



HANDBOOK

FOR
TEACHER CERTIFICATION CANDIDATES
AND
COOPERATING/ASSOCIATE
TEACHERS

NIAGARA UNIVERSITY
COLLEGE OF EDUCATION

Office of
TEACHER EDUCATION FIELD EXPERIENCE

Revised 01 / 2011

Dear Teacher Candidate:

You are about to begin your 14 weeks of Student Teaching, the most demanding requirement of the Teacher Education program at Niagara University, yet often the most enjoyable.

In general, most teacher candidates agree that Student Teaching is an especially valuable learning experience. As employers seek to hire new teachers, the reports regarding performance as a teacher candidate are considered important information in this process.

Thus, one should plan for a successful Student Teaching experience; and while there are no guarantees, there are some activities that may help achieve success. Some of the following guidelines have been mentioned elsewhere:

- Rank order Student Teaching as your first priority; proper preparation and lesson planning is a must, and will require a great deal of time and effort.
- Extend basic courtesy and respect toward school administrators, teachers, students and members of the community.
- When referring to the host school, the university program and the community, refrain from making unfavorable remarks.
- Strive to teach effectively and creatively with dedication and enthusiasm.
- Be sure to plan for all teaching and submit plans to your teacher prior to teaching the class, unless otherwise requested.
- Conform to school regulations and policies, and to local standards of behavior, including standards of dress.
- Report to all school appointments and responsibilities at the scheduled time.
- Become acquainted with students in your class (e.g. names of your students, background) as soon as possible via observations, records, and conferences with your classroom teacher.
- Safeguard all personal/confidential information concerning students and use this information for professional purposes only.
- Confer regularly with your classroom supervisor teacher regarding your professional progress as well as problems, which may arise concerning such matters as discipline and rapport with students.
- Strive for professional and personal growth through continued study and effort.

Best wishes for a successful and enjoyable Student Teaching experience.

Office of Student Teaching



Mission

Niagara University educates its students
and enriches their lives
through programs in the Liberal Arts
and through career preparation,
informed by the Catholic and Vincentian traditions.

Intellectual Charity

This aspect of charity calls the educator to recognize that the profound responsibility to lead the young to truth is nothing less than an act of love. Indeed, the dignity of education lies in fostering the true perfection and happiness of those to be educated.

Message from Father Leresque on Pope Benedict's Address to Catholic Education April 2008

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FORWARD

Never lose sight of the fact that the child as learner

Is not only the centre of the school system but the only reason for its existence.

R. W. B. Jackson, Final Report on the Commission on Declining School Enrollments

Niagara University's College of Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a nationally recognized professional accrediting organization for schools, colleges, and departments of education in the United States.

Field experience is an important component of the teacher certification process at Niagara University. Education majors encounter three developmental field experience phases in preparation for teaching: Phase I – Pre-Service; Phase II – Teaching Assistantships, and Phase III - Student Teaching. Enduring collegial partnerships among the NU College of Education, schools, boards/districts, and Cooperating/Associate Teachers are significant and influential in preparing teacher candidates for classroom teaching. Research supports the view that the capstone Student Teaching experience is highly valued by Teacher Candidates. In addition, research indicates that Cooperating/Associate teachers have a fundamental influence on the way teacher candidates will conduct their future classrooms.

At Niagara University, we are committed to nurturing education professionals who demonstrate the knowledge, skills and dispositions to serve others, and, who further the values and practices of their profession. Through our clinical experiences, we seek to integrate the College of Education's program into teaching practice through observation, participation, and collaboration with skilled and dedicated professionals in the field.

This Student Teaching Handbook provides useful information for all of the partners in Niagara University's process of preparing teacher candidates – Cooperating/Associate Teachers, School Administrators, University Field Supervisors and Teacher Candidates. Pertinent information regarding the program's philosophy and the roles and responsibilities of all concerned is included.

May we take this opportunity to express our appreciation to all who collaborate with us to meet this challenging responsibility that is so vital to the professional development of future classroom teachers. Best wishes are extended to the teacher candidates in their endeavors to become outstanding professionals in the field of education and a heartfelt indebtedness is extended to all those in the field who give so generously of their time and expertise.

Teacher Education Field Experience Program
Niagara University

Teacher Candidates are Eligible and Prepared for Student Teaching

when the following requirements have been fulfilled:

1. Successfully completed 150 hours of field experience in schools/agencies and provided documentation of completed hours and evaluation to the Methods Professor and the Field Experience Office (Academic Complex, Room 222) by the conclusion of Methods classes.
2. All “I” course marks, required for the TED program, have been upgraded and changed on the Candidate’s Transcript.
3. All “F” course marks, required for the TED program, have been upgraded and changed on the Candidate’s Transcript.
4. A GPA of 2.5 or better is required of undergraduate candidates.
A GPA of 3.0 or better is required of graduate candidates.
A GPA of 2.5 or better is required in the candidate’s content area(s) of specialization.
5. Achieved a “B” average or better in Methods courses.
6. Registered both for Student Teaching and Professional Seminar.
7. Completed fingerprinting for NYS certification and, for Canadian Candidates, completed OESC Police Check. (Takes up to 8 weeks to process).

Note: Exceptions to the requirements cited above must be approved by the Dean of the College of Education.

*The most important function of a school
is to help each child discover
what he/she likes doing
and can do well
so that the child is prepared
to go out into the world.*

Tom O'Brien, NYS Trustee

OVERVIEW OF THE STUDENT TEACHING SEMESTER

The Niagara University Student Teaching experience is comprised of two credit course components: (1) 2 seven-week placements in schools and (2) Professional Seminar.

FIELD EXPERIENCE

(CREDIT HOURS : 9 Undergraduate 6 Graduate)

DESCRIPTION: TWO (2) PLACEMENTS arranged by the University. Candidate requests will be honored within the framework of constraints set by the school districts and the university.

PLACEMENT CONFLICTS: If difficulties arise which cannot be resolved in an open discussion between the Cooperating/Associate Teacher and the Teacher Candidate, contact the **University Field Supervisor**. If further assistance is required, contact the **Director of Field Experience**. Please note, a change in placement constitutes a major decision and is implemented **only** by the Director of Field Experience.

ATTENDANCE: All absences from practice teaching must be made-up to the satisfaction of the Cooperating/Associate teacher and the university. **The Teacher Candidate must notify the assigned school/ classroom teacher, and the University Supervisor in advance of an anticipated absence or as soon as possible on the day of an emergency absence.** The Teacher Candidate is responsible for providing all assigned lesson plans to the Cooperating/Associate Teacher in advance of any absence.

GRADES: S (Satisfactory) / U (Unsatisfactory)

The final grade is assessed by the Director of Field Experience based upon information provided by the Cooperating/Associate Teacher and the Field Supervisor. **For specific details, see STUDENT TEACHING GRADING POLICY in Appendix I.**

SCHEDULES/CALENDAR: Teacher Candidates are required to follow the Niagara University calendar with respect to seminars and the beginning and ending days of practice teaching. In all other respects, the **calendar and schedule of the assigned school should be followed including vacations, arrival and departure times.** Candidates are expected to attend school related activities and faculty meetings, provided they are permitted/invited.

TRANSPORTATION: Candidates are expected to provide their own transportation to and from student teaching.

OBSERVATIONS: The University Supervisor is required to observe the Teacher Candidate four times over the course of the two placements. The Teacher Candidate, Cooperating/Associate Teacher and Field Supervisor mutually agree upon observation times and dates. Following each observation, the Supervisor completes an **Observation Form** and conducts an on-site conference with the Candidate. If the Candidate is unable to teach at the scheduled observation time, the Supervisor should be notified as soon as possible to arrange another appointment.

REFLECTIVE SESSIONS: Throughout both placements, the Teacher Candidate will be in communication with the University Supervisor via phone contact and e-mail. Once during each placement, Candidates will meet as a group with the Supervisor facilitating peer sharing and reflection on issues pertaining to their specific experiences.

SUBSTITUTE/SUPPLY TEACHERS: A Teacher Candidate **may not** assume the role of substitute/supply teacher. The Candidate **shall not receive remuneration** for any instructional services rendered during the hours assigned to Student Teaching. To do so, makes the Teacher Candidate a part time or substitute (supply) teacher. When documented, NYS/ Ontario College of Teachers accepts substitute teaching experience in lieu of Practice Teaching.

PROFESSIONAL SEMINAR

(3 CREDIT HOURS)

DESCRIPTION: The Professional Seminar is taught concurrently with Student Teaching and is a required course. The 5 Seminar sessions are conducted on campus in the following sequence:

- 2 Seminar days at the beginning of semester
- 2 Seminar days after first teaching assignment ends
- 1 day at the end of the student teaching experience

Reflective Group Meetings with Field Supervisor:

- **Three weeks into first placement**
- **During Mid-Professional Seminar**
- **Three weeks into second placement**

Topics covered in the seminar include: the professional role of the teacher, responsibilities for classroom organization and management, attitudes toward teaching and ethics, personal and professional evaluation, basic understanding of the school system and community characteristics. Course requirements are provided by the course instructor.

PROFESSIONAL PORTFOLIO: Candidates are responsible for the design and development of a portfolio during their progress through the teacher preparation program. The Professional **Portfolio** is prepared during the Student Teaching semester and represents a capstone for candidates seeking certification. The development of this portfolio should evidence a comprehensive synthesis of what each candidate has learned and applied during Student Teaching. Specific portfolio requirements are provided by the course instructor.

ATTENDANCE: Seminar attendance is **mandatory**. Failure to attend as outlined above may result in the Candidate receiving a grade of "I" (Incomplete) and no credit for the course.

GRADES: A - F Submitted by the course instructor. Guidelines are provided by the course instructor.

CHILD ABUSE RECOGNITION SEMINAR and VIOLENCE PREVENTION SEMINAR: Both seminars, whenever possible, will be offered in conjunction with the Professional Seminar. The sessions are taught by professionals with expertise in these areas. Sessions are arranged by the office of Continuing and Community Education.

An **online DRUG AWARENESS** series of three tests is also required for NYS teacher certification and **is to be completed within the first six weeks of student teaching.** The tests can be found on Blackboard.

Note: The practicum is a very demanding experience that requires the candidate's exclusive attention. During the practicum, candidates are encouraged to register for only these twelve / nine credit hours and to refrain from additional course work and/or outside employment.

Notes to Self

5 Keys to Success in Student Teaching:

- ***Be on time*** (*arrive ½ hour early before class – stay ½ hour after classes; use the time to plan lessons, photocopy, and get involved in the life of the school*).
- ***Attendance is critical*** (*I have less than 70 days to prove I can be an effective teacher. I must report my absence immediately to both Classroom Teacher and Field Supervisor and submit lesson plans to the Teacher*).
- ***Adequate and detailed lesson planning*** (*is essential to my confidence level, to classroom management, and to gaining respect from students*).
- ***Involvement in the life of the school*** (*I am being observed as a potential employee by Principal and Staff to determine what I have to offer the school*).
- ***Professionalism*** (*I am a guest in the school. My professional dress and manners are evaluated on a daily basis. I must remember to say thanks or write a note of thanks) to show my appreciation.*

*Keep in mind
that you are about to enter a very noble profession,
one that involves the responsibility of guiding young lives
to their optimum.*

*Patricia Wentz
The Student Teaching Experience*

OVERVIEW

Phase III- Field Experience Student Teaching

Information Available on

MyNU website

Go to:

- **MyNU**
- **Academics**
- **College of Education**
- **Student Teaching**
- **Student Teaching Evaluation Forms**
- **Student Teaching Handbook**
- **SPA Standards**
- **Cooperating and Associate Teachers Most Frequently Asked Questions**
- **Resources: Student Teaching Calendar**

**Teaching as a profession
requires
special qualities and abilities
as well as
commitment**



CONCEPTUAL FRAMEWORK

UNIVERSITY MISSION

Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

ENABLING GOALS:

- As a university, Niagara prepares its students for positions of responsibility in the professions and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara seeks to develop within its students a passion for learning.
- The university's commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, value-centered education.
- As a Vincentian university, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people's basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world.
- Overall, through its curricula and extracurricular programs, Niagara University seeks to develop the whole person: mind, body, heart and soul, for the benefit of one's personal and professional life.

College of Education Mission Statement

It is the mission of the College of Education to prepare educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others who further the values and practices of their respective professions. We seek to inspire our Candidates, in the Vincentian tradition; and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

As a faculty, we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complementary orientations:

1. **Student-Centering Through Constructivist Practice**

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by their experiences, values, and multiple identities (e.g. race, class, culture, gender, nationality, exceptionality, language of individuals). This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and to facilitate their development through meaningful exploration. Constructivist practice invites Candidates to be active participants in their own development and to view knowledge – in theory and in practice – as fluid social constructions that are made and remade through reflective interactions with social, cultural and natural phenomena.

2. A Process-Product Framework

Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather they are part of each other as seen, for example, when Candidates use a process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. These outcomes or “products” are themselves part of the processes, since they represent points on each Candidate’s developmental continuum. With this individualized framework for growth, there are multiple paths to effective practice, and we encourage educators and counselors to continuously examine and implement a wide range of research based best practices.

3. Reflective Practice

Self-assessment, peer-assessment, and critical examination of the efficacy of one’s own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and meta-cognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection.

Faculty members in the College seek to extend and promote these orientations through modeling related pedagogical practices and to instill in our Candidates a desire to promote such practices in their professional lives.

Teacher Education Program Goal Statement

The teacher preparation programs in the College of Education are founded on a commitment to developing instructional leaders who, in the Vincentian tradition, individually and systematically foster human learning, development, spiritual well-being, and emotional stability in each of the students they encounter. Graduates of these programs are expected to demonstrate the qualities of outstanding reflective practitioners. Additionally, we expect Candidates within these programs to demonstrate the knowledge, skills, and dispositions recognized by the highest national and international professional organizations within their respective program areas. Candidates in the teacher preparation programs are expected to demonstrate competency in each of the national or international associations aligned with specific program/certification areas.

TRANSITION FROM STUDENT TO CLASSROOM TEACHER

It is frequently asked, “**When will I be expected to assume the full teaching schedule?**” **The answer: “As much as possible, as soon as possible.”** Every Teacher Candidate and classroom teacher is different, and each has individual needs. Thus, the transition from student to teacher is an individual process arrived via collaboration among Teacher Candidate, Teacher and NU supervisor. All parties should agree that the transition suggested will create the best possible learning situation for the Teacher Candidate.

The pace at which the Teacher Candidate is expected to assume a “full teaching schedule” depends on the capabilities and needs of the Teacher Candidate, as well as the best judgment of the classroom teacher. If the Teacher Candidate becomes overwhelmed, or under-challenged, the transition is most likely inappropriate.

Progression during the first week to ten days towards a full teaching load should include:

- (1) Teacher Candidate observes/ takes notes of students/routines for 2-3 days at beginning
- (2) Classroom Teacher models teaching in each subject area before TC begins to teach
- (3) Classroom Teacher and TC team teach during first week to 10 days
- (4) Teacher and TC initially plan together. TC begins to plan and implement separately as he/she assumes responsibility for teaching lessons

ROLES

TEACHER EDUCATION FIELD EXPERIENCE DIRECTOR:

- The **Field Experience Director** is responsible for Student Teaching placements in collaboration with host school districts. The Director schedules and monitors supervision of Teacher Candidates. Final assessment of the Student Teaching placement is determined by the Director, in conjunction with the Classroom Teacher's evaluation and Field Supervisor's Observations.

COOPERATING/ASSOCIATE TEACHER:

- The **Classroom Teacher** is responsible for implementing the guidelines of the Handbook and providing appropriate learning experiences and assessment to help Candidates develop professional dispositions and apply their knowledge and skills to *all* students in diverse settings.
- The **Classroom Teacher** has the desire and ability to mentor teacher candidates aligned with the College of Education's conceptual framework, the school's curriculum, and the teacher candidate's goals and needs.
- **Guidelines for selecting Cooperating/Associate Teachers:** Final determination of placements is at the discretion of the school district and building Principal. (See Guidelines for Selecting Cooperating / Associate Teachers, Handbook, p. 49).

TEACHER CANDIDATE:

- The **Teacher Candidate** is expected to complete a pre-service Teacher Education program prior to entering Student Teaching. Candidates are required to have:
- at least a grade average of B in relevant Methods Courses;
- an overall GPA of 2.5 or better for undergraduate students and transcripts free of "F" or "I"; GPA of 3.0 or better for graduate students with transcripts free of "F" or "I";
- completed 150 documented hours of field experiences in partial fulfillment of course requirements. These experiences are designed to provide opportunities to observe, assist, plan, and teach lessons as well as to reflect on the application of concepts and theories to the classroom in preparation for 14 weeks of Student Teaching;
- successfully completed all pre-Student Teaching program requirements.

UNIVERSITY FIELD SUPERVISOR:

- The **Niagara University Field Supervisor**, partnered with the Cooperating/Associate Teacher and host school, provides formative supervision of teacher candidates during Student Teaching. The University Field Supervisor:
- mentors and supports teacher candidates to improve teaching and learning;
- conducts observations of candidate's teaching and ability to address NYS Standards/ Ontario Curriculum Expectations during placements;
- provides follow-up support to teacher candidates for transitioning into the work force;
- serves as liaison between the University's Teacher Education Program and the school community;
- collaborates with school partners and candidates to review and improve NU's Teacher Education Program.

UNIVERSITY FIELD SUPERVISOR

The purpose of the University Field Supervisor's role is to facilitate the overall Student Teaching experience in desirable ways and to share in the guidance of the professional development of teacher candidates. The Field Supervisor functions as a liaison person between the host school and the university, serves as a visiting supervising instructor for the candidate and as a co-mentor with the Cooperating/Associate Teacher and Principal in the guidance and analysis of the candidate's performance. Though the Field Supervisor observes the candidate's teaching twice during each placement and provides both the candidate and classroom teacher with written observation notes, the Cooperating/Associate Teacher is respected as the expert in the candidate's area of study and will provide both specific feedback and written evaluations regarding the candidate's growth and performance. Determination of the teacher candidate's final overall grade is determined through collaboration among Cooperating/Associate teachers, Field Supervisor, and Director of Teacher Education Field Experience.

- Candidates will be informed by the field supervisor of the **two required observation dates** prior to the beginning of each placement. If there is a problem with either date, the teacher candidate is to inform the field supervisor as soon as possible, so that the field supervisor can reschedule the observation. The specific time of the observation will be determined by the candidate's class/school schedule and the supervisor's appointment schedule. Therefore, it is important that **within the first few days of the placement** the candidate provide the field supervisor with a copy of the class/school schedule via email.
- The candidate will provide the supervisor with accurate name and phone number/e-mail address. The candidate should contact the supervisor **immediately** when questions or concerns about the placement arise.
- At some point during the visit, the candidate is expected to share feedback on the placement with the supervisor.
- On the scheduled day of the observation:
 - The Candidate is expected to have a typed copy of his/her lesson plan and any lesson-related handouts for the Supervisor's records. The Supervisor will observe at least one full lesson/period and complete the Student Teaching Observation Form. The Supervisor will include a copy of the lesson plan with his/her Observation notes in the Candidate's file.
 - The Candidate should arrange for a place to conduct the post-observation conference to debrief on the lesson delivered and discuss the Candidate's growth plan.
 - Following the post-conference, the Supervisor will make photocopies of the completed Student Teaching Observation Form for the Candidate and Cooperating/Associate Teacher's records.

PROFESSIONAL SEMINAR

Professional Seminar is taught on campus concurrently with Student Teaching and is a required course that is graded separately from Student Teaching. The Professional Seminar is conducted on campus from 9am to 4pm on five scheduled days throughout the Student Teaching semester in the following sequence: two days at the beginning of the semester, two days at the end of the first placement, and one day at the end of the second placement. (See Student Teaching Calendar for specific scheduled dates). **Attendance at all five Professional Seminars is mandatory.** The course is designed to complement the teacher candidate's ongoing experiences in the classroom and to assist in developing and clarifying competencies essential to successful teaching. Topics for discussion include: the professional role of the teacher, responsibilities for classroom organization and management, attitudes toward teaching and ethics, personal and professional evaluation, basic understanding of school systems, and community characteristics. Compilation of a Professional Portfolio is a key component of the requirements of the course. Failure to attend Professional Seminar days may result in the candidate receiving an "Incomplete" grade and no credit for the course.

University Field Supervisor and Candidates' Group Reflection Meetings:

The teacher candidate is required to attend a **Group Reflection Mid-Way Meeting** with his/her University Field Supervisor at scheduled times and mutually determined locations on Thursdays from 3-5pm (or when scheduled by Field Supervisor) during each of the two placements. A group meeting is also scheduled during Mid-Professional Seminar. (See Student Teaching Calendar for scheduled dates). **Attendance at these meetings is mandatory.** Failure to attend jeopardizes the candidate's overall grade for Student Teaching since these meetings are an important part of the candidate's growth as a reflective professional.

CONSTRUCTIVISM

Providing the kind of preparation that teachers need to meet current demands for stepped-up student learning requires a fundamental redefinition of the act of teaching. The traditional image, based on a classroom in which a teacher lectures and students take notes, assumes that teaching is mostly talking, and learning is largely listening and reading. Under this model, teachers need little more than the ability to string together comprehensible lectures. But research on cognition and learning suggests that this kind of teaching does not help most people learn well. Students learn best when new ideas are connected to what they already know and have experienced; when they use real-world problems to apply and test their knowledge; when they are given clear, high goals with much practice in reaching them; when they can build on what they have learned; and when their own interests and strengths are a springboard for learning.

The complex learning needed to use knowledge for problem solving and invention rather than rote recall depends on immensely skillful teaching that does far more than "cover the curriculum". It requires teachers who can present critical ideas in powerful ways and systematically organize a learning process that builds on students' prior knowledge and addresses their different needs. Expert teachers need to be diagnosticians and planners who can take all of the variables into account and teach in a reciprocal relationship to their students' learning. The task is not one that can readily be "teacher proofed" through curriculum packages, textbooks, or testing systems, as schools have tried to do for most of this century. To teach so that all students actually learn, teachers must learn about learning as well as about the structures and modes of inquiry of their disciplines so that they can translate what they know into effective curriculum, teaching strategies, and assessments.

TEACHER CANDIDATE GUIDELINES

CANDIDATE'S FIRST TEN DAYS

Progression during the first week to ten days towards a full teaching experience for the Candidate should include the following steps:

- (1) **At the beginning of the first week of each placement, the Teacher Candidate observes** the classroom teacher and **takes notes** about students and classroom routines for **3 days** at beginning of 1st placement, and **2 days** at beginning of 2nd placement.
- (2) **Toward the middle of first week**, the Classroom Teacher and Candidate identify a subject or class for the Candidate to begin planning to teach. The **Classroom Teacher models** teaching the class before the Candidate begins to teach. During the first week of each placement, the Candidate is encouraged to assist the classroom teacher and to work with small groups or individual students.
- (3) The Classroom Teacher and Teacher Candidate **team teach** during the first 10 days in first placement, and during first week in second placement.
- (4) Teacher and Candidate **initially plan together** in the first placement. The Candidate begins to plan and implement separately as he/she assumes responsibility for teaching lessons. *****The Candidate assumes responsibility for discussing lesson plans with the Teacher one to two days prior to implementation and gradually assumes responsibility for the classroom teacher's full teaching load.**

*In **second placement** the Candidate should be planning and teaching by the beginning of the second week. Candidates should assume teaching "as much as possible, as soon as possible". The expectation is that the candidate will gradually assume the classroom teacher's full teaching load.

***Note: Skeleton plans are not sufficient planning for a beginning teacher. Detailed lesson planning encourages confidence and promotes classroom management.**

*Note: Teacher Candidates should **not** assume a formal coaching role during the first 3 weeks of placement.

A Weekly Guide to the Handbook for Teacher Candidates

Time Frame	Cooperating/Associate Teacher (C/A)	Teacher Candidate (T/C)
Week 1	<p>Receive packet of NU material from Candidate.</p> <p>Review CT/AT Responsibilities (1st week). Model classroom teaching / management strategies.</p> <p>Share classroom resources.</p> <p>CT/AT and Candidate discuss <i>Questions to Ask in 1st Week</i> (in Handbook).</p> <p>Assist Candidate to organize 3-ring binder.</p> <p>Begin joint lesson planning with Candidate.</p> <p>Letter from Associate to Parents.</p> <p>Encourage Candidate to observe other classes.</p>	<p>Give CT/AT packet of NU materials.</p> <p>Review <i>Teacher Candidate Responsibilities</i>.</p> <p>Observe, reflect. Discuss <i>Questions</i> with Associate</p> <p>Set up 3-ring daily organizer.</p> <p>Prepare a Letter of Introduction to Parents from Candidate.</p> <p>Assist CT/AT with students/classroom routines.</p> <p>Begin writing observation notes re: students and classroom management/routines, seating plan.</p> <p>Complete <i>Classroom Organization and Management & Checklist</i>.</p> <p>Review <i>Supervisory Visit</i> protocol.</p> <p>Review applicable Standards in Appendix III</p> <p>Organize Daily Organizational Binder on daily basis.</p> <p><u>COMPLY WITH SUBMISSION DEADLINES FOR LESSON PLANS TO CT/AT</u></p> <p>Review <i>Common Teaching Errors to Avoid</i>.</p>
Week 2	<p>Begin team teaching with Candidate.</p> <p>Review <i>Prior to Lessons</i> (in Handbook).</p> <p>Discuss teaching schedule, submission of lessons for approval, lesson planning format, unit planning, school involvement, use of resources/technology.</p> <p>Complete Preliminary Report on-line.</p> <p>Report arising issues to Field Supervisor.</p>	<p>Review <i>Lesson Planning Components</i>.</p> <p>Discuss timeline with Associate for submitting lesson plans for approval prior to teaching.</p> <p>Include all lesson plans, observation notes, and Associate evaluations in Daily Plan Book.</p> <p>Review <i>Lesson Preparation</i></p> <p>Complete <i>Using Instructional Materials & Checklist</i>.</p> <p>Candidate to provide copy of Preliminary Report to Field Supervisor</p>
Week 3	<p>Candidate assumes lesson planning and teaching schedule.</p> <p>Discuss <i>Lesson Plan Components</i> with Candidate.</p> <p>Review <i>During Lesson, Following Lesson, General</i>.</p> <p>**Require written lesson plans to be submitted for approval by designated time.</p> <p><u>REPORT NON-COMPLIANCE TO FIELD SUPERVISOR.</u></p> <p>Complete Mid-Way Teacher Candidate Report on-line. Discuss with Candidate.</p>	<p>Include all lesson plans, observation notes, supervisor feedback and Associate evaluations in Organization Binder.</p> <p>Review <i>Lesson Preparation, Student-Teacher Rapport, Classroom Management</i>.</p> <p>Complete <i>Class Instruction</i> on Checklist.</p> <p>Reflect on progress of <i>Transition from Student to Classroom Teacher</i>.</p> <p>Discuss progress with Associate.</p> <p>Request to observe other classes.</p> <p>Invite Principal to observe Candidate teaching.</p> <p>Complete Mid-Way Teacher Candidate Report. Compare with Associate's report.</p> <p>Candidate to provide copies of Reports (2) to Field Supervisor.</p>
Week 4	<p>Increase Candidate teaching assignments, responsibilities, <i>Transition from Student to Classroom Teacher</i>.</p> <p>Provide written/verbal feedback and discussion.</p> <p>Use De-Briefing Form in Handbook.</p> <p>Discuss Growth Plan with Candidate .</p>	<p>Review <i>Teacher Candidate Responsibilities</i>.</p> <p>Review <i>Implementation and Assessment, Reflection</i>.</p> <p>Complete <i>Understanding Pupils, Evaluating Pupil Growth</i> on Checklist.</p> <p>Assess your progress and create an action plan for growth.</p> <p><u>COMPLY WITH DEADLINES FOR LESSON PLANS, UNIT PLANS TO CT/AT.</u></p>
Week 5	<p>Continue to increase Candidate responsibilities and teaching load.</p> <p>Ensure written lesson plans are submitted ahead of teaching and include all components .</p>	<p>Reflect on <i>Collaboration & Engaging in Wider School Activities on Checklist</i>.</p> <p>Reflect on <i>Lesson Preparation</i>.</p> <p>Review components of <i>Final Student Teaching Report</i> with CT/AT.</p> <p>Discuss progress with CT/AT.</p> <p>Focus on areas for improvement.</p> <p>Request Letters of Reference</p>
Week 6	<p>Assist Candidate to refine lesson planning/delivery.</p> <p>Encourage use of cooperative groups .</p> <p>Encourage use of rubrics / assessment</p>	<p>Prepare and submit lessons as far ahead as possible for the Week.</p> <p>Use rubrics for assessment frameworks.</p> <p>Reflect on student growth and needs, action plans.</p>
Week 7	<p>Complete Final Student Teaching Report on-line. Give copy of Final Report to Candidate. Complete and send Associate Feedback Form to NU.</p>	<p>Hand write notes of appreciation.</p> <p>Receive Candidate Final Student Teaching Report from Teacher.</p> <p>Begin transition of class from Candidate back to Associate.</p> <p>Review checklist for graduation.</p>

Note: The Candidate is expected to assume teaching responsibilities "as much as possible, as soon as possible" (depending on classroom dynamics and strengths of individual Teacher Candidate) Handbook, p. 11.

PROFESSIONALISM

DISPOSITIONS

1. PROFESSIONAL COMMITMENT AND RESPONSIBILITY

The Candidate:

- Maintains confidentiality as appropriate
- Is enthusiastic towards teaching and learning
- Understands and complies with laws and policies at the local/Provincial level
- Is prepared and punctual
- Discusses issues and concerns in professional manner
- Accepts critical feedback in a professional manner

2. PROFESSIONAL RELATIONSHIPS

The Candidate:

- Maintains high expectations for self and others
- Considers diverse opinions and perspectives
- Recognizes & promotes diversity of individuals /groups
- Acts compassionately towards others
- Is patient and flexible
- Collaborates with peers and supports their development

3. CRITICAL THINKING/REFLECTIVE PRACTICE

The Candidate:

- Is able to think critically and effectively solve problems
- Openly discusses concerns in a professional manner
- Accepts critical feedback in a professional manner
- Seeks and accepts help when needed
- Reflects upon his/her professional practice
- Sets goals for continuous improvement
- Evaluates attainment of professional goals

PROFESSIONAL APPEARANCE & CONDUCT

The Successful Candidate:

- Wears neat, tailored clothing in accordance with standards set for teachers; no flip flops or shorts
- Does not expose midriff / tattoos
- Has well groomed hair, neatly trimmed beard
- Shows no body piercings
- Does not chew gum in the classroom
- Does not use cell phones, text messaging, email, computer games, or earphones for personal use in classroom
- Blocks personal websites from students
- Uses instructional websites responsibly and in accordance with NU Academic Integrity Policy.

**** Research shows that it only takes 6 seconds or less for someone to make a decision about what type of person you are and if you would make a good fit for future employment.**

TEACHER CANDIDATE RESPONSIBILITIES

TO HOST SCHOOL

- Follow school calendar & building schedule
- Follow school policies (e.g. check in/out at office, attend meetings and staff development, pre-school & after school responsibilities.) Ask for exceptions only in an emergency
- Adhere to school standards of behavior including professional dress
- Be punctual
- Contribute to extracurricular life of the school

TO COOPERATING/ASSOCIATE TEACHER

- Be on time and prepared to work
- Deliver/review Student Teaching packet
- Decide with Associate Teacher how far in advance to submit lesson plans (a day? several days?)
- Write lesson plans for each lesson and submit for review/approval prior to teaching
- Consult on Supervisor observation dates
- Report absences as soon as possible
- Confer regularly regarding professional progress and/or concerns on such matters as discipline and rapport with students

TO N.U. SUPERVISOR

- Forward schedule and directions to school (1st week)
- Consult on observation dates
- Report absences as soon as possible
- Type lesson plan for observation
- Have a daily planner accessible to Field Supervisor
- Participate in peer sharing at the Supervisor's Meetings
- Submit teaching evaluations in a timely fashion to NU
- Promptly inform N.U. Supervisor of concerns regarding the placement

**** First Placement Submit Final Student Teaching Report by due date to Seminar Instructor. Provide a copy to Field Supervisor.**

Second Placement Submit Final Student Teaching Report to Professional Seminar Instructor on last day of Seminar.

TO SELF

- Make Student Teaching your first priority. Be prepared to commit the time and effort necessary for success.
- Be professional:
 - Extend basic courtesy and respect toward school administrators, teachers, staff, students and the school community
 - Refrain from making unfavorable remarks about the host school, the university program, and/or the community
 - Keep student information confidential
- Strive to teach effectively with dedication & enthusiasm
- Become involved in extra-curricular activities
- Become knowledgeable of current issues such as violence prevention, child abuse, sexual harassment
- Set goals and reflect on progress

Keys to Success as a Teacher Candidate

- √ Enter Student Teaching with a positive attitude and determination to do your very best.
- √ **Telephone & meet with your Cooperating/Associate Teacher(s) as soon as possible once your placement(s) has/have been confirmed.**
- √ Be determined to show enthusiasm and to prove you have definite contributions to make to the teaching profession.
- √ Consider Student Teaching a full-time task, and, an ongoing interview for consideration for a teaching position.
- √ Make preparations prior to Student Teaching to increase your confidence – read curriculum documents /resource materials; prepare units that your supervising teacher has suggested.
- √ Try to be congenial and professional at all times in order to make a good impression.
- √ Keep in mind that you are about to enter a very noble profession, one that involves the responsibility of guiding young lives to their optimum.
- √ Look the part of a professional. Determine what is considered professional dress in schools.
- √ Learn the names of your students quickly. Prepare a seating plan the first day and make written observation notes about each student.
- √ Become familiar with the rules of the school. Be on time. Volunteer to participate in the life of the school. Be a team player.

Quality

It's never an accident.

It is always the result of intelligent effort.

There must be the will to produce a superior thing.

John Ruskin

Student Teaching Organizational Binder

(not to be confused with Portfolio)

Note: The Teacher Candidate's three-ring Organizational Binder is to be used on a daily basis by the Teacher Candidate and is to be made available to the Field Supervisor during each observation.

Contents:

Section One:

1. School Calendar
2. Fire Escape Procedures
3. School policies and duty schedules
4. Classroom policies/routines
5. Seating chart
6. Seating chart with notes re student behaviors/learning styles
7. Pacing guide: outline of what will be taught and when
8. Safety procedures (e.g., lock-down, bomb threats)

Section Two:

1. Curriculum materials/references
2. Unit plans with assessments related to specific student learning outcomes
3. Lesson plans/materials/ assessment strategies related to objectives for student learning
4. Documentation of assessment and evidence of student learning
5. Classroom Teacher's written evaluation notes of Candidate's daily lessons/instruction
6. Handouts/memos from school administration/meetings/in-service

Section Three:

1. Seminar syllabus
2. Miscellaneous seminar/supervisory materials (Handbook, handouts, etc.)
3. Copies of Student Teaching evaluation forms (Preliminary, Midway, Final), and Field Supervisor Observations
4. Handouts from Student Teaching Information Sessions: "From Student to Teacher: Requirements and Expectations for Teacher Candidates"

QUESTIONS TO ASK YOUR COOPERATING/ASSOCIATE TEACHER DURING FIRST WEEK

General Logistics:

1. May I contact you outside of school? If so, may I have your phone number and/or e-mail address?
2. Who do I contact in case an emergency or sickness prevents me from coming to school?
3. What time should I arrive in the morning? / Is there a sign-in procedure for Student Teachers?
4. Where should I meet you in the morning? / How long would you like me to remain after school?
5. May I have a school calendar?
6. Do I need a parking permit? Where should I park my car?
7. Am I permitted to have a key to the classroom? What is the procedure for early access to building/classes?
8. May I have a class list and seating chart?
9. What are the emergency procedures that I should be aware of? (Building evacuation routes, safety drills, lock down codes, etc.)
10. May I read a copy of any discipline policies for the school/district?
11. Who would I ask for assistance with discipline?
12. Is there a map of the school available? Could I have a tour of the school?
13. What types of technology resources are available in the school? Is there a Teacher Resource Center/ Room?
14. Where does the faculty usually eat lunch?
15. What are the copier rules and procedures? Do I need a code number?
16. Do you need any further information about the times I am required to be back at the university?
17. Do you need any further information about the university's requirements, assessment procedures or forms used for assessment?
18. I would like the opportunity to observe in other classrooms. Who do you recommend I observe and how should I set up these observations?
19. What process would you like to follow for feedback on my lessons/suggestions for improvement? (after each lesson? during a planning period? end of each day?)

Philosophical:

1. What is your philosophy of education?
2. What are your expectations of a Student Teacher?
3. What responsibilities do you want a Student Teacher to assume?

Lessons/Curriculum:

1. What would you like me to teach? Is there something specific that needs to be covered?
2. What can I do to prepare ahead of time for the coming lessons I will be teaching?
3. Do you want me to follow your lesson plan format or create my own? I must include all of the essential components listed in the Handbook in my lesson planning.
4. How far in advance do you want to see my lesson plans? (a day? several days? a week?)
5. Would you like the daily lesson plans typed?
6. When would you like me to begin teaching?
7. Do you use cooperative learning in your classroom? If so, how do you organize your groups?
8. Will we team-teach for a few days?

Regarding Students:

1. What information should I be aware of regarding students? (strengths & weaknesses, IEPs, medical histories, etc.)
2. How are accommodations and/or modifications made for special needs students?
3. Are there attendance problems with students?
4. What protocol should I follow for reporting instances of suspected Child Abuse?
5. What can you tell me about the school community? What is the level of parental involvement?

Classroom Management:

1. What are the classroom expectations?
2. How do you handle a situation when inappropriate behavior occurs?
3. What plan is in place for a student who is continuously disrupting the learning of other students?

Classroom Routines:

1. What is your homework policy? (How much homework do you assign? What are the procedures if students do not have homework done?)
2. What is your grading system?
3. Would you like me to grade assignments? If so, what is the grading criteria and the turnaround time?
4. Shall I keep a separate grade and/or attendance book?
5. How many questions do you put on a test or a quiz? Do you write new tests/quizzes for those who miss test day?
6. What teaching methods have you found work best with your students?

Other:

1. What extracurricular activities do you supervise? In what ways might I be involved?
2. What is the hiring / interview process in this school district?

REQUIRED LESSON PLAN COMPONENTS

***** Adequate lesson planning is required for every lesson you teach and must be submitted to your CT/AT in time for feedback and approval. All lesson plans are to be included in your daily organizational planner which you will present to your Field Supervisor prior to each observation. Listed below are the required components to be included in lesson planning.**

The format (**but not the components**) may be changed, if agreed upon by your Cooperating/ Associate Teacher and/or your Field Supervisor. You may create your own template for daily planning that includes all listed components below.

AS YOU PLAN LESSONS, ASK YOURSELF: *Have I included all of the following components of planning a lesson?*

Objectives:

- New York State Standards/Ontario Curriculum (include performance indicators)
- District/school curriculum standards/expectations
- Identify expected student outcomes
- Identify essential question(s)

Rationale / Purpose of the Lesson:

- Relationship to past and future lessons, e.g., reference to Unit Plans
- Connection to students' prior knowledge and relevance to their lives
- Real life/meaningful relevance to student experiences

Classroom/Behavior Management:

- Physical environment / floor plan
- Expectations of student behavior/classroom rules and consequences
- Classroom routines / materials management

Modifications:

- Accommodations for individual needs / learning styles
- Accommodations for student diversity
- Anticipated difficulties/ back up strategies

Resources/ Equipment/ Technology:

- Materials used for lesson, e.g., text books, supplies, suggested readings, technology resources (include web addresses), audio-visual equipment

Procedures/ Strategies/ Teaching Techniques:

- Sequence of activities (including anticipatory set / closure)
- Methods of instruction which encourage higher level thinking, appropriate social interaction and active engagement: e.g., cooperative learning, discussion, role playing, modeling, guided practice, checking for understanding
- Appropriate to intellectual, social and personal development of students, e.g., use of appropriate/relevant examples and analogies
- Incorporates and encourages the use of technology

Assessment of Student Learning:

- Formal and/or informal evidence of student learning
- Evidence of multiple assessments/related to objectives
- Documentation to support assessment, e.g., homework, test, portfolio

Reflection: What did I learn today in my teaching that I can improve upon?

NIAGARA UNIVERSITY ELEMENTARY LESSON PLAN

NAME: _____ DATE: _____

SUBJECT OF LESSON: _____ NO. OF CHILDREN: _____

TIME ESTIMATE: _____ GRADE LEVEL: _____

I. INTENDED STUDENT OUTCOMES: (Behavioral Objectives)

- List here the specific objectives you have for the lesson including the following components:
 - Condition (the setting under which the students will demonstrate the behavior)
 - Observable behavior (what the students will be able to do as a result of the lesson)
 - Criterion of Performance (level of acceptable performance)
- New York State/Ontario Learning Expectations:** How does this lesson connect to the New York State/Ontario Learning Standards? Other content standards?

II. PREPARATION:

- Materials/Technology:** List here the materials/technology you need to have when you teach this lesson.
 - Student materials
 - Teacher materials
- Prior Knowledge:** What do students need to know prior to this lesson to be successful? What has been taught previously in this unit?
- Need to Do Ahead of Time:** List here the things you need to prepare for this lesson – handouts, information on hand, materials set up, seating arrangements, etc.

III. BODY OF THE LESSON: Outline step-by-step how the lesson is going to be developed including:

- Setting the Stage for Learning/Anticipatory Set:** List the first step of your lesson that creates interest, gets attention, motivates students to focus, communicates purpose, (A)s new learning with previous experiences.
- List, in sequential order, the steps of the lesson including:** activities students will experience, questions that will be asked as worded, explanations that will be given, grouping methods and/or classroom management arrangements, alternative plans if lesson does not proceed as intended, accommodations for individual needs/learning styles/student diversity, and a time estimate for each part of the lesson.
- Closure:** Develop an activity that will bring the lesson to a close. This may include a culminating activity or a review of what was covered in the lesson. Be sure to plan for how to handle unfinished work, homework, or a group that may get done sooner than others.

IV. ASSESSMENT:

Identify assessment strategy(ies) used to evaluate whether students have met your intended outcomes and provide a rationale for your assessment choices.

V. REFLECTION: (to be completed after the lesson is taught)

After teaching your lesson, provide a narrative description of what went well and provide examples from your teaching as evidence. In addition, describe what you would do differently next time and why. Finally, using data collected from your assessment(s), analyze and describe whether students met your intended outcomes.

NIAGARA UNIVERSITY SECONDARY LESSON PLAN

NAME: _____ DATE: _____

SUBJECT: _____ TIME ESTIMATE: _____ GRADE: _____

INTENDED STUDENT OUTCOMES:

- NY Standards/Ontario Curriculum Expectations (List the specific objectives you have for the lesson including: the **content**, what skill the students will be able to perform as a result of the lesson, the **condition**, the setting under which the student will demonstrate the skill; and the **criteria**, the level of acceptable performance with which the skill will be performed)

RATIONALE: (linked to student relevance)

- What is the significance of the lesson in terms of the intended learning outcomes? What is its relationship to past and future lessons, i.e., unit plans? Other than satisfying the Provincial/State Standards, why do students need to know this?

ACCOMMODATIONS/MODIFICATIONS

- As they pertain to individual students needs and learning styles
- As they pertain to student diversity

MATERIALS/EQUIPMENT/TECHNOLOGY:

- **Materials:** List here the materials you need to have when you teach this lesson including textbooks, supplies, suggested readings, technology resources, and audio-visual equipment

MOTIVATION/ANTICIPATORY SET:

- List the first step of your lesson that creates interest, gets the students' attention, motivates students to focus, communicates purpose, and (A)s new learning with previous experiences.

PROCEDURE:

- Sequence of activities (bulleted or numbered)
- Methods of instruction which encourage higher level thinking, appropriate social interaction and active engagement: e.g. cooperative learning, discussion, role playing, demonstration, modeling, guided practice
- Appropriate to intellectual, social and personal development of students: e.g. use of appropriate and relevant examples and analogies
- Incorporates and encourages the use of technology

ASSESSMENT/EVALUATION:

- Identify the strategies used to evaluate/assess whether the students have met your intended outcomes
- Include diagnostic-formative-evaluative assessment
- Include formal and informal evidence

REFLECTION:

INTERVENTION:

Alternate Lesson Planning

A Recommended Guide to Planned Learning Experience/Lesson Planning

Candidate Name:

Date:

Subject:

Time Estimate:

Grade:

Intended Student Outcomes

- Aligned NYS/Ontario expectations and performance indicators
- Specific objectives to include content (concepts) and criteria (for levels of performance indicators)
- **Essential Questions:** What will the students think deeply about? Why is this important?

Rationale (linked to student relevance)

- Explain the lesson's relationship to past and future lessons and student's prior knowledge
- **Essential Question:** Why do students need to know this?

Motivation/Anticipatory Set

- Identify the opening activity and/or focusing activity
- List the first step of your lesson that creates interest, gets students' attention, motivates students to focus, communicates purpose, and associates new learning with previous experiences
- **Essential Question(s):** How will the learning experience begin?

Student Engagement/Procedures

- Explain the learning task
- Sequence of exploratory activities (to include: utilization of student's prior experience/knowledge to develop interest in content; opportunity to share current conceptions, to encourage higher level thinking; use of appropriate and relevant examples and analogies to internalize the essential questions; encourage active engagement as a community (e.g., cooperative learning, discussion, role-playing, demonstration, modeling, guided practice)

Closure

- What activity will provide evidence of what the students have learned or have not learned?
- **Essential Questions:** What will the last few minutes of the lesson look like? What evidence will you have of the student's thinking/learning?

Accommodations/Modifications

- Identify interventions as they pertain to individual student needs and learning styles for both at-risk and higher achieving students
- As it pertains to student diversity, explain how you will help at-risk students develop an understanding of the concept/skill and extend the learning for higher achieving students
- Describe anticipated spontaneous/ planned interventions and assessments that will help students complete the task

Ongoing Assessment/Evaluation

- Identify the strategies used to evaluate/assess whether students have met your intended outcomes including diagnostic-formative-evaluative assessments and formal and informal evidence
- Describe the evidence you will gather to support that learning is taking place at benchmark intervals for all students
- **Essential Questions:** What will the learners produce to demonstrate new understanding of the content and essential questions being examined? Why is this task "authentic"?

Implementation Procedures – Materials/Equipment/Technology

- List materials needed to teach the lesson (including materials prepared, vocabulary/ word wall, connections to previous and next lessons, textbooks, supplies, suggested readings, technology resources, audio-visual equipment)

Reflection on Success of Lesson: (to be completed after teaching the lesson)

A Suggested Template for Planned Learning Experience

Subject:
Grade:

Date:
Time Estimate:

Intended Student Outcomes

Essential Questions: What will the students think deeply about? Why is this important?

- NYS/Ontario Expectations
- Specific Concepts
- Level of Performance indicators

Rationale (linked to student relevance)

Essential Question: Why do students need to know this?

- Relationship to past & future lessons and to student's prior knowledge

Motivation/Anticipatory Set

Essential Question: How will the learning experience begin?

- Opening/ focusing activity
- Instructional steps – key questions

Student Engagement/Procedures

Essential Question: How will the learning task be explained?

- Sequence of activities
- Framing of key questions

Closure

Essential Questions: What will the last few minutes of the lesson look like? What evidence will you have of the student's thinking/learning?

- Activity to provide closure

Accommodations/Modifications

- At risk student needs – interventions
- High achievers – extensions
- Anticipated spontaneous/planned interventions/assessments to help students complete task

Ongoing Assessment/Evaluation

Essential Question: What will the learners produce to demonstrate new understanding of the content and essential questions being examined?

- Strategies to assess/evaluate whether students have met intended outcomes
- Evidence being gathered for benchmark intervals for all students

Implementation Procedures

- Materials/Technology needed

Reflection

- Changes I would make when teaching this lesson another time

A REFLECTIVE APPROACH TO SUCCESSFUL STUDENT TEACHING

LESSON PREPARATION

- √ Does my lesson have a well-defined outcome based objective(s)? Are all materials and activities well organized to support the objective(s)?
- √ Does my lesson incorporate appropriate Ontario Curriculum Standards?
- √ Have I considered the abilities, interests, and needs of *all* of my students?
- √ Does my approach uncover students' understanding of concepts *prior to* instruction?
- √ Does my lesson connect to past/future learning?
- √ Does my lesson facilitate interdisciplinary learning?
- √ Am I using a variety of instructional strategies that accommodate individual student learning styles?
- √ Have I planned for open-ended opportunities to nurture students' natural curiosity?
- √ Does my lesson encourage student autonomy to make choices and initiate study as well as foster cooperative learning?
- √ Does my lesson include a variety of materials from various resources (raw data, primary sources, manipulative, interactive and physical)?
- √ Does my lesson encourage divergent thinking?
- √ Am I using technology to enhance student learning?
- √ Do I provide students with multiple ongoing assessments to demonstrate mastery?

IMPLEMENTATION AND ASSESSMENT

- √ Do I deliver my lesson with conviction and enthusiasm?
- √ Do I make the objective(s) clear to the students?
- √ Can students easily see the relationship between the lesson objective(s) and the activities?
- √ Do I give clear and specific directions?
- √ Do I utilize the entire classroom effectively?
- √ Are materials used for demonstration well designed and utilized?
- √ Is the pacing of the lesson appropriate?
- √ Do I present information using multiple modalities? Do I integrate technology?
- √ Do I use cognitive terminology such as "classify," "analyze," "predict," and "create" to frame tasks for students?
- √ Do my questions encompass both lower and high level thinking skills? Do I provide sufficient wait time?
- √ Do student responses drive lessons, shift instructional strategies and alter content?
- √ Are all students actively engaged in the lesson?
- √ Do I recognize and acknowledge both small and large achievements with positive reinforcement?
- √ Do I encourage students to integrate technology into their learning?
- √ Does my PLE/LP include informal/formal assessment?
- √ Are my objectives and assessments aligned?

STUDENT-TEACHER RAPPORT

CLASSROOM MANAGEMENT

- √ Do I create a positive learning community that encourages self-advocacy and an increased independence?
- √ Do I promote socialization and interaction among students?
- √ Do I promote effective problem solving skills? Do I model that behavior?
- √ Do I know the discipline policies of the school/classroom? Am I consistent and professional in implementing them?
- √ Are my rules simple and easy to follow?
- √ Do I clearly communicate behavioral expectations to my students?
- √ Am I developing a repertoire of effective classroom intervention strategies?
- √ Do I recognize personal limitations in crisis situations and use appropriate methods of intervention and referral?
- √ Do I know the classroom routine/procedures (attendance, dismissal, fire drill etc.)?
- √ Do I maintain consistency?
- √ Am I effective in making smooth transitions from one activity to another?
- √ Do I provide thoughtful and timely feedback on student assignments?

COLLABORATION

- √ Have I participated in professional staff development opportunities?
- √ Do I encourage collegiality with colleagues?
- √ How have I taken advantage of opportunities to work cooperatively with students, colleagues, parents and the community
- √ Have I volunteered to assist with after school activities and events?

REFLECTION

- √ How am I applying theoretical knowledge to my classroom?
- √ How is my understanding of student development reflected in my lesson design and delivery?
- √ How do I provide a safe and supportive learning environment for students?
- √ How do I model my educational philosophy?
- √ How do I demonstrate my willingness to accept responsibility?
- √ How do I demonstrate my professionalism in and out of the classroom?
- √ How do I adapt to change?
- √ How do I maintain a healthy balance between Student Teaching responsibilities and my personal life?

Beginning Teachers

~ COMMON TEACHING ERRORS TO AVOID ~

Lesson Objectives

1. Purpose of lesson not shared with students.
2. Subject matter is presented as if purpose was inherent in it.
3. Lesson objectives are frequently too abstract to lead to understanding.
4. Lesson begins where teacher thinks students should be rather than where the students actually are.
5. The objective of the lesson may be, though clearly stated, not worth realizing.

Motivation

1. Motivation viewed as entertainment with no relevance to the lesson.
2. Interest of students may be taken for granted.
3. Too much time is spent on motivation with a topic that is inherently interesting to students.

Audiovisual Aids

1. Visual aids are assumed to require no study or are viewed as a convenient method of passing time; hence, teacher does not explain, discuss or comment on them when used.
2. Charts, pictures, models or demonstration material are not large enough or displayed well enough for all the class to see clearly.

Student-Teacher Rapport

1. Lack of graciousness or empathy for student efforts.
2. Lack of faith in ability of the class is communicated.
3. Cooperative group/class attitude/teamwork is not developed. Opportunities for students to dialogue and problem-solve are not a structured part of the learning environment.
4. Students are not required to speak so as to be heard by others.
5. Group structure is imperiled by singling out certain students for high praise or by making individual comparisons: (e.g., "Why can't you do your work as neatly as Sally?").
6. Lesson of the day plunged into without "setting the stage".
7. Relationships between concepts and facts not made clear.
8. Vague / conceptual terms used in instruction (e.g., citizenship, details, education, diversity,) go unchallenged. Don't assume student understands, or that there is a common understanding of the term.
9. Class time is wasted and then students are pushed to finish: ("Quick, quick, we haven't much time left!").
10. A correct response by one student is assumed to be a measure of general understanding.
11. Statements such as, "This is important to remember", are employed instead of the teacher presenting material so that it is important.
12. Teacher tends to be too helpful and explains too much too thoroughly, thus creating the impression in students' minds that their work is being done and will be done for them. Teacher talks too much.
13. Student answers are evaluated by the teacher instead of sharing this responsibility with the class as the students become reflective, thoughtful learners who respect the opinions of others.

CHECKLIST OF STUDENT TEACHING EXPERIENCES

The experiences listed below are activities that are linked to a teacher's responsibilities. In addition, they bring the Teacher Candidate into the full life of the school. It would, therefore, be helpful if the Candidate could be introduced to the appropriate personnel to help him/her complete the checklist. This list may also be used as a basis for conferences.

Participation in these experiences should be under the supervision of the Teacher. Naturally, opportunities to complete the entire list will not be available in every situation. Experiences will vary according to the type of subject matter taught, the methods employed by the Associate Teacher, and the level of the assignment. They may also vary because of differences in the ability and readiness of the Candidate. Where the experience does not pertain, or may not be engaged in, leave it blank.

Understanding Students

- Gives remedial help to students
- May compile a case study of a student
- Discusses students with guidance counselor (or LRT)
- Discusses students with the teacher
- Works with diverse learners
- Works with students with exceptionalities
- Attends school related community functions

Classroom Organization and Management

- Makes seating chart
- Arranges the physical environment
- Distributes materials
- Takes roll and records attendance
- Plans and arranges a bulletin board
- Learns attendance register procedure
- Keeps record of homework and student grades

Using Instructional Materials

- Uses chalkboard and maps
- Brings in supplementary materials
- Uses school library resources
- Uses technology resources
- Examines courses of study and textbooks
 - Sets up demonstrations

Class Instruction

- Determines assignments
- Conducts drills and reviews
- Instructs classes
- Prepares an instructional unit
- Discusses tests with students
- Prepares daily lesson plans
- Prepares outlines of subject matter
- Supervises classroom study
- Checks notebooks or workbooks
- Helps with discipline problems
- Helps in planning a field trip
- Works in a team-teaching situation
- Observes and teaches in more than one classroom
- Guides class discussions
- Uses a variety of methods and techniques
- Uses technology

Evaluating Student Growth

- Constructs and uses a variety of assessments
- Grades papers
- Analyzes sets of homework assignments
- Creates a student progress chart
- Assists with report cards
- Shares student's progress with a parent
- Holds conferences with several students
- Writes evaluative reports on student growth

Engaging in Wider School Activities

- Assists in main office
- Assists in guidance office
- Assists in library
- Assists with extra class activities
- Assists with a classroom school trip
- Supervises a study hall
- Learns homeroom/school routines
- Attends staff meetings
- Attends Parent Council meetings
- Eats lunch in school cafeteria
- Writes letter of introduction to parents of the class
- Visits staff room and interacts with staff
- Interacts with administrators
- Holds conferences with Cooperating/ Associate Teacher
- Works with staff/committees
- Learns school policies (e.g.: fire drills, discipline, duties)

Other:

Assist Cooperating / Associate

Teacher in locating Student

Teaching information on MyNU

website. Evaluation forms are

available on www.niagara.edu.

Award Winning Teacher's Philosophy

- *Be the teacher you would like your own children to have.*
 - *Model the behaviour you would like to see in your students.*
 - *Recognize different learning styles and try to teach every major concept at least two different ways.*
 - *Keep your sense of humour; laugh every chance you get; do not take yourself too seriously.*
 - *Be passionate about your lessons.*
 - *Be flexible – do not let a teachable moment go by because you have a fixed lesson plan.*
 - *Stay in touch with parents*
- Start each lesson with a hook, something that makes your students curious about what is coming next.*
- *Make connections between the lesson and the students' lives and with the world outside the school.*
 - *Whenever possible, make learning active, hands-on and experiential.*
 - *Make learning fun for your students and make sure that you are having fun as well.*

*Author, Cheryl Carr,
Winner of the 2008 Prime Minister's Award for Teaching Excellence*

Reprinted from Professionally Speaking, December 2008.

COOPERATING & ASSOCIATE TEACHER GUIDELINES

(SPA Standards, Handbook, and CT/AT Questions Most Frequently Asked are available on MyNU website. Student Teaching Evaluation Forms are available at www.niagara.edu)

CANDIDATE'S FIRST TEN DAYS

Progression during the first week to ten days towards a full teaching experience for the Candidate should include the following steps:

(1) At the beginning of the first week of each placement, the Teacher Candidate **observes** the Classroom Teacher's teaching and **takes notes** about students and classroom routines for **3 days** at beginning of 1st placement, and, **2 days** at beginning of 2nd placement.

(2) **Toward the middle of 1st week**, the Classroom Teacher and Candidate identify a subject or class for the Candidate to begin planning to teach. The **Classroom Teacher models teaching** in subject area before the Candidate begins to teach. During the first week of each placement, the Candidate is encouraged to assist the classroom teacher and to work with small groups or individual students.

(3) The Classroom Teacher and Teacher Candidate **team teach** during first 10 days in 1st placement and during the 1st week in 2nd placement.

(4) The Teacher and Candidate **initially plan together** in 1st placement. The Candidate begins to plan and implement separately as he/she assumes responsibility for teaching lessons. *****The Candidate assumes responsibility for discussing lesson plans with the Teacher one to two days prior to implementation and gradually assumes responsibility for the classroom teacher's full teaching load.**

*In **second placement**, the Candidate should be planning and teaching by the beginning of 2nd week and should assume teaching responsibilities "as much as possible, as soon as possible". The expectation is that the candidate will gradually assume the classroom teacher's full teaching load.

Note: Skeleton plans are not sufficient planning for a beginning teacher.

**Candidates should not assume a formal coaching role during first 3 weeks of placement.

A Weekly Guide to the Handbook for Classroom Teachers

Time Frame	Cooperating/Associate Teacher (C/A)	Teacher Candidate (T/C)
Week 1	<p>Receive packet of NU material from Candidate.</p> <p>Review CT/AT Responsibilities (1st week). Model classroom teaching / management strategies.</p> <p>Share classroom resources.</p> <p>CT/AT and Candidate discuss <i>Questions to Ask in 1st Week</i> (in Handbook).</p> <p>Assist Candidate to organize 3-ring binder.</p> <p>Begin planning/team teaching with TC.</p> <p>Letter from Associate to Parents</p> <p>Encourage Candidate to observe other classes.</p>	<p>Give CT/AT packet of NU materials.</p> <p>Review <i>Teacher Candidate Responsibilities</i>.</p> <p>Observe, reflect. Discuss <i>Questions for 1st week</i> with CT/AT.</p> <p>Set up 3-ring daily organizer binder.</p> <p>Prepare Letter of Introduction to Parents from Candidate.</p> <p>Assist CT/AT with students/classroom routines.</p> <p>Begin writing observation notes re: students and classroom management/routines, seating plan.</p> <p>Complete <i>Classroom Organization and Management on Checklist</i>.</p> <p>Review <i>Supervisory Visit</i> protocol.</p> <p>Review applicable Standards in Appendix III.</p> <p>Organize Daily Organizational Binder on daily basis.</p> <p><u>COMPLY WITH SUBMISSION DEADLINES FOR LESSON PLANS TO CT/AT.</u></p>
Week 2	<p>Team teach with Candidate.</p> <p>Review <i>Prior to Lessons</i>.</p> <p>Discuss teaching schedule, submission of lessons for approval, lesson planning format, unit planning, school involvement, use of resources/technology.</p> <p><u>Complete Preliminary Report on-line</u></p> <p>Report issues arising to Field Supervisor.</p>	<p>Review <i>Lesson Planning Components</i>.</p> <p>Discuss timeline with Associate for submitting lesson plans for approval prior to teaching.</p> <p>Include all lesson plans, observation notes, and Associate evaluations in Organization Binder.</p> <p>Review <i>Lesson Preparation</i>.</p> <p>Complete <i>Using Instructional Materials</i> on Checklist.</p> <p><u>Candidate to provide copy of Preliminary Report to Field Supervisor.</u></p>
Week 3	<p>Candidate assumes lesson planning and increased teaching schedule.</p> <p>Discuss <i>Lesson Plan Components</i> with Candidate.</p> <p>Review <i>During Lesson, Following Lesson, General</i>.</p> <p>**Require written lesson plans to be submitted timely for approval.</p> <p>Use De-briefing Template in Handbook.</p> <p><u>REPORT NON-COMPLIANCE TO FIELD SUPERVISOR.</u></p> <p><u>Complete Mid-Way Teacher Candidate Report on-line.</u> Compare with Candidate's own assessment Report.</p>	<p>Include all lesson plans, observation notes, supervisor feedback and Associate evaluations in Organization Binder.</p> <p>Review <i>Lesson Preparation, Student-Teacher Rapport, Classroom Management</i>.</p> <p>Complete <i>Class Instruction</i> on Checklist.</p> <p>Reflect on progress of <i>Transition from Student to Classroom Teacher</i>.</p> <p>Discuss progress with Cooperating/Associate Teacher</p> <p>Request to observe other classes.</p> <p>Invite Principal to observe Candidate teaching.</p> <p>Complete Mid-Way Teacher Candidate Report. Compare with Associate's report.</p> <p><u>Candidate to provide copies of Reports (2) to Field Supervisor.</u></p>
Week 4	<p>Increase Candidate teaching assignments, responsibilities.</p> <p>Review <i>Transition from Student to Classroom Teacher</i>.</p> <p>Provide written/verbal feedback and discussion daily.</p> <p>Discuss Growth Plan with Candidate .</p>	<p>Review <i>Teacher Candidate Responsibilities</i>.</p> <p>Review <i>Implementation and Assessment, Reflection</i>.</p> <p>Complete <i>Understanding Pupils, Evaluating Pupil Growth</i> on Checklist.</p> <p>Assess your progress and create an action plan for growth.</p> <p><u>COMPLY WITH DEADLINES FOR LESSON PLANS, UNIT PLANS TO CT/AT.</u></p>
Week 5	<p>Continue to increase Candidate responsibilities (depending on Candidate and class).</p> <p>Ensure written lesson plans are submitted ahead of teaching and include all components.</p> <p>Use De-Briefing template twice a week.</p>	<p>Reflect on <i>Collaboration & Engaging in Wider School Activities</i> on Checklist.</p> <p>Reflect on <i>Lesson Preparation</i>.</p> <p>Review components of <i>Final Student Teaching Report</i> with CT/AT.</p> <p>Discuss progress with CT/AT.</p> <p>Focus on areas for improvement.</p> <p>Request Letters of Reference.</p>
Week 6	<p>Assist Candidate to refine lesson planning/delivery.</p> <p>Encourage use of cooperative groups.</p> <p>Encourage use of rubrics / assessment.</p>	<p>Prepare and submit lessons as far ahead as possible for the Week.</p> <p>Use rubrics for assessment frameworks.</p> <p>Reflect on student growth and needs, action plans.</p>
Week 7	<p><u>Complete Final Student Teaching Report on-line.</u> Give copy of Final Report to Candidate . Complete and send Associate Feedback Form to NU.</p>	<p>Prepare notes of appreciation.</p> <p>Receive copy of Candidate Final Report.</p> <p>Begin transition of class from Candidate back to Associate .</p> <p>Review checklist for graduation.</p>

Note: The Candidate is expected to assume responsibilities "as much as possible, as soon as possible" (depending on classroom dynamics and strengths of individual Teacher Candidate) Handbook, p. 11.

COOPERATING/ASSOCIATE TEACHER RESPONSIBILITIES

Our Cooperating /Associate Teachers serve as content experts and provide the day-to-day foundation and support for our Teacher Candidates in the field. The College of Education’s expectation is that the Teacher Candidate will assume teaching responsibilities “as much as possible, as soon as possible” and will gradually assume the classroom teacher’s full teaching load.

1st WEEK: Please ensure the following:

- Establish a **mentoring rapport** with Candidate so he/she feels comfortable asking questions and seeking assistance. Be approachable.
- Decide how Candidate will be **introduced and addressed** by your class(es).
- Introduce **Candidate** to Principal, provide tour of the school, and if possible, provide Candidate with any school policy handbook(s). Review most important policies.
- Discuss **arrival / departure times** (school policy). Candidates are expected to comply.
- Provide Candidate with **school calendar** (note staff development days, holidays, half days, etc.). Candidates are expected to follow the school district calendar except when required to be on campus at Niagara University for scheduled seminars.
- **Designate a space** (desk, if possible) for Candidate to call his/her own.
- **Learn about** Candidate’s past educational experiences; share yours, if you feel comfortable.
- **Discuss Handbook requirements and Cooperating/Associate Teacher expectations. Inform Candidate when lesson plan(s) are to be submitted to you (one, two, or three days, in advance) in compliance with Handbook lesson components.**
- Remind Candidate to organize daily planner/**organizational binder**.
- If possible, **schedule** a regular time to **conference** daily with Candidate.
- Review class schedule. Provide Candidate with **class list(s)** and identify students with **special needs**. Discuss the diverse learners being served (race, gender, ethnicity, socioeconomic status, exceptionality). Inform Candidate about behavior modification programs in place.
- Permit Candidate to observe **your teaching style**, as well as others in the school. Discuss collaboration taking place among students, school colleagues, other professionals, parents and the community at large.

TRANSITION FROM STUDENT TO CLASSROOM TEACHER

“As much as possible, as soon as possible.”

Candidates ask, **“When will I be expected to assume the full teaching schedule?”** The answer: **“As much as possible, as soon as possible.”** Every teacher candidate and classroom teacher is different, and each has individual needs. Thus, the transition from student to teacher may be an individual process arrived at through collaboration among teacher candidate, Cooperating/Associate Teacher, and NU Field Supervisor. All parties should agree that the transition will create the best possible learning situation for the teacher candidate.

The pace at which the teacher is expected to assume the Cooperating/Associate Teacher’s **“full teaching responsibility”** depends on the capabilities and needs of the teacher candidate, as well as the best judgment of the classroom teacher. Important factors in the decision making process are the possible restrictions and demands of the classroom situation, such as various challenges encountered in inclusive classrooms. **It is expected that the teacher candidate will strive to become involved in instruction and classroom management as soon as possible, following 2 or 3 days of classroom observation at the beginning of placement.**

(cont’d on next page)

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PRIOR TO LESSONS:

- **Review and approve all lesson plans/materials prior to the day they will be implemented.** Provide suggestions where necessary and compliment accordingly. Allow time for revisions, when necessary. A lesson plan format is available in the Student Teaching Handbook; however, formats may vary according to your requirements. For Supervisory visits as well as in daily planning, Candidates are expected to include the components of good lesson planning (Handbook Lesson Plans).
- **Be sure lesson plans include reference to school curriculum/learning standards.**
- Discuss **areas that need improvement** from previous lesson(s) e.g. behavior/classroom management, motivation, transitions, voice, etc.

DURING LESSON:

- Observe lesson.
- Note strengths/weaknesses.
- Note appropriate solutions. Provide candidate with **written feedback regularly**.

FOLLOWING LESSON (or at scheduled conference time):

- Assist Candidate to **reflect** on the lesson(s) e.g. results of his/her actions on the students, the effectiveness of resources used, and the impact on student learning and well being. **Use “Lesson De-Briefing Template” in Handbook 2 or 3 times a week.**
- Share feedback with Candidate (strengths/weaknesses), preferably in writing.
- Discuss possible solutions/ action plans for areas of concern.

GENERAL:

- Allow Candidate to **demonstrate the application** of professional, academic, and research based knowledge.
- **Provide opportunities** for Candidates to develop, implement, and assess classroom management techniques/ behavior modification programs.
- Allow Candidate to **experiment** with various teaching methods/approaches.
- Discuss how **communication and technology** are used to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Allow opportunities to use technology to facilitate teaching and learning.
- Provide opportunities for the Candidate to observe other teachers/classrooms.
- **Gradually allow Candidate to take full responsibility for the class.**

PLEASE NOTE: Student Teacher Handbook, SPA Standards and Evaluation Forms are available on MyNU website under College of Education. Student Teaching Evaluation forms are available at www.niagara.edu

Lesson De-Briefing Template

(This template is recommended for debriefing of lesson planning and lesson delivery)

Cooperating/Associate Teacher:

Teacher Candidate:

Date:

Lesson Taught:

Grade:

Phase 1: Observations/Notes/Comments/Suggestions

S – Satisfactory

NI – Needs Improvement

1. Planning Phase	S	NI	2. Implementation of Instruction	S	NI
Learning expectations identified			Students could see and hear easily		
Well-developed, detailed lesson			Effective use of essential questions		
Assessment strategies identified			Clear, planned, organized instructions		
Knows name and needs of all students			Appropriate voice and manner		
Criteria used to arrange groups			Opening connects students to lesson expectations in meaningful manner		
Effective speaking/writing skills			Implemented a variety of strategies		
Discussed plan with CT/AT prior to lesson			All students engaged in purposeful and meaningful activities		
Creates positive classroom atmosphere			Pacing enhanced student learning		
Materials aligned to lesson expectations			Responded appropriately to student responses		
Lesson meaningful for group			Implemented cooperative learning		
Materials/equipment ready in advance			Used student assessment data to provide interventions		
Lesson adequately timed & paced			Student understanding of lesson demonstrated in closing activity		

Phase 2 : Additional Comments:

CT / AT	Candidate

(Cont'd on next page)

: Phase 3: T-Chart Debriefing

The Lesson: Reflection and Instruction

T-Chart Conversation

(A De-Briefing Guide)

Guide to Use of the T-Chart:

Cooperating/Associate Teacher completes the T- Chart below while observing the Teacher Candidate and identifies the strengths of the lesson in the left column of the T-Chart. Comments for improvement should be in the form of questions to enhance the CT/AT and Candidate discussion.

Strengths of Lesson	Questions Regarding Lesson (Turn statements about improving into questions, e.g., How will you improve...?)

Teacher Candidate completes the T-Chart below after he/she completes teaching the lesson. This time allows the TC an opportunity to reflect on the lesson prior to conferencing with CT/AT.

Things I Liked about the Lesson	Things that Concerned Me

Cooperating/Associate Teacher and Teacher Candidate discuss the positive aspects of the lesson, then initiate a conversation about improvement using the questions developed

SPECIAL NEEDS LESSON DE-BRIEFING TEMPLATE

Cooperating Teacher _____

Date _____

Teacher Candidate _____

Lesson Taught _____

Observations/Notes/Comments/Suggestions

S – Satisfactory

NI – Needs Improvement

1. Planning Phase	S	NI	2. Implementation of Instruction	S	NI
Learning expectations identified			Students could see and hear easily		
Has/uses access to IEP goals			Effective use of essential questions		
Considered results of prior assessments (i.e. DRA, word analysis, writing baseline, math assessment)			Clear, planned, organized instructions		
Knows name and need of all students			Appropriate voice and manner		
Problem solving strategies and abilities evident			Shows evidence of working toward IEP goals		
Effective speaking/writing skills			Implemented a variety of strategies		
Discussed plan with CT prior to lesson			All students engaged in purposeful and meaningful activities		
Created positive interaction			Pacing enhanced student learning		
Materials aligned to lesson expectations			Responded appropriately to student responses		
Modifications are meaningful for individuals/group			Implemented cooperative learning when appropriate		
Materials/equipment ready in advance			Used student assessment data to provide interventions		
Lesson adequately timed and paced			Shows evidence of monitoring student progress		

Additional Comments:

THE LESSON: REFLECTION AND INSTRUCTION

T-Chart Conversation

Cooperating Teacher completes the T-chart below while observing the Teacher Candidate and identifies the strengths of the lesson in the left column of the T-chart. Comments for improvement should be in the form of questions to enhance the CT and Candidate discussion.

Strengths of Lesson (modifications/ interactions)	Questions

Teacher Candidate completes the T-chart below after he/she completes teaching the lesson. This time all the TC an opportunity to reflect on the lesson prior to conferencing with the CT.

Things I Liked about the Lesson (modifications/ interactions)	Things that Concerned Me

Cooperating Teacher and Teacher Candidate discuss the positive aspects of the lesson, then initiate a conversation about improvement using the questions developed.

A Sample Outline of Expectations from a Cooperating/Associate Teacher to a Teacher Candidate at Beginning of Placement

Student Teaching:

Below is a list of requirements that I have for my teacher candidates. Essentially, you represent me while you are here, and parents, administrators and colleagues have expectations that need to be met.

Daily Journal

- Please keep a daily journal with questions, concerns, comments and observations.
- This will be our main source of communication.
- It should be turned in 3-4 times per week (or more if needed), and I will respond to any concerns/comments and questions.
- You can use it to take notes when you observe in other rooms.

Meetings

- Faculty meetings are held on Wednesday mornings (usually the 2nd Wed of each month) from 8am-8:45am.
- I will be available each morning for help with planning, questions about curriculum, etc. I get to school early and that is the best time for us to plan. Once a week I can stay after to help you plan etc. as well, is needed.

Copies

- We have a district policy that copies take at least 3 full days to receive back.
- I would like copies done a week in advance, just to be safe.

Letter to parents

- Please have a letter to the parents explaining who you are, what your philosophy entails and what you hope to accomplish during your experience here. That should go home the first or second day you are here.

Unit

- Your full unit will be in Reading on one of the following books; The Great Gilly Hopkins, Bridge to Terabithia, Weasel, or Tuck Everlasting. You may choose the novel you would like to do. You will need to develop vocabulary and comprehension questions, assessments, a final project and more. We will discuss this later.
- Develop at least 1 major project to assess students and any other required materials from your college.
- Develop a bulletin board that highlights vocabulary, concepts, etc
- You will also 2 chapters in Social Studies, we will discuss this later as well.
- You will have 1-2 short units for math, we will discuss this later.

(Cont'd on next page)

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Subjects

I try to do as many hands on projects as possible. Keep that in mind as you plan.

- Each few days to a week you will acquire a new subject, and by the 4th week, you will be teaching all subjects
- Develop 1 project per subject, complete with Rubrics for grading, and samples to show students.
- Keep a plan book and grade book, and turn it in weekly.

Camera

- This is your time to shine. Bring a camera with you so that you have “evidence” from your experience.
- Pictures are a great way to show what you do in the classroom.

Lesson Plans

- Formal lesson plans are expected for all lessons taught. I would like those 1-2 days in advance.
- This will be used for discussion purposes after your lessons.

(Source: From a Teacher Candidate’s Organizational Binder -Spring 09)



The Oxford dictionary describes a **profession** as a “**vocation, a calling, especially one that involves some branch of learning or science**”. As a profession, teaching requires special qualities and abilities, as well as commitment.

A profession requires

- Specialized skill and training based on systematic theory.
- Expertise which is recognized by society.
- Authority to confer upon itself certain powers and privileges tempered by laws and duties.
- A code of ethics or professional oath adhered to by its members.
- An organization which is a source of information, advice and support to its members.

**SAMPLE LETTER OF INTRODUCTION SENT BY
COOPERATING/ASSOCIATE TEACHER TO PARENTS**

A Message from:

Date

Dear Parents,

I would like you to be aware that I have agreed to be a Cooperating/ Associate Teacher for a Teacher Candidate from Niagara University. This is an opportunity for the Teacher Candidate to learn and teach **under my supervision and guidance**, and my goal is to develop this into a rewarding experience for both my students and for myself.

The working partnership among the Niagara University College of Education, Boards/Districts and Associate Teachers is significant and influential. Research supports the viewpoint that the Student Teaching experience is highly valued by Teacher Candidates. In addition, research indicates that the Cooperating/ Associate Teacher have a fundamental influence on the way Teacher Candidates will conduct their future classrooms.

As a dedicated professional, I am committed to fostering education professionals who demonstrate the knowledge, skills and dispositions to serve others, and who further the values and practices of their profession. On behalf of my students, I would like to welcome _____ to our classroom. He/She will be with us from _____ to _____.

My role as Cooperating/ Associate Teacher is to provide _____ with the necessary observation time, guidance, co-operative planning and implementation, feedback and recommendations, which will benefit his/her growth and development. Best wishes are extended to _____ in his/her efforts toward becoming an outstanding professional in the field of education.

Sincerely,

**SAMPLE LETTER OF INTRODUCTION SENT BY
TEACHER CANDIDATE TO PARENTS**

Date

Dear Parent(s) or Guardian(s),

I would like to take this time to introduce myself to you. My name is _____. I am going to be participating in your child's _____ grade classroom as a Teacher Candidate for the next seven weeks. I am a Teacher Candidate in the Teacher Education program at Niagara University and am working toward my Bachelor/Master of Science in Education degree in the area of _____. My concentration is in _____. I began working alongside Ms/Mr. _____ on _____ of this year. Throughout the first week, I spent my time observing classroom procedures and routines, as well as the children. This week, I will have the opportunity to step into the shoes of the teacher, as I will be teaching your child the _____ lessons as well as a _____ lesson. Ms/Mr. _____ will be supervising my teaching throughout my time here, and will be helping me along as I plan, develop, and carry out activities and lessons that are effective. She/he has arranged everything so that I will gradually be teaching more with each successive week, up until I am taking the class by myself.

Niagara University arranges our education program so that prospective teachers are able to get inside classrooms from the very beginning of our program in 150 hours of Learn and Serve and Assistantship placements. I had placements in _____ during my Learn and Serve placements and placements in _____ during my Assistantship placements. In the coming weeks, I hope to teach a variety of different subjects and topics to your child in order to help prepare me as much as possible for the career I have chosen. I am also in the process of planning a _____ unit that will be taught throughout the month of _____.

Please feel free to contact me if you have any questions or concerns. You may reach me by telephone at _____ or by email at _____. I look forward to working with your child throughout the coming weeks!

Sincerely,

I am collecting pictures of myself teaching for use in my portfolio, and will be viewed by potential employers. May I use pictures of your child in my portfolio? If so, please sign and return the permission slip below. Thank you.

.....

I give _____ permission to take pictures of my child during school activities, and to use the pictures in his/her teaching portfolio.

(Parent/Guardian Signature)

(Date)

Cooperating/Associate Teacher's Recommended Checklist

Before the Teacher Candidate arrives:

- Review candidate background information sent with the request for placement.
- Prepare students for arrival of teacher candidate.
- Provide a separate adult desk/table which will serve as a home base for the candidate.
- Provide basics such as marking pens, scissors, ruler, pencils, crayons, glue, etc.
- Provide class roster, daily schedule, seating chart, emergency protocol for organizational binder.
- Provide teaching manuals, textbooks, course curriculum.
- Plan a balanced sequence of experiences for the candidate.

When the Teacher Candidate Arrives:

- Welcome the candidate in a warm way and help him/her to feel like a teacher.
- Introduce the candidate to the students as a Co-teacher or Teacher Candidate rather than Student Teacher to help establish the Candidate's presence.
- Introduce the candidate to school personnel and school practices.
- Establish a pattern of open communication and set a time to talk each day.
- Explain expectations, responsibilities, and authority of candidate.
- Familiarize the candidate with students' backgrounds and needs.
- Acquaint candidate with available instructional materials.
- Plan for candidate's gradual assumption of teaching responsibilities.

During Student Teaching:

- Assist the candidate in consistent, realistic, detailed planning.
- Help the candidate to develop traits that will promote success in teaching.
- Encourage the development of good classroom management and control.
- Review, make written comments as necessary, and discuss the candidate's written plans.
- Examine the candidate's lesson plans in advance to permit changes when necessary.
- Observe the candidate's teaching and discuss observations.
- Promote self-evaluation of lessons taught by the candidate.
- Read candidate's evaluations of lessons taught.
- Hold frequent conferences and encourage candidates to ask questions.
- Set a good example and encourage a professional attitude.
- Avoid discussing the candidate's shortcomings with other school personnel.
- Treat the candidate as an adult and co-worker.
- Maintain an atmosphere that is warm, friendly, positive, and encouraging.
- Show appreciation for the candidate's efforts.
- Remember once you were a teacher candidate.
- Discuss ways you have solved problems.
- Give the candidate an opportunity to attend meetings and/or participate in school activities.
- Help the candidate to perceive his/her strengths and areas for growth.
- Work with the field supervisor in providing meaningful evaluation, encouragement, and suggestions for improvement. If concerns arise, share immediately with Candidate and /or Field Supervisor.
- Encourage the candidate to set professional goals.
- Introduce the candidate to students' parents.

End of the Practicum:

- Work with the candidate and field supervisor to assess the student's competency/ readiness to assume responsibility for his/her own classroom.
- Complete the Final Report in time for the candidate to hand-deliver the report to Field Supervisor or Seminar Instructor on the last day of placement.
- Give yourself and your candidate a pat on the back for a job well done!

“Ten plus Three” Reasons Why Teacher Candidates Do Not Succeed

1. Supervising Classroom Teacher does not fully understand the expectations and requirements for mentoring a Teacher Candidate as outlined in the Student Teaching Handbook.
2. Relationship between Teacher and Teacher Candidate is strained for whatever reasons [dispositions, personality, philosophy, etc].
3. Teacher Candidate does not have a good work ethic. Candidate arrives late, leaves early and is only partially prepared for class. Lesson Plans are often incomplete or poorly done. Copies needed for class are often not done until the morning of the day they are needed. The Candidate is not well organized and does not maintain an organizational binder.
4. Teacher Candidate has a “know it all” attitude and isn’t able to take suggestions from Supervising Teacher. Communication problems develop.
5. Teacher Candidate wears inappropriate attire to school and doesn’t adjust when advised.
6. Teacher Candidate talks too much and doesn’t understand role/place in the school culture.
7. Teacher Candidate isn’t able to manage/discipline students in a manner that is conducive for learning and growth.
8. Teacher Candidate isn’t enthusiastic, energetic and passionate about the students or the subject/discipline. [“Putting in the time”].
9. Teacher Candidate is either too friendly with the students or is unable to connect with them [could appear to even be intimidated by them].
10. Teacher Candidate gives students a steady diet of lectures and notes and doesn’t use any other instructional practices.
11. Teacher Candidate isn’t reflective and has difficulty seeing problems and making the necessary changes for improvement.
12. Associate Teacher is either too critical or too positive and doesn’t provide prescriptive feedback for improvement.
13. Teacher Candidate plans inadequately on his/her own and doesn’t discuss or share lesson plans with the Teacher in a timely way. This causes an uneasy relationship between Teacher and Candidate and does not follow Handbook expectations. The Candidate makes errors in accuracy, pacing, motivation, range of strategies, use of modifications, closure, etc.

APPENDIX I

STUDENT TEACHING EVALUATIONS

- **PROFILES / DESCRIPTION OF THE THREE
EVALUATION FORMS**
- **ACCESS TO EVALUATION FORMS ON NU
WEBSITE**
- **EVALUATION DUE DATES AND
PROCEDURES**

STUDENT TEACHING EVALUATION FORMS

(All Student Teaching Reports are aligned with the professional standards of the most recognized national/international teaching organizations associated with the area of certification sought by the Teacher Candidate).

A Profile of the Three Evaluation Forms Completed by Cooperating & Associate Teachers During Student Teaching Placements

All evaluation reports will be submitted to the Office of Field Experience electronically. Candidates must receive hard copies of all written reports. Candidates are responsible for providing Field Supervisors with hard copies of all three reports.

Preliminary Report

The Preliminary Report is completed after the first 5 days of the Candidate's placement in a classroom by the Cooperating/Associate Teacher. It is an early assessment of the Candidate's observable dispositions toward teaching, specifically in the areas of Professional Commitment/Responsibility, Professional Relationships/Fairness, and Critical Thinking and Reflective Practice. **The Preliminary Report provides an opportunity for the Candidate to focus on his/her dispositional professional growth as a teacher.** In a working definition, dispositions are described as tendencies for individuals to act in a particular manner under particular circumstances. A tendency implies a pattern of behavior that is predictive of future actions. This predictive feature gives some assurance that, once Candidates assume the formal role of teachers, their practices will be in keeping with those dispositions (Villegas, 2007). In the Preliminary Report, it is recognized that the Supervising Teacher is viewing a beginner and has had limited time to become fully acquainted with the Candidate. Niagara University is interested in the Supervising Teacher's first impressions, within the first 10 days of the Candidate's placement.

Mid-Way Progress Report

Both Cooperating/Associate Teacher and Teacher Candidate complete the Mid-Way Report independently at the end of the first month of placement, and then meet to discuss their individual perceptions of the Candidate's progress during his/her first three to four weeks of Student Teaching. **The Progress Report provides a timely opportunity for both Supervising Teacher and Candidate to specifically identify areas of strength and areas where improvement is required in the Candidate's performance, and for the Candidate to determine a focused growth plan for the latter weeks of the placement during which time expectations and demands will rise substantially as the Candidate moves toward the end of the placement.** The Mid-Way Report is focused on the Candidate's understanding and mastery of the required standards.

Final Student Teaching Report

The Final Student Teaching Report is completed by the Cooperating/Associate Teacher during the last week of the Candidate's placement. **The Final evaluation is a compilation and summary of the Candidate's demonstrated degree of competency in the knowledge, skills, and dispositions associated with the professional standards, and an overall assessment of the Candidate's readiness as a beginning classroom teacher.** The Candidate receives a Satisfactory or Unsatisfactory grade on the Final Report. There is a place on the Final Report for relevant comments from the Supervising Teacher that support the grade given. Comments are helpful in the final overall grading that the Candidate receives from the Director of Teacher Education Field Experiences.



REQUIREMENTS FOR STUDENT TEACHING
ASSIGNMENT FOR SECOND PLACEMENT:

All of our evaluation forms must now be completed online. Should you have any questions about how to complete the online forms please contact your teacher candidate's University Field Supervisor or Alyson Danielewicz at amd@niagara.edu or 716-286-8738.

Steps for retrieving the online evaluation forms:

1. Go to www.niagara.edu
2. Type Student Teaching in the search box located in the top right hand corner of the Niagara website
3. Click Niagara University Student Teaching, it will be the first prompt
4. On the left hand side under student teaching click Forms
5. Click the first prompt under the forms section that says For Cooperating Teachers
6. The username and password are case sensitive. They will be provided to you in your cooperating teacher packet.
7. Choose the appropriate evaluation for your teacher candidate
8. Use the drop down box to find your teacher candidate and fill in ALL of the information
9. Before submission please print a hard copy for yourself and your teacher candidate
10. Click submit and the form will be sent to the Office of Field Experience, the supervisor and teacher candidate

1. **Preliminary Report Form:** The online evaluation must be completely filled out and electronically submitted at the end of the first five days of student teaching.
2. **Mid-Way Report Form:** You will complete the mid-way report online. The teacher candidate needs to print a hard copy and complete it him or herself. Before submission to the Office of Field Experience, the two of you must meet to review the mid-way report and discuss a growth plan.
3. **Final Student Teaching Report:** *(Note Importance – becomes part of the Teacher Candidate's permanent file.)* Online evaluations must be completed so that the teacher candidate can receive a grade and graduate.

OTHER STUDENT TEACHING INFORMATION

AVAILABLE on MyNU website:

- **STUDENT TEACHING HANDBOOK**
- **STUDENT TEACHING EVALUATION FORMS – PRELIMINARY/MID-WAY/FINAL**
- **SPA STANDARDS**
- **COOPERATING & ASSOCIATE TEACHERS MOST FREQUENTLY ASKED QUESTIONS**

Steps to retrieval:

1. Go to **MyNU**.
2. Click on **Academics**.
3. Click on **College of Education**.
4. Click on **Student Teaching**.
5. Click on **LEFT SIDE** FOR SPECIFIC REFERENCES

For further information or assistance contact the Field Experience Office at 716 286 8738 or 716 286 8683.

APPENDIX II

POLICIES

- **GUIDELINES FOR SELECTING COOPERATING/ASSOCIATE TEACHERS**
- **STUDENT TEACHING GRADING POLICY**
- **ATTENDANCE POLICY**
- **TERMINATION POLICY FOR TEACHER CANDIDATES**
- **FINGERPRINTING AND CRIMINAL BACKGROUND CHECKS**
- **SEXUAL HARASSMENT POLICY**
- **CHILD ABUSE / SCHOOL VIOLENCE**



Guidelines for Selecting Cooperating/Associate Teachers

Selecting teachers to work with teacher candidates is an important and demanding task. In our attempt to assist in the decision making process, the following criteria for selection of Cooperating/Associate Teachers are hereby recommended.

Final determination of placements is at the discretion of the school district.

The general guidelines are:

- Full time professional member of Teaching Staff
- Certified in the subject area in which the Candidate is seeking certification
- Minimum of three (3) years of successful school teaching experience
- Tenure and a Master's degree are expected but Teachers may be considered with an exceptional recommendation from the Principal
- A desire and ability to mentor Teacher Candidates within the College of Education's conceptual framework, the school's program, and the Teacher Candidate's goals and objectives
- Able to provide a diverse setting in which a Candidate can develop proficiency in meeting the needs of all students.
- Has the potential and expectation for Candidates to use technology to facilitate teaching and learning
- Recommendation of the principal

STUDENT TEACHING GRADING POLICY

At Niagara University, Teacher Candidates are required to complete two Student Teaching assignments of approximately seven weeks each (9 Undergraduate/ 6 Graduate credit hours). The requirements for successfully completing Student Teaching are outlined in the grading policy below.

When a Teacher Candidate receives a SATISFACTORY (“S”) in both the first and second placements for Student Teaching, the grade for Student Teaching will be Satisfactory (“S”).

If the Teacher Candidate receives an UNSATISFACTORY (“U”) in the first placement and a SATISFACTORY (“S”) in the second placement, the grade for Student Teaching may be SATISFACTORY (“S”), or INCOMPLETE (“I”). The Director of Field Experience will determine the grading based on overall results.

When a Teacher Candidate receives a SATISFACTORY (“S”) in the first placement and an UNSATISFACTORY (“U”) in the second placement, a meeting to discuss overall results will be required. The discussion will include examination of additional evidence (such as Field Supervisor Observation reports and recommendations, information from the school Principal, Cooperating/ Associate Teacher Preliminary and Mid-Way Reports, and Teacher Candidate’s Student Mid-Way report and comments). A decision will be recommended by the Student Teaching Director. If additional collaboration is necessary, the Teacher Education Faculty Committee will be consulted before a decision is rendered. If complicating factors present additional problems, the Chair of the Department of Education and/or Dean of Education will also be consulted. The Teacher Candidate may be given a SATISFACTORY (“S”) or a FAIL (“F”) overall, or if, in extenuating circumstances with documentation (e.g., medical reasons), is given an INCOMPLETE (“I”) grade, the Candidate may be required to satisfactorily complete a third practicum.

If a Teacher Candidate receives two “UNSATISFACTORY” (“U”) reports, the Teacher Candidate will be given a FAILURE (“F”) grade for Student Teaching. A meeting with the Student Teaching Director, Field Supervisor, and Teacher Candidate will be held as soon as possible in the Director’s Office, Academic Complex, Room 222, when an UNSATISFACTORY (“U”) report is received in the Student Teaching Office.

The expectation is that at the conclusion of 14 successfully completed weeks (two seven-week placements) of Student Teaching, the Teacher Candidate will be deemed ready to assume the responsibilities and role of a classroom teacher.

1st Placement	S	U	S	U
		Discuss		Discuss
2nd Placement	S	S	U	U
			Discuss	Discuss
Result	S	S/I	S/F/I	F

S - Satisfactory U - Unsatisfactory I – Incomplete F - Failure

ATTENDANCE POLICY FOR TEACHER CANDIDATES

Students are granted permission to make up Student Teaching time during the two seven-week placements only if a medical certificate is provided regarding a serious illness that requires time away from the classroom, or if a Teacher Candidate encounters a serious circumstance (e.g., accident or death in family). Permission must be requested immediately by the Teacher Candidate in writing to the Director of Student Teaching. The request is forwarded to the Dean of the College of Education. Permission is granted by the Dean. In order to meet requirements for certification, Teacher Candidates must successfully complete 14 weeks (2 seven-week placements) of Student Teaching. When the Teacher Candidate successfully completes all requirements and grades/test scores have been submitted to the Records Office at Niagara University, he or she will graduate at the next graduation date. Teacher Candidates are required to immediately report all absences from Student Teaching to their University Field Supervisor who maintains a record of attendance for each Candidate under his/her supervision. Teacher Candidates are required to attend all scheduled Professional Seminars and meetings with Field Supervisors.

TERMINATION POLICY FROM STUDENT TEACHING FOR TEACHER CANDIDATES

It is recognized that Teacher Candidates are *guests in the school*, and while they are welcomed to their particular assignment, conditions may arise which have the potential to cause the placement to be terminated. Any of the following conditions are considered to be potential causes for termination of an assignment:

- Cooperating/Associate Teacher and/or Principal have notified the Student Teaching Office that the school is no longer willing to allow the Teacher Candidate to be in the classroom.
- Pupils' progress in the school is impeded by the performance of the Teacher Candidate due to any of the following:
 - Inadequate planning
 - Inadequate classroom management/discipline
 - Lack of content knowledge
 - Deficiency in oral or written communication skills
- Documented evidence indicates that the Niagara University Teacher Candidate has engaged in inappropriate personal or professional behavior.
- Documented evidence indicates that the Niagara University Teacher Candidate has engaged in ethical impropriety, violation(s) of community standards or policies, or improper professional judgments
- If during the first Student Teaching assignment, the Teacher Candidate earns a grade of **Unsatisfactory**, it is possible with substantial documented evidence, that the second assignment may be canceled because the Candidate is not allowed to continue in the Niagara University Teacher Education Program.

FINGERPRINTING AND CRIMINAL BACKGROUND CHECKS

FINGERPRINTING

All Teacher Candidates must be fingerprinted prior to field placements in schools. Fingerprinting is a requirement for NYS teacher certification.

Fingerprinting packets are available in the Dean's Office Room 221, Academic Complex.

POLICE CHECK

All Canadian Boards of Education require a criminal background check prior to having contact with students in Ontario schools. To obtain information and forms, visit the OESC website at www.oesc-cseo.org or contact OESC by email at oesc-cseo@opsba.org (Processing can take 4-6 weeks. Costs are borne by the applicant).

Upon Completion of the Police Check, Teacher Candidates will be issued a wallet-sized Identification Card authorizing the Candidate to have contact with students in Ontario schools for the upcoming school year if the Candidate has no police record or if he/she has a record and it is determined by the OESC that the Candidate is not a risk to students. The card must be signed by the Candidate and made available to school and agency officials when requested, together with a valid government issues photo identification document (e.g., Driver's License, Health Card, Passport).

Note: Once the Candidate graduates, he/she will be required to undergo another Police Record Check in order to apply for certification with OCT and employing school boards.

INTERNATIONAL STUDENT CHECK-IN

International students (including Canadian students) are reminded to complete the International Student Check-in process that is required of them during the first week of each semester.

For further information, please contact:

Elizabeth A. Broomfield

Assistant Director of Records & Operations

Niagara University

Telephone: 716 286 8726

Fax: 716 286 8733

NIAGARA UNIVERSITY ACADEMIC INTEGRITY POLICY

Violations of academic integrity will be processed in accordance with the University's Academic Integrity Policy. Teacher Candidates are expected to uphold the professional dispositions and standards of the program and assume full responsibility for their academic and personal development, including informing themselves about, and following, the university's academic integrity policy. Niagara University's Academic Integrity Policy may be located on MyNU under Academic Integrity.

SEXUAL HARASSMENT POLICY

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is a form of sexual discrimination, which is illegal under Title VII of the Civil Rights Act of 1964, as it relates to employees, and under Title IX of the Education Amendments of 1972, as related to students. The University views sexual harassment as a form of misconduct, which undermines the integrity of academic and employment relationships. Accordingly, the University maintains mechanisms for reporting and investigating instances of alleged or apparent incidents.

Sexual harassment is unwanted sexual or gender based behavior that occurs when one person has formal or informal power over the other. There are three elements to sexual harassment:

- The behavior is unwanted or unwelcome.
- The behavior is sexual or related to the gender of the person.
- The behavior occurs in the context of a relationship where one person has more formal power than the other (e.g. a supervisor over an employee, faculty member over a student) or more informal power (e.g. one peer over another).

Sexual harassment exists when any of four conditions are met:

- **Quid Pro Quo** – Submission to the conduct is made a term or condition, either explicitly or implicitly, of obtaining education or employment. (e.g. physical assault, threats, demands, propositions, touching, leering, overt sexual gestures).
- Submission or rejection of the conduct is used as a factor in decisions affecting that person's education or employment.
- **Hostile Environment** – The conduct creates an intimidating, hostile or offensive educational or work environment. (e.g. innuendo, sexual jokes and remarks, flirtations, whistling, winking, pin-ups, posters, sexually derogatory cartoons, sexual magazines and calendars).
- The conduct has either the purpose or effect of substantially interfering with a person's education or employment.

Sexual harassment threatens the relationship between teacher and student, or supervisor and subordinates. Through such measures as grades, wage increases, recommendations for further study or employment, promotion or tenure, a teacher or supervisor exercises a decisive influence on a student's or employee's success and career both at the University and beyond. Such harassment, however, is not confined to the relationship described previously, but may include relationships between co-workers and students at any level of the University.

SUGGESTIONS FOR DEALING WITH SEXUAL HARASSMENT

(1) AS A PROFESSIONAL IN THE CLASSROOM

Sexual harassment must be dealt with immediately. While teachers often correct inappropriate behaviors in their classrooms, there may be a pattern of behavior that indicates a more serious situation than the isolated class incident may suggest. When a teacher senses that a more systemic problem may lie behind a particular incident, the teacher should take action to remedy the situation. **As a Teacher Candidate, you must seek the guidance and direction of your Cooperating/Associate Teacher.** Consider the following:

- If the behavior occurs in class, stop the behavior immediately so that the class may continue. Indicate that the behavior is inappropriate and does not follow the rules of the class that mandates courteous and respectful interactions among students.
- Speak to the offending student after class. Inform the student that the behavior is unacceptable. Explain how the behavior was not courteous or respectful. Ask the student how he/she would feel if the offending comment was said to them. If they deny a problem, emphasize

that *most* people would feel... and then reinforce how that kind of behavior affects the other student in an emotionally negative manner.

- Speak to the student who was offended. Find out their feelings about the incident. Try to determine if the behavior has occurred before, and if it is ongoing or harassing.
- If the behavior seems to constitute sexual harassment, report it to an administration official.
- If the behavior continues, try a conflict resolution model with both individuals and a third party mediator (e.g. counselor or school psychologist). Try to facilitate open, honest communication.

(Erickson, 1997)

If you have any questions, be sure to contact your Field Supervisor and/or the Student Teaching Director at (716) 286-8738.

(2) AT A PERSONAL LEVEL

If you feel that an incident of sexual harassment has occurred to you, you should:

- Contact your Supervisor ,or,
- Contact the Office of Teacher Education Field Experience, or,
- Contact the Chair of the Department of Teacher Education, or,
- Contact the Director of Human Resources

PERSONAL INJURY OR ACCIDENT DURING PLACEMENT

Students in field experience placements should be aware that neither workman's compensation nor NU's liability insurance covers the NU student in the event of injury at the placement site. Any student suffering an injury at a placement site should inform the placement site promptly regarding the injury. To ensure the University is aware of any potential concerns, a copy of any Incident Report supplied to the student should be submitted to the Director of Field Experiences in the College of Education. Teacher candidates are encouraged to acquire personal liability insurance.

STUDENTS WITH DISABILITIES - ELIGIBLE FOR AND NEEDING ACCOMMODATIONS

Students with disabilities, who are eligible for and need accommodations during Student Teaching, are requested to speak with the Assistant in the Teacher Education Field Experience Office in Academic Complex, Room 222, at the time of signing up on-line for Student Teaching placements. The Office may also be reached at 716 286 8738.

CHILD ABUSE / SCHOOL VIOLENCE CONSIDERATIONS

By law, teachers, counselors, psychologists, nurses, physicians, etc. are mandated reporters of child abuse. Confirming child abuse or neglect is not the responsibility of the reporter. The responsibility is to recognize the possibility of maltreatment, and when suspected, to report to child protection services. As per Provincial guidelines, a minor is a child/adolescent less than 18 years of age.

As a Student Teacher, you should consult with your Associate Teacher to discuss the appropriate protocol to follow should you suspect an instance of abuse. Your Associate Teacher will be familiar with the school reporting procedure and the protocol related to Family & Children Services in Ontario.

The following are some examples of signs of abuse; however, it is not intended to be an exhaustive list:

PHYSICAL ABUSE

Bruising – non-playground type/abusive type: side of face, buttocks, abdomen, and sides of the body may be indicative of child abuse. Also, bruises found on two or more places – the back and stomach may indicate child abuse. It is unlikely that a fall results in bruising to the front and back of a child. (Most typical locations for accidental bruising are: forehead, nose, chin, palms, shins, and elbows).

Burning – (less common, though more serious): scalds on the hands and feet in a symmetrical pattern and isolated burns on the buttocks suggest physical abuse. Also, unexplained delay in seeking medical attention and “no witnesses” to the burn event are suspicious.

Also: teachers can be aware of playground behavior as a secondary sign of physical abuse. Secondary signs are: over-aggressiveness, rough play; bullying behavior; cruelty to animals.

SEXUAL ABUSE

Any sexual act(s) between a minor and an adult (e.g. 16 year old and 22 year old), even if consensual are examples of sexual abuse.

Other examples more difficult to identify:

Physical Indicators: semen on body, venereal disease, adolescent pregnancy, infected vaginal area, bite marks on genital area.

Behavioral Indicators: in-depth, graphic sexual knowledge beyond a child’s years (e.g., more than an 8 year old would know); anxiety, depression, inappropriate sexual conduct on the part of victimized child.

Most likely, the behavioral indicators will alert the teacher. Depression and anxiety may not be indicative of sexual abuse; however, the combination of depression, anxiety and sexually inappropriate behavior is a reason to be suspicious.

NEGLECT – FOUR TYPES

Physical Neglect: failure to provide adequate healthcare. Some indicators are: constant ear infections, inadequate nutrition, poor hygiene.

Emotional Neglect: domestic violence in home, alcoholism/drug abuse in home, child using alcohol or drugs.

Educational Neglect: chronic, unexplained absences; failure to enroll a minor, ignoring special needs for the child.

Inadequate Supervision: latch key child; older minor caring for younger children; parent no shows for parent-teacher conferences.

APPENDIX III

STANDARDS

Department of Teacher Education

Pre-Service Program Standards

For access to copies of the SPAs referenced below,
Go to MyNU/
Academics/
Student Teaching/
SPA Standards

INTASC Standards

((Interstate New Teacher Assessment and Support Consortium)

ISTE Performance Indicators

(International Society for Technology in Education)

Diversity Expectations

Dispositions

NAEYC Indicators

(National Association for the Education of Young Children)

CEC Indicators

(Council of Exceptional Children)

NCTE Indicators

(National Council of Teachers of English)

ACTFL Indicators

(American Council on the Teaching of Foreign Languages)

ACEI Indicators

(Association for Childhood Education International)

TESOL Indicators

(Teachers of English to Speakers of Other Languages)

NCTM Indicators

(National Council of Teachers of Mathematics)

NSTA Indicators

(National Science Teachers Association)

NCSS Indicators

(National Council for the Social Studies)

ADDITIONAL INFORMATION

REQUIREMENTS FOR CERTIFICATION

- Child Abuse Seminar – “Training in Identification and Reporting of Child Abuse and Maltreatment” Seminar
- “Violence Prevention” Seminar
- “Drug and Alcohol Awareness” Seminar (on-line)
- Fingerprinting
- Police Check (Ontario Candidates only)
- U.S. Passport or Passport card (Ontario Candidates)
- Certification Checklist
- College of Education Contact Information

*Preparation guides for NYS certification tests can be viewed or downloaded at www.nystce.nesinc.com

Fingerprint Clearance Information

Packets are Available in the Office of the Dean, Room 221 Academic Complex

FINGERPRINT PROCESSING

Students apply for fingerprint clearance through the New Your State TEACH website. This is also the site we will use for applying to New York State for certification.

It is IMPORTANT that you write down your Username and Password when you create your profile. You will use them every time you log back into the website.

USERNAME _____ PASSWORD _____

Office of Teaching Initiatives New York State – <http://www.highered.nysed.gov/tcert>

Once on the website – there is a box on the right side (as shown)
Click on that box
First time users will click on self-registration and create their profile. Returning users will click on <log-in>.



The TEACH Home page has the following options:

- Profile Links
Verify/Update Profile
- Fingerprinting Links
Submit Application for Fingerprint Clearance
- Inquiry Links
Account Information
- Online Application
Apply for Certificate
Apply for a Duplicate Certificate
- Professional Development
Maintain Your Professional Development Record

Click on Fingerprinting – fill in the online application. Pay online with a credit card (approximately \$95.00). Print out two copies of the online application. Put one copy in the fingerprinting envelope and keep one copy for yourself.

Fill out the top of the two blue and white cards. Take the two blue and white fingerprinting cards to a police station or state troopers to get fingerprinted. This can be done in the United States or in Canada. In the brown envelope you should have the two completed fingerprinting cards and the application form from online. Remember to put postage on the envelope and mail.

In about four weeks from when you mailed the application, log back in and check Account Information – it will indicate if your fingerprinting was completed.

Memo to: All NU Canadian Teacher Candidates

Topic: **POLICE RECORD CHECK**

From: Office of Field Experience

Canadian Teacher Candidates;

- You are reminded that you must comply with Ontario School Board Requirements for Police Record Checks **PRIOR TO PLACEMENT** in Ontario school classrooms. **(***** BEGIN THE PROCESS IN YOUR LAST SEMESTER BEFORE BEGINNING METHODS CLASSES. The check is valid for ONE year from date of issue) for students.**

√

- Students placed in Ontario schools and agencies **ARE REQUIRED** to complete a satisfactory Police Record Check screening **PRIOR TO** having direct contact with students and other vulnerable persons. An **ID CARD** is a requirement of school boards where students are assigned to complete practicum placements and is **for that purpose only. Costs are borne by the applicant.**

STEPS TO COMPLETE THE POLICE RECORD CHECK:

- 1) Each applicant registers online and then completes an online Consent Process (link to the Registration page is <http://www.backcheck.net/oesc>). The link is also available on the OESC website (<http://www.oesc-seo.org>).

Please note: ***** The online Consent Process now includes a required **self-declaration portion** for police record offences. The **self-declaration portion** is designed to speed up the Police Record Check process. If you have existing Offence (s) for which you have not been pardoned, you will be required to list the offence (s) during the online Consent Process and provide ALL details. If you do not complete the **self-declaration portion** this will indicate that you are stating that you have never been convicted of an offence for which you have not received a pardon.

NYSTCE SCHEDULED CERTIFICATION TEST DATES

(L.A.S.T. - A.T.S.W. - C.S.T.)

For information on NYSTCE administration test dates, submission deadlines and their corresponding score report dates, please refer to the NYSTCE website found at the bottom of this page.

For registration options and deadlines for the NYSTCE School Leadership Assessments, refer to the "[School Leadership Assessments Test Schedule](#)."

The deadline for submission of requests and all necessary documentation for alternative testing arrangements is the regular registration deadline. Because of space, staff, and time constraints, there can be no assurance that requests received after this deadline can be accommodated.



Internet Registration

All registration periods. To register on the Internet, your registration must be completed by 5:00 p.m. eastern time on the registration deadline for the period.



U.S. Mail Registration

Regular and late registration periods only. To register by mail during the regular registration period, your registration materials must be **postmarked** by the regular registration deadline. During the late registration period, your registration materials must be **received** by 5:00 p.m. eastern time on the late registration deadline.



Telephone Registration

Emergency registration period only. To register by telephone, call (413) 256-2882, 9:00 a.m.–5:00 p.m. eastern time, Monday–Friday, excluding holidays. You must call by 5:00 p.m. eastern time on the emergency registration deadline.

The NYSTCE website is: www.nystce.nesinc.com

Provide a copy of all of your test scores to the Dean's Office, Room 221, Academic Complex.

Completed	Required Steps
___	1. Successful Completion of Program Coursework Curriculum Cards: http://www.niagara.edu/education/curriculum_cards.htm
___	2. Senior Check: Done with Cheryl Wilson in the Dean's Office. Fill out graduation form in Student Teaching Office Timeline: Semester before Student Teaching/Graduation
___	3. Successful Completion of Program Field Placements Learn and Serve (Total of 100 Hrs): http://www.niagara.edu/learnserve/ Teaching Assistantship / Student Teaching: http://www.niagara.edu/teaching/ Timeline: Junior Year (Teaching Assistantship), Senior Year (Student Teaching)
___	4. Submit New York State Fingerprinting, Packet in Dean's Office Use the online TEACH database to submit data. Create a profile. Cost of \$95. http://www.highered.nysed.gov Timeline: Sophomore or Junior Year – Mandatory for Student Teaching
___	5. New York State Certification Test: LAST Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: Sophomore Year
___	6. New York State Certification Test: ATS-W (Elementary or Secondary) Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: After Methods Courses
___	7. New York State Certification Test: CST (Multi-Subject Or Content Specialty) Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: Beginning of Senior Year / Completion of Content Courses
___	8. New York State Certification Test for SPECIAL EDUCATION ONLY: CST: Students with Disabilities Content Specialties Test Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: Beginning of Senior Year
___	9. Child Abuse Seminar – On Campus If taken off campus bring copy to Dean's Office Timeline: Complete during Professional Seminar Senior Year
___	10. Safe Schools Against Violence in Education Seminar – On Campus If taken off campus bring copy to Dean's Office Timeline: Complete during Professional Seminar Senior Year
___	11. Drug / Alcohol and Tobacco Survey: Online through BlackBoard Timeline: Completed during Professional Seminar Senior Year
___	12. Portfolio: Timeline: Completed during Professional Seminar Senior Year
___	13. Submit Certification Verification Form Bring verification form for NYS certification to Bev Eiler in Dean's Office
___	14. Apply for NYS Certification: Timeline: Complete only after all requirements are done

Certification Checklist
Graduate - Cohorts

Completed	Required Steps
_____	1. Successful Completion of Program Coursework Prerequisites Completed: Check in Dean's Office, Academic Complex Room 221 Timeline: Three full-time semesters
_____	2. Fill Out Graduation Form: Located in Dean's Office, Academic Complex Room 221 Timeline: 2 nd Semester
_____	3. Successful Completion of Program Field Placements Learn and Serve (Total of 75 Hrs): http://www.niagara.edu/learnserve/ (1 st Semester) Teaching Assistantship (Total of 75 Hrs): http://www.niagara.edu/teaching/ (2 nd Semester) Timeline: Student Teaching Placement http://www.niagara.edu/teaching/ (3 rd Semester)
_____	4. Submit New York State Fingerprinting, Packet in Dean's Office Use the online TEACH database to submit data. Create a profile. Cost \$95. http://www.highered.nysed.gov Timeline: Mandatory for Student Teaching Placement
_____	5. New York State Certification Test: LAST Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: 1 st Semester
_____	6. New York State Certification Test: ATS-W (Elem. or Sec.) Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: After Methods Courses
_____	7. New York State Certification Test: CST (Multi-Subject Or Content Specialty) Preparation Guide: http://www.nystce.nesinc.com/NY_viewSG_opener.asp Bring Hard Copy of Passing Score to Dean's Office Timeline: 1 st or 2 nd Semester
_____	8. Child Abuse Seminar – On Campus If taken elsewhere bring copy to Dean's Office Timeline: 3 rd Semester as part of Professional Seminar
_____	9. Safe Schools Against Violence in Education Seminar – On Campus If taken elsewhere bring copy to Dean's Office Timeline: 3 rd Semester
_____	10. Drug / Alcohol and Tobacco Survey: Online through BlackBoard Timeline: Completed during Professional Seminar 3 rd Semester
_____	11. Comprehensive Exam Contact: Mary Anne Brown, Department of Education Room 322, Phone: 286-8496 Timeline: 3 rd Semester
_____	12. Portfolio: Timeline: Completed during Professional Seminar
_____	13. Submit Certification Verification Form Bring verification form for NYS certification to Bev Eiler in Dean's Office
_____	14. Apply for NYS Certification: Complete only after all requirements are done.

NOTES

NIAGARA UNIVERSITY COLLEGE OF EDUCATION CONTACTS

DEAN'S OFFICE

Dr. Debra A. Colley – Dean of the
College of Education
Academic Complex Room 221

Assistant: C. Wilson (716) 286-7364
(716) 286-8557
Certification: B. Eiler (716) 286-8574
Fax: (716) 286-8561

DEPARTMENT OF EDUCATION

Dr. C. Foote – Chair of Elementary
Education
Dr. V. Rinaldo – Chair of Secondary
Education

Academic Complex – Third Floor
M. Brown (716) 286-8496
S. Hardenstine (716) 286-8550
Fax: (716) 286-8546

STUDENT TEACHING OFFICE

Teacher Education Field Experience
Academic Complex Room 222

Director: T. McKissic (716) 286-8739
Alyson Danielewicz (716) 286-8738
Lil Maerten (716) 286-8683
Fax: (716) 286-8740

FULL-TIME SUPERVISORS

Teacher Education Field Experience
Academic Complex Room 222

Mr. B. Buschmann (716) 286-8102
Mr. J. D'Angelo (716) 286-8101
Mr. D. Moffat (716) 286-8647
Mr. T. Quarantillo (716) 286-8103

INTERNET RESOURCES FOR TEACHER CANDIDATES

Below are some helpful websites to access during your placements. For a more comprehensive list, log onto the Niagara University College of Education website at www.niagara.edu/education and click on *STUDENT TEACHING*.

NEW YORK STATE

NYS Education Department Home Page
www.nysed.gov/home.html

NYS Curriculum Standards
www.emsc.nysed.gov/ciai/home.html

Teacher Certification
www.highered.nysed.gov/tcert

Fingerprinting Requirement
www.highered.nysed.gov/tcert/ospra

New York State Tests
www.nystce.nesinc.com

ONTARIO

Ontario College of Teachers (*Includes Teacher
Certification*)
www.oct.ca

Ontario Curriculum Standards - *Secondary*
www.edu.gov.on.ca/eng/document/curricul/seccurrlic.html

Ontario Curriculum Standards - *Elementary*
www.edu.gov.on.ca/eng/document/curricul/elemcurrlic.html

Police Record Check
Ontario Education Services Corporation (OESC)
Email: www.oesc-cseo@opsba.org

CLASSROOM RESOURCES

CONSTRUCTIVISM:

http://carbon.cudenver.edu/~mryder/itc_data/constructivism.html

SPECIAL NEEDS:

www.quasar.ualberta.ca/ddc/INDEX.html

www.schoolnet.ca/sne

TECHNOLOGY:

www.infosearcher.com/cybertours

BEHAVIOR MANAGEMENT:

<http://behavioradvisor.com>

NEW YORK LEARNS

www.nylearns.org

TEACHING TIPS:

<http://www.teachersfirst.com/index.htm>

<http://www.teacheasy.net>

<http://www.studentlink.org>

GUIDE FOR EDUCATORS:

<http://discoveryschool.com/schrockguide/>

