



Fall Semester 2008

Dear School Administrators and Teachers,

Kindly accept this information packet from the College of Education Field Experience Program at Niagara University. The intent of the folder's contents is to assist in clarifying distinctions/processes among the three phases of field experience that NU teacher candidates are required to successfully complete in order to be recommended for teacher certification in New York State.

**Phases I, II, and III are easily identifiable in the packet by color:**  
**orange (Phase I – Pre-Service/Learn and Serve)**  
**green (Phase II – Teaching Assistantship)**  
**yellow (Phase III - Student Teaching)**

Each of the three phases includes information regarding: Undergraduate/ Graduate requirements, purpose of the particular phase of field experience, duration of the placement, number of hours required per placement, expectations for candidates and classroom teachers, and NU contact personnel and telephone numbers. Each field experience placement is embedded as part of an education course and the candidate is accountable to the classroom teacher, course professor, as well as to the Field Experience Director and Coordinators for attendance and performance.

We trust that the information in the folder will be useful in planning for teacher candidates in your school during one or more of the three Field Experience phases. We are hopeful that our NU teacher candidates will not only learn about instructional practices and cultures of schools throughout their field experiences, but will also serve the school community in a very real and meaningful way, by assisting/tutoring individual students and small groups of students who need extra help to learn. In this way, teacher candidates will not only discover their potential as educators, but will also make a recognizable contribution to students' learning in classrooms.

Once again, may we express our appreciation to each of you for your participation in this most important component of the teacher preparation program at Niagara University. Together, we strive each year to prepare our teacher candidates as proficiently as possible to become outstanding classroom teachers and, equally important, we strive to provide opportunities for teacher candidates to contribute significantly in assisting teachers and students in the process of learning during their valuable hours in classrooms.

Yours in education,

Dr. Helen Snider  
Director of Teaching Assistantships and Student Teaching

Ms. Barbara Gallucci  
Tutor/Mentor Coordinator



**BARBARA B. GALLUCCI**  
Tutor/Mentor Coordinator

Learn & Serve Niagara  
P.O. Box 1906  
Niagara University, N.Y. 14109-1906

Phone: 716-286-8680  
Fax: 716-286-8753  
E-mail: [bbg@niagara.edu](mailto:bbg@niagara.edu)



**Jackie Freeman**  
Office Coordinator / Learn & Serve Niagara

Niagara University  
P.O. Box 1906  
Niagara University, NY 14109-1906

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# PHASE I

## PRE-SERVICE

### LEARN & SERVE



Learn & Serve Niagara

June 2, 2008

To: Site Contacts

From: Barbara Gallucci  
Tutor/Mentor Coordinator

Re: Fall 2008 Requests

I hope this finds you well and looking forward to the upcoming summer months. Here in Learn & Serve Niagara, we're using this quieter time to prepare for the busy semester ahead. Many students have already submitted their applications to us and I hope to begin the placement process as soon as possible.

Attached you'll find our request form which I hope you'll distribute to teachers before leaving for the summer break. While I realize that some teachers may not yet be aware of their schedule for the next school year, those who can are encouraged to submit their request to me now. Requests should be faxed to 286-8753. Of course, I'll send another copy to you in early September for teachers unable to complete a request at this time. Should you have any questions, please contact me directly at 286-8680.

Many thanks for your continued support of our students and all my best for a happy and healthy summer.

A handwritten signature in black ink, appearing to be "B.A.", is located below the typed text.



Niagara University's Learn & Serve Niagara Program will be placing students throughout our area schools and community centers during the fall 2008 semester. Students in the College of Education are required to complete a 20-hour field placement each semester. **To ensure each student meets this requirement, he or she will be scheduled for a 2-hour period one day per week.**

If you are interested in having a classroom assistant/tutor placed in your classroom, please complete the information below and return it to your school office as soon as possible. **Students placed through Learn & Serve Niagara will begin their fall 2008 placement during the week of September 15<sup>th</sup> or September 22nd. Placements will end the week of December 1st.**

Teacher (first and last name)  Mr.  Mrs.  Ms. \_\_\_\_\_ Grade(s) \_\_\_\_\_

District \_\_\_\_\_ Building \_\_\_\_\_ Phone (please list ext.) \_\_\_\_\_

Subject(s) \_\_\_\_\_ If early childhood, what are the ages of children? \_\_\_\_\_

Is this considered an inclusion class Yes \_\_\_\_\_ No \_\_\_\_\_

Are you a special education teacher? Yes \_\_\_\_\_ No \_\_\_\_\_

Self-Contained \_\_\_\_\_ Consultant \_\_\_\_\_ Resource \_\_\_\_\_ ESL Yes \_\_\_\_\_ No \_\_\_\_\_

Number of NU Students Requested: Per Day \_\_\_\_\_ Per Week \_\_\_\_\_

Day(s) Preferred Mon. \_\_\_\_\_ Tues. \_\_\_\_\_ Wed. \_\_\_\_\_ Thurs. \_\_\_\_\_ Fri. \_\_\_\_\_ Any day is fine \_\_\_\_\_

\*\*\*Should you require more than one student on a particular day, please indicate number.

Time(s) Preferred \_\_\_\_\_

\*\*\*"Anytime" will be interpreted as any 2-hr block of time between 9:00 a.m. and 3:00 p.m. for elementary schools (9:30 - 3:30 for Niagara-Wheatfield) or 8:00 a.m. to 2:30 p.m. or secondary schools, unless otherwise noted.

**Comments:** Please include any pertinent information concerning your classroom, time constraints (lunch hour, specials), etc.

\*\*\*\*\*

**NU Use Only**

Student Assigned \_\_\_\_\_

Day \_\_\_\_\_

Time \_\_\_\_\_

**PLEASE FAX OR MAIL TO THE LEARN & SERVE NIAGARA OFFICE**

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION UNDERGRADUATE FIELD EXPERIENCE

## Phase I: Pre-Service – Early Field Experience

**Purpose:** This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

**Duration:** Each semester during candidate's first five semesters

**Requirement:** Minimum of 20 hours per semester; Minimum of 100 hours total before entrance into Teaching Assistantship

**Expectations for Candidate:** Candidates will have exposure to classrooms at different grade levels during the course of their first five semesters that will encompass a variety of experiences such as observation, acting as a classroom assistant, helping with special projects, tutoring individuals or small groups, etc. Students may have special assignments tied to field work (e.g., case studies). Students will discuss this directly with the classroom teacher.

**Expectations for Teachers:** Classroom teachers provide opportunities for candidates to observe and/or assist with various aspects of the teaching process. Teachers are encouraged to challenge the candidate to lead/direct activities when appropriate and provide them with tutoring experiences. Candidates are not required to teach a lesson or prepare lesson plans, but may do so if mutually agreed upon.

**Arranged By:** Learn & Serve Niagara

**Contact:** Barbara Gallucci, 286-8680

## Phase II: Teaching Assistantship

**Purpose:** The teaching assistantship is designed to provide the pre-service candidate the opportunity to gain further experience in schools and to make the transition from student to teacher candidate more effective as they begin to teach lessons.

**Duration:** Spring semester of candidate's Junior year and/or Fall semester of Senior year.

**Requirement:** Minimum of 30 hours each; candidates complete one or two assistantships based upon area(s) of certification.

**Expectations for Candidate:** During these intermediate experiences candidates are expected to continue to develop competencies set forth in the INTASC Standards. Candidates will be expected to interact with students by assisting the classroom teacher, tutor individual students or small groups, and teach at least two lessons which include NYS Learning Standards/ Canadian Learning Standards.

**Expectations for Teachers:** Teachers should be in the room with the candidate and be willing to provide feedback regarding the lessons taught by the NU student. Prior to teaching, the candidate should be allowed to observe and assist students in the learning process. The teacher will provide documentation of hours in the classroom and a formal evaluation.

**Arranged By:** Office of Student Teaching  
286-8683

**\$100 stipend paid to participating teachers**

## Phase III: Student Teaching

**Purpose:** Student teaching is designed to provide the student teacher with opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

**Duration:** Fall or Spring semester of the candidate's Senior year.

**Requirement:** The entire Fall or Spring semester of senior year; two teaching placements, each of approximately seven weeks duration.

**Expectations for Candidate:** It is expected that the teacher candidate will strive to become involved in classroom management and instruction as soon as possible, preferably by the end of the first week.

**Expectations for Teachers:** It is expected that the participating teacher will provide feedback regarding lessons taught by the teacher candidate and provide written evaluations.

**For a complete explanation of both candidate expectations and teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy**

**(revised0408)**

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION GRADUATE FIELD EXPERIENCE

## Phase I: Pre-Service – Early Field Experience

**Purpose:** This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

**Duration:** During the candidate's first semester of this three semester program.

**Requirement:** Minimum of 75 hours; Minimum of 150 hours total (Phase I and Phase II combined) before entrance into student teaching.

**Expectations for Candidate:** Candidates will have in-depth exposure to the classroom experience encompassing a variety of activities that will include observation, acting as a classroom assistant, helping with special projects, tutoring individuals or small groups, etc. Students may have special assignments tied to field work (such as case studies). Students will discuss this directly with the classroom teacher.

**Expectations for Teachers:** Teachers will provide an opportunity for candidates to observe and/or assist with various aspects of the teaching process. Teachers are encouraged to challenge the candidate to lead/direct activities when appropriate. Candidates are not required to teach a lesson or prepare lesson plans, but may do so if mutually agreed upon.

**Arranged By:** Learn & Serve Niagara

**Contact:** Barbara Gallucci 286-8680

## Phase II: Teaching Assistantship

**Purpose:** The teaching assistantship is designed to provide the pre-service candidate the opportunity to gain further experience in the schools and to make the transition from student to student teacher more effective as they begin to teach lessons.

**Duration:** During the second semester of the candidate's program.

**Requirement:** Minimum of 38 hours each; candidates complete two assistantships in their area(s) of certification.

**Expectations for Candidate:** During these intermediate experiences candidates are expected to continue to develop competencies set forth in the INTASC Standards. Candidates will be expected to interact with students by assisting the classroom teacher, tutor individual students or small groups, and **teach a minimum of two lessons which include NYS Learning Standards/Canadian Learning Standards.**

**Expectations for Teachers:** Teachers should be in the room with the candidate and be willing to provide feedback regarding the lessons taught by the NU student. Prior to teaching the candidate should be allowed to observe and assist students in the learning process. The teacher will provide documentation of hours in the classroom and a formal evaluation.

**Arranged By:** Office of Student Teaching  
286-8683

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## Phase III: Student Teaching

**Purpose:** Student teaching is designed to provide the student teacher the opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

**Duration:** During the candidate's final (third) semester of the program.

**Requirement:** The entire Fall or Spring semester of senior year; two teaching placements, each of approximately seven weeks duration.

**Expectations for Candidate:** It is expected that the candidate will strive to become involved in instruction and classroom management as soon as possible, preferably by the end of the first week.

**Expectations for Cooperating Teacher:** It is expected that the participating teacher will provide feedback regarding lessons taught by the teacher candidate and provide written evaluations.

**For a complete explanation of both candidate and participating teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy.**

**(revised0408)**



**DR. HELEN SNIDER, Ed.D.**

Director of Teacher Education Field Experiences

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Office Fax: 716-286-8740  
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Teacher Assistantship

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# PHASE TWO

## TEACHING

## ASSISTANTSHIP



DEPARTMENT OF EDUCATION  
FIELD EXPERIENCES/PRE-STUDENT TEACHING  
**TEACHING ASSISTANTSHIP PROGRAM**

December 21, 2008

«ContactName»

«School»

«Address»

«Location»

Dear «DearName»:

As another semester in Teacher Education at Niagara University commences, we are once again planning for our Teaching Assistantship placements for Fall '08. We appreciate the partnerships we have formed with schools over the years and we look forward to inviting your classroom teachers to participate once again.

Each Niagara University student is required to spend a minimum of 150 clock hours in field experience in classrooms prior to Student Teaching. Phase II Assistantship placements follow Phase I Pre-Service/Learn & Serve placements. Each Teaching Assistant placement is a minimum of 30-clock hours for undergraduates and 38-clock hours for graduate students. Field experience during "Methods Semester" is termed, "The Teaching Assistantship Program" and is designed to consist of observing, teaching, planning, and implementing at least two lessons. If possible, it would be beneficial for candidates to teach more than two lessons. Teacher candidates are expected to prepare the lesson plans and hand them to their supervising teachers prior to teaching a lesson. Although it is not the teacher's responsibility to grade the candidate's lesson plans, the teacher is requested to review the lesson plans and provide feedback to the candidate. Teachers are also encouraged to engage candidates in tutoring individual students who may benefit from one on one instruction.

Niagara University provides teachers with \$100.00 stipend per student for accepting Methods students into their classrooms. The stipend form **MUST** be completed for payment. The teacher will be expected to complete a one-page 4-part evaluation form related to the candidate's performance. As this is designed to be a learning experience, the information from the evaluation form should be discussed with the teacher candidate.

Based on the number of students in current classes, we would appreciate your reply to the enclosed form listing teachers from your building who would be willing to participate during this school year. **Please fax a list of the interested teachers to the Office of Field Experience as soon as possible, no later than Wednesday January 16, 2008. Students will start signing up January 29, 2008.**

Thank you very much for your cooperation and the willingness of your teachers to mentor emerging teacher candidates. Any feedback and/or suggestions for improvement will be most welcomed as we prepare to send students into the schools. If you have any questions/concerns, please contact our office at (716) 286-8683.

Thank you for your continued support of the Niagara University Teacher Education Program.

Sincerely,

Helen Snider, Ed.D  
Director of Teacher Education Field Experiences

Lil Maerten  
Assistant to the Director of Field Experiences

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION UNDERGRADUATE FIELD EXPERIENCE

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**Arranged By:** Learn & Serve Niagara  
**Contact:** Barbara Gallucci, 286-8680

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**Arranged By:** Office of Student Teaching  
286-8683

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**For a complete explanation of both candidate expectations and teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy**

(revised0408)

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION GRADUATE FIELD EXPERIENCE

## Phase I: Pre-Service – Early Field Experience

**Purpose:** This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

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**Arranged By:** Learn & Serve Niagara

**Contact:** Barbara Gallucci 286-8680

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286-8683

**\$100 stipend paid to participating teachers**

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**Purpose:** Student teaching is designed to provide the student teacher the opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

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**For a complete explanation of both candidate and participating teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy.**

**(revised0408)**

Niagara University  
 Department of Education - Field Experiences/Pre-Student Teaching  
 Teacher Assistantship  
 Contact Person: «contactname»  
 School: «school»

Please Print:

INTERESTED TEACHER FULL NAME:	*Please circle preference for # of students	Grade/ Level Subject(s) taught if Secondary	Room No.	Indicate day(s) and time(s) you want a student in your classroom. If you are willing to work with a student's schedule, please indicate "ANYTIME".
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			
	1 2 3			

\* It is possible to place 1 – 3 students with you from the Teaching Assistantship Program. Please circle your preference 1, 2, or 3.

Feel free to attach additional sheets of teacher names.

Please return on or before **Wednesday January 16, 2008**. Students will start signing up for placement the week of 01/29/2008. Thank you.

**NIAGARA UNIVERSITY  
TEACHER ASSISTANTSHIP PROGRAM  
PERFORMANCE ASSESSMENT**

Please Print Clearly

Teacher Candidate \_\_\_\_\_ Semester \_\_\_\_\_ NU Course Number \_\_\_\_\_

Name of School \_\_\_\_\_ Name of Associate Teacher \_\_\_\_\_

Grade/Age Level of Students \_\_\_\_\_

Please evaluate this Teacher Candidate as accurately as you can, adding any personal comments, if necessary. We request that you fill in the appropriate circle using a pen, pencil or marker. Thank you.

Rate the Teacher Candidate as follows:

- O = Outstanding; the candidate met the criteria for the Standard in an above average or outstanding manner.  
 S = Satisfactory; the candidate met the Standard in an acceptable/appropriate manner.  
 U = Unsatisfactory; the candidate does not demonstrate competency toward meeting the Standard.  
 N = No opportunity to observe.

Standard	Ex/EI/Em/N	Comments
<b>Professional Commitment and Responsibility</b>		
<b>The Teacher Candidate demonstrated:</b>	O S U N	
1. enthusiasm toward teaching and learning	1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2. compliance with education law and policy	2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3. professional standards in appearance	3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4. punctuality and preparation	4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5. enthusiasm toward instructional content	5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6. ethical integrity	6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7. maintenance of confidentiality, as appropriate	6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Professional Relationships</b>		
<b>The Teacher Candidate demonstrated:</b>	O S U N	
1. high expectations for self and all students in the class	1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2. consideration of diverse opinions and perspectives	2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3. recognition and promotion of the diversity of all students in the class	3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4. compassion towards all students in the class	4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5. patience and flexibility	5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Critical Thinking and Reflective Practice</b>		
<b>The Teacher Candidate demonstrated:</b>	O S U N	
1. critical thinking and effective problem solving	1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2. professionalism in addressing problems or concerns	2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3. a propensity to seek and accept help, when needed	3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4. a disposition toward reflective practice and on-going professional growth	4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Development and Learning</b>		
The Teacher Candidate understands the major concepts, principles, theories, and research related to the developmental level of the students in this class and provided opportunities to support their development and learning.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Families and Communities</b>		
The Teacher Candidate understands the characteristics of the families and communities associated with the students in this class, and involved families and communities in the children's development and learning, as appropriate.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Content Knowledge and Curriculum</b>		
The Teacher Candidate understands the central concepts, inquiry tools, and structure of the curriculum taught at this level and designed learning experiences that made the content meaningful to the students in this class.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Multiple Instructional Strategies</b>		
The Teacher Candidate implemented a variety of effective instructional strategies to encourage student development of critical thinking, problem-solving and performance skills in this classroom.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Planning</b>		
The Teacher Candidate planned instruction for the students in this classroom based on knowledge of subject matter, students, the community, and curriculum goals.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Assessment</b>		
The Teacher Candidate implemented a variety of effective assessment strategies to evaluate and ensure the continuous development and learning of the students in this classroom.	O S U N <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Signature of Associate Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Note to Teacher Candidate: It is YOUR responsibility to ensure that your Methods Instructor and the Office of Field Experience receive a copy of this form. One copy should also go in your portfolio.

\* White - Field Experience Office \* Yellow - Methods Instructor \* Pink - Teacher Candidate \* Goldenrod - Associate Teacher





## **\*ATTENTION PAYMENT CHANGE\*** **MANDITORY STIPEND FORM**

*Please fill out the stipend form even if you have participated in the past. Due to recurring problems with payment, we are now requiring that this be done every time you participate to insure payment in a correct and timely manner.*

Teaching Assistantship (TA) \_\_\_\_\_ Teacher Information \_\_\_\_\_ Date \_\_\_\_\_

Teachers are paid a \$100.00 stipend for each TA student. The following information is needed in order to send payment. ***Payment cannot be made without this information.*** If this form is NOT completely filled out, payment will be delayed. We will not pay a stipend once we are into the next semester.

Please check here if you are NOT the original teacher student was assigned to:

(Name of teacher student was assigned to if not you \_\_\_\_\_)

### Payment Information

Last name \_\_\_\_\_ First name \_\_\_\_\_

Home Address \_\_\_\_\_  
Street address

City \_\_\_\_\_ State / Providence \_\_\_\_\_ Zip Code/Postal Code \_\_\_\_\_

US SS# \_\_\_\_\_ OR Canadian Social Insurance # \_\_\_\_\_

School \_\_\_\_\_

Name of Niagara TA Student(s) \_\_\_\_\_

Please mail this form in the enclosed envelope or if you prefer, call our office at (716) 286-8683 or fax 716 286-8740.

*\*Please Note: if there are any changes or problems with student TA placements please contact our office.*



**ALYSON M. DANIELEWICZ**  
Student Teaching

*Department of Education  
Academic Complex, Room 222  
Niagara University, NY 14109*

*Phone: 716-286-8738  
Fax: 716-286-8740  
E-mail: amd@niagara.edu*

# PHASE THREE

# STUDENT TEACHING



Dear Colleague:

Thank you for allowing a teacher candidate from Niagara University to student teach under your guidance. Though the practice teaching session has just begun and you have already completed the Preliminary Report, before long your teacher candidate will be mid-way through the practice teaching assignment. Included in the packet from Niagara University is a Mid-Way Teacher Candidate Report. Please complete this form, and then meet with your candidate to discuss the progress thus far, and give the completed form to your teacher candidate. The candidate is required to complete this form also, independent from you, at the same time that you complete the form. The main purpose of the mid-way evaluation is to identify which areas are in most need for improvement while there is still time for improvement to occur. In addition, it provides the opportunity for teacher and candidate to engage in formative assessment independently and then compare perceptions with each other. This serves as a valuable learning experience for the teacher candidate. Please note that this brief form will not become part of the permanent record file of your candidate. Niagara University requests that the teacher candidate provide the University Supervisor with both copies of the Mid-Way Teacher Candidate Report when he/she meets with the Field Supervisor.

Secondly, a very important document needed to assign grades for candidates is the Final Practice Teaching Report, which you will complete for your teacher candidate. Please complete this form and give the report to your candidate to be hand delivered to his/her Seminar Instructor. This is **VERY** important to your teacher candidate. **If your Final Report is not received, an incomplete will be submitted for the candidate. Please inform the field supervisor immediately if the candidate is absent.**

As you complete the Final Report, you are encouraged to: (1) include comments, (2) remember that a teacher candidate has not experienced the learning and growth which occurs during the first couple years of teaching, (3) be aware that the various Boards of Education will often request to view the Final Report when they are seeking to hire new teachers, and (4) be aware that this document *will* become part of the permanent record file of the teacher candidate.

Thank you for working in partnership with Niagara University to provide a practice teaching experience, that is rich in diversity, technology, and a constructivist approach. It is because of your cooperation that we are able to serve our young men and women who wish to become teachers. I look forward to working with you this semester. The opportunity for a teacher candidate to be placed under your guidance provides a valuable learning experience for the teacher candidate and is greatly appreciated.

If you have any questions or concerns, please feel free to contact me at 716-286-8738.

Sincerely,

Helen Snider, Ed.D.  
Director of Teacher Education Field Experiences

P.O. Box 1905 Niagara University, NY 14109 Phone: 716-286-8738 Fax 716-286-8740



**Niagara University Request(s) for Teaching Candidate Placement**

**FROM: Alyson Danielewicz, Niagara University**

**PLACEMENT REQUESTED**

\_\_\_\_\_ **1<sup>ST</sup> Placement from January 11 – March 14, 2008**

\_\_\_\_\_ **Grade Level/Division/Subject**

\_\_\_\_\_ **2<sup>nd</sup> Placement from March 17 – May 9, 2008**

\_\_\_\_\_ **Grade Level/Division/Subject**

Kindly reply with yes, no, or in progress by **November 5, 2007** If a reply is not received in our office by **November 5, 2007**, we will consider the request has not been approved. Complete the Placement Request Form below, return to [amd@niagara.edu](mailto:amd@niagara.edu) or fax to (716) 286-8740.

**PLACEMENT REQUEST IS FOR:**

Name: «FName» «LName»

Address: «STAddress» «STCity», «STStateProv» «STZipPC»

Telephone: «phone»

Email:

**CANDIDATE REQUESTED PLACEMENT:**

School District/Board:«SchoolDistrict»

School:«School»

Address:«address»

Telephone: «phone»

Fax:«FAX»

Principal:«Principal»

Email Address:

**CONFIRMED PLACEMENT:** \_\_\_\_\_

**AUTHORIZED BY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Associate/Cooperating Teacher:

Grade: .

A reply is requested by: **November 5, 2007**

Status of Reply     YES     NO     IN PROGRESS

Thank you very much for you consideration of this request for a Practice Teaching Placement in your school.

## A Profile of The Three Evaluation Forms Completed by Cooperating & Associate Teachers

### Preliminary Report

The Preliminary Report is completed within the first 10 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. 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. It is an opportunity for the Candidate to be readily made aware of expectations for dispositional professional growth. The Candidate is expected to receive a copy of the Preliminary Report and to hand deliver the original copy to his/her University Supervisor at either the Supervisor's first observation or at the next meeting held by the Supervisor with his/her Candidates.

### 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. This is 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 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. Each of the 2 completed forms must be signed by both Supervising Teacher and Candidate. The Candidate will hand-deliver the 2 original copies to his/her Field Supervisor.

### 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 in time for the Candidate to hand-deliver the Report, signed by both Candidate and Supervising Teacher, to the Candidate's Field Supervisor or Professional Seminar Instructor. 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 standards, and 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 which support the grade given. Comments are very helpful in the final overall grading which the Candidate receives from the Director of Teacher Education Field Experiences. The Teacher Candidate is required to hand deliver the Final Student Teaching Report for Placement One to his/her Field Supervisor at the Supervisor's meeting with his/her Candidates. The Teacher Candidate is required to hand deliver the Final Student Teaching Report for Placement Two to his/her Professional Seminar Instructor on the final day of Professional Seminar. The Candidate will not be given a grade for Student Teaching until both first and second Final Student Teaching Reports have been submitted to the Office of Teacher Education Field Experiences in Room 222, Academic Complex.



**STUDENT TEACHING CALENDAR  
Fall 2008**

All Education Majors who are Student Teaching during Fall Semester of 2008 will adhere to the following schedule:

<b>August 26</b>	<b>On Campus – Professional Seminar 9 – 4 pm</b>
<b>August 27*</b>	<b>On Campus - Workshops</b>
<b>August 28</b>	<b>On Campus – Professional Seminar 9 – 1pm</b>
<b>August 28</b>	<b>Meet with Field Supervisor 2pm – 4pm</b>
September 2 – 5	Off Campus – <u>First Placement Begins</u>
September 8 – 12	Off Campus – <u>First Placement Continues</u>
September 15 – 19	Off Campus – <u>First Placement Continues</u>
September 22 – 26	Off Campus – <u>First Placement Continues</u>
<b>September 25</b>	<b>Meet with Field Supervisor 4pm – 7pm</b>
September 29 – October 3	Off Campus – <u>First Placement Continues</u>
October 6 - 10	Off Campus – <u>First Placement Continues</u>
October 13 – 15	Off Campus – <u>First Placement Ends</u>
<b>October 16</b>	<b>On Campus – Mid-Professional Seminar 9 - 4pm</b>
<b>October 17</b>	<b>On Campus – Mid-Professional Seminar 9 - 1pm</b>
<b>October 17</b>	<b>Meet with Field Supervisor 2pm – 4pm</b>
October 20 – 24	Off Campus – <u>Second Placement Begins</u>
October 27 – 31	Off Campus – <u>Second Placement Continues</u>
November 3 - 7	Off Campus – <u>Second Placement Continues</u>
<b>November 6</b>	<b>Meet with Field Supervisor 4pm – 7pm</b>
November 10 – 14	Off Campus – <u>Second Placement Continues</u>
November 17 – 21	Off Campus – <u>Second Placement Continues</u>
November 24 – 28	Off Campus – <u>Second Placement Continues</u>
December 1 – 5	Off Campus – <u>Second Placement Continues</u>
December 8-11	Off Campus - <u>Second Placement Ends</u>
<b>December 12</b>	<b>On Campus – Final Professional Seminar 9 - 4pm</b>

***ALL students are required to follow the calendar of the school system to which they are assigned, except when required to attend all scheduled Professional Seminars ( August 26, 27, & 28, October 16 & 17, and December 12, 2008) and Field Supervisor meetings as scheduled (August 28, September 25, October 17, & November 6).***

**All absences must be reported immediately to the Teacher Candidate's Cooperating/Associate Teacher and NU Field Supervisor.**

**\*Workshops:** August 27. All Candidates must attend (1) Training in Identification and Reporting of Child Abuse and Maltreatment Seminar, and (2) Violence Prevention Seminar. Information to follow.

Teacher Candidates are encouraged to attend **Teacher Recruitment Days**. Further information will be available from the Career Development Office at NU.

**STUDENT TEACHING FALL 2008**

<b>FIRST EXPERIENCE:</b>	<b>SEPTEMBER 2, 2008 – OCTOBER 15, 2008</b>
<b>SECOND EXPERIENCE:</b>	<b>OCTOBER 20, 2008 – DECEMBER 11, 2008</b>

(Revised Apr08)

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION UNDERGRADUATE FIELD EXPERIENCE

## Phase I: Pre-Service – Early Field Experience

**Purpose:** This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

**Duration:** Each semester during candidate's first five semesters

**Requirement:** Minimum of 20 hours per semester; Minimum of 100 hours total before entrance into Teaching Assistantship

**Expectations for Candidate:** Candidates will have exposure to classrooms at different grade levels during the course of their first five semesters that will encompass a variety of experiences such as observation, acting as a classroom assistant, helping with special projects, tutoring individuals or small groups, etc. Students may have special assignments tied to field work (e.g., case studies). Students will discuss this directly with the classroom teacher.

**Expectations for Teachers:** Classroom teachers provide opportunities for candidates to observe and/or assist with various aspects of the teaching process. Teachers are encouraged to challenge the candidate to lead/direct activities when appropriate and provide them with tutoring experiences. Candidates are not required to teach a lesson or prepare lesson plans, but may do so if mutually agreed upon.

**Arranged By:** Learn & Serve Niagara

**Contact:** Barbara Gallucci, 286-8680

## Phase II: Teaching Assistantship

**Purpose:** The teaching assistantship is designed to provide the pre-service candidate the opportunity to gain further experience in schools and to make the transition from student to teacher candidate more effective as they begin to teach lessons.

**Duration:** Spring semester of candidate's Junior year and/or Fall semester of Senior year.

**Requirement:** Minimum of **30 hours each**, candidates complete one or two assistantships based upon area(s) of certification.

**Expectations for Candidate:** During these intermediate experiences candidates are expected to continue to develop competencies set forth in the INTASC Standards. Candidates will be expected to interact with students by assisting the classroom teacher, tutor individual students or small groups, and **teach at least two lessons which include NYS Learning Standards/ Canadian Learning Standards.**

**Expectations for Teachers:** Teachers should be in the room with the candidate and be willing to provide feedback regarding the lessons taught by the NU student. Prior to teaching, the candidate should be allowed to observe and assist students in the learning process. The teacher will provide documentation of hours in the classroom and a formal evaluation.

**Arranged By:** Office of Student Teaching  
286-8683

**\$100 stipend paid to participating teachers**

## Phase III: Student Teaching

**Purpose:** Student teaching is designed to provide the student teacher with opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

**Duration:** Fall or Spring semester of the candidate's Senior year.

**Requirement:** The entire Fall or Spring semester of senior year; two teaching placements, each of approximately seven weeks duration.

**Expectations for Candidate:** It is expected that the teacher candidate will strive to become involved in classroom management and instruction as soon as possible, preferably by the end of the first week.

**Expectations for Teachers:** It is expected that the participating teacher will provide feedback regarding lessons taught by the teacher candidate and provide written evaluations.

**For a complete explanation of both candidate expectations and teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy**

**(revised 04/08)**

# NIAGARA UNIVERSITY COLLEGE OF EDUCATION GRADUATE FIELD EXPERIENCE

## Phase I: Pre-Service – Early Field Experience

**Purpose:** This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

**Duration:** During the candidate's first semester of this three semester program.

**Requirement:** Minimum of 75 hours; Minimum of 150 hours total (Phase I and Phase II combined) before entrance into student teaching.

**Expectations for Candidate:** Candidates will have in-depth exposure to the classroom experience encompassing a variety of activities that will include observation, acting as a classroom assistant, helping with special projects, tutoring individuals or small groups, etc. Students may have special assignments tied to field work (such as case studies). Students will discuss this directly with the classroom teacher.

**Expectations for Teachers:** Teachers will provide an opportunity for candidates to observe and/or assist with various aspects of the teaching process. Teachers are encouraged to challenge the candidate to lead/direct activities when appropriate. Candidates are not required to teach a lesson or prepare lesson plans, but may do so if mutually agreed upon.

**Arranged By:** Learn & Serve Niagara

**Contact:** Barbara Gallucci 286-8680

## Phase II: Teaching Assistantship

**Purpose:** The teaching assistantship is designed to provide the pre-service candidate the opportunity to gain further experience in the schools and to make the transition from student to student teacher more effective as they begin to teach lessons.

**Duration:** During the second semester of the candidate's program.

**Requirement:** Minimum of 38 hours each; candidates complete two assistantships in their area(s) of certification.

**Expectations for Candidate:** During these intermediate experiences candidates are expected to continue to develop competencies set forth in the INTASC Standards. Candidates will be expected to interact with students by assisting the classroom teacher, tutor individual students or small groups, and teach a minimum of two lessons which include NYS Learning Standards/Canadian Learning Standards.

**Expectations for Teachers:** Teachers should be in the room with the candidate and be willing to provide feedback regarding the lessons taught by the NU student. Prior to teaching the candidate should be allowed to observe and assist students in the learning process. The teacher will provide documentation of hours in the classroom and a formal evaluation.

**Arranged By:** Office of Student Teaching  
286-8683

**\$100 stipend paid to participating teachers**

## Phase III: Student Teaching

**Purpose:** Student teaching is designed to provide the student teacher the opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

**Duration:** During the candidate's final (third) semester of the program.

**Requirement:** The entire Fall or Spring semester of senior year; two teaching placements, each of approximately seven weeks duration.

**Expectations for Candidate:** It is expected that the candidate will strive to become involved in instruction and classroom management as soon as possible, preferably by the end of the first week.

**Expectations for Cooperating Teacher:** It is expected that the participating teacher will provide feedback regarding lessons taught by the teacher candidate and provide written evaluations.

**For a complete explanation of both candidate and participating teacher expectations see the Student Teaching Handbook.**

**Arranged By:** Office of Student Teaching  
286-8738

**Remuneration as per NU policy.**

**(revised0408)**