Reflective Innovative Student -Centered Educators

School of Education

Exceptional Education Department

The most current version of this document will be available on the department website at

www.exceptionaleducation.buffalostate.edu

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*Note: Varies by Program and Department

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SCHOOL *of* EDUCATION
BUFFALO STATE · The State University of New York

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Dear Esteemed Principals and Outstanding Mentor Teachers:

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

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

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

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

Sincerely,

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

I. SUNY Buffalo State Educator Preparation Provider Overview

Introduction

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

Buffalo State Mission

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.

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

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 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.

<u>Reflective</u>
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.

TEU Goals

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

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

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

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

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

collaborative projects.

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

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

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

Buffalo State College Teacher Education Unit Professional Dispositions

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

Candidates are:
1.   **Professiona**l:
        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

New York State Code of Ethics for

Educators http://www.highered.nysed.gov/tcert/pdf/coeposter.pdf) (See Appendix 2)
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. (See appendix)

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

Policies and Procedures

Safety and Welfare

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

B. Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline; 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.

Substitute Teaching by Student Teachers

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

Legal Aspects of Student Teaching

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.

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.

II. General Student Teaching Information

The Student Teaching Experience

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

1. Review and comply with the policies and procedures as stated in the EPP TEU Student Teaching handbook.

2. Although Teacher Candidates must make phone contact with the Mentor Teacher, they are advised to make a preliminary visit to the assigned school in advance of the first day of placement. The Teacher Candidate should meet the Mentor Teacher, exchange phone numbers, discuss possible activities, and obtain a first hand view of the neighborhood and community. While at the school, the Teacher Candidate should also introduce himself or herself to key school personnel such as the principal and the secretary.

3. In order to overcome some of the apprehension during this period of adjustment, candidates can begin to explore the following important information about the district and school: information about the school in general, type of population served, philosophy and objectives, mission statement, unique characteristics, facilities, or services and characteristics of the community

4. Be present at the practicum site for all scheduled days for the duration of the placement.

5. Learn the school district's mission, policies, and procedures.

6. Establish and maintain rapport with the learners, the Mentor Teacher, all school faculty and staff, and the College Supervisor.

7. Plan instructional units and lessons, share them with the Mentor Teacher in advance, and keep them organized. Locate, develop, and use teaching materials, resources, and technology. **The student teaching practicum is a collaborative venture between Mentor Teachers** from local school districts and supervisors from the teacher education program. Mentor Teachers and supervisors (a) enrich Teacher Candidates' knowledge about theories and methods of instruction, (b) demonstrate alternative styles of effective teaching, (c) help Teacher Candidates design and evaluate instructional activities and materials, (d) observe Teacher Candidates' classroom teaching

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

Expectations for Teacher Candidates /Professionalism

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

1. **Knowing and Following Policies, Practices and Procedures of the School District**: Candidates must preview the policies and procedures of the School District(s) in which they are placed for student teaching. Candidates are subject to the policies, practices and procedures of the District as long as candidates are in a student teaching placement.

2. **Handling Confidential Information**: While performing duties as a Teacher Candidate, candidates may have access to information about school business, students, tests, other employees, and records that should be considered confidential. Do not release any information before consulting with the Mentor Teacher. Additionally, candidates should not discuss a student with any other teachers except the Mentor Teacher. It is unprofessional to talk about or participate in discussions regarding students in faculty rooms, parking lots or hallways.

3. **Promptness**: District policies should be followed for daily arrival and sign in. Tardiness will not be permitted and will count as a half day absence. Two reports will result in a grade of "U" in the placement. If an absence cannot be avoided, make certain candidates contact the Mentor Teacher, the college and the College Supervisor.

4. **Turnaround Time**: The same promptness should be applied to all aspects of responsibilities assigned to candidates from the Mentor Teacher. If it is grading papers, candidates are expected to return those to the Mentor Teacher in a timely manner (usually 24 hours). Many schools use a parent portal which means grades are viewed on a daily basis. Likewise, fulfillment of all associated paperwork or processes for recording and tracking candidates must be completed in a timely manner (ex. Attendance, reports, progress reports, etc.)

5. **Lesson Preparation and Preparedness**: detailed lesson plans are to be written and delivered to the Mentor Teacher and College Supervisor. Candidates are to show initiative and not wait to be reminded and candidates will not keep the Mentor Teacher waiting for lessons. Use spell and grammar check before final copies are submitted.

6. **Organization and Materials Set-ups**: For laboratory assignments, activities or demonstrations, candidates are to make sure that the materials (including copies of student materials) are ready at least one day prior to teaching that lesson.

7. **Use proper grammar, spelling, and punctuation in all communication**. When necessary, consult a dictionary. Avoid trite and slang expressions and gender-biased comments, as some terms may be offensive to some people. Your social group is changing as you join a profession, and you must now adopt the more formal language of a professional. (Adopted SCSU)

Attendance While Student Teaching

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

- 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.

- Work the same hours and schedule, and perform the same duties, as the mentoring teacher.

- 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**:

- 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.

- Arrange delivery to the mentoring teacher of all materials that the teacher candidate possesses that are necessary for instruction on the day of the absence**.**

Professional Dress:

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

Professional attire and appearance are expected at all times. Remember that each and every experience in the school is as if candidates are on an interview. In extreme cases, teacher candidates may be instructed to leave the placement. **Appropriate: Business Casual is acceptable. If working in shop classes or labs wear appropriate clothing and accessories for safety**.
Refer to http://cdc.buffalostate.edu/content/students/Interviews/interviewdress.php .
 Inappropriate:
        Display piercings or tattoos that may be distracting.
        Wear anything that might be perceived as provocative.
        Wear jeans, leggings, shorts, tank tops/muscle shirts, athletic shoes, or sandals/flip flops. **
        Wear clothing with messages or team names, or which is considered athletic wear. **
Unless candidates are involved in a special school event where these would be appropriate.

Social Network Protocols and cell phone use

  It is expected that cell phones are not used for personal reasons while engaged with students, at faculty meetings, planning time, meeting and conferencing time with mentors. Under no

circumstances are candidates permitted to communicate with students via any social media or informal network means. (Facebook, twitter, e-mail) Electronic communications must be restricted to classroom technology tools endorsed by the school to provide feedback on student grades or performances.   Any information related in any way to student teaching should not be shared publically on any social network.

Teacher Candidate Planning

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

Participation in the Educational School Program

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

Basic Responsibilities of Student Teachers

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

A. Contact the mentoring teacher soon after the placement is made to make specific arrangements for the placement to begin. A preliminary visit to the school is strongly encouraged.

B. Work with the college supervisor to meet all requirements outlined in the appropriate field placement handbook, course outline/syllabus, and other materials provided by the department or college supervisor.

C. Become familiar early in the placement with the school's faculty and student handbooks. Comply with all school rules, policies, procedures, and standards, including those concerning student safety and management/discipline; and teacher attendance, professional performance, behavior, and attire.

D. Become familiar early in the placement with classroom curriculum, materials, and management/discipline procedures.

E. Meet regularly with the mentoring teacher to plan instruction and other required activities. Lesson plans must be approved by the mentoring teacher in advance.

F. Work the same hours and schedule, and perform the same duties, as the mentoring teacher. The school district calendar is followed for the duration of the placement.

G. Communicate and interact with school personnel, parents and families, and students in a professional, tactful manner that preserves confidentiality, establishes rapport, respects diversity, and supports appropriate collegial and student-teacher relationships.

H. Gradually accept increased responsibility for the mentoring teacher's professional workload under the guidance of the mentoring teacher and college supervisor over the duration of the placement. The student teacher is expected to assume substantial or complete responsibility for the mentoring teacher's workload, as described in the program-specific Field Placement handbook.

The Initial Days of Adjustment

During the first few days the Teacher Candidate should:
- ♦ Become acquainted with school personnel
- ♦ Get to know the students
- ♦ Become aware of the curriculum
- ♦ Become familiar with the classroom routine
- ♦ Assume some teaching responsibility
- ♦ And above all, demonstrate initiative

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

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

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

III. **The Student Teaching Triad**

Student teaching is a collaborative venture directly involving the Teacher Candidate, the Mentor Teacher, and the supervisors. The success or failure of student teaching hinges upon the quality of relationships developed within this triad. Each member of the triad plays important roles that contribute to the total professional development of the prospective teacher. Moreover, these roles

are interdependent, and there is much overlap in many areas. Therefore, it is essential that all members of the triad have a clear understanding of their respective and varied roles.

Qualifications for Cooperating Teachers/Mentor Teachers and Other Field-Based Supervisors (School District Employees). (TEU Policy Handbook- Field and Clinical Experiences Policies Section 2)

A. Cooperating/Mentor 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.

*Note: From this point on the terms Co-Operating Teacher/Mentor Teacher are synonymous and will be referred as Mentor Teacher.

Criteria for Mentor Teachers

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

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

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

The Mentor Teacher:

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

Working with Mentor Teachers

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

Responsibilities of the Mentor Teachers

- Prepare the learners in advance of the Teacher Candidate's arrival.
- Introduce the Teacher Candidate to the school community; provide opportunities for the Teacher Candidate to become an active, participating member of the faculty; and acquaint the Teacher Candidate with major policies, customs, and procedures of the school.
- Provide textbooks, curriculum guides and material, and a physical space for the Teacher Candidate to work and store belongings.
- Provide the Teacher Candidate with information concerning what the learners have been doing up to this point and what is planned for the period during which the Teacher Candidate will be working with the class.
- Model effective teaching practices, including how to adapt/accommodate instruction.

- Model appropriate professional behavior.
- Assign classroom responsibilities gradually to the Teacher Candidate in accordance with the handbook and course syllabus.
- Meet daily with the Teacher Candidate to preview lesson plans, make suggestions, and provide feedback.
- Encourage the Teacher Candidate to use a variety of effective teaching techniques, materials and technology, and modes of classroom grouping.
- **Provide verbal and written feedback regarding student teaching performance after each observation.* See Appendices for additional information**
- Meet on a regularly scheduled basis with the College Supervisor.
- Communicate with the College Supervisor as needed to ensure that problem areas are addressed immediately.
- **Complete any midterm and final evaluations of the Teacher Candidate**, in consultation with the Teacher Candidate and the College Supervisor. The Mentor Teacher shares his or her perceptions regarding the Teacher Candidate's performance with the College Supervisor, but does not assign the final grade. (*note: this may vary by program and department see appendices)

What to Expect From the College Supervisor

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

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

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

Working with College Supervisors

- The College Supervisor possesses expertise, which is valuable to both the Mentor Teacher and Teacher Candidate.
- The College Supervisor is in a position to assist with problems and difficulties.

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

Responsibilities of the College Supervisor

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

♦ Be aware of and comply with all the policies, procedures, and requirements in this Handbook.
♦ Become acquainted with the school site, its programs, and personnel.
♦ Provide Teacher Candidates with a course syllabus that includes a written description of expectations for activities and assignments, including an estimate of the number, length, and frequency of observations.
♦ Observe and provide immediate feedback as scheduled in consultation with the Teacher Candidate. Additional observations may be scheduled for candidates who are experiencing difficulty. An observation should be sufficiently long enough for the supervisor to gain an overall view of the Teacher Candidate's effectiveness. It should be followed by a conference with the Teacher Candidate and Mentor Teacher, singly, collectively, or both. A conference can also be used to address events that have taken place since the last visit.
♦ Evaluate and communicate the evolving competence of the Teacher Candidate at each observation, in consultation with the Mentor Teacher.
♦ Act as a resource or direct Teacher Candidates to relevant resources.
♦ Complete midterm and final evaluations of the Teacher Candidate, in consultation with the Teacher Candidate and the Mentor Teacher.
♦ Conduct seminars with Teacher Candidates on a regular basis. Seminars can address current issues in the classrooms of the Teacher Candidates, prepare Teacher Candidates for entry into the profession, and/or provide information on new or improved teaching practices.
♦ Take responsibility for explaining the assignments as listed in the course syllabus and ensuring and monitoring satisfactory completion of all required assignments.
♦ Take responsibility for delivering packet of stipend documentation and other related required documentation to the mentoring teacher.
♦ Complete all evaluation documents and submit a grade. **The College Supervisor is responsible for submitting a candidate's grade; however, he or she may use the input of the Mentor Teacher when determining a grade.**

IV: Evaluation and Grading -Evaluating Candidate Performance in Clinical Experiences (In no way should these formal evaluative procedures supplement the regular daily debriefing, discussions and feedback with the teacher candidate)

1. **Attendance log of Clinical Practice (Student Teaching, Internship, Practica)**

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

2. **Program Mid-Evaluation and Final evaluation (as determined by department)**

   Complete any midterm and final evaluations of the Teacher Candidate, in consultation with the Teacher Candidate and the College Supervisor. The Mentor Teacher shares his or her perceptions regarding the Teacher Candidate's performance with the College Supervisor, but does not assign the final grade. **It is suggested that in 8 week placements that the midterm evaluation takes place on or about the 4th week and final in the 8th week**. **It is suggested that in a 15-16 week placement that the midterm evaluations take place in weeks 7 or 8 and final evaluation on or about week 15.** (*note: this may vary by program and department see appendices)

   <u>Students of Concern</u>

   One possible source of difficulty for the Teacher Candidate is the inability to demonstrate a satisfactory level of competency in a key area measured knowledge, skill and/or disposition.

   The Mentor Teacher and College Supervisor are available to assist. Frequent and early observations by these individuals should facilitate the identification of any problem area(s). In addition, the midterm evaluation form allows the College Supervisor to inform the Teacher Candidate of any difficulties and the potential for failure, based on the performance to date. **The Teacher Candidate, the Mentor Teacher, and the College Supervisor should work jointly to (a) identify the area(s) of weakness, (b) devise a plan and time frame for developing or improving competence to a satisfactory level, (c) implement the plan, and (d) document the nature of any progress.** Such efforts will enable the Teacher Candidate to demonstrate satisfactory levels of competence. If difficulties persist, candidates may be withdrawn and/or may choose to withdraw from the experience following procedures in the TEU Provider Policy Handbook. (or department)

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.

Appendix 1: Compensation for mentoring a student teacher

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

Appendix 2- NYS Code of Ethics

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 advo-

cate 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.

The University of the State of New York • The State Education Department • www.nysed.gov ■ New York State Professional Standards and Practices Board for Teaching

Appendix 3(A): **Links to Practicum Student Teaching final evaluation rubrics (by program and see Appendix 3(B))**:

Science Education, Social Studies Education, Bilingual/Special Education, TESOL, Literacy Specialist:
TEU Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=p8 eaflfcfdfjf6eg&platform=LAT)

Elementary Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=a6 c1c2c0c5c4cqcu&platform=LAT)

Exceptional Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=piz ozmzkzpzozbzv&platform=LAT)

English Language Arts Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=alh phxhuh0hyhlhg&platform=LAT)

Math Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=f7e ffifffkfjf6er&platform=LAT)

Art Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=fkh khxhuh0hyhlha&platform=LAT)

Music Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=fef 7eifffkfjf6eq&platform=LAT)

Career and Technical Education Practicum/Student Teaching Final Evaluation
(https://w.taskstream.com/RubricWizard/RubricPrintView/PrintView?encLegacyRubricId=f9e 8ejfffkfjf6ez&platform=LAT)

Appendix 3(B): Memo to Mentors Online Student Teaching Evaluation Procedures to follow

Dear Mentor,

Below is a link to the online student teacher FORMATIVE MIDTERM/FINAL evaluation to be completed by _____. A hard copy of this evaluation is attached for reference.

[Buffalo State Midterm Student Teaching Evaluation Link](#)

IMPORTANT NOTES:
- Please use a dependable browser such as Google Chrome, Mozilla Firefox, or Safari.
- This online evaluation ==CANNOT BE SAVED==. It is important to complete the evaluation within a timely manner to prevent any session expiration issues (session will expire if idle for 90 or more minutes).
- Please read the ==IMPORTANT GUIDELINES== section of the form carefully. It includes meaningful distinctions within the scoring scale and procedures to be aware of if the student scores a 2 or below.
- Please ==PRINT== the evaluation before you submit it so that the teacher candidate can receive a hard copy for you to review together. Once you submit the evaluation, it is not possible to get back into the form to review it or print it. You can, however, email me, and I can get a copy to you.

If you have questions about the content of the evaluation, please contact the Buffalo State Student Teaching Supervisor.

If you have technical questions about the evaluation, please feel free to contact me directly.

Thank you for all you do,

Tiff

Tiffany Fuzak

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Appendix 4: Acceptable support for edTPA

Acceptable Support During edTPA Drafting Process (including Planning) Includes:
- Providing a schedule/timeline for completion of sections of the edTPA submission
- Co-planning a learning segment with a cooperating teacher or a peer, as long as each candidate provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries

In contexts where a candidate is unable to access the IEP, the cooperating teacher may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by the principal or official designee.

Unacceptable Forms of Candidate Support during the edTPA Process

Unacceptable Support During edTPA Drafting Process (including Planning) Includes:
- Editing a candidate's edTPA drafts prior to submission
- Offering critique of candidate edTPA drafts prior to submission for official scoring that provides specific, alternative responses
- Telling candidates which video clips or work samples to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for the candidate.

Appendix 5: edTPA permission to video record

Date: _____

Dear Parents and/or Guardians:

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

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

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

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

Sincerely,

Council for the Accreditation of Educator Preparation

Parental Permission for my child to Participate in edTPA Portfolio Activity

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

- Confidentiality and Security of edTPA Candidate Materials and Assessment Data: http://www.edtpa.com/Content/Docs/VideoConfidentialityFaculty.pdf

- Guidelines for Video Confidentiality for Candidates: http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.pdf

_____

___ Yes, I give permission for _____ to participate
(child's name)

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

____ No, I do not give permission for _____ to
(child's name)

participate in the edTPA portfolio filming.

_____   Date_____
Parent/Guardian Signature

Please return by _____. Thank you!

Appendix 6: Mentor Teacher Checklist (VARIES BY DEPT.PROGRAM)

Checklist of Mentor Teacher Responsibilities

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

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

___ your daily and weekly schedule of classes and responsibilities

___ your general arrival and departure times at school

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

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

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

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

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

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

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

___ principal's office

___ counselor's office (or special education office, etc.)

___ nurse's office

___ library

___ cafeteria

___ Faculty Lounge location

___ copy machines, paper and supplies, etc.

___ classrooms of department, team, and/or grade-level colleagues

___ Explain school procedures for:

___ teacher parking (assigned parking? parking sticker required?)

___ teacher sign-in and sign-out in the main office

___ student teacher absence for illness (who should be contacted, and how?)

___ use of copy machines, library, computer labs, telephones, etc.

___ referrals of students to principal, counselor, special education, detention, etc.

___ contact with parents/guardians

___ fire and emergency procedures, school violence prevention techniques

___ Regularly review your student teacher's Student Teaching Notebook. It should be a well-organized collection of carefully-sequenced, detailed plans, including all accompanying handouts and materials. (Optional)

___ Meet at least once each week at a set time to provide feedback on your student teacher's progress. Encourage your student teacher to ask questions to clarify expectations and procedures.

___ Regularly observe and take notes on your student teacher's lessons.

___ At least 3-6 times during the student teaching experience, "formally" observe your student teacher and take notes.

___ Encourage your student teacher to participate in after-school activities, including extra help sessions for students, extracurricular activities, conferences with parent/guardians, etc.

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

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

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

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

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

Appendix 7: Co-Teaching

What is co-teaching teaching?
 (https://www.youtube.com/watch?v=OjCkywdbcFw) Co-teaching Rap

Co-teaching is when two or more professionals work together to provide instruction to a group of students with shared ownership, resources, and accountability.

What is the co-teaching during student teaching model?
(http://www.ascd.org/publications/educational-leadership/dec15/vol73/num04/A-Better-Model-for-Student-Teaching.aspx)
Pairing Mentor teacher with Teacher Candidate. (MT & TC)
(https://www.youtube.com/watch?v=jffs-rTIhew)

How are effective co-teaching relationships developed?
https://www.youtube.com/watch?v=B71CLOHabq0

When establishing a co-teaching relationship, there are important factors which must be considered: parity, planning, reflecting and communication.
Parity
- Both teachers are equally valuable members of the classroom. It is important to make sure others (e.g. students, other faculty/staff, administrators, parents) know this.
- It is a good idea to delineate roles, but both roles should be viewed as equally valuable. For example, the student teacher should be introduced as

Planning
- Co-planning is a must for effective co-teaching. Without co-planning, true co-teaching cannot occur.
- It is critical for teachers to set aside a regular time to co-plan and follow through with it.
- Teachers also need to decide how they will co-plan in terms of format, responsibilities for lesson preparation, etc.
- There are several different approaches, or models, for co-teaching. Each approach has advantages and disadvantages, but is fitting for certain situations. Co-teachers should plan to vary their approaches based on the content, mode of lesson delivery, and needs of students.
- Regardless of the co-teaching approach, the teachers must plan for and engage in high-quality instruction inorder for co-teaching to be effective.

Communication
Don't assume that just because a lesson is over and has gone well that there is nothing to talk about and learn from debriefing together. Catching each other quickly between lessons is not sufficient for co-teaching success. Regularly schedule *conference times*. Reflect on teaching , share observations and data collection. *(*https://www.teachingchannel.org/video/teacher-collaboration-nea)

- *Mentor and TC Share data and observations of the students you worked with. Who is getting it and who is not. Share additional information about student behaviors both positive and concerning.*
- *Use collected data to plan, modify lessons and to make accommodations for individual learners.*
- *Mentor to give feedback to the TC, TC reflects and* shares. Both listen to each other.

What are the various approaches, or models, for co-teaching?
http://www.faculty.virginia.edu/coteaching/video_5formats.html)

1.One Teach, One Observe One teacher has primary responsibility for instruction, while the other observes and collects data. (https://www.youtube.com/watch?v=S3AK33YOZfE)

2. One Teach, One Assist (Lead, Supportive): One teacher has primary responsibility for instruction, while the other assists with teaching tasks (e.g. passing out papers, writing notes on the board) and provides individual student assistance. (https://www.youtube.com/watch?v=AeUa_cdaC6w)

3. Station Teaching The teachers divide the content and the students. Each teacher then teaches part of the content to one group and subsequently repeats that instruction for the other group. If appropriate, a third station can be developed at which students work independently. (https://www.youtube.com/watch?v=B71CLOHabq0) (https://www.youtube.com/watch?v=hrprg1r7kSs)

4. Parallel Teaching: The teachers divide the class into two groups. Then, simultaneously, each teacher teaches one of the groups. They teach the same content, in the same manner. https://www.youtube.com/watch?v=gLi4LiUopwY)

5. Alternative Teaching (Lead,Supportive) One teacher takes responsibility for the majority of students, while the other teacher works with a smaller group of students needing specialized attention (e.g. remediation, enrichment). (https://www.youtube.com/watch?v=fr-S5CGDXBQ)

6. Teaming/Team Teaching: Both teachers work together to deliver the same instruction at the same time to the whole group of students. (https://www.youtube.com/watch?v=MVeFjRdSH3c)

VISIT : https://www.pinterest.com/ariolir/co-teaching-during-student-teaching-mentors-and-te/

(Adapted by Arioli from Curry School of Education, Virginia, School of Education - CSU, Chico, Dr. Doody and Dr. Patti SUNY BSC, Teaching Channel.

Suggested Timeline for Systematic Release of Responsibility

8 week placement Student Teaching
Co-Teaching Timeline

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning **Week 1-2**	MT takes the lead. MT leads instruction, planning and reflection. *Supportive*: MT in lead role *Parallel*: MT plans for all groups *Alternative:* MT leads *Team:* likely not yet used	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. *Supportive*: TC in support role *Parallel*: TC teaches MT plans *Alternative*: TC complements, as directed *Team:* Likely not yet used
Early to Middle of **Weeks 3-4**	MT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines. *Supportive*: MT leads and supports *Parallel*: MT plans for most groups *Alternative y:* MT usually leads *Team*: MT prompts TC role	TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. *Supportive*: TC leads and supports *Parallel*: TC plans some instruction for groups *Alternative y*: TC complements *Team:* TC team teaches with guidance from MT
Middle to End of Weeks 5-7	MT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom *Supportive:* MT in lead and support roles *Parallel*: MT plans for some groups *Alternative*: MT leads, complements *Team:* MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. *Supportive*: TC in lead and support roles *Parallel*: TC designs, teaches own plans for groups *Alternative*: TC leads, complements *Team:* MT and TC jointly instruct
END Week 8	MT Takes the lead in instruction a, planning, and reflection Supportive: MT in lead role Parallel: MT plans for all groups Alternative: MT leads	Releases back lead in planning, instruction, and reflection **TC to visit other classrooms** Supportive: TC in support role Parallel: TC teaches MT plans Alternative: TC complements, as directed

Supportive Co-teaching (One teach, One Assist) where the one member of the team takes the lead role and the other member rotates among students to provide support.	**One teach, One Observes Co-teaching** – One teacher has primary responsibility for instruction, while the other observes and collects data individual learners or whole class.
Parallel Co-teaching - where support personnel and the classroom teacher instruct different heterogeneous groups of students.	**Team Teaching** - where the members of the team co-teach along side one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.
Alternative Co-teaching-one teacher takes responsibility for the majority of students, while the other teacher works with a small group of students needing specialized attention	**Station Co-teaching-teachers divide the content and student. Each teacher then teaches part of the content to one group and repeats instruction for the other groups.**