

GUIDE TO

Student Teaching



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to

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WELCOME TO THE STUDENT TEACHING PROGRAM

The SUNY Potsdam student teaching experience is designed as the pedagogical capstone to the School of Education and Professional Studies' pre-service programs. The sponsor teacher, university supervisor, and teacher candidate work together as a triad to create an environment in which the candidate has ample opportunity to synthesize and apply previous learning, further develop analytical and problem solving skills, and demonstrate the competence necessary to enter the profession. Each member of the triad reflects on and evaluates the candidate's progress and challenges throughout the student teaching experience.

The sponsor teacher and university supervisor provide the teacher candidate with frequent, specific feedback on teaching behaviors, guiding the candidate to thoughtfully analyze the effectiveness of those behaviors based on contemporary theories of learning and human development. More specifically, the sponsor teacher provides mentoring, knowledge, support, encouragement, and feedback, while the university supervisor serves primarily as liaison, colleague, resource, mentor, and instructor of record (Johnson and Napper-Owen 2011). The teacher candidate is expected to be an active member of the triad, e.g., by evaluating and weighing options, making reasoned choices, and assessing outcomes. The goal of all triad members is to maximize the candidate's development as a problem solver and autonomous pro-

fessional.

The task of helping the candidate develop a reasoned approach to teaching is broad in nature. The questions about how to teach are not settled; research evidence does not fully reveal the way. In the words of Joyce and Weil (1990):

The problem of identifying and choosing teaching strategies becomes quite different if, instead of searching for a single right way, we concentrate instead on the possibilities of the rich variety of models for teaching that our heritage has given us. No presently known single approach succeeds with all the students or reaches all goals. Our task is to de-

velop an environment in which the student is taught in the variety of ways that facilitate his or her development.

The questions about how to teach are not settled; research evidence does not fully reveal the way.

Given this situation, developing one's own reasoned, informed approach to teaching is an essential part of developing skill in the profession and an identity as a teacher. The student teaching experience, which includes the candidates' full participation in the school day as a member of the teaching staff, is designed to contribute to that process. Spangler (2012) reminds us:

For student teachers, a sense of belonging both to the school and to the profession is important in their development and longevity as teachers . . . The more the student teachers can be

included and made to feel like “real” teachers, the more they will be motivated to act like “real” teachers, and the stronger their teacher identity will become.

The SUNY Potsdam student teaching experience is designed to facilitate the teacher candidate’s optimal growth as a

teacher through immersion in reflective professional practice. The teacher candidate who, during the student teaching placements, works toward being an enthusiastic and professional participant in the life of the school can expect to be recognized, and welcomed, as a new member of the teaching profession.

PERFORMANCE OBJECTIVES FOR STUDENT TEACHING

The School of Education and Professional Studies prepares professional personnel to be certified by the New York State Department of Education (NYSED). The School of Education and Professional Studies teacher certification programs offered by SUNY Potsdam comply with established NYSED standards and have been granted program approval by NYSED.

The SUNY Potsdam student teaching program has, with the assistance of our

P-12 partners, developed a set of general performance objectives for the student teaching experience. The performance areas targeted in the student teaching program reflect suggestions made by practicing teachers, researchers, and supervisors who are invested in the School of Education and Professional Studies. The general performance objectives that follow have been adopted as minimal expectations of performance for SUNY Potsdam students entering into the teaching profession.

GENERAL PERFORMANCE OBJECTIVES

A Cooperative Venture

Field experiences, such as practicum and student teaching, are designed to provide the teacher candidate with opportunities to observe and participate in the professional activities of teachers. The student teaching experience is a cooperative venture between personnel from PreK-12 schools and SUNY Potsdam. The teacher candidate is a representative of SUNY Potsdam and has the responsibility to develop this cooperative relationship.

The acceptance of such cooperative opportunities by the teacher candidate indicates an understanding of this guest/host relationship and an understanding that the teacher candidate is expected to abide by the regulations, procedures, instructional practices, and professional and personal expectations of the host school district.

Career Services

The teacher candidate will establish a reference file with the Office of Career Services, 107 Sisson Library, before the student teaching semester. The Office of Career Services offers workshops on résumé writing, job search techniques, job vacancy listings, summer jobs, recruiting by employers, and job fairs.

Communication and Confirmation of Information

The teacher candidate is expected to:

- understand that the Center for School Partnerships and Teacher Certification utilizes SUNY Potsdam e-mail address for all correspondence;
- read, respond to, and save SUNY

Potsdam e-mail daily for future reference;

- refer to the *Guide to Student Teaching*, TaskStream and the Center for School Partnerships' website (<http://www.potsdam.edu/academics/SOEPS/education/fieldexpl/index.cfm>) as resources; and
- call both sponsor teachers and supervisors once assigned.

Dispositions Framework

The teacher candidate will always dress professionally and behave with integrity when student teaching and attending the student teaching seminars.

The teacher candidate is a professional, yet is different from many other professionals in that the teacher candidate can never leave the role of teacher. The teacher candidate must earn the respect of students by behaving in a professional manner at all times, and must never lose sight of the tremendous responsibility inherent in undertaking the education of children. Every student must be treated with dignity and as a person of worth. If a teacher candidate takes on another role with students (*i.e.* friend or buddy), it will lead to disciplinary action with the Center for School Partnerships and Teacher Certification and/or the school district.

The teacher candidate should demonstrate appropriate decision-making as guided by the Dispositions Frameworks as well as these additional directives:

1. Demonstrate Value of Content Discipline and
 - *seek ways to update content knowledge;*
 - *be involved in all the professional development responsibilities of the sponsor teacher; and*
 - *identify professional strengths and needs, and update skills through professional development activities.*
2. Work Well With Others and
 - *work with colleagues as a member of a professional team, not in competition;*
 - *respect others' ideas;*
 - *actively listen; and*
 - *look for the greater good, not personal gain.*
3. Take Responsibility for One's Own Actions and
 - *demonstrate initiative and enthusiasm for teaching; and*
 - *meet all deadlines.*
4. Foster Positive Relationships and
 - *establish positive interactions with faculty, staff, students, and parents;*
 - *associate with other teachers who enjoy being teachers; and*
 - *realize the career begins prior to the first teaching job.*
5. Behave in a Professional Manner with Personal Integrity and
 - *model effective and appropriate spoken and written English in keeping with expected school community standards;*
 - *understand personal use of the Internet, social networking, computer games, music, instant messaging, text messaging, and cell phone use are not a part of the school day;*
 - *review myspace.com, Facebook, Instagram, Tumblr, Twitter, personal blogs, and/or any other type of social networking accounts in order to eliminate any inappropriate text and photos;*
 - *exhibit behavior of teacher, not friend to the students, and understand that personal and intimate relationships with students are inappropriate, including but not limited to hugs, phone calls, text messages, e-mails, meetings outside of school and beyond the end of the student teaching experience;*
 - *understand that teaching by example must be constant;*
 - *respect confidentiality;*
 - *be a positive adult role model;*
 - *maintain obligation to students and sponsor teacher to be in school every day;*
 - *look like the teacher, not one of the students;*
 - *wear professional clothing that is neat, clean, pressed, covering midriff, and not transparent;*
 - *wear skirts of appropriate length;*
 - *avoid heavy perfume, cologne, or aftershave;*
 - *keep tattoos covered at all times;*
 - *wear minimal jewelry and remove body piercings, such as nose ring, eyebrow ring or tongue ring;*
 - *maintain clean and neatly groomed hair and facial hair;*
 - *trim nails to be short and clean; and*
 - *keep gum, food, and/or drink out of sight of the students.*
6. Maintain High Level of Competence in One's Practice and
 - *know and meet the expectations of student teaching;*
 - *monitor one's own strengths/weaknesses as a team participant;*
 - *inspire the students and set high expectations;*
 - *have a desire to improve;*
 - *if given a suggestion, implement it; and*
 - *communicate honestly with others.*

7. Willing to Take Risks; Be Flexible; Show Comfort With Uncertainty and
 - *show initiative;*
 - *go beyond the ordinary level of effort to serve the needs of students;*
 - *monitor and adjust learning activities; and*
 - *respond positively to change (e.g., placement change).*
8. Recognize and Respect One's Own Diversity and that of Others and
 - *use instructional practices that "respect/reflect diversity among participants" (e.g. instructional styles and participation structures);*
 - *espouse beliefs and views consistently but gently;*
 - *seek divergent points of view;*
 - *become knowledgeable about diversity issues; and*
 - *respond to hurtful comments/jokes related to diverse groups.*

Language Skills

The teacher candidate must possess strong literacy skills in the areas of speaking, listening, writing and reading, including grammar (oral and written) and spelling. These are essential in contributing to success in the teaching profession. The teacher candidate who demonstrates difficulty in literacy areas will find the student teaching experience challenging. The College Writing Center (CWC) and the School of Education and Professional Studies offer the Sustained Tutoring Program to help education majors improve their writing skills: a candidate whose writing in any genre (e.g., resume, cover letter, communications with students or parents) is a concern to themselves or to faculty should seek assistance through the Sustained Tutoring Program.

Legal Responsibilities of the Classroom/Teacher Candidate

Each school district has an established set of rules and guidelines which outline its legal responsibilities. Therefore, the teacher candidate must consult with his/her sponsor teacher and/or building administrator as the resource in this area.

Substitute Teaching

The teacher candidate may NOT substitute teach during student teaching without prior approval from the Director of Field Experiences.

Taking Classes

The School of Education and Professional Studies does NOT approve of taking classes during the student teaching semester. Student teaching requires the teacher candidate's full commitment and the sponsor teacher has the right to request that the teacher candidate be dismissed if other priorities take precedence. If this takes place, the teacher candidate will receive a grade of "Unsatisfactory."

Working During Student Teaching

The School of Education and Professional Studies does NOT approve of working during the student teaching semester. Student teaching requires the teacher candidate full commitment and the sponsor teacher has the right to request that the teacher candidate be dismissed if other priorities take precedence. If this takes place, the teacher candidate will receive a grade of "Unsatisfactory."

Fingerprinting

The Teacher Candidate must be fingerprinted prior to beginning any field experiences.

STUDENT TEACHING REQUIREMENTS

The teacher candidate is assigned a SUNY Potsdam Supervisor. The supervisor provides the teacher candidate with additional information regarding the requirements at the Supervisor's Orientation.

Please note some programs have additional degree completion requirements in addition to student teaching requirements. The teacher candidate is responsible for discussing such requirements with his/her program advisor before student teaching so he/she can be prepared to complete all requirements.

The teacher candidate will create a number of materials that provide evi-

dence of their developing skills. During the semester, the teacher candidate will complete the student teaching requirements on TaskStream. The collection will be evaluated by the supervisor and available to faculty in the teacher candidate's program of study. Satisfactory completion of the student teaching requirements is required to receive an "S" in student teaching.

All spelling and grammar must be in standard professional English; all elements and reflective statements must be professional in appearance; documents should be word-processed and organized, with consistent layouts.

Specific Student Teaching Requirements on TaskStream	Additional Information
Contact Information and Student Teaching Materials <i>(submitted before student teaching)</i>	<ul style="list-style-type: none"> • professional resume • dispositions self-evaluation* • personal photo • checklist I and II
*Dispositions Self-Evaluation Checklist <i>(submitted before student teaching)</i>	The teacher candidate will evaluate their own dispositions before student teaching. The supervisor will evaluate the teacher candidate's dispositions after the first and second placement.
Student Teaching Assessment	The teacher candidate will develop a Student Teaching Assessment in Placement I.
Five Exemplary Lesson Plans	Throughout student teaching, the teacher candidate will prepare many lesson plans. The teacher candidate will select five lesson plans that he/she believes best exemplify his/her ability to plan standards-based instruction and assess the learning of the students. The submitted lesson plans should be from Placement II.
Professional Development Plan I & II	The supervisor will upload Professional Development Plans when appropriate.

General Requirements	Additional Information
Mandatory Course Registration and Student Teaching Seminar Attendance	The teacher candidate is required to register for the seminar course and the student teaching courses, and also attend the four days of Student Teaching Seminar. See syllabi for specific information including dates, times, locations, etc.
Daily Attendance	<p>Daily attendance during student teaching is mandatory. Attendance requirements apply to Orientation, Seminars, Superintendent's Days, Staff Development Days, and Professional Activity Days in Canada.</p> <p>NYSED requires 16 weeks of supervised student teaching. The teacher candidate will complete two 8 week placements.</p> <p>The teacher candidate will follow the school district calendar.</p> <p>If the teacher candidate is going to be late or absent, he/she must telephone and make direct contact with the supervisor and the sponsor teacher to inform each of the situation.</p> <p>Failure to meet the daily attendance requirement will result in immediate dismissal from student teaching. Extenuating situations will be dealt with as the need occurs. Attendance must be documented on the appropriate on-line form.</p> <p>A school closing is considered an excused absence and the time does not need to be made up. If the school reduces the number of vacation days, for any reason, the teacher candidate must be present on those days.</p>
Weekly Teaching Schedule	In addition to written plans, the teacher candidate is to submit a teaching schedule to the supervisor each week upon request. The schedule should accurately reflect the general daily schedule and specify the teacher candidate's activities. This schedule helps the teacher candidate organize their work and assists the supervisor in planning an effective and efficient observation schedule.
Weekly Reflective Journal	A reflective journal is required for each placement. The teacher candidate will submit the journal to the supervisor on TaskStream or via email.
Lesson Plans	<p>Formal lesson plans are required for every lesson presented. In absence of a program-specific format, the teacher candidate is encouraged to use the templates provided on TaskStream for planning, as they help to ensure inclusion of appropriate lesson elements.*</p> <p>Abbreviated lesson plans are not acceptable during student teaching. The sponsor teacher must review each lesson plan before the teacher candidate presents it to the students. SUNY Potsdam recommends the teacher candidate not be permitted to teach a lesson if plans are not approved 24-48 hours in advance of lesson time, or further in advance for solo time, as indicated by the sponsor teacher. The collection of all lesson plans should be made available for review by the supervisor at all times.</p> <p>*Social Studies Teacher Candidates: the teacher candidate must use the SUNY Potsdam Secondary Social Studies Lesson Plan.</p>

CHECKLIST OF FORMS, DATES, AND DUE DATES

Completer	Forms/Meetings	Placement I Date/Deadline	Placement II Date/Deadline
Teacher Candidate	Reference File Release Form	Submit to Career Services in 107 Crumb Library semester prior to student teaching	
	Upload Application Materials to TaskStream	Upon receipt of the name of the Supervisor	
	Health Waiver Fee	Submit to Health Services in Sisson Hall upon receipt of placements	
	Student Teaching Schedule	Submit to Supervisor weekly	
	Student Teaching Evaluation Form	Weeks 4 & 8	Weeks 12 & 16
	Exit Survey	Week 16 (upon completion of Student Teaching)	
Sponsor Teacher	Letter of Recommendation	Week 8	
	Sponsor Teacher Survey	Week 8	
	Nominations for Leitzell	Week 8	Fall: Week 8 Spring: Week 4
	Professional Development Meeting	January/March/August/October	
	Evaluation Form	Weeks 4 & 8	

CHECKLIST OF FORMS, DATES, AND DUE DATES

Completer	Forms/Meetings	Placement I Date/Deadline	Placement II Date/Deadline
Supervisor	Orientation Meeting	Held during Seminar	
	Supervisors' Meeting	Held in January	Held in August
	Annual Program Review	Held in May	
	Dispositions Form	Week 8	
	Student Teaching Semester Requirements	Week 8	
	Weekly Reflective Journals	Weekly	
	Observation Form	As required	
	Student Teaching Evaluation Form	Weeks 4 & 8 Enter consensus on TaskStream	
	Letter of Recommendation	Week 8; same student: supervisor may submit one letter	
	Student Teaching Grades	Week 8	
	Nominations for Leitzell	Week 8	Fall: Week 8 Spring: Week 4
	Travel Vouchers	Monthly	
	Attendance Record	Monthly	
	Professional Development Plan	As required	

CLINICAL SUPERVISION — COGNITIVE COACHING

A goal of the supervisory program is to observe and conference with the teacher candidate on a regular basis throughout the semester. The backbone of our instructional supervision is the Clinical Supervision Model and Cognitive Coaching. Basic tenets of the model are reviewed here.

The purpose of educational supervision is the improvement of instruction and/or learning. The supervisory conference has always played a primary role in this process.

The supervisor, the sponsor teacher, and the teacher candidate work together in an orderly, analytic method to identify teaching strengths and weaknesses, thereby initiating the problem-solving process. Most importantly, with the teacher candidate actively involved in all phases of the process, he/she is active in defining the problem, in analyzing the data, and in developing appropriate strategies for

modifying teaching behavior.

Each supervisor who attends the workshops provided by the Center for School Partnerships and Teacher Certification is introduced to the model of Clinical Supervision. The Cognitive Coach model involves three phases: (1) a pre-observation conference, (2) a lesson observation, (3) a post-conference. Although this is the preferred model of supervision recognized and promoted by the Center for School Partnerships and Teacher Certification, each supervisor brings his/her unique strengths to the supervisory role. It is not always possible to implement a particular model because of the unique characteristics of our demographics.

Whenever possible, the teacher candidate is assigned a supervisor with the same certification area. There are some instances in which the supervisor and the teacher candidate have different certification areas.

CLINICAL SUPERVISION TECHNIQUES	
Phase	Description
First Phase: Planning Conference	<ul style="list-style-type: none">• The supervisor and the teacher candidate identify the teacher candidate's concerns about instruction and translate these concerns into observable behavior;• The supervisor identifies procedures for improving the teacher candidate's instruction;• The supervisor assists the teacher candidate in setting self-improvement goals; and• The supervisor and the teacher candidate arrange a time for classroom observation, select an observation instrument and behaviors to be recorded and clarify the instructional context in which data will be recorded.

<p>Second Phase: Classroom Observation</p>	<ul style="list-style-type: none"> • The supervisor, teacher, and/or teacher candidate asks questions, as well as provide feedback, reinforcement, directions, structuring statements, and management statements. • Materials are used as evidence, such as seating chart observation records (student on-task/off-task, distribution of student participation, teacher/student versus student/student verbal patterns, teacher or student physical movement patterns, student errors). • Strategies used include wide lens techniques (anecdotal records, video and audio recordings), along with data gathering so that specific teacher and student behavior patterns can be identified. • Checklists and timelines are reviewed. • Any teacher or student behaviors, which can be specified in low-inference terms, are addressed.
<p>Third Phase: Feedback Conference</p>	<ul style="list-style-type: none"> • Following the reflective clinical supervision model, the supervisor begins the conference with two questions: <ol style="list-style-type: none"> 1. How do you feel the lesson went? 2. What would you do differently? • The supervisor affirms, to the teacher candidate, that this is designed to promote reflection and is not intended to be negative; • The supervisor provides the teacher candidate with feedback using objective observational data (and discusses alternatives to consider when necessary) and elicits the teacher candidate's inferences, opinions, and feelings; • The supervisor encourages the teacher candidate to consider alternative lesson objectives, methods, and rationale; and • The supervisor provides the teacher candidate with opportunities for practice and comparison.

Observing and Conferencing Throughout the Placement

The supervisor observes the teacher candidate in a variety of teaching-learning situations on a regular basis during the course of the student teaching experience. The supervisor’s notes and observation materials from observations are

used as a basis for helping the teacher candidate analyze the teaching-learning process throughout the student teaching experience. Direct and regular feedback is provided to the teacher candidate (and sponsor teachers as needed) through different types of conferences throughout the placement.

Conference Type	Description
Initial Conference	The supervisor conducts an initial conference with the teacher candidate during the first week or so of student teaching. Usually the well-being of the teacher candidate is focused on by discussing any problems the candidate may be encountering in school or out of school (housing, transportation, etc.).
Observation Conference	The supervisor conducts conferences soon after the observation. Three-way conferences, including the sponsor teacher, are scheduled when appropriate. Observation data is used to help the teacher candidate identify the relationship between learning theory and principles and the candidate’s practice in the classroom. Specific strengths and problems are identified and specific goals are established to help guide the development of the teacher candidate. Self-evaluation is stressed in the conferencing process. As a result, the teacher candidate is expected to understand the impact of their behavior on the learners and to consciously control their behavior in the classroom.
First Triad Conference	The supervisor schedules a three-way conference (sponsor teacher, teacher candidate, supervisor) when possible. This conference provides for input concerning the teacher candidate’s progress at this stage of the student teaching experience.

Second Triad Conference	The supervisor schedules a second triad conference, generally for the last week of the student teaching experience. This conference is based on an observation conducted by the supervisor and the sponsor teacher. Before the conference, all members of the triad — supervisor, sponsor teacher and teaching candidate — complete an evaluation form based upon how the teacher candidate is performing. During the conference, the triad members discuss their respective evaluations and reach a consensus about the teacher candidate's performance; this consensus is recorded by the supervisor on the final student teaching evaluation form on TaskStream.
Additional Conferences	Supervisors and sponsors may schedule additional conferences with the teacher candidate throughout the student teaching experience as part of their standard mentoring practice, or to discuss particular issues or concerns.

ROLE OF THE TEACHER CANDIDATE

Timeframe	The Teacher Candidate is expected to:
Before the Teacher Candidate Begins Student Teaching	<ul style="list-style-type: none"> • review roles of the sponsor teacher and supervisor; • contact both sponsor teachers within two weeks of receiving the student teaching placements; • arrange for a meeting with each sponsor teacher to tour the school and complete the Teacher Candidate/Sponsor Teacher Checklist; • discuss the topic for the Student Teaching Assessment; • attend all Superintendent's days (PA days in Canada) occurring prior to student teaching, and assist the sponsor teacher with setting up the classroom.
While Student Teaching	<ul style="list-style-type: none"> • dress professionally at all times, and sign in and out of the school; • make introductions to the building principal; • obtain copies of important documents such as the Annual Professional Performance Review (APPR), Professional Development Plan (PDP), Code of Conduct, Attendance Policy, and teacher contract at the school; • review Individualized Education Programs (IEP) for the students and discuss with the sponsor teacher; • become informed about school conduct regulations; • attend faculty meetings as a teacher candidate, attend all events that a working faculty member would attend, and follow the calendar for the district; • undergraduate students should apply for graduation through SUNY Potsdam's Registrar; graduate students should apply for graduation through the Center for Graduate Studies; • discuss any problems that arise in the classroom maturely and professionally with the sponsor teacher. If necessary, request a conference with the supervisor or a triad conference. If the problem persists, contact the Director of Student Teaching. • it is highly recommended to capture video of several lessons throughout student teaching.
Weeks 1 and 2 <i>(add responsibilities as indicated)</i>	<ul style="list-style-type: none"> • observe the sponsor teacher and become acquainted with daily routines, offer assistance to the sponsor teacher the first day; • submit weekly observations to the supervisor in a "reflective journal"; • confer with, and implement planned activities of, the sponsor teacher; • work with the sponsor teacher in team-teaching activities; • become acquainted with the students, school, district, and its resources, including technology; • develop a teaching schedule for weeks one and two with the sponsor teacher, and share it with the supervisor (one lesson per day); • develop a lesson plan for each lesson taught and have it approved by the sponsor teacher at least 48 hours in advance of lesson time; • document achieved performance objectives and classroom management strategies; • participate in a co-curricular activity (if the opportunity exists); • confer with the sponsor teacher about pupil evaluation; • use the sponsor teacher's record keeping system or develop original record keeping system if approved by sponsor teacher; • develop ideas for a bulletin board, an exhibit, or a display; and • debrief daily with the sponsor teacher and discuss performance (strengths and areas upon which to improve);

ROLE OF THE TEACHER CANDIDATE *(Continued)*

Timeframe	The Teacher Candidate is expected to:
Weeks 3 and 4 <i>(add responsibilities as indicated)</i>	<ul style="list-style-type: none"> • institute involvement in professional organizations; Canadians apply to OCT; • implement evaluation and grading of student progress; • increase planning and teaching responsibilities to three lessons per day (week three) and four lessons per day (week four); • attend and participate in supervisor's scheduled mid-semester triad that includes the supervisor, sponsor teacher, and teacher candidate; this triad will provide an opportunity for the teacher candidate to evaluate his/her performance and establish further goals and a long-range planning project; the Student Teaching Evaluation Form for this evaluation is located on TaskStream;
Week 5 <i>(add responsibilities as indicated)</i>	<ul style="list-style-type: none"> • increase workload to 80 percent of the sponsor teacher's responsibilities;
Weeks 6 and 7 <i>(add responsibilities as indicated)</i>	<p>The teacher candidate is expected to solo as much as possible.</p> <ul style="list-style-type: none"> • increase workload to 100 percent of the sponsor teacher's responsibilities; sponsor teacher may or may not leave the room; • implement long-range planning project;
Week 8 <i>(add responsibilities as indicated)</i>	<ul style="list-style-type: none"> • attend and participate in supervisor's scheduled second triad that includes the supervisor, sponsor teacher, and teacher candidate; this triad will provide an opportunity for the teacher candidate to self-evaluate performance and determine if set goals and long-range planning project were achieved; the teacher candidate must access the Student Teaching Evaluation Form on TaskStream; • facilitate the transition of classes from the teacher candidate back to the sponsor teacher, allowing time for the teacher candidate to observe and reflect upon the teaching and learning process; • observe in other classrooms; • return all keys and learning materials to the sponsor teacher (NOTE: school districts may take action if materials are not returned); • complete all reports, grades, Evaluation of Supervisor and other responsibilities; and • complete and upload the Student Teaching Assessment to TaskStream; submit to Placement I supervisor for evaluation.

Thank You Letter

It is highly recommended that the teacher candidate write thank you letters to the supervisor, sponsor teacher, and administrators upon completion of each experience.

Letter of Recommendation

The sponsor teacher and the supervisor write letters of recommendation for the teacher candidate upon the completion of each placement. Letters of recommendation are sent directly to the Office of Career Services, 107 Crumb Library, Potsdam, NY 13676. The teacher candidate can request official copies by calling 315-267-2344.

ROLE OF THE SPONSOR TEACHER

Timeframe	The Sponsor Teacher is expected to:
General Information	<p>The sponsor teacher is a key person in the student teaching program and should:</p> <ul style="list-style-type: none"> • possess a sincere commitment to students; • have a skillful approach to human relations; • be certified and tenured
Before the Student Teaching Placement Begins	<ul style="list-style-type: none"> • review the teacher candidate's resume; • read the Role of the Sponsor Teacher; • review roles of the teacher candidate and supervisor; • call the Director of Field Experiences if the teacher candidate does not call and schedule a meeting; • attend the Center for School Partnerships and Teacher Certification's Professional Development session for Sponsor Teachers; • meet with the teacher candidate before the placement begins and provide the teacher candidate with answers for the Checklist; • inform the students that they will have a teacher candidate joining the class as a second or team teacher; • provide the teacher candidate with a work station; • inform the teacher candidate what topics and/or themes will need to be covered during his or her placement; • discuss available educational resources, supplies, equipment, and procedures for reserving rooms and equipment, etc.

ROLE OF THE SPONSOR TEACHER *(Continued)*

Timeframe	The Sponsor Teacher is expected to:
During the Student Teaching Placement	<ul style="list-style-type: none"> • welcome and integrate the teacher candidate, including introductions to district personnel; • review and provide feedback for every lesson plan before the teacher candidate presents the lesson; • delegate increasing responsibilities to the teacher candidate; • develop a long-range plan for the teacher candidate to assume increased responsibility in preparation for solo teaching in weeks 6 and 7; • guide the teacher candidate as he/she prepares the Student Teaching Assessment; • accept a partnership with the supervisor; • identify with the fears and joys of a beginner in the profession and give encouragement when morale is waning; • assess the teacher candidate's strengths and weaknesses and offer suggestions; • provide written and verbal feedback after observations; • carefully evaluate progress, and give daily guidance; • conference with the supervisor as needed; • include the teacher candidate in parent conferences whenever possible; • encourage the teacher candidate to develop his or her own potential; • immediately consult with the supervisor when there are concerns, and understand that the supervisor may contact the Director of Student Teaching to request a Student Teaching Review Committee meeting when issues are not resolved
Action Items	<ul style="list-style-type: none"> <input type="checkbox"/> complete Stipend/Waiver Form provided by the supervisor and fax by deadline date to (315) 267-3327; <input type="checkbox"/> complete the Student Teaching Evaluation Form at mid-placement and end-of-placement prior to the triad evaluation meetings; <input type="checkbox"/> complete and submit the online Sponsor Teacher Evaluation Form; and <input type="checkbox"/> complete a Letter of Recommendation for the teacher candidate and mail it to SUNY Potsdam, Office of Career Services, 107 Crumb Library, Potsdam, NY 13676.

ROLE OF THE SUPERVISOR

Timeframe	Expectations
General Information	<p>The supervisor is a key person in the student teaching program. The supervisor:</p> <ul style="list-style-type: none"> • is considered a faculty member, and obtains a SUNY ID card; • ensures an updated resume is on file, along with three letters of reference, and returns signed employment contract to SUNY Potsdam's Human Resources office; • has proficiency with technology, with daily access to the internet; and • attends three mandatory annual professional trainings on campus in January, May and August.
Before the Student Teaching Experience	<ul style="list-style-type: none"> • review roles of teacher candidate and sponsor teacher • facilitate Orientation meeting at Seminar; • navigate through TaskStream and become acquainted with all deadlines; • become familiar with the <i>Guide to Student Teaching</i> that is provided by the Center for School Partnerships and Teacher Certification, and is also located on TaskStream and the web site; • receive telephone calls of introduction from the teacher candidate before each placement; • contact the teacher candidate whenever they do not make the initial contact prior to the placement, and enter this information on the Dispositions Form; • hold Orientation with the teacher candidate and remind him or her to update mailing addresses and phone numbers on BearPAWS; • review the Role of the Sponsor Teacher, Checklist, Evaluation Rankings, and Dispositions Form with sponsor teachers; • serve as liaison between SUNY Potsdam and schools, communicating when there are issues; • utilize the parking permit provided by the Center for School Partnerships and Teacher Certification; and • distribute sponsor teacher packets.

ROLE OF THE SUPERVISOR *(Continued)*

During the Student Teaching Experience	<ul style="list-style-type: none"> • be readily available to the teacher candidate and school personnel for consultation; • inform school office personnel when visiting a school; • conduct a minimum of one informal and three formal observations (or more) per placement; • provide written feedback on a timely basis (<i>i.e.</i> daily/weekly reflective journals); • assist the teacher candidate with developing into an autonomous professional; • be a resource on unit planning and assessment of student learning for the teacher candidate as he/she prepares the Student Teaching Assessment; • evaluate Student Teaching Assessment submissions at checkpoints, and provide feedback; • hold pre- and post-conferences for each lesson observed using an online observation form, and provide the teacher candidate with a copy of the completed form; • hold triad at mid-placement and end-of-placement, complete the Student Teacher Evaluation Form and enter consensus data on TaskStream; • evaluate the student teaching requirements on TaskStream; • as needed, use the online form to design a Professional Development Plan (PDP) for the teacher candidate with teaching deficiencies and fax form to the Director of Field Experiences and Certification Officer; <ul style="list-style-type: none"> • notify the teacher candidate of any additional meetings or observations; • establish a tentative Student Teaching Review Committee (STRC) date when applicable; • inform building principal about situation and extend invitation to STRC meeting; • organize, at a sponsor teacher's request, all special meetings to everyone's satisfaction;
Action Items	<ul style="list-style-type: none"> <input type="checkbox"/> submit online Travel Vouchers through BearPAWS and submit on-line Record of Attendance to the Director of Field Experience and Certification Officer on a monthly basis; <input type="checkbox"/> complete the Letter of Recommendation and mail to SUNY Potsdam, Office of Career Services, 107 Crumb Library, Potsdam, NY 13676; be sure to include the teacher candidate's full name in the letter; <input type="checkbox"/> complete the Leitzell Award nominating form and remind the teacher candidate and sponsors to complete appropriate forms listed in Forms & Due Dates; <input type="checkbox"/> ensure all student teaching requirements are evaluated on TaskStream before assigning the teacher candidate an "S" or "U" grade through TaskStream by the deadline date; (refer to "Guide for Grading Student Teaching" section of this <i>Guide</i> for grade explanation).

GUIDE FOR GRADING STUDENT TEACHING

The teacher candidate is graded holistically, according to teaching abilities, dispositions, and completion of all the student teaching requirements. Assessments identify strengths and weaknesses of the teacher candidate and provide opportunities to work toward achieving professional growth. This evaluation should be continuous, specific, cooperative, self-evaluative, comprehensive, and individualized. The teacher candidate receives six credit hours for each placement and at the end of each placement, the supervisor makes the determination of the grade of “S” or “U”.

During the student teaching experience, the teacher candidate who is unsure of success or status with regard to passing or failing should seek advice from the supervisor and sponsor teacher. If the teacher candidate receives a “U” for one student teaching placement, he/she may be required to complete a Remediation Program, or be granted the opportunity for one additional student teaching placement. An “S” must be earned in that placement. The teacher candidate must register and pay for the additional six credit hours if he/she requires an additional student teaching experience.

Areas to be Graded	Evaluative Tool	Areas of Concern
Teaching	<p>Student Teaching Evaluation Form:</p> <ul style="list-style-type: none"> consensus ratings from the Triad meeting, recorded by the supervisor; completed on TaskStream during weeks 4, 8, 12, 16 	<p>Anything below a cumulative rating of 1.0 by the end of each placement:</p> <ul style="list-style-type: none"> 0 = Unsatisfactory 1 = Basic 1.5 = Progress toward true proficiency 2 = Proficient 2.5 = Strongly Proficient 3 = Distinguished <p>(N/A may be permitted in some programs; scores of 1.5 and 2.5 do not apply in all programs)</p>
Dispositions/ Professionalism	<p>Dispositions Form completed by the supervisor on TaskStream at the end of each placement.</p> <p>Deadline Dates, determined by the supervisor (e.g., Student Teaching Assessment, lesson plans, journals, etc.)</p>	<p>Continuing serious concerns in one dispositional category or continuous concerns in more than one dispositional category (<i>i.e.</i>, the 7-8 dispositional categories as listed on the Dispositions Form).</p> <p>Late submission of student teaching requirements on 3 or more occasions, or submitted work that is of poor quality.</p>
Student Teaching Requirements	<p>Student Teaching Assessment, Weekly Journals, Evidence of Planning (5 Exemplary Lesson Plans)</p>	<p>Candidates must receive an overall average score of 1.5 on the evaluation rubric to pass. Any candidate who receives an overall average score below a 1.5 will be placed on a PDP and a revision/resubmission of the entire Assessment will be required.</p>

An Unsatisfactory for a placement may be given if any of the following occur:

- **Teaching:** when the teacher candidate receives a cumulative rating below 1.0 (Basic) at the end of either placement on the Student Teaching Evaluation Form.
- **Dispositions:** when the supervisor and sponsor teacher document several continuing concerns in one dispositional area, or continuing concerns in more than one dispositional area.
- **Student Teaching Requirements:** when the teacher candidate is late submitting requested requirements to the supervisor on three or more occasions, or if the product is not submitted in a professional manner.

Combination of Concerns

A teacher candidate may receive a rating of 1.0-1.5 (Basic) on the Student Teaching Evaluation Form, and also receive supervisor ratings indicating ongoing concerns with the dispositions. This and other situations may result in the teacher candidate receiving an “Unsatisfactory,” as evaluated on an individual basis. The supervisor is expected to consult with the Director of Field Experiences whenever a concern arises.

Due Process

The teacher candidate must utilize the SUNY Potsdam student appeal procedures for any grade appeals.

PROFESSIONAL DEVELOPMENT PLAN (PDP) AND REMEDIATION PROGRAM

If the teacher candidate enters the student teaching process with a PDP developed during the program of study and/or 100-hour field experience, that plan will be shared with the Director of Field

Experiences, the student teaching supervisor(s), and sponsor teacher(s).

When a PDP is developed during the student teaching experience, the following procedures are followed:

Process	Procedures
The PDP during Student Teaching Placement	<p>The supervisor, in collaboration with the sponsor teacher, must develop a PDP when the teacher candidate is experiencing difficulty. Examples include but are not limited to: doing “just enough to get by,” having excuses for arriving late, leaving early, absent and/or turning in poorly prepared lesson plans. The on-line PDP form must be completed and submitted to the Director of Field Experiences. The PDP includes the following:</p> <ul style="list-style-type: none"> • defined deficiencies; • suggestions for assisting the teacher candidate; and • desired outcomes.
PDP Meeting	<ul style="list-style-type: none"> • The supervisor and the sponsor teacher review the PDP with the teacher candidate. • A reasonable timeframe for accomplishing specific tasks during the placement is developed. • The sponsor teacher must sign and date the PDP. • The teacher candidate must complete the PDP acknowledgment form on TaskStream.
PDP Follow-Up Meeting	<ul style="list-style-type: none"> • The supervisor and the sponsor teacher meet with the teacher candidate on the identified date to review the results of the PDP. • The supervisor must submit the post-PDP form that includes the results on TaskStream. • If necessary, the supervisor, the sponsor teacher, the teacher candidate, the Director of Field Experiences, program coordinator or designee, and administrator convene in a Student Teaching Review Committee (STRC).

<p>Student Teaching Review Committee (STRC) Procedure</p>	<ul style="list-style-type: none"> • STRC convenes when a teacher candidate has made minimal or no progress and issues cannot be resolved among the supervisor, the sponsor teacher, and the teacher candidate; • the supervisor notifies the Director of Field Experiences of an unsuccessful completion of student teaching; • the Director of Field Experiences meets at the school with the teacher candidate, sponsor teacher, supervisor, program Director or designee, and administrator; • the Director of Field Experiences facilitates the meeting by reviewing the PDP; • clarification is provided if needed; • the sponsor teacher and supervisor are asked to provide specific examples; • all active participants should provide input; • the Director of Field Experiences verbally summarizes; • the teacher candidate is asked to leave the meeting so an Executive Committee session can convene and establish recommendations; • the teacher candidate returns to the meeting and the Director of Field Experiences provides verbal recommendations; • if the teacher candidate receives a “U,” then a Remediation Program may be created; • successful completion of a Remediation Program is required before re-entry into student teaching; • the teacher candidate may utilize the next student teaching placement timeframe to complete the Remediation Program and must successfully complete the Remediation Program prior to student teaching again; and • the teacher candidate is responsible for registering and paying SUNY Potsdam for the additional 6-credit hours.
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Note: The Center for School Partnerships and Teacher Certification cannot guarantee securing additional student teaching placements. School districts and/or sponsor teachers may not be willing to host a teacher candidate who has been remediated or is in need of remediation.

WITHDRAWAL AND TERMINATION PROCESS

Withdrawal From Student Teaching

- As soon as a teacher candidate decides to withdraw from Student Teaching, a letter of withdrawal must be submitted to 111 Satterlee immediately, indicating the reason(s) for withdrawal.
- If a teacher candidate withdraws from a student teaching placement, the grade awarded depends upon the performance of the teacher candidate at the time of withdrawal.
- If the teacher candidate's performance is satisfactory at the time of withdrawal, a "W" is awarded – dependent upon the Add/Drop date established by the Registrar's Office.
- If the teacher candidate's performance is not satisfactory at the time of withdrawal, a "U" is awarded.
- Withdrawals must be approved in collaboration with the Director of Field Experiences and the Chair of the Department for the program in which the teacher candidate is enrolled (Early Childhood, Childhood, Childhood/Early Childhood or Secondary).
- Unapproved withdrawals (*e.g.* not showing up at school) are considered as "quitting" by SUNY Potsdam; the teacher candidate will receive a grade of "U" and may be dismissed from the program.
- Refer to the Undergraduate and Graduate College Catalogs for policies pertaining to re-admission to SUNY Potsdam.

Termination/Removal of a Teacher Candidate

- Failure to comply with the Remediation Program may result in removal from the program.
- Two grades of "S" within three placement opportunities are required to satisfy the student teaching requirements. When two grades of "S" are not achieved within three placement periods, the teacher candidate will be dismissed from the program and may contact Career Services for career alternatives.
- If it is determined that the teacher candidate exhibits conduct unbecoming a teacher, or gives reasonable basis for a determination of being unfit to be a teacher, the teacher candidate will be dismissed from the program. "Conduct" refers to behavior on and off campus as applicable to the Code of Conduct governing all students at SUNY Potsdam, and SUNY Potsdam reserves the right to dismiss a teacher candidate when professional judgment warrants.

Examples of Behavior That Could Result in Immediate Dismissal Include, But Are Not Limited to:

- using corporal punishment;
- possession or consumption of alcohol, being under the influence;
- possession or consumption of illegal drugs;
- being charged or convicted of a crime that could lead to 3020A charges;

- harmful to self or others (emotionally or physically).

When a teacher candidate is dismissed from student teaching, a committee of School of Education professionals and

other SUNY Potsdam professionals will convene to review the circumstances and make recommendations or render a decision as to whether or not the teacher candidate should continue in the program.

AWARDS AND RECOGNITION

Leitzell Award

This award was established in 1958 in honor of Miss Frances Leitzell, a faculty member at SUNY Potsdam from 1915-1933. It is presented annually to a childhood/early childhood education teacher candidate who possesses exemplary teaching skills. A supervisor who desires to nominate a teacher candidate for the Leitzell Award must first review the criteria located on TaskStream, and then submit the Leitzell Award Nominating Form. The nominated teacher candidate will be notified and is required to submit a mini-portfolio. The Awards Committee reviews the materials, selects the recipient, and presents the award at the School of Education and Professional Studies Awards Ceremony.

Certificates of Appreciation

Certificates of Appreciation are presented to sponsor teachers as our way of saying “thank you.” The certificate can be used as an artifact for a professional teacher’s APPR process under the category of “Professional Responsibilities.” (St. Lawrence-Lewis BOCES Annual Professional Performance Review Multi-Year Plan — PDF document). Sponsor teachers outside of St. Lawrence County will need to review local APPR plans.

Division of Diversity, Equity and Inclusion — Diversity Statement

Approved by the President’s Council, September 14, 2016.

SUNY Potsdam is dedicated to embracing the diversity of its community members. Students, employees, their families, alumni, friends, allies, guests to our campus, and members of the surrounding communities are all recognized as valued members of our community. In our community, we find an increasingly diverse population — with respect to race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, age, and other social identities — and strive to promote an environment that is respectful of our differences. In this regard, we are dedicated to creating, empowering, and sustaining a community that is built on trust and a universal commitment to respect for all, irrespective of backgrounds, experiences and identities; and which welcomes and encourages the variety of human experience and the uniqueness of each individual. We believe a commitment to diversity, equity, inclusion, and social justice is essential in preparing engaged global citizens to lead lives enriched by critical thought, creativity, discovery, and the pursuit of academic excellence — values which are rooted in our educational mission to support individualized curricula and opportunities for personal and professional growth. Therefore, we believe we must continue to educate ourselves and engage with North Country communities, striving to become a model for diversity, equity, inclusion, and social justice, within both the region and the SUNY system.

REFERENCES

Learning Standards Checklist For New York State

<http://www.p12.nysed.gov/ciai/standards.html>

INTASC Standards

<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>

New York State Code of Ethics for Educators

<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html>

Ontario College of Teachers Ethical Standards for the Teaching Profession

<http://www.oct.ca/public/professional-standards/ethical-standards>

Johnson, I. L. and Napper-Owen, G., (2011). The Importance of Role Perceptions in the Student Teaching Triad. *Physical Educator*, 68 (2), 44-56.

Spangler, S., (2012). Finding the Golden Mean: Mentors and Student Teachers Working for Success. *English Journal*, 101 (5), 85-87.

NOTES



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