	Business & Marketing Education, PTCP+
	Career & Technical Education, PTCP+
	Mathematics Education, PTCP+
	Mathematics Education (Extension), PTCP+
	Social Studies Education, PTCP+
Social Studies Education (Extension), PTCP+	

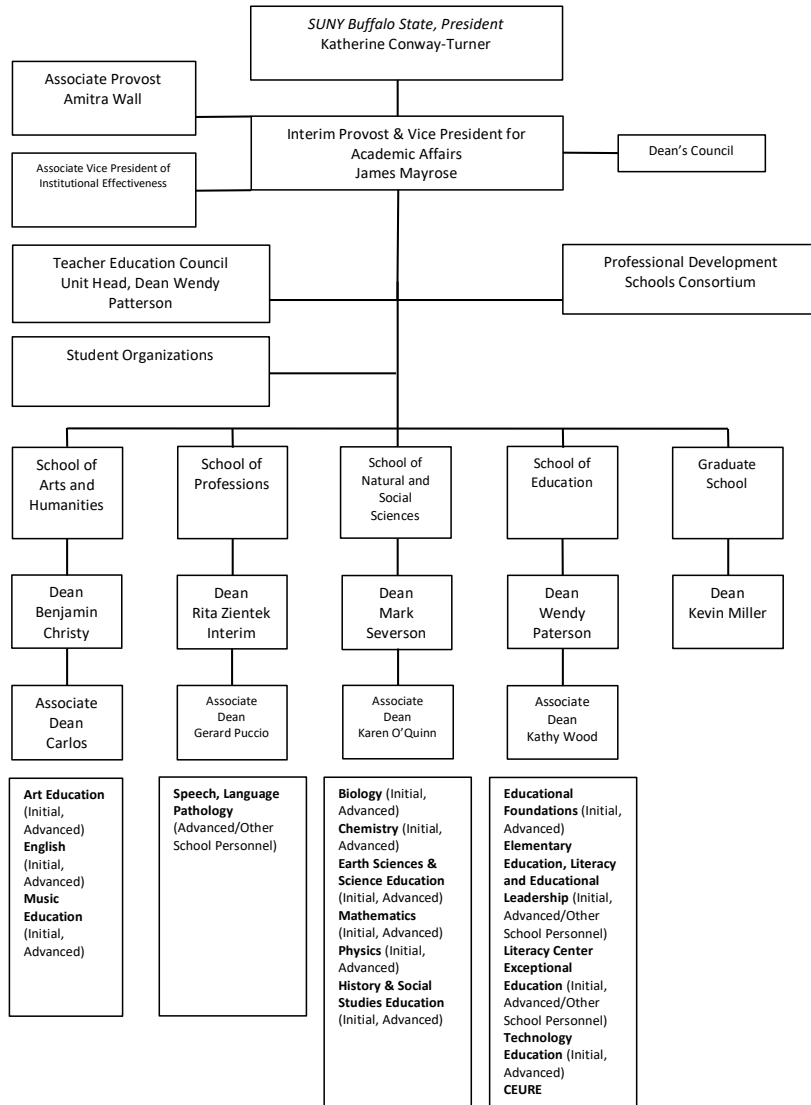
	Technology Education, PTCP+
Master's program that leads to the first teaching license	Childhood Education (MIITC), M.S. Ed
	Science Education: Biology 7-12
	Science Education: Chemistry 7-12
	Science Education: Earth Science 7-12
	Science Education: Physics 7-12
	Curriculum & Instruction, M.S. Ed
	Special Education: Early Childhood, M.S. Ed
	Special Education: Childhood, M.S. Ed
	Students with Disabilities (SWD) Generalist 7-12, M.S. Ed
	Exceptional Education, PMTCP++
	Urban Education, M.S. Ed
Master's programs for already licensed teachers in the content area (e.g., science) with pedagogical components	Art Education, M.S. Ed
	English Education, M.S. Ed
	Business & Marketing Education, M.S. Ed
	Career & Technical Education, M.S. Ed
	Physics Education, M.S. Ed with Alternate Certification
	Mathematics Education, M.S. Ed
	Social Studies Education, M.S. Ed
	Music Education, M. Mus.
Technology Education, M.S. Ed	
Reading Education, Reading Specialist, Reading Coach	Literacy Specialist, B-12, M.S. Ed
	Post Master's in Reading, PMTCP++
Other graduate programs for already licensed teachers	Teaching Bilingual Exceptional Individuals, Graduate Certificate
	TESOL Pre-K All Grades, Certificate of Advanced Studies
Speech & Hearing Specialists	Speech - Language Pathology, M.S. Ed
School Leaders	Educational Leadership, C.A.S.
	Educational Leadership, Combined Program SBL/SDL, C.A.S.
Graduate Programs for Non-School Professionals	Adult Education, M.S. Ed
	Adult Education, Graduate Certificate
Doctoral programs in education leadership, curriculum & instruction, special education, and other specializations for the continuing education of principals, superintendents, directors of other leaders in P-12 schools	<p>Joint Doctoral Program in Special Education*</p> <p>*The Doctor of Philosophy Program in Special Education is a joint program between the Graduate School of Education, The State University of New York at Buffalo and the Department of Exceptional Education, Buffalo State College. The degree is conferred by the University at Buffalo.</p>

+Post baccalaureate Teacher Certification Program (PTCP): No degree or certificate is awarded by Buffalo State College.

++Post masters Teacher Certification Program (PMTCP): No degree or certificate is awarded by Buffalo State College.

Unit Organization

Buffalo State Teacher Education Unit Organizational Chart



Unit Guidance

Buffalo State Mission Statement Buffalo State is a diverse and inclusive college committed to the intellectual, personal, and professional growth of its students, faculty, staff, and alumni. Our mission is to empower students to succeed and to inspire a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity, and cultural enrichment.

Buffalo State Diversity Statement Buffalo State College supports diversity of thought, diversity of experiences, and diversity of values. The college is dedicated to a visible commitment to these ideals by affirming and respecting differences in all interactions. Toward this goal, the college provides equitable opportunity and access through innovative recruiting, professional development, and education programs that enrich the total academic experience and enhance the quality of life.

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

TEU Vision The conceptual framework, which includes unit goals, of all teacher education programs at Buffalo State College articulates the unit's vision, ensures coherence across candidates' programs and reflects commitment to prepare candidates to work effectively with all students including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

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

The teacher education faculty both recognize and celebrate the diversity which characterizes American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society.

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

Buffalo State intends to build upon its strength in teacher education and its location in the second largest city in the state to play a leadership role in addressing the issues relative to the delivery of quality education in urban settings. In support of this initiative, the college will:

- Focus on studying and assisting urban schools
- Seek to recruit students with an interest in urban education
- Develop curricula to focus on training for service in inner city settings
- Develop a capstone program in urban education open to educators across the state
- Provide continuing education and lifelong learning opportunities for teachers in the region.

TEU Goals The Teacher Education Unit goals directly reflect elements of the conceptual framework:

Goal 1: Content - The professional educator will know the subject matter to be taught to P-12 learners.

Goal 2: Learner - The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Goal 3: Pedagogy - The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Goal 4: Technology - The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

Goal 5: Reflection - The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Goal 6: Dispositions - The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Goal 7: Diversity - The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Goal 8: Research (Advanced Programs only) – The professional educator is a lifelong learner who competently translates current educational theory and practices into P-12 achievement by exploring and integrating concepts into effective pedagogy.

Unit Conceptual Framework



The Buffalo State College Teacher Education Unit is committed to the intellectual, personal and professional growth of future and practicing professionals in the diverse fields of education. We seek to prepare reflective, innovative, student-centered educators who are committed to transform the lives and the communities in which they live and serve.

Reflective

Reflective teachers recognize the importance of continuous improvement and data-driven decision-making. They possess the competence and commitment to infuse these ideals into their teaching. At the core of this principle is, first, the knowledge that all students, no matter what background or situation, can learn and become responsible citizens of this world; and second, that it is the responsibility of teachers to partner with school leaders, community members, and family, to help each student grow to his or her potential. This responsibility is grounded in a commitment to the profession and to the significant role that schools and education play in furthering a socially just and democratic society. At Buffalo State, we foster this level of reflection through an awareness and understanding of social and global equality issues, a readiness and ability to examine the latest research and best practices of the field, a collaborative spirit that seeks to consult and learn from community and culture, and expertise to perform deliberate and thoughtful assessment in each new situation.

Innovative

Innovation in teaching is the ability and ambition to find and create solutions for student and school challenges, to embrace change in the interest of all students, and to view mistakes and challenges as opportunities for growth. Innovation in the field of education involves regular and responsive collaboration with community and school partners; it involves new technologies and new uses for old technologies; and it recognizes fewer and fewer boundaries between every student and a quality education. The field of education must be as dynamic and progressive as the world around us. Buffalo State is committed to preparing educators who recognize the importance of innovation in education. We ensure our candidates achieve this principle through interaction with passionate and seasoned faculty, quality field experiences, curricular exercises, exposure to cutting-edge research, and professional development opportunities.

Student-Centered

Student-centered education is achieved by understanding what is valued by the student and engaging them in those areas; by including students in planning, implementation, and assessments; and empowering students to become life-

long learners. Student-centered education ensures both equity and excellence in teaching. Educators must differentiate instruction and personalize the relationship. Student-centered instruction recognizes that marginalizing the education of those who learn differently or who are put at risk by social and cultural discrimination, limits the education of all students. Buffalo State teacher candidates are prepared to be student-centered with a curriculum aligned with the RISE principles as well as national and state standards. Student-centered practices are infused in all levels and programs and assessed regularly to assure our candidates understand and can effectively use these best practices to develop life-long learners.

These three principles--reflection, innovation, and student-centered education--work interdependently and are integral to developing teacher candidates who possess the necessary content knowledge, professional awareness, and professional dispositions to support and enhance the education of all students in all contexts. Buffalo State College is committed to the development of these principles in all our candidates so that they may become effective leaders in the education of a just and equitable society.

Buffalo State Educators RISE to meet the following seven unit goals:

Content

The professional educator will know the subject matter to be taught to P-12 learners.

Learner

The professional educator will understand P-12 learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Pedagogy

The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Technology

The professional educator uses technology as a vehicle for learners to acquire information, practices, skills, use higher order thinking skills, and participate in collaborative projects.

Reflection

The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Diversity

The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Dispositions

The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Unit Professional Dispositions

(amended by the Teacher Education Council May 2017)

1. Professional:

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

2. Reliable and Dependable:

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

3. Respectful:

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

4. Committed to Student Learning:

- Make decisions and plans that are student centered and foster higher-order thinking skills

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

Program Policies

Section 1. Grade Point Average Admission Requirements.

- A. Undergraduate - Entry into an educator preparation program at the undergraduate level requires a High School Average of 85% or higher which is considered equivalent to a collegiate GPA of 3.0. Transfer students applying to educator preparation programs must demonstrate a GPA of 3.0 either in the last semester of full time study or as a cumulative average from multiple colleges, whichever is a better representation of ability. Candidates applying to educator preparation programs must submit an SAT or ACT score at the time of admission to the college. Prospective candidates who do not yet demonstrate a 3.0 GPA and/or high school average of 85% or higher should consult advisors in the specific educator preparation program of choice for suggested pathways to achieve successful candidacy.
- B. Graduate - Applicants for the fall 2015 semester and beyond will be required to have a minimum collegiate GPA of 3.0 and to submit scores from a national test (GRE or MAT or a nationally normed test recommended by your specific program). The MAT test is offered at Buffalo State; contact the Graduate School for information. More information on the GRE can be found at www.gre.org. Applicants who do not yet meet one or more of these minimum criteria should consult with advisors in the specific educator preparation program of choice for suggested pathways to achieve successful candidacy.

Section 2. Additional Criteria for Admission.

- A. Each program in the Teacher Education Unit shall determine additional criteria for entrance and retention in the program and/or candidacy in the professional sequence (which may occur simultaneously or separately). Additional entrance criteria may include but are not limited to, some or all of the following:
1. GPA in specific content area
 2. Controlled literacy/numeracy samples
 3. Letters of reference
 4. Personal statement of learning/teaching philosophy or professional objectives
 5. Experience with diverse learners
 6. Experience in diverse social, cultural, or educational settings
 7. Work samples in content area
 8. Prior performance
 9. Degrees, courses or semester hours completed
 10. Interviews
- B. In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the Teacher Education Unit considers not only the university's admission and academic requirements but also the individual's competencies related to serving in a profession, including, but not

limited to, personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the individual is seeking training or certification.

Section 3. Program Retention and Graduation Requirements.

- A. All Teacher Education Unit candidates must
 - 1. Maintain the overall and major GPAs as required by a program.
 - 2. Demonstrate satisfactory performance as outlined in unit-wide and program assessments related to the conceptual framework, the seven Teacher Education Unit goals, and department policies.
 - 3. Complete Teacher Education Workshops required by a program for graduation.
- B. Eligibility for student teaching, internships, or other required practica may include, but are not limited to, some or all of the following:
 - a. Portfolio review
 - b. GPA – cumulative and/or in content area(s)
 - c. Faculty recommendation(s)
 - d. Grades in specific courses
 - e. Self and/or supervisor assessments of performance.

Teacher Candidate Policies

ARTICLE I GENERAL PROVISIONS

Section 1. Buffalo State College Directory of Policy Statements (DOPS). All Teacher Education Unit faculty and candidates should review the Buffalo State College Directory of Policy Statements (DOPS):
<http://www.buffalostate.edu/academicaffairs/x560.xml>

Section 2. Disclaimer. Admission to or graduation from a teacher education program in the Teacher Education Unit at Buffalo State College does not constitute a guarantee that the candidate will be granted a State certificate, extension, endorsement, or license.

Section 3. Academic and Professional Decisions Subject to Review Under This Policy. An individual who is dismissed from a program by a department under Article II of this policy may request a review of such a decision by the Unit Head following the procedures set out in Article III of this policy.

Section 4. Academic and Professional Decisions Not Subject to Review Under This Policy. An individual who is denied entrance to a program in the Teacher Education Unit cannot request a review of that decision beyond the department level. In addition, an individual cannot request a review under this policy of any of the following:

- A. a decision not to transfer credits earned at another institution or in another on-campus program;
- B. a decision denying a request to have a program or course requirement waived;
- C. a decision denying a request for an exception to a program or course policy or procedure;
- D. a decision that the candidate failed a comprehensive or other summative exam;
- E. an evaluation by a field, school or program supervisor;
- F. a decision to place the candidate on probation;
- G. a decision that a candidate should be removed from a class; or
- H. a decision to withdraw a candidate from, or reassign a candidate to, a field placement or clinical experience.

Section 5. Prior Criminal History. Upon acceptance to an education program, candidates who have been convicted of a felony must report such charges immediately to the department chair. Students will be referred to the Campus Committee by the department chair. The Campus Committee shall conduct a review of such application consistent with the standards articulated in the NYS Corrections Law, Section 753 of Article 23-A, available at <https://www.labor.ny.gov/formsdocs/wp/correction-law-article-23a.pdf>.

Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made by the Campus Committee concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will

have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed. Failure to report said violations to the appropriate college personnel may be grounds for dismissal from the program.

To facilitate its review, the Campus Committee shall ask the student to provide:

- A copy of the student's unsuppressed criminal history record from the NYS Division of Criminal Justice Services (or equivalent document for jurisdictions outside of NYS).
- For students on parole or probation status, references from the NYS Department of Corrections and Community Supervision Division of Parole or the Office of Probation and Correctional Alternatives; and
- A personal interview with the campus committee if deemed necessary to clarify/verify this information.

After evaluating all information submitted, the campus committee must decide whether to grant or deny the student's participation in the covered activity or to grant such participation subject to conditions. In the event the student fails to timely submit the requisite information for review, the campus committee may defer decision on the student until all necessary information is received and renewed.

Section 6. Policy on Use of Electronic Portfolio Software. All candidates are required to use the electronic portfolio software approved by the Teacher Education Unit – TaskStream (Watermark). Details of when enrollment is required will be shared by individual departments within the education unit. The unit TaskStream policy and subsequent syllabus statement is as follows:

TaskStream LAT: Learning Achievement Tool

In this course, all candidates are required to submit particular assignments via Watermark; these assignments include the following: [insert required Watermark assignment(s) here]. ***These assignments must be submitted via Watermark. Candidates failing to submit required assignments via Watermark will earn an Incomplete course grade (I) until the work is completed and (appropriately) submitted.*** All candidates must be enrolled in their program on Watermark within 30 days of beginning the course. All required Watermark course assignments must be submitted on Watermark by the end of the semester.

ARTICLE II

OVERVIEW OF PROFESSIONAL COMPETENCIES FOR TEACHER EDUCATION PROGRAMS

Section 1. General Professional Competencies for Initial Programs. General professional competencies for initial programs are based on the following standards (or those deemed appropriate by the specialized professional area):

A. For Initial Programs:

Interstate Teacher Assessment and Support Consortium model core teaching standards ([InTASC Standards](#)):

The Learner and Learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

B. For Advanced Programs:

Each advanced program follows specialized standards that include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the [National Board for Professional Teaching Standards](#), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

C. All Programs:

1. Buffalo State Teacher Education Unit Professional Dispositions

Professional

Candidates follow the New York State Code of Ethics, maintain confidentiality, exhibit professional pride in appearance and demeanor, and demonstrate high quality communication skills in both written and oral communications

Reliable and Dependable

Candidates are punctual and organized, complete essential tasks without prompting, and meet deadlines

Respectful

Candidates are committed to meeting student needs, practice judicious and empathetic interactions with students and colleagues on campus and in the community, and show care and thoughtfulness in using the intellectual and physical property of others

Committed to Student Learning

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

Reflective

Candidates show an openness to continuous improvement, listen effectively, demonstrate receptivity to feedback by improving performance, tailor and reformat instruction based on assessed student needs

Enthusiastic

Candidates show initiative and leadership, practice creative problem-solving, demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations, and are energetic and open to new ideas

Collaborative

Candidates work well with peers, faculty and mentors and seek to learn from them and share ideas, practice tactful communication skills, especially when sharing critique and constructive suggestions with others, and seek appropriate leadership roles

2. [New York State Code of Ethics for Educators](#)

Statement of Purpose

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

Principle 1

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

Principle 2

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

Principle 3

Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning

experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4

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

Principle 5

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

Principle 6

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

ARTICLE III

EVALUATION OF PROFESSIONAL COMPETENCIES FOR TEACHER EDUCATION PROGRAMS

Section 1. The faculty of the Teacher Education Unit at Buffalo State College systematically evaluates the performance of candidates, based on the written policies, procedures, and professional competencies of each program. On occasion, faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided by courses and field experiences. Under such circumstances:

- A. A Candidate Consultation Committee may convene, consisting of the referring faculty member, the student's advisor and the department chair or designee. The committee may meet with a candidate to reach agreement on strategies for improving performance in the area of concern. Such an agreement must be summarized in a Candidate Consultation Report (see Article III, Section 2 of the Candidate Consultation Policy & Procedures).
- B. As a result of such consultation, a department may impose one of the following including, but not limited to:
 1. A remediation plan as outlined in the Candidate Consultation Report.
 2. Dismissal from a program if a candidate's performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance.

Section 2. Candidate Consultation Report.

- A. The Candidate Consultation Report consists of the following parts:
 1. Name(s) of candidate, faculty member, and other professional participants, if any.
 2. Date, time, and place of the consultation meeting.
 3. Reason(s) for the consultation. This part should be completed by the faculty member(s) prior to the candidate consultation.
 4. Action(s) to be taken by each participant, with conditions and consequences (if any) and timeline.

5. Signature and date from candidate and committee members.
- B. Copies of the completed Candidate Consultation Report will be given to the candidate and the faculty member(s). The original will be given to the department chairperson to be filed.
 - C. To appeal the decision of the Candidate Consultation Committee, a student must follow the Buffalo State [Student Complaints, Grievances and Appeals](#) process outlined in the Academic Calendar under Academic Policies, and in Article V of this document.

ARTICLE IV DISMISSAL FROM A PROGRAM

Section 1. Dismissal.

- A. A department may dismiss a candidate from a program for failure to demonstrate satisfactory performance with respect to one or more of the academic and/or professional criteria in Article II.
- B. A candidate who is asked to leave a placement by his or her mentor teacher or other school personnel will be removed from that placement by College personnel responsible for that course or placement. The option of whether a student may be placed in another situation is dependent on the circumstances surrounding the reasons for dismissal. Teacher education faculty are responsible for the success or failure of students assigned to their classes. Dismissal from a placement constitutes failure to meet the SLOs of a course in that placement. In most circumstances, that will result in a failing grade for the course. However, faculty reserve the right to consider student performance and dispositions in deciding any future placement options. At any point in the program, faculty may refer candidates to the Candidate Consultation Committee for possible dismissal from the program.

Section 2. Program Dismissal Letter.

- D. The department chair or designee will hand-deliver or mail to the candidate a letter, and send a letter through Buffalo State email notifying the candidate of program dismissal.
- E. Once the department chair or designee has hand-delivered or mailed, and emailed to the candidate a program dismissal letter, the candidate will not be permitted to attend or register for teacher education classes or to participate in any practicum, student teaching experience, internship, or Teacher Education Unit activity, except at the discretion of the department chairperson or designee.

ARTICLE V CANDIDATE COMPLAINTS, GRIEVANCES, AND APPEALS

Buffalo State complies with New York State Education regulations requiring that campuses have procedures in place for filing complaints and seeking resolution of perceived problems.

Student Complaints Regarding Discrimination

If the complaint involves alleged harassment or discrimination based on race, sex, ethnicity, national origin, sexual orientation, gender identity, religion, age, disability, or marital or veteran status, the student should use procedures administered through the Equity and Campus Diversity Office. Acts of discrimination should be reported immediately to this office for confidential discussion of the alleged acts. Students have 90 days from the alleged act of discrimination or 90 days after receipt of a grade to file a complaint. A copy of the procedures may be obtained in Cleveland Hall 415.

Student Complaints Regarding Nonacademic Issues

If the complaint involves nonacademic issues, the student should deal with procedures administered by the Dean of Students Office, Campbell Student Union 306. However, students are encouraged to seek resolution of the perceived problem directly in the unit in question before initiating processes that are more formal.

Student Complaints Regarding Academic Issues

The procedures outlined in the next section pertain to complaints about academic issues other than those dealing with waiver of collegewide academic regulations or graduation issues, which are addressed by

petitions to the Academic Appeals Committee. The college seeks to resolve student grievances as promptly and informally as possible. No adverse action will be taken against any student initiating a complaint. Students who feel aggrieved regarding any aspect of the academic program have a right to request a resolution by bringing the matter to the attention of the appropriate college personnel. The academic appeals process regarding a waiver of academic regulations is outlined under Waiver of Academic Regulations section. If the perceived problem pertains to a grade or the conduct of a particular course, students should follow the Student Academic Grievance Procedures, below.

Student Academic Grievance Procedures

The procedures that follow pertain to alleged violations or misapplication of college and/or course policies. They are also directed at a student grievance alleging that the student has been treated unfairly, in violation of established academic policy or practice. These procedures reflect the college's commitment to a fair and prompt resolution of student academic grievances. These procedures begin with an informal process but include a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution.

The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the Equity and Campus Diversity Office. Similarly, complaints that deal with other nonacademic issues are administered by the Dean of Students Office (see previous section).

For academic grievances, students are advised to retain all documentation from the course, including (but not limited to) the syllabus, tests, quizzes, papers, and any graded evaluations. These materials are required to substantiate any grievance.

1. Jurisdiction

A grievance shall include, but not be restricted to, a complaint by a student

- a. That college regulations and/or policies have been violated or misapplied to him or her
- b. That he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the college

2. Time Limit

- a. At the informal level before the fifth week of the following semester
- b. At the formal level before the 10th week of the following semester

3. Grievance Resolution Process

The process includes the possibility of hearings at two levels: the department and the faculty.

- a. At the department level, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the chair may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process no later than five weeks into the following semester. The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than 10 weeks into the following semester by preparing a written statement, which includes the following:

1. A statement of the case in detail
2. All information about the conference with the instructor
3. A statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered
4. All relevant supporting materials, which should be identified and listed in an index

The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's response must be made within 10 academic days of the date of the student's request.

In conformance with state regulations, the department shall maintain adequate documentation about each formal complaint and its disposition for at least six years after final disposition of the complaint. If the department chair is the party against whom the grievance is brought, the student should initiate a review at the dean's level, which follows:

- b. If the matter is not resolved to the student's satisfaction at the departmental level, he or she may request a hearing with the Teacher Education Unit Head and forwarding the documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the department chair. The Unit Head shall convene a three-person committee drawn from a panel of available faculty within 10 academic days. Such committee shall include one faculty member from the department in which the faculty member resides. Furthermore, after the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternative members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize itself with the standards and objectives of the course and evaluative material presented. Concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue. The burden of proof shall be on the student, who may be asked to appear before the committee.

In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If it finds that the standards and objectives were not reasonably known to the student or were unfairly applied, it may recommend a different grade and give its reasons for so recommending. The committee shall report its findings in writing to the student, the instructor, and the Unit Head.

If the panel recommends a different grade, the instructor shall have 10 academic days from receipt of the panel's report to inform the dean of the faculty where the course resides of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be interpreted as an admission of unfairness in grading.

In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the faculty. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded by the Unit Head to the dean of the faculty where the program resides with specific recommendations for redress. Copies shall be forwarded to the student and the instructor.

The dean of the faculty where the program resides will notify the Unit Head and all parties of his or her final actions regarding the grievance within 10 academic days of receipt of the committee's findings and recommendations.

In conformance with state regulations, the dean's office shall maintain adequate documentation about each formal complaint and its disposition for at least six years after the final disposition of the complaint.

4. Committees

Committee members shall be drawn from a list of faculty nominated by departments. In naming the committee to hear a grievance, the dean shall take care to ensure that no member has an interest in the case being heard.

5. Confidentiality

Once the grievance committee has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented.

6. Review

This procedure must be reviewed after two years. The review process should identify any irregularities in grade changes. To facilitate this review, a copy of all documentation/findings at the formal level shall be retained in the department office.

Field and Clinical Experiences Policies

Section 1. Qualifications of College Supervisors (College Employees).

- A. Field experiences are supervised by college faculty who hold certification in the appropriate content area, or in educational administration. Any candidate who experiences content area difficulty is provided supervision by a college faculty member certified in the appropriate content area.
- B. College supervisors are systematically oriented and monitored. They participate actively in the programs. They participate in professional development activities to ensure quality of field experiences for candidates.

Section 2. Qualifications for Cooperating Teachers and Other Field-Based Supervisors (School District Employees).

- A. Cooperating teachers and other on-site, field-based supervisors of candidates in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator.
- B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where teacher shortages exist or at the discretion the placement coordinator.

Section 3. Professional Development Schools (PDS)

Mission

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

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

Purpose

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

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

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

Section 4. Community Partner Districts

PDS partners with approximately 100 schools and has signed agreements with approximately 45 schools per semester. PDS also partners with schools in NYC through the SUTEC program and Houston/Aldine, Texas through SUTEX program. International partnerships occur in Chile, Dominican Republic, Germany, Honduras, Italy, and Zambia.

Section 6. Field Experiences and Clinical Practica. The faculty of the Teacher Education Unit is proud of the candidates who go forth into the various educational careers offered in the six departments. In order to continue assurance of high quality, all programs in the Teacher Education Unit that include field/clinical experiences (which include methods placements, student teaching, internships, and practica) adhere to the following principles, which meet the professional standards of national and state agencies [including NYSED Commissioner's Regulations Part 51.21(b)(2)(ii)(c)(2)]:

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

Section 2. Assignment of Field/Clinical Placements.

- A. Field/clinical placements in teacher education are made in compliance with college policies.
- B. To qualify for a required practicum or student teaching placement, the candidate must be admitted to a SUNY College at Buffalo teacher education program; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or applications on time.
- C. Candidates who require special accommodations in a field/clinical placement due to a disability must arrange such accommodations through the Buffalo State Disability Services Office prior to placement.
- D. Field/clinical experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.
- E. All teacher education clinical placements are arranged through the appropriate departmental Clinical Placement/Student Teaching Office within the program's service region.
 - 1. Candidates should not contact schools or teachers directly to arrange placements. Established professional relationships among Buffalo State, specific schools and school districts, and other regional institutions of higher education are jeopardized if direct candidate contacts occur.

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

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

Section 3. Performance Requirements for Candidates in Field/Clinical Placements.

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

Section 4. Safety and Welfare

- A. Teacher Candidates are responsible for the safety and welfare of the students in the classroom and hallways of the school. Know fire drill directions and procedures. Review lock down policies. Do not leave the class unsupervised for any reason. If candidates are in need of assistance and are alone, call the main office.
- B. Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline; and teacher attendance, performance (appropriate to the field experience), and behavior. Candidate attire must meet the standard set by teachers in the school; be distinguishable from students; and comply with school dress code(s) for teachers and students.

Section 5. Field/Clinical Placement Problem Resolution.

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

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

Section 6. Final Evaluation

- A. The final grade for a field/clinical experience (satisfactory or unsatisfactory) is assigned by the college instructor, in consultation with the mentoring teacher, based on the academic and professional performance standards adopted by each program.
 - 1. Any candidate who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory professional performance will receive a failing grade for the course unless otherwise resolved and be referred to the Candidate Consultation Committee for possible dismissal from the program.
 - 2. Candidates have a right to appeal the consequences of a professional failure of a field/clinical placement in accordance Article V of this document.
- B. The College is not obligated to provide a subsequent clinical placement to a candidate who has failed any field experience.
 - 1. Any subsequent field placement that is permitted by the College after failing a practicum or student teaching experience requires repeating the entire experience in the subsequent placement.
 - 2. The College will not provide a subsequent assignment to any candidate who has failed two field placements. Failing two field placements will result in terminating the candidate from the program.
- C. The department chair or designee, in consultation with the college supervisor, mentoring teacher, and dean, may determine that a student teaching experience must be extended to insure that the student teacher has met the required standard of performance to pass the associated student teaching course. Under these circumstances, the student teacher must continue student teaching in a satisfactory manner on a full-time basis for the assigned additional period, which may be up to 7 weeks beyond the end of the original placement. Failure to do so will result in failing the student teaching course.

Section 7. Strike Policy. If a candidate is placed in a district that goes on strike, the following procedures should be followed:

- A. If a strike is anticipated or goes into effect, the candidate should notify as soon as possible the college supervisor/course instructor and/or the Field/Clinical Placement Coordinator.
- B. Candidates are not to take part in any strike activities in the district. Candidates should not enter the school building during a strike without first obtaining the permission of the mentor teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the mentor teacher should assist the candidate in obtaining the approval of all required parties.

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

Section 8. Basic Responsibilities of Student Teachers. Basic responsibilities of student teachers include, but are not limited to, the following:

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

Section 9. Attendance While Student Teaching.

- A. The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. Between these dates, the student teacher is required to:
 - 1. Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
 - 2. Work the same hours and schedule, and perform the same duties, as the mentoring teacher.
 - 3. Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the mentoring teacher and/or school administrator determines otherwise.
- B. The student teacher should expect to be in attendance each day school is in session. However, in case of absence or tardiness due to illness or other unavoidable emergency, the student teacher must:
 - 1. Call the college supervisor, the mentoring teacher, and the school as soon as possible, but no later than one hour before school starts on the day of an absence.
 - 2. Arrange delivery to the mentoring teacher of all materials that the Teacher Candidate possesses that are necessary for instruction on the day of the absence.

Section 10. Outside Employment or Coursework While Student Teaching

- A. Student teaching is a full-time responsibility. Therefore, employment outside the school or additional coursework while student teaching is strongly discouraged. Student teachers are not permitted to arrive late or leave the school early to accommodate such activities.
- B. Should employment outside the school or additional coursework while student teaching hinder the performance of the student teacher, an unsatisfactory grade may be assigned and the student teacher removed from the placement (see Section 6).

Section 11. Substitute Teaching by Student Teachers

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

Section 12. Legal Aspects of Student Teaching

- A. All full-time undergraduate and graduate students at SUNY College at Buffalo, including those enrolled in student teaching courses, are highly encouraged to purchase accident and hospitalization insurance covering themselves, the College does not make it mandatory to do so. (See Liability Insurance)
- B. Teacher Candidates are covered by New York State Education Law §3023, which requires that each school district “save harmless and protect all teachers, practice or cadet teachers... from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher... at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education...” A student teacher who is involved in any such accident must immediately inform his/her mentoring teacher and school administrator, and notify the college supervisor as soon as possible thereafter. A student teacher who is served with a summons, complaint or other legal process involving an incident which occurred during the course of their student teaching placement must immediately forward a copy of the legal papers to the school administrator and the college supervisor.
- C. Teacher Candidates are covered by New York State Education Law §3001, which states in effect that a school district may permit a practice or cadet teacher enrolled in an approved teacher education program to teach a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.
- D. New York State Social Services Law §413 require school officials “to report or cause a report to be made ... when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child...” Student teachers who become aware of such information must consult with their mentoring teacher and school administrator immediately, and notify the college supervisor as soon as possible thereafter. The mentoring teacher and school will assist the student teacher in the event that the individual designated by the school district to report matters of abuse or neglect determines that a report should be filed.
- E. Teacher Candidates are covered by New York State Education Law §409-a, which requires that eye safety devices be worn as required in shops or laboratory settings, including but not limited to those used in teaching science, technology, and vocational subjects at the elementary, middle, and high school levels.

SUNY Buffalo State is not liable for any illness or injury that may occur at the mentoring school or agency.

Teacher Candidates are recommended to have their own insurance.

Liability Insurance

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

Transporting Students

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

Use of Physical Management Techniques

Teacher Candidates should not use physical restraint procedures. Teacher Candidates could be held responsible if they use inappropriate restraint, physical punishment, or other excessive physical management procedures to control the behavior of learners in the classroom.

Section 12. Field Placement Location & Transportation

All teacher education field placements are arranged by the Field/Clinical Placement Office within the appropriate program's service region. Candidates must provide their own reliable transportation to and from placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching placements.



TEACHER EDUCATION UNIT
Candidate Consultation Report

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

Banner ID _____ **Major Code** _____

Faculty Advisor _____ **Phone/Email:** _____

Status: Undergraduate Graduate

Consultants (and role):

Referral by _____ **Course** _____

Referred for violation or concerns regarding:

- | | |
|---|--|
| <input type="checkbox"/> Professionalism/Dispositions | <input type="checkbox"/> Work Completion |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Academic Integrity |
| <input type="checkbox"/> Knowledge and Skills | <input type="checkbox"/> Communication (Written or oral) |

Reasons for Consultation:

Actions to be taken (including timeline) by Candidate and Consultants:

Consultation Outcome: Remediated Internally Candidate Leaving Program/Counseled Out

Actions to be taken (including timeline) by Administration (if referred):

Signatures:

Your signature below indicates that you have read and understood this plan.

Candidate _____ Date _____

Consultant _____ Date _____

Consultant _____ Date _____