



OSWEGO
STATE UNIVERSITY OF NEW YORK

Curriculum and Instruction Department
Student Teaching Handbook
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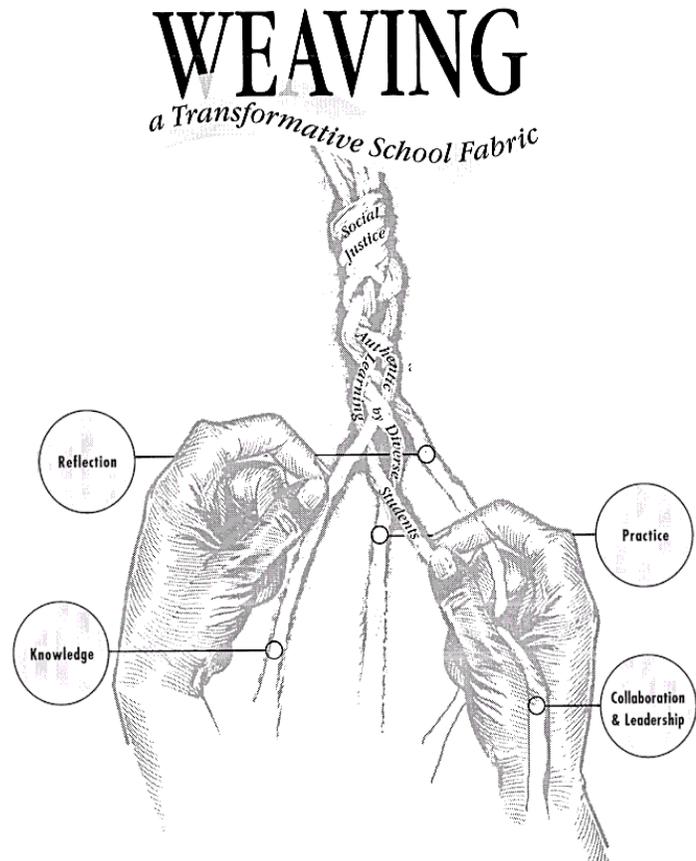
GENERAL INFORMATION & COLLEGE POLICIES

Philosophy and Conceptual Framework of the School of Education

SUNY Oswego's School of Education Conceptual Framework

Weaving a Transformative School Fabric is the theme that undergirds the Conceptual Framework for the professional programs in SUNY Oswego's School of Education. The faculty members use this Conceptual Framework in the design of curricula at both the initial and advanced levels, endorsing the six principles central to the theme: Authentic Learning, Knowledge, Practice, Reflection, Collaboration & Leadership, and Social Justice.

Weaving a Transformative School Fabric defines a professional perspective that is learning-centered and knowledge-based, achieved through a thoughtful sequence of content and pedagogy courses. The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration & leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the entire educational process; it is therefore drawn as the knot at the top of the braid.



SUNY Oswego's School of Education (SOE) strives to produce graduates who can provide meaningful opportunities and appropriate support for all students to engage in authentic learning, by which we mean self-directed inquiry, problem solving, critical thinking, and reflection in both real world and creative contexts. The emphasis on all students implies special sensitivity to the unique characteristics and needs of each of the diverse individuals who are students in the urban, suburban, and rural schools of New York State. We believe that educating (i.e., teaching, guiding, leading) for authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice are the essential characteristics of and performance expectations for effective educators and successful professionals:

Authentic Learning. Educators must provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

Knowledge. Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State and national learning standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

Practice. Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

Reflection. Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

Collaboration and Leadership. Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

Social Justice. Educators who graduate from Oswego State University are socially-conscious catalysts for change that promote authentic learning by all students.

Professional Dispositions

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. You, your cooperating teaching and your college supervisor will assess your dispositions via TK20.

Commitment to Authentic Learning and Teaching. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

Critical Reflection. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice.

Integrity. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.

Collaboration. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Advocacy. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.

Socially-Conscious Responsibility. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.

Socially-Conscious Respect. Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others and believe all students can learn authentically at high levels.

Goals for Student Teaching

- a. Demonstrate the ability to plan on both a daily and long-range basis using central concepts of the Common Core and other subject-specific curriculum standards, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupils' developmental, educational, cultural, and linguistic needs.

- b. Use a variety of authentic instructional strategies including educational technology for accomplishment of learning outcomes in all areas of the curriculum including, but not exclusive of English language literacy, mathematics, social studies, science, and world languages.
- c. Infuse social justice curricula into all content areas to teach.
- d. Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students.
- e. Support students' physical, social, emotional, aesthetic, and intellectual development.
- f. Support students' development of critical thinking, problem solving, and performance skills.
- g. Use communication techniques to support inquiry, collaboration, and supportive interactions.
- h. Use formal and informal assessment strategies to monitor students' development and insure continuous intellectual, social, and physical growth.
- i. Organize and efficiently manage such components of the classroom as time, space, records, and learning materials.
- j. Develop effective classroom management strategies that engage students in ethical explorations that promote collaborative problem solving and self-regulation.
- k. Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities.
- l. Demonstrate effective interpersonal communication skills in relationship with students, teachers, administrators, other staff members, and parents and agencies in the larger community to support students' learning and well-being.

College Policies

Student Teaching Offerings. In order to meet the New York State Education Department's teacher certification regulations, student teaching is offered for two seven-week periods during the Fall and Spring semesters only. Students may choose to diversify their experiences by completing one of their two required student teaching placements in a study abroad context. While abroad, students are assigned a faculty liaison who coordinates the communication and ensures that our departmental level program requirements are met.

Attendance. The dates of student teaching placements are established by the official college calendar. The student teacher is required to:

- a. Attend the on-campus student teaching orientation meetings that take place the week prior to the start of the student teaching placement.
- b. Be at the placement every day that the school is in session and/or teachers are in attendance, and follow the vacation schedule of the school district to which they are assigned. However, in case of absence or tardiness, due to illness or other unavoidable emergency, the student teacher must:
 - i. Call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later than one-hour before school starts on the day of the absence.
 - ii. Arrange delivery to the cooperating teacher all materials that the student teacher possesses that are necessary for instruction on the day of the absence.

- iii. Follow school district policy for reporting and documenting teacher tardiness and absence to school officials.
- c. Work the same hours and schedule, and perform the same duties, as the cooperating teacher.
- d. Attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.

Coursework While Student Teaching. Student teaching is extremely time consuming and requires a great deal of effort. As a result, coursework while student teaching has the potential to negatively impact student teaching outcomes and is, therefore, inappropriate.

Employment While Student Teaching. Working while student teaching is not advisable. However, there is currently no regulation prohibiting employment, and it is understood that some student teachers may need to work to pay their living expenses. Student teachers are not permitted to arrive late or leave the school early to accommodate outside work. Should a student teacher choose to be employed and it is the judgment of the supervisor and cooperating teacher that such employment hinders the student teacher's effective performance, an unsatisfactory grade may be assigned and the student teacher may be removed from the student teaching placement.

Extended Student Teaching Experiences. The student teaching experience may be extended only when extenuating circumstances (e.g., death of immediate family member, personal serious illness) occur, upon recommendation of the college supervisor and the approval of the Curriculum and Instruction Student Teaching Coordinator. The student teacher is expected to student teach on a full-day basis for the assigned period of the extension.

Grading. The student teaching grade is determined by the college supervisor in consultation with the cooperating teacher. The grade will be either “S” for satisfactory performance and “U” for unsatisfactory performance. Incomplete grades (“I”) are given only in exceptional cases such as a major health issue or a death of an immediate family member (i.e., mother, father, brother or sister). Student teachers earning an “S” grade move to the second experience. Student teachers earning a “U” grade must meet with the Student Teaching Coordinator to determine if a second placement is appropriate. If two “U” grades are earned consecutively, a third placement will not be made. If an “I” grade is given, the student teacher must meet with the Student Teaching Coordinator to determine how and when the course requirements will be met.

A student teacher who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory performance will receive a failing grade. If a “U” grade is earned early in a placement, a repeat placement will not be assigned until the following semester. No student teaching placements will be made during the summer.

Legal Action. “Oswego State expects students to be responsible, ethical and professional in all work environments consistent with the guidelines for on-campus behavior as expressed in the *Code of Student Rights, Responsibilities and Conduct*, including adherence to federal, state and local laws and the field placement site. Students who engage in experiential placements, both on and off-campus, such as internships, student teaching, practica, volunteer services, service learning, and field-based independent studies are participating in Oswego State-sponsored programs and thus, are subject to the *Code of Student Rights, Responsibilities and Conduct*. Misconduct, poor judgment, and inappropriate actions in any work or volunteer placement may subject the student to dismissal. Oswego State in such circumstances has no obligation to reassign a student. The School of Education has its own Fair Process Policy described below.

Student teachers charged with violations of criminal law will be immediately suspended from participation in the field placement and from the teacher education program, until the case is settled

or a determination has been made that the situation does not affect performance in the placement or program. (*Policy Handbook for Faculty, Professional Staff and Candidates*)

Resolving Problems: Despite the best intentions and efforts, problems sometimes arise between the student teacher and his or her cooperating teacher. If the problem cannot be resolved, the following steps must be taken in the order listed:

- a. Contact the college supervisor. She or he will discuss the matter with each party, individually, and arrange and coordinate a meeting for all concerned parties.
- b. If a satisfactory resolution is not reached, contact the Curriculum and Instruction Department Student Teaching Coordinator. The Coordinator will discuss the problem with each party, individually, and coordinate a meeting of all concerned parties.
- c. If the problem is not resolved at this point, the Chair of the Curriculum and Instruction Department will be consulted.
- d. If no satisfactory resolution is reached, the procedures stated in SUNY Oswego's Student Handbook should be followed.

Additional information about this policy can be obtained from the college supervisor or the Curriculum and Instruction Student Teaching Coordinator.

Termination from Student Teaching. Student teachers can be removed from their placement at any time and a grade of “unsatisfactory” assigned. After collecting evidence and upon consultation with the cooperating teacher and the college supervisor, the Student Teaching Coordinator will meet with the student teacher and college supervisor to determine the next steps. If it is determined that the student teacher will be allowed another placement, the student teacher must complete a *Statement of Readiness Form*. The completed form must be approved by the college supervisor before a new placement will be made.

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

- a. If a strike is anticipated or goes into effect, the student teacher should notify the college supervisor and the Field Placement Director as soon as possible.
- b. Student teachers should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher’s union. If it is necessary for a student teacher to enter the building, the cooperating teacher should assist the student teacher in obtaining the approval of all required parties.
- c. During a short-term strike of one week or less, the student teacher and college supervisor should agree upon a plan to visit other schools, prepare lesson plans, assignments, etc. If the strike is prolonged, it may be necessary to reassign the student teacher to another placement.

Use of Student Teachers as Substitute Teachers. A student teacher may substitute for the cooperating teacher with certain provisions and under the following conditions:

- a. The substitution be requested during the later three weeks of the placement and the student teacher must have already demonstrated the necessary competence. The student teacher may substitute for the assigned cooperating teacher in emergency situations only.
- b. The college supervisor and the local administrator must approve the substitution in advance.

- c. If the student teacher substitutes for more than three days, approval is required from the Curriculum and Instruction Student Teaching Coordinator as well as the college supervisor.
- d. There will be no approval for a student teacher to substitute for a teacher other than for his/her own cooperating teacher.
- e. No student teacher will be permitted to accept a full-time substituting position.
- f. Compensation for substitute teaching is governed by each school district policy and is at the discretion of the school district.

Legal Aspects of Student Teaching

New York Education Law. The following sections of NYS Education Law apply to all student teaching placements:

Section 3023

Section 3023 of the NYS Education Law requires, in effect, that each school district “save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher ... at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment or authorized volunteer duties and/or under the direction of the Board of Education.” A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

Section 3001, Subsection 2

Education Law states that a student teacher is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the student teacher.

New York Social Service Law, Section 413

Pre-service teachers, like their in-service counterparts, are required “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...” Should a student teacher become aware of information in this regard, (s)he is expected to consult with his/her cooperating teacher and school administrator immediately, and contact the college supervisor as soon as possible thereafter. The cooperating teacher and school administrator should provide the student teacher with the name of the individual designated by the district to report matters of abuse or neglect, and should assist the student teachers in the event that a report is filed.

Training is provided for this in SSHS 1020 – Safe Schools, Healthy Students.

Sections 803a, 804, 806 and 808

Training is provided in preventing child abduction (803a), prevention of tobacco, alcohol, and drug abuse (804), safety education (806, fire and arson prevention (808) and the Dignity for All Students Act in SSHS 1020 Safe Schools, Healthy Schools and DASA 1020.

Personal Insurance. All full-time undergraduate and graduate students at SUNY Oswego, including those enrolled in student teaching courses, are required to provide evidence of health insurance. A Student Health Insurance Plan is available through Auxiliary Services, 506 Culkin Hall.

Career Services Office – Job and Graduate School Search Assistance

The work of the Career Services Office at the Compass, 145 Campus Center (315-312-2255), is a collaborative relationship with the teacher candidate, employing officials, and the School of Education. The Career Services Office makes arrangements for candidates and employing officials to meet and gather information about one another, a process which has the potential to lead to the candidate securing a full time position. This includes assistance in preparing and distributing professional résumés and cover letters and developing and maintaining an on-line reference account for distribution of confidential reference letters, regional teacher job fairs and distribution of job vacancies via LakerLeads.

Online Reference Account. The purpose of the reference service is to maintain a set of references for distribution at the registrant's request, to potential employers and graduate schools. By utilizing this service, registrants are able to keep their references safely on file for 10 years, and maintain confidential references for distribution in their job and graduate school searches.

The Reference Service is a fee-based service. There is a one-time \$15.00 registration fee to activate your digital account for 10 years, and a \$6.00 processing fee per mailing order. Registration information for the Career Services Online Reference Service may be found on the Career Service website:

<http://www.oswego.edu/student/career/references/index.html>

STUDENT TEACHING TEAM: ROLES & RESPONSIBILITIES

Cooperating Teacher. The cooperating teacher is the primary person assisting the student teacher in the student teaching experience. His/her modeling of effective teaching strategies and management practices, along with professional attitudes and values will have the greatest impact on the student teacher. Serving as a cooperating teacher is a demanding and yet rewarding responsibility. The following list of some of the most important responsibilities is offered to assist the cooperating teacher in planning for and working through the placement with the student teacher. There is not one Responsibilities include:

Orienting the Student Teacher

- Provide for a time to meet your student teacher, once s/he has contacted you.
- Provide the student teacher with an appropriate, professional work area.
- Make your students aware of the student teacher's arrival.
- Share your philosophy and curriculum with the student teacher.
- Discuss school policies and procedures regarding health and safety, discipline and attendance.
- Help the student teacher to understand the community from which the students come.
- Plan for the student teacher's involvement with your students from the first day (e.g., work with an individual student or small group of students, take attendance).
- Discuss the role of the support staff.
- Make the student teacher aware of available resources in the building, district, and BOCES.
- Familiarize the student teacher with needs, abilities, and background of students.
- Provide the student teacher with opportunities to observe your approach to effective teaching and management strategies.
- Set aside time for daily discussions around teaching and learning.

General Planning

- Include the student teacher in your daily planning and lesson assessment.
- Provide the student teacher with curriculum materials.
- Assist the student teacher in short- and long-range planning including co-teaching.
- Have the student teacher explain their edTPA requirements to you. Assist him/her in providing context information, selecting a curricular focus, and distributing consent forms for video-recording permissions. In discussing the student teacher's edTPA, follow the *edTPA Guidelines for Acceptable Candidate Support* that were provide to you. These are also found on-line at <http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>
- Discuss with student teacher ways in which social justice can be integrated into the curriculum.
- Encourage and allow the student teacher to attempt new strategies and develop a personal teaching style.
- Discuss how you collect and use data to inform your teaching,

edTPA Planning

- Have the student teacher explain his/her edTPA requirements to you. You may request additional information about the edTPA, including the *edTPA Assessment Handbook*, from the college supervisor.
- Assist the student teacher by (a) providing information about the learning context and students; (b) identifying a curricular focus for the edTPA learning segment; (c) assisting in the distribution of consent forms for video-recording; and (d) identifying the timing of the learning segment.
- Follow the *edTPA Guidelines for Acceptable Candidate Support* provided to you when discussing the student teacher's work on the edTPA. These guidelines are also found on-line at <http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>.

Teaching

- Encourage the student teacher to self-reflect on teaching strategies, dispositions, skills, and student learning outcomes.
- Observe the student teacher's instruction and interactions with students. Provide regular feedback based on these observations, orally and in writing.
- Plan for meetings with the college supervisor to discuss the student teacher's progress in terms of both strengths and weakness.

Professional Participation

- Make your student teacher aware of professional events and opportunities for teachers in your building, district, and/or field. Encourage his/her participation.
- Promote the student teacher's reflection on professional learning and how it can inform their teaching practice and promote student learning.

Evaluation

- Meet with the college supervisor to determine the appropriate grade for the student teacher.
- If appropriate and requested by the student teacher, write a recommendation within a few days after the completion of the placement.
- Complete the on-line student teaching evaluation and disposition forms located in Tk20, the SUNY Oswego data management system. Toward the end of the placement, you will receive an email link to the on-line evaluation forms. To view the forms in advance, go to <http://www.oswego.edu/CandI/stpage.html>. Inform the college supervisor if you do not receive the email link by the next-to-last week of student teaching.

Communicating Concerns

Contact the college supervisor *immediately* in regard to any concern you may have, such as:

- The student teacher is not making adequate progress;

- The student teacher does not report to the placement or is chronically late or absent;
- The student teacher is unprepared with lesson plans, materials, content knowledge, etc.; and/or
- The student teacher demonstrates unprofessional behaviors or language.

Student Teacher. The student teacher's role is to make a successful transition from knowing about teaching to demonstrating the ability to carry out teaching responsibilities effectively and with professional dispositions. The experience is intended to enable the student to self-reflect and make sufficient progress in the teaching/learning process to capably enter the teaching profession.

Responsibilities

- Contact the cooperating teacher soon after you are notified about the placement to become acquainted and make specific arrangements to begin the placement.
- Familiarize yourself with the classroom curriculum and materials.
- Familiarize yourself with school rules, policies, routines and facilities.
- Read the school's handbook for teachers and students.
- Follow policies and procedures established by the school regarding hours, discipline, and student safety.
- Keep the same hours and schedule as the cooperating teacher, including following the school calendar rather than the college calendar. Full time attendance is required during student teaching unless there is an extenuating situation such as illness.
- Participate in school functions, meetings, conferences, and activities as deemed appropriate by the cooperating teacher.
- Communicate with the cooperating teacher, school personnel (faculty, staff, and administration) and parents, in a professional, tactful manner.
- Follow the standards of behavior and dress consistent with school and community requirements.
- Become acquainted with school personnel and their functions.
- Establish professional rapport with students and maintain an appropriate teacher-student relationships.
- Seek constructive feedback from cooperating teacher and college supervisor relative to professional progress.
- Complete all student teaching course requirements as indicated in your syllabus.
- Demonstrate appropriate teacher dispositional qualities. (See page 4 of this handbook.)
- Maintain confidentiality relative to information about children, families, colleagues, and schools.
- Return all borrowed materials before leaving the placement.

General Requirements

- Read this *Student Teaching Handbook* thoroughly.
- Attend your student teaching placement full-time.
- Engage in weekly planning with your cooperating teacher.
- Develop a class management system that is respectful of your cooperating teacher's system.
- Prepare daily lesson plans for all lessons **at least two days prior** to the date of instruction unless your cooperating teacher, building administrator, and/or college supervisor requires a different schedule for completing your lesson plans. Use the lesson planning format specific to your curriculum area, which can be found at: <http://www.oswego.edu/CandI/stpage.html>.
- Complete weekly reports and submit them to your college supervisor.
- Work cooperatively with your cooperating teacher and with other professionals in the educational setting, engaging in co-teaching and/or collaborative teaching, by the second week.
- Develop or use your cooperating teacher's record-keeping system and maintain accurate records.
- Maintain a reflective journal in which you record your reflections and critically examine your performance in the classroom on a weekly—or more frequent—basis.

- Complete the college supervisor evaluation that is emailed to you at the end of the placement.
- Complete all requirements of EDU 430/530 and consider how the concepts and contents of that course can inform your student teaching.

edTPA Requirements

- Provide your cooperating teacher the edTPA document *Teachers Who Support Teacher Candidates*. Use this document to (a) explain your edTPA requirements to your cooperating teacher, and (b) identify the acceptable ways in which he/she can support your work on the edTPA.
- If your cooperating teacher would like more information about the edTPA, enlist your college supervisor's support in getting the requested information.
- Work with your cooperating teacher to (a) gather information about the learning context and students; (b) identify a curricular focus for the edTPA learning segment; (c) distribute consent forms for video-recording permissions; and (d) identify the timing of your learning segment. The official SUNY Oswego video-recording consent letters and forms are linked at <http://www.oswego.edu/CandI/stpage.html>.
- Communicate with your college supervisor about your edTPA progress and any issues or obstacles you face on a weekly basis.
- For questions not easily answered in the edTPA resources you have, consult the on-line edTPA resources linked at <http://www.oswego.edu/CandI/stpage.html> and/or contact the Teacher Performance Coordinator whose contact information is posted there.
- Submit your edTPA for program review in the ways and by the dates indicated on your student teaching syllabus.

Student teaching can and should be one of the most satisfying aspects of your teacher preparation program. Success, however, depends on the student teacher's ability to adapt to the situation and develop a good working relationship with the cooperating teacher, college supervisor, and others who assist in the learning community. The following list of suggestions will help ensure success and avoid problems:

- Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
- Take full advantage of what each student teaching placement has to offer. Observe other teachers and support staff in addition to your cooperating teacher. Find out the role that others play in the education of the students in your assigned class and be ready to work with them.
- Be as open as possible with the cooperating teacher and college supervisor about fears, doubts, goals, etc. They are there to support you and want you to successfully complete this experience.
- Focus on key areas such as motivating and sustaining student interest, organization, planning, classroom management and discipline, budgeting your time and your students' time, understanding the content to be taught, monitoring student growth, and self-reflection of your own teaching knowledge, skills, and dispositions.
- Use appropriate written and verbal communication skills. You should consider the potentially negative consequences of anything you post on social media sites.
- Be prepared for an emergency. Know telephone numbers for contacting the cooperating teacher and school. Have an alternate ride planned in case of unforeseen car problems.
- Be on time and prepared for each day, professional meetings, and related extracurricular activities.

College Supervisor. The college supervisor serves as the student teacher's instructor and advocate. In addition, the college supervisor serves as the liaison between the college and the student teaching placement. S/he is an ambassador for the college, sharing the requirements of college programs and expectations for successful student teachers. This is accomplished by the college supervisor observing and giving feedback to

the student teacher and conferring with the cooperating teacher and school administrators. Responsibilities include:

General Responsibilities

- Attend supervisor meetings.
- Meet with student teacher to review the student teaching syllabus and discuss your expectations and approach to supervision.
- Contact the cooperating teachers to introduce yourself and provide contact information and review expectations.
- Encourage the cooperating teachers to use collaborative and co-teaching opportunities with their student teachers.
- Schedule observations and conferences with cooperating teachers and student teachers.
- Consult regularly with the cooperating teachers—in person, by phone or email—to facilitate student teacher growth and identify any concerns early so they can be resolved.
- Complete a minimum of three formal observations.
- Complete a written observation report after each observation and share it with the cooperating teacher and student teacher.
- Notify the Student Teaching Coordinator immediately of any concerns.
- Direct a three-way conference at the end of the placement. Use the subject-specific Student Teaching Evaluation form as a guide.
- Complete the required evaluations in Tk20.
- Assign student teaching final grades in myOswego after consulting with the cooperating teacher. If there is a discrepancy, notify the Student Teaching Coordinator immediately.

edTPA Responsibilities

- Assure that cooperating teachers have the information they want and need regarding the edTPA and how to provide acceptable support to their student teachers. Acceptable support guidelines are found in the edTPA document *Teachers Who Support Teacher Candidates* that student teachers are expected to share with the cooperating teacher.
- Remind student teachers of the resources they have available as they complete the edTPA. Resources and contact information for the Teacher Performance Coordinator are linked at <http://www.oswego.edu/CandI/stpage.html>.
- Review the student teachers' weekly reports in which they discuss progress and issues or obstacles to their edTPA completion. Work with student teachers to problem-solve any issues or obstacles.
- Follow the *edTPA Guidelines for Acceptable Candidate Support* when discussing or providing feedback on the student teacher's work on the edTPA. These guidelines are also found on-line at <http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>.
- Provide feedback on the edTPA draft that the student teachers submit for program review.
- Complete the local evaluation rubric found in Tk20 for the edTPA that student teachers submit for program review.

School of Education Field Placement Director. The Field Placement Director serves as the liaison between the college and the school systems that participate in our programs. The Director works closely with college and school personnel in the role of overseeing the placement process for all program-related field experiences as well as student teaching.

Student Teaching Coordinator, Curriculum and Instruction Department. The Student Teaching Coordinator serves as liaison between the School of Education Field Placement Office, the Curriculum and Instruction Department, and the student teachers. S/he works closely with the Field Placement Director,

faculty, and students to ensure that program procedures are followed and requirements are met. Responsibilities include:

- Provide overall leadership and direction for student teaching.
- Interpret and enforce existing student teaching policies with the advice of department faculty and supervisory staff.
- Revise and/or develop new policies with input from department faculty.
- Meet with teacher candidates demonstrating problems in field placements prior to student teaching.
- Meet with student teachers who demonstrate problems during the student teaching experiences.
- Provide leadership in initiating and developing program changes and improvements as needed.
- Confer with college supervisors in matters related to the student teaching program at monthly meetings.
- Develop forms and materials necessary for proper evaluation and administration of the programs.