

*Nazareth College of Rochester
School of Education*

Guide to the Student Teaching Experience

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TABLE OF CONTENTS

Teacher Education at Nazareth College	1
About This Guide	2
Expectations of Student Teachers, College Supervisors, and Cooperating Teachers.....	3-4
Policies	5-6
Recommended Progression Of Teaching Responsibilities	7
Student Teaching Assessment	8
Frequently Asked Questions.....	9
Directory of School of Education Personnel at Nazareth College.....	10

Teacher Education at Nazareth College

Nazareth College believes that a teacher is the heart of the educational process.

Our programs are designed to engage students in course work and field experiences that deepen their understanding of education as a profession. As students move from course work to student teaching, they are challenged to examine the demands of the profession as well as their own commitments, talents, and fitness for this career choice.

Teaching is a personal journey of reflection and self-discovery and an induction into the norms and practices of the teaching profession. Students are asked to assess the characteristics which make for successful teaching: psychological maturity, social skills, content preparation, and pedagogical expertise. Student teachers are encouraged to think of themselves as emerging professionals.

A key to successful student teaching is open and thoughtful communication among the student teacher, cooperating teacher, principal, and college supervisor. When communication is honest and expectations are clear, relationships of trust emerge. Placements encourage partnership and shared responsibility between cooperating teacher and student teacher. Cooperating teachers observe the student teacher regularly and offer comments and suggestions on a daily basis. Administrators are encouraged to visit the student-teaching classroom. Students also participate in on-campus reflective experiences.

Nazareth College is grateful to the teachers and administrators in our cooperating schools who join us in our efforts to prepare excellent teachers for our schools.

About This Guide

This "Guide to the Student Teaching Experience" provides information, procedures and policies about the student teaching experience.

Nazareth College's Teacher Education Programs and this Guide were developed in accordance with the New York State Education Department guidelines for field experiences. This Guide and the accompanying materials include an overview of five major student teaching performance areas, descriptions of each area, and assessment report forms.

The performance areas are:

1. The Student Teacher as a Person/Professional
2. The Student Teacher as Planner
3. The Student Teacher as Facilitator
4. The Student Teacher as Evaluator
5. The Student Teacher as Early Childhood, Childhood, Adolescent Content Area, TESOL, Students with Disabilities, Art and Music Specialist.

The college supervisor works closely with the student teacher and the cooperating teacher. The supervisor makes regular visits to observe, provide feedback and assess the student teacher's progress. As an integral part of the Nazareth Student Teaching Program, classes, meetings, and reflective seminars are held at the college throughout the semester.

The following pages include

- Expectations of Student Teachers, College Supervisors and Cooperating Teachers
- Policies
- Recommended Progression of Student Teaching Responsibilities
- Student Teacher Assessment
- Directory of School of Education Personnel at Nazareth College

Expectations of Student Teachers, College Supervisors, and Cooperating Teachers

Student Teachers...

- Value their role as learners who are new to the teaching profession
- Follow the policies, procedures, time schedules, and obligations of the host school
- Always keep in mind you are a guest in the school and need to act accordingly
- Establish an atmosphere of respect and understanding with the students in the classroom
- Keep communication open and positive
- Dress, act and conduct themselves professionally at all times
- Maintain confidentiality regarding school, classroom, and student information at all times
- Attend classes and maintain commitment to college coursework

College Supervisors...

- Establish and maintain contact with student teachers and cooperating teachers through visitations, observations, and reflective seminars
- Are responsive to the information and needs of the student teacher and the cooperating teacher
- Observe the student teacher teaching in the classroom setting
- Engage the student teacher and the cooperating teacher in dialogue about the student's progress
- Provide the student with written feedback, suggestions and guidance following all formal observations
- Assist the student in self-assessment and reflective practice
- Support the efforts of the cooperating teacher in
 - maintaining open communication
 - monitoring student teacher progress
 - providing specific feedback
- Communicate with school principals and other administrators as necessary and appropriate

Cooperating Teachers...

- Accept each student teacher as an individual with unique needs and potential
- Accept the student teacher as a learner. They understand that learning to teach is a developmental process and that...
 - course work and early field experiences alone cannot fully prepare the student for the challenges of teaching
 - student teacher success depends in part on their support, encouragement, feedback and modeling
 - student teaching is not the terminal experience in teacher development. It is one step along the continuing journey of professional development
- Help the student teacher feel comfortable in the school and classroom by...
 - Providing information that enables the student teacher to find a place in the school and a role in the work of the classroom
 - Introducing the student teacher to pupils, other teachers, administrators, and office and custodial staff
 - Providing the student teacher with a workspace
- Orient the student teacher to school policies, classroom materials, procedures, routines and behavior expectations for pupils
- Review professional standards and stress the importance of respecting confidentiality of student information
- Establish strong patterns of communication with the student teacher and the college supervisor
- Set aside time for daily dialogue with the student teacher
- Invite the student teacher to ask questions and express concerns
- Provide helpful feedback on the student teacher's progress
- Assist the student teacher in setting goals for professional growth
- Establish a timeline with the student teacher for assuming teaching responsibilities (See "Recommended Progression of Teaching Responsibilities")
- Foster creativity in the student teacher's work by encouraging the student teacher to try new ideas
- Refer to this handbook or contact the college supervisor for questions relating to expectations, student teacher performance, and assessment
- Discuss with the student teacher and college supervisor the evaluation format to be used for the student-teaching experience
- Complete the Assessments accompanying this handbook at the midpoint and at the end of the student-teaching experience
- Accommodate the student teacher's need for scheduling flexibility in order to take place in required college coursework and athletic responsibilities

Policies

Student Teacher Attendance

Student teachers are required to be in attendance at the schools every day of the professional semester calendar. However, if an absence is unavoidable due to illness or family emergency the number of days missed cannot exceed three days for students registered for six credit hours, two days for students registered for three credit hours.

When it is necessary for a student teacher to be absent from school, the student **must** contact the cooperating teacher and the college supervisor(s) prior to the start of the school day on the day of the absence.

If the student teacher **must** be absent in excess of the number of days specified, the student will be expected to make up all missed days. This may result in the student teaching experience extending beyond the end of the academic semester. The college supervisor will contact the Program Director and the Office of Field Placement Services, and the Program Director will determine the processes for completing the student teaching experience.

Student Teachers and Substitute Teaching

In an emergency, a student teacher may assume the cooperating teacher's role as long as the district assigns a certified professional staff member to be responsible for the classroom. However, if the cooperating teacher knows in advance that she/he is going to be absent, the student teacher may not, by law, act as a substitute teacher. The district is required to make provisions for a substitute teacher in the classroom. Under **no circumstances** is a student teacher paid for substitute teaching work during the designated official student teaching period.

Transportation of Students

Under **no circumstances** is a student teacher allowed to transport students.

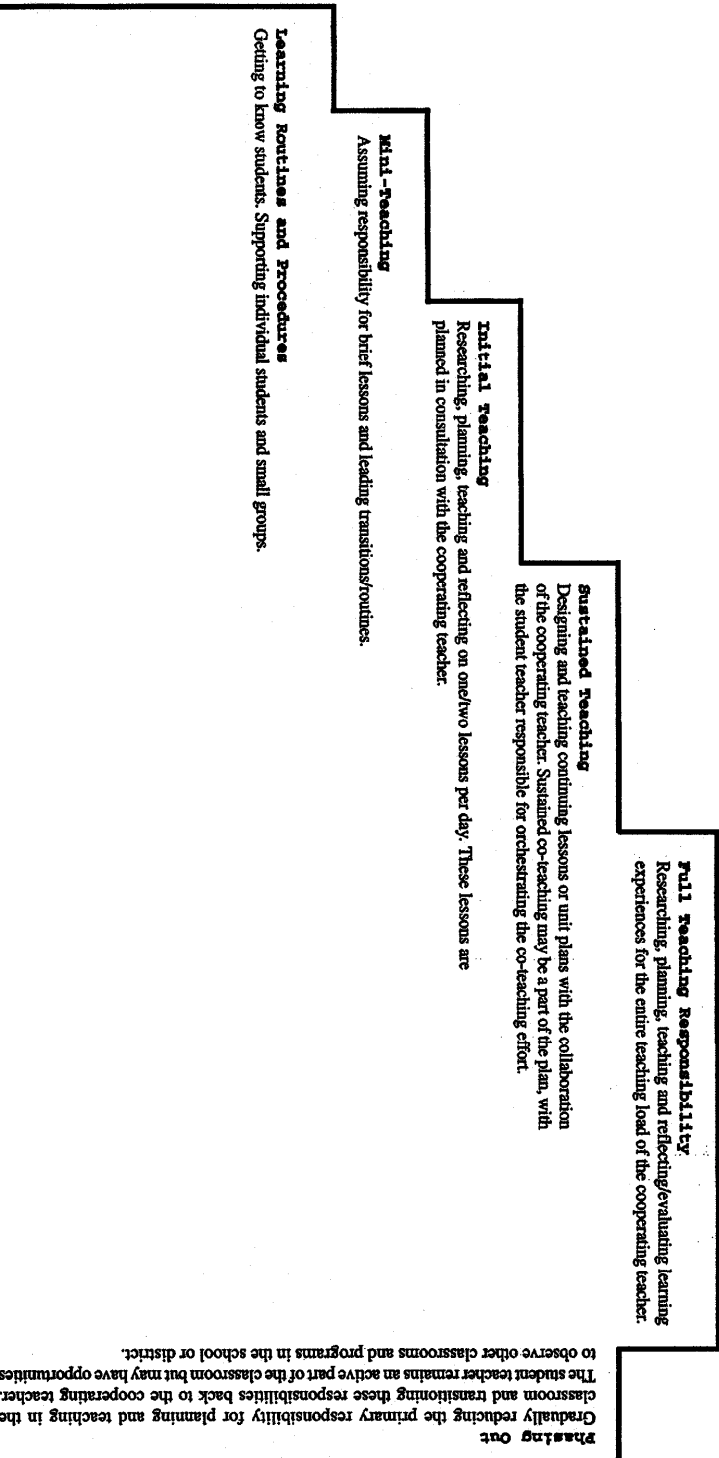
Policies - Continued

PROCEDURES FOR ACCIDENT TO STUDENT TEACHER WHILE IN THE FIELD:

1. Students need to report an accident to the chief administrative officer of the school/agency as soon as possible. Students needs to follow the procedures as established by the school district/agency, e.g. complete an incident report.
2. The student should seek medical services, if needed, as covered by his/her own insurance.
3. Student needs to notify their college supervisor within 24 hours of what happened – the accident itself, as well as medical care that was sought.
4. Student will also notify the Director of Field Placement Services and the Program Director within 24 hours of the details of the accident.
5. The Director of Field Placement Services will write a description of the events to be placed in the student's file in the Office of Field Placement Services.

Recommended Progression Of Teaching Responsibilities

Since each student teaching situation is unique, the rate that student teachers assume increased professional responsibilities should be discussed and planned by the cooperating teacher, the student teacher, and the college supervisor. The timelines presented here are intended as general guidelines to structure this discussion.



USE THESE FLEXIBLE GUIDELINES TO CREATE A TIMETABLE PLAN FOR THE STUDENT TEACHING EXPERIENCE.

Student Teaching Assessment

The purpose of these assessments is to provide an opportunity for the student teacher and the cooperating teacher to analyze the progress of the student teacher.

As with all teaching and learning, assessment and feedback needs to take place on an ongoing basis. The ongoing feedback that student teachers get from their cooperating teachers is crucial for their growth as a teacher.

Formal evaluation of the student teacher takes place at the midpoint and at the end of the placement. At each of these times, the student teacher and cooperating teacher use the assessment forms appropriate to the student's particular program, as directed by the student teaching supervisor.

All assessment reports are reviewed and signed by the Nazareth College supervisor(s) and filed in the Office of Student Teaching. Students may make copies of the completed reports for their own use prior to submitting them to the Office of Student Teaching.

Frequently Asked Questions

What is the attendance requirement for student teachers?

During the student teaching experience student teachers are expected to follow the calendar of the host school district and the individual school(s) to which they are assigned. The college calendar is not followed. In the case of a necessary absence, the student teacher should inform both the cooperating teacher and the college supervisor prior to the start of the school day.

Are student teachers taking College classes while student teaching?

Yes. Students must attend classes and seminars on campus periodically and some scheduling flexibility may be needed in order to accommodate this requirement.

Are students required to complete lesson plans?

Yes. Students are required to submit lesson plans in advance of their teaching. This provides the cooperating teacher the opportunity to review, discuss, and critique the student teacher's instructional plans.

What reports are required of the cooperating teacher and when are they due?

We ask cooperating teachers to complete formal assessments of their student teachers. It is the student teacher's responsibility to ensure that the cooperating teacher is informed of the due dates for midway and final assessments. The assessments are completed jointly by the student teacher and the cooperating teacher, and then given to the college supervisor.

How are problems between the student teacher and the cooperating teacher resolved?

Direct and honest communication between the cooperating teacher and the student teacher is an important first step. Specific examples help clarify issues. If the problem cannot be resolved, the college supervisor should then be contacted. A phone call to him/her will likely be followed by a meeting of the individuals involved. A plan should then be developed with specific strategies to remedy the situation. The college supervisor is responsible for monitoring the implementation of the plan.

Are placements changed if problems cannot be resolved?

A change of placement is a last resort should a problem occur between a cooperating teacher and a student teacher. A committee of college professionals (College Supervisor, Program Director, Chairperson of Education Program and Director of Field Placement Services) will evaluate the situation and decide whether a placement change is appropriate and warranted. Formal documentation will be required for a change to occur. It is important to note that a change in placement may require an extension of the dates of the student teaching placement.

Are cooperating teachers required to complete letters of recommendation?

No. Letters of recommendation are completed at the discretion of the cooperating teacher.

Directory of School of Education Personnel at Nazareth College

<u>Undergraduate</u>	<u>Director</u>	<u>Telephone</u>	<u>E-mail Address</u>
Inclusive Education	Dr. Shanna Jamanis	389-2622	sjamani9@naz.edu
Art Education	Dr. Shannon Elliott	389-2529	selliot3@naz.edu
Music Education	Dr. Mary Carlson	389-2697	mccarls0@naz.edu
Adolescence Education	Dr. Meg Callahan	389-2998	mcallah5@naz.edu
Biology	Dr. Brian Witz	389-2554	bwwitz@naz.edu
Business	Ms. Helen Eisenberg	389-2388	heisenb2@naz.edu
Chemistry	Dr. John Bopp	389-2582	jbopp5@naz.edu
English	Dr. Adrielle Mitchell	389-2640	amitch2@naz.edu
Foreign Language	Dr. Edward Malinak	389-2679	emmalina@naz.edu
Mathematics	Dr. Cheri Boyd	389-2560	cboyd4@naz.edu
Social Studies	Mr. Paul Morris	389-2658	pmorris4@naz.edu
Speech and Language Disabilities	Dr. Catherine Quenin	389-2776	cquenin0@naz.edu
<u>Graduate</u>			
Inc. Early Childhood Ed.	Dr. Kate Daboll-Lavoie	389-2618	kdaboli9@naz.edu
Inc. Childhood Ed.	Dr. Kerry Dunn	389-5138	kdunn4@naz.edu
Inc. Adolescence Ed.	Dr. James Black	389-2619	jblack8@naz.edu
TESOL	Dr. Cindy McPhail	389-2607	cmcphai2@naz.edu
Speech and Language Disabilities	Ms. Lisa Durant-Jones	389-2775	ldurant4@naz.edu
<u>Office of Field Placement Services</u>	Ms. Donna Orioli Ms. Sheryl Adams	389-2616 389-2596	dorioli8@naz.edu sadams2@naz.edu

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