



SUNY Buffalo State
 Department of Elementary Education, Literacy
 and Educational Leadership

School of Education

Course Information: Practicum in Student Teaching

Course Number #:	EDU 400/401/404/410/500/510	Instructor:	
Semester:	Spring	Office:	Bacon Hall 316B
Total Credit hrs.	6/12	Office Phone:	
Course Times:	Monday-Friday (Follow School start and end times for faculty)	Cell Phone:	
Meeting location:		Email:	
		Office Hours:	By appointment

Course Description

The supervised student teaching experience will take place in one or two school settings at one or two developmental levels for five full days a week for approximately 8 consecutive weeks each rotation. Teacher candidates are required to effectively demonstrate content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflection of practice is required

On Site Supervision

As part of the student teaching “cohort” model, the College student teaching Supervisor will be on site with the Teacher Candidates weekly. This time will allow for extensive opportunities in instructional support, mediation, debriefing, and collaboration with the Teacher Candidates and mentor teachers.

Buffalo State Teacher Education Unit Goals:

The three overarching principles of 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. Below are the unit goals that support this conceptual framework.

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

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

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

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

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

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

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

Professional Dispositions

1. Professional:

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

2. Reliable and Dependable:

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

3. Respectful:

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

4. Committed to Student Learning:

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

5. Reflective:

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by improving performance
- Tailor and reformat instruction based on assessed student needs

6. Enthusiastic:

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
- Are energetic, and open to new ideas.

7. Collaborative:

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles

TEU Watermark (formerly Taskstream) Policy

In this course, all candidates are required to submit particular assignments via Watermark; these assignments include the following: Teacher Performance Assessment - (edTPA):

1) In compliance with the certification requirements for teachers in New York State, the edTPA (Teacher Performance Assessment) must be completed during student teaching by all candidates. Teacher candidates are responsible to show evidence to your college SUPERVISOR that you did complete the requirements for the edTPA and submitted onto TASKSTREAM-Watermark. (S= Satisfactory met Requirements.) If you receive an I=Incomplete indicating you did not meet requirement. The "I" is removed once the teacher candidates meets all student teaching requirements, including completion of the edTPA and posted onto TASKSTREAM. ***These assignments must be submitted via Watermark. Candidates failing to submit required assignments via Watermark will earn an Incomplete course grade (I) until the work is completed and (appropriately) submitted.***

All candidates must be enrolled in their program on Watermark within 30 days of beginning the course. All required Watermark course assignments must be submitted on Watermark by the end of the semester.

Expectations for Behavior and Procedures for Disruptive Individuals

All candidates are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance or rude behavior based upon age, race, religion, color, national origin, gender, sexual orientation, disability, or status – either marital, veteran or socioeconomic. All members of the college community are expected to contribute to the college environment and to move the college community toward respect for all.

or

Procedures Regarding Disruptive Individuals: Disruptive behavior by students in my class will not be tolerated. Whenever I deem a student to be acting in a disruptive or threatening manner, I will exercise my right to ask that individual to leave the classroom. If refused, I will exercise my right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the dean of students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing. (see Code of Rights: <http://deanofstudents.buffalostate.edu/code-student-rights-freedoms-and-responsibilities-and-sexual-violence-addendum>)

Candidate Consultation Procedure

Teacher candidates who have difficulty demonstrating the required professional knowledge, skills and dispositions may be referred to the Candidate Consultation process.

Course Objectives and Learning Outcomes

Teacher Candidates will:

1. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how children learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted for diverse learners.
4. Demonstrate an understanding of, and use a variety of, instructional strategies, including technology, by encouraging students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate an understanding of individual and group motivation and behavior by creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Demonstrate knowledge of effective verbal, nonverbal, and media communication techniques by fostering active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, other professionals in the learning community) and who actively seek out opportunities for professional growth.
10. Foster relationships with school colleagues, parents/caregivers, and agencies in the larger community to support students' learning and wellbeing.

Course Schedule/Calendar

The Teacher Candidate will follow the academic calendar set up by the Office of Teacher Certification and the school/district with which they are placed. (NOTE: POSTED ON BLACKBOARD FOR STUDENT TEACHING)

Course Requirements

Required Text(s):

edTPA Assessment Handbook (electronic copy on Blackboard for edTPA)

EPP Student Teaching Handbook (electronic copy on Blackboard for Student teaching)

Additional resources: Additional student teaching resources, lesson plan templates and suggested readings will be posted on BLACKBOARD for EER Student Teachers.

Other Materials:

Recommended Text:

We care about your success! Bengal Success Portal is a web based tool that is designed to help faculty and advisers support student success. The first step in this process is for you to create your profile. To access the portal: * Go to my buff state tool box <http://suny.buffalostate.edu/students> and click on Bengal Success Portal

Evaluation

Candidates must successfully complete all program requirements that apply to Student Teaching as outlined below. Teacher Candidates earn either a "Satisfactory" (S) or "Unsatisfactory" (U) grade for Student Teaching.

1. Formal Evaluation -Elementary Education and Reading Teacher Candidate Evaluation will be administered in each rotation(8 week) at the mid-point (on or about week 4) and final evaluation (on or about week 7 or 8).
Note: In a 16 week placement mid-evaluations will take place on or about week 4, and 8 or 9 and final evaluation on or about week 15 or 16. It is left up to the discretion of the supervisor and mentor if additional "Formal evaluations will take place prior to week 8 in a 16 week placement. (Persons responsible are Mentor teacher and Supervisor). **NOTE: Teacher candidates will complete the mid-evaluation goal setting reflection document and submit to supervisor and mentor for feedback.**
2. Evidence Binder Check –Binder with required documents will checked at least every 4 weeks by Supervisor. View requirements below.
3. Formal observations **per rotation** at least 3-4 by Supervisor. It is up to the discretion of the supervisor if additional formal observations will take place.
4. Observations by mentor teacher will be both formal and informal. This will be reflective on the Student teaching evaluation by the mentor teacher.
5. Candidates must complete and submit Student Teaching - Exit Survey on TASKSTREAM-Watermark- Go to the Elementary Initial Program folder and complete the Exit survey (or MIITC Student Teaching) Note: Follow end of semester checklist instructions posted on Blackboard.

Please note that this does not apply to student teachers from Exceptional Education

Attendance

Attendance and punctuality are mandatory for adequate performance in student teaching.

1. Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
 2. Work the same hours and schedule, and perform the same duties, as the mentoring teacher.
 3. Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the mentoring teacher and/

or school administrator determines otherwise.

Absence from the student teaching assignment shall be made up to the satisfaction of the mentor teacher and the College Supervisor.

Tardiness will not be permitted and will count as a half day absence. Exceptions due to weather conditions or other emergency conditions.

Note: Excessive Absences and or tardiness will shall be addressed on an individual basis and may be the reason for placement and/or course failure. Please note that two reports will result in a grade of “U” in the placement unless made up. (reference EPP Student Teaching Handbook)

Notification of Absence: A Teacher Candidate shall notify the assigned cooperating school, mentor teacher, and College Supervisor in advance of an anticipated absence, or as early as possible on the day of an emergency absence. (The day before or no later than one hour prior to the start of the mandated school arrival time for teachers. Teacher Candidates who have teaching materials at home (manuals, reference material, plans) which the mentor teacher will need, must make arrangements to return them to the mentor teacher before the class meets. Teacher Candidates who will not be able to teach at the appointed time set aside for a visit by their College Supervisor should notify the supervisor as soon as possible for another appointment. This will enable the supervisor to make the best use of time needed to meet other Teacher Candidates’ needs.

Days missed from student teaching are not considered absences when the school is officially closed for reasons such as inclement weather. (reference EPP Student Teaching Handbook)

Required Student Teaching Assignments:

EVIDENCE BINDER: All teacher candidates will keep an evidence binder documenting your level of performance for Planning, Instruction, Assessment, and Professional Responsibility and Growth. Your Evidence Binder should be available for your Supervisor to check. (suggested every two -4 weeks) **Evidence to be placed in a three ring binder to include:**

Lesson Plans: You will write lessons using the lesson plan templates on Taskstream, posted on BLACKBOARD, or suggested by supervisor. A lesson plan book can be used once you are given greater responsibility. Suggested formats that your Mentor Teachers uses are sufficient. Additional resources are posted **on Blackboard.**

Unit: You will develop and teach at least one unit during each student teaching placement. This mini unit must be planned collaboratively with your mentor teacher and approved by your supervisor. An outline will be distributed and explained to you by your Supervisor.

Anecdotal Record Keeping: Anecdotal record keeping will help you see children as individuals with strengths and weaknesses. This will help you in differentiating instruction and vary strategies you will use. At least one observation per learner should be documented. Templates will be reviewed by your supervisor.

Reflection Journal: Personal reflection of your teaching is of vital importance. Good teachers should reflect at the end of each day to determine what “did” and “did not” work in the classroom. This self-examination will lead to better instruction and successful classroom management. You will keep a **weekly** record of your reflections. (Template attached and Posted on **BLACKBOARD**)

Incorporating The Arts/Multimodal: Especially in the early primary grades, try to incorporate music, art, and physical movement into your lessons.

Incorporating Technology: Wherever possible, incorporate the use of technology into your instruction.

Informal / Formal Observations: The College Supervisor will visit your classroom weekly. The Supervisor will hold either pre- or post-conferences with Teacher Candidate alone or with Mentor teacher included. Both formal and informal observations will be completed by your Supervisor followed by one-on-one post conference. The **Teacher Candidate’s Supervisor is required to perform 3-4 formal scheduled observations of your teaching performance during each 8 week rotation.** A schedule of dates and times will be set up to meet the needs of all Teacher Candidates. Prior to a scheduled formal observation, a formal lesson plan must be provided to the Mentor Teacher and College Supervisor for review.

Teacher Performance Assessment - (edTPA):

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NOTE: In order to get a passing grade for EDU 400, 404, 410, 500 in student teaching, each part of the edTPA must be posted to TaskStream-Watermark and reviewed by the supervisor.

We recommend submission to Pearson ASAP so that candidates are able to earn NYS certification in a timely fashion and be eligible for employment.

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.

Basic Responsibilities of Student Teachers (EPP Student teaching handbook)

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 co-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. (See technology policy of social media)
- H. Complete in a timely manner grading student work and recording grades (e.g. in a grade book) usually within 24 hours. Fulfillment of all associated paperwork or processes for recording and tracking candidates must be completed in a timely manner shared with your Mentor. Many schools use a parent portal which means grades are viewed on a daily basis.
- I. You will follow the co-teaching model suggested timeline. Over time, you will gradually take over increased classroom instruction and duties. You are required to have a minimum of five days of full classroom responsibility and planning in each placement where the TC takes the lead in planning and instruction*. (*See attached co-teaching models to share with mentor teacher) 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 teacher candidate is expected to assume substantial or complete responsibility (take the lead) for the mentoring teacher's workload. See Co-teaching during student teaching timeline.