HANDBOOK
FOR
TEACHER CERTIFICATION CANDIDATES
AND
COOPERATING/ASSOCIATE
TEACHERS

NIAGARA UNIVERSITY
COLLEGE OF EDUCATION

Office of
TEACHER EDUCATION FIELD EXPERIENCE

Revised 07 / 2016
Dear Teacher Candidate:

You are about to begin your 14-16 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 Cooperating/Associate Teacher.
- Safeguard all personal/confidential information concerning students and use this information for professional purposes only.
- Confer regularly with your Cooperating/Associate 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 Teacher Education Field Experience
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 Levesque on Pope Benedict’s Address to Catholic Education April 2008
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 Enrolments

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 Vulnerable Sector Security Clearance. (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-eight week placements in schools and (2) Professional Seminar.

### FIELD EXPERIENCE (Student Teaching)
(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/boards 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 student 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 student 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 (two in each placement) 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 onsite conference with the Candidate.

**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 accept substitute teaching experience in lieu of Student Teaching.

### PROFESSIONAL SEMINAR
(3 CREDIT HOURS)

**DESCRIPTION:** This course is taught concurrently with Student Teaching and is a requirement. The 7 Seminar sessions are conducted on campus in the following sequence:
- 3 Seminar days at the beginning of the semester
- 3 Seminar days during first teaching assignment
- 1 day at the end of the student teaching experience

Reflective Group Meetings with Field Supervisor:
- Midways through the first placement
- During Mid-Professional Seminar
- Midway through the second placement

Topics covered in the seminar include: the professional role of the teacher, responsibilities for classroom organization and management, SPAs/teaching standards, attitudes toward teaching and ethics, personal and professional evaluations, basic understanding of the school system and community characteristics.

**edTPA:** The edTPA is a certification exam that will be completed during one of the two student teaching placements. Teacher Candidates will complete the edTPA which aligns with their program area.

**PROFESSIONAL PORTFOLIO:** The student teaching portfolio is a culminating assessment of the pre-service teacher preparation programs at Niagara University. The portfolio illustrates each candidate’s knowledge, skills, and dispositions for beginning a career as a novice teacher in five specific domains.

In addition to providing feedback to the College of Education on the quality of each pre-service teacher preparation program, the portfolio supports teacher candidates in understanding their individual strengths and opportunities for growth, securing teaching positions using evidence to demonstrate their competencies, and beginning a career in the field wherein they will be required to illustrate their on-going development as a professional.

**ATTENDANCE:** Seminar attendance is MANDATORY. Failure to attend as outlined above may result in the Teacher 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.

**DASA TRAINING** will be offered in conjunction with Professional Seminar. The sessions are taught by professionals with expertise in these areas.

An online **DRUG, ALCOHOL & TOBACCO** series of tests is also required for NYS teacher certification. The tests can be found on Canvas.
STUDENT TEACHER PLACEMENT LOCATIONS

U.S.A.

In the U.S.A., student teaching assignments are typically restricted to Niagara County and nearby Erie County.
Canada

In Canada, student teaching assignments are arranged with school boards along the Ontario horseshoe, e.g. the Niagara Falls, St. Catharines, Hamilton, Burlington, Mississauga and Toronto areas.
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 the Classroom Teacher and my Field Supervisor and submit lesson plans to the Classroom Teacher in a timely manner).

- **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 the 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 thank you 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 theoretical dimensions:

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. Evidence-Based Practice
Throughout our programs, we emphasize that professionals are most effective when they integrate the best available research with pedagogical and clinical practice. Practitioners, therefore, in their design and implementation of effective programming, should draw from the extant research base and implement their own filed based evaluations of program appropriateness and efficacy. This data-based decision-making integrates the fullest range of evidence that should be considered in order to promote and enhance effective outcomes within a profession or discipline. With this individualized framework of growth, there are multiple paths to effective practice and we encourage educators, leaders, and counselors to continuously examine and implement a wide range of evidence-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.

COORDINATING/ASSOCIATE TEACHER:
- The Coordinating/Associate 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 Coordinating/Associate 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 Coordinating/Associate Teachers**: Final determination of placements is at the discretion of the school district/board and building Principal. (See Guidelines for Selecting Coordinating/Associate Teachers, Handbook, p. 44).

TEACHER CANDIDATE:
- The Teacher Candidate is expected to successfully 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 a transcript free of “F” or “I” grades; GPA of 3.0 or better for graduate students with a transcript free of “F” or “I” grades;
  - completed a minimum of 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;

UNIVERSITY FIELD SUPERVISOR:
- The Niagara University Field Supervisor, partnered with the Coordinating/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 Common Core State 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 Cooperating/Associate 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 the Cooperating/Associate Teacher, Field Supervisor, and the 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 an 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 throughout the Student Teaching semester in the following sequence: some days at the beginning of the semester, a few days at the end of the first placement, and one day at the end of the second placement. (See University Student Teaching Calendar for specific scheduled dates). **Attendance at all Professional Seminar classes 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 implementation of the edTPA, the professional role of the teacher, responsibilities for classroom organization and management, SPAs/teaching standards, 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” or “Failing” grade and no credit for the course, thereby jeopardizing graduation.**

**University Field Supervisor and Candidates’ Group Reflection Meetings:**

The Teacher Candidate is required to attend **Group Reflection Mid-Way Meetings** with his/her University Field Supervisor at scheduled times and mutually determined locations on when scheduled by Field Supervisor during each of the two placements. (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.

**ACADEME - January-February 1999**

Linda Darling-Hammond
# Student Teaching Organizational Binder for

<table>
<thead>
<tr>
<th>Section One Items</th>
<th>1st Placement</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Escape Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Policies/Routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations/Modifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating Chart with Notes: students learning styles, behaviors etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing Guide: Outline of what will be taught when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Core Standards for subjects taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Procedures (e.g., lock-down, bomb threats)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Two Items</th>
<th>1st Placement</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Materials/References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Plans with assessments related to specific student learning outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plans/materials, assessment instruments related to objectives for student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation of assessment and evidence of student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher’s Written Evaluation Notes of Candidate’s daily lessons/instruction (Debrief forms/T-Chart)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts/Memos from School Administration/Meetings/In-Service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Three Items</th>
<th>1st Placement</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Seminar/Supervisory Materials (Handbook, Handouts, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checklist of student teaching experiences (from Handbook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies of Student Teaching Evaluations (Preliminary, Midway, Final)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>edTPA Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts from Student Teaching Information Sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Cooperating/Associate 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 Cooperating/Associate Teacher and the Candidate identify a subject or class for the Candidate to begin planning to teach. The Cooperating/Associate 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 Cooperating/Associate teacher and to work with small groups or individual students.

3. The Teacher and Candidate team teach during the first 10 days in the 1st placement, and during the first week in the 2nd 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 full teaching load.

*In the 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”. Once again, the expectation is that the candidate will gradually assume the full teaching load.*
### A Weekly Guide to Student Teaching

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Cooperating/Associate Teacher (C/A)</th>
<th>Teacher Candidate (TC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
<td>Candidate assumes lesson planning and teaching schedule. Discuss Lesson Plan Components with Candidate. Review During Lesson, Following Lesson, General. <strong>“Require written lesson plans to be submitted for approval by designated time. REPORT NON-COMPLIANCE TO FIELD SUPERVISOR.”</strong> Complete Mid-Way Progress Report on-line. Discuss with Candidate.</td>
<td>Include all lesson plans, observation notes, supervisor feedback and evaluations in Organizational Binder. Review Lesson Preparation, Student-Teacher Rapport, Classroom Management. Complete Class Instruction on Checklist. Reflect on progress of Transition from Student to Classroom Teacher. Discuss progress with C/A Teacher. Request to observe other classes. Invite Principal to observe you teaching. Complete Mid-Way Progress Report. Compare with C/A Teacher’s report. Candidate to provide copies of Reports (2) to Field Supervisor.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Increase Candidate teaching assignments, responsibilities, Transition from Student to Classroom Teacher. Provide written/verbal feedback and discussion. Use De-Briefing Form in Handbook. Discuss Growth Plan with Candidate.</td>
<td>Review Teacher Candidate Responsibilities. Review Implementation and Assessment, Reflection. Complete Understanding Pupils, Evaluating Pupil Growth on Checklist. Assess your progress and create an action plan for growth. <strong>COMPLY WITH DEADLINES FOR LESSON PLANS, UNIT PLANS TO C/T/AT.</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Continue to increase Candidate responsibilities and teaching load. Ensure written lesson plans are submitted ahead of teaching and include all components.</td>
<td>Reflect on Collaboration &amp; Engaging in Wider School Activities on Checklist. Reflect on Lesson Preparation. Review components of Final Student Teaching Report with C/A Teacher. Discuss progress with C/A Teacher. Focus on areas for improvement. Request Letters of Reference.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Assist Candidate to refine lesson planning/delivery. Encourage use of cooperative groups. Encourage use of rubrics/assessment.</td>
<td>Prepare and submit lessons as far ahead as possible for the week. Use rubrics for assessment frameworks. Reflect on student growth and needs, action plans.</td>
</tr>
</tbody>
</table>

Note: The Candidate is expected to assume teaching responsibilities “as much as possible, as soon as possible”
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 a 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 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

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
# QUESTIONS TO ASK YOUR COOPERATING/ASSOCIATE TEACHER DURING THE 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 Binder 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:
- Common Core 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
- 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 needed 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?
I. INTENDED STUDENT OUTCOMES: (Behavioral Objectives)
1. 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)
2. Common Core State Standards/Ontario Learning Expectations: How does this lesson connect to the CCSS/OLE? Other content standards?

II. PREPARATION:
1. Materials/Technology: List here the materials/technology you need to have when you teach this lesson.
   a. Student materials
   b. Teacher materials
2. Prior Knowledge: What do students need to know prior to this lesson to be successful? What has been taught previously in this unit?
3. 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:
1. 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, applies new learning with previous experiences.
2. 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.
3. 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 choice(s).

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.
INTENDED STUDENT OUTCOMES:

- Common Core State 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 applies 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:
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 higher 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 is 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 behavior 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 humor; 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

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 full teaching load.

1st WEEK: Please ensure the following:

- Establish a **mentoring rapport** with the Candidate so he/she feels comfortable asking questions and seeking assistance. Be approachable.
- Decide how the Candidate will be **introduced and addressed** by your class(es).
- Introduce the **Candidate** to the Principal, provide tour of the school, and if possible, provide him/her with any school policy handbook(s). Review most important policies.
- Discuss **arrival/departure times** (school policy). Candidates are expected to comply.
- Provide the Candidate with a **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 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.**
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 Teaching Handbook, SPA Standards and Evaluation Forms are available at [www.niagara.edu](http://www.niagara.edu).
Lesson De-Briefing Template
(This template is recommended for debriefing of lesson planning and delivery)

Cooperating/Associate Teacher:

Teacher Candidate: Date:

Lesson Taught: Grade:

Phase 1: Observations/Notes/Comments/Suggestions

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

Phase 2: Additional Comments:

<table>
<thead>
<tr>
<th>CT/AT</th>
<th>Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Cont’d on next page)
Phase 3: T-Chart Debriefing
The Lesson: Reflection and Instruction
T-Chart Conversation
(A Debriefing 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’s discussion.

<table>
<thead>
<tr>
<th>Strengths of Lesson</th>
<th>Questions Regarding Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Turn statements about improving into questions, e.g., How will you improve…?)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Things I Liked about the Lesson</th>
<th>Things that Concerned Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Planning Phase</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning expectations identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has/uses access to IEP goals</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Considered results of prior assessments (i.e. DRA, word analysis, writing baseline, math assessment)</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Knows name and need of all students</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Problem solving strategies and abilities evident</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Effective speaking/writing skills</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Discussed plan with CT prior to lesson</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Created positive interaction</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Materials aligned to lesson expectations</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Modifications are meaningful for individuals/group</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Materials/equipment ready in advance</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>Lesson adequately timed and paced</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Strengths of Lesson (modifications/interactions)</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 the CT.

<table>
<thead>
<tr>
<th>Things I Liked about the Lesson (modifications/interactions)</th>
<th>Things that Concerned Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cooperating Teacher and Teacher Candidate** discuss the positive aspects of the lesson then initiate a conversation about improvement using the questions developed.
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,
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)
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 will receive electronic copies of all CT/AT submitted 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 Cooperating/Associate Teacher is viewing a beginner and has had limited time to become fully acquainted with the Candidate. Niagara University is interested in the Teacher’s first impressions, within the first 5 days of the Candidate’s placement.

Mid-Way Progress Report
Both Cooperating/Associate Teacher and Teacher Candidate complete a Mid-Way Progress Report independently after 3-4 weeks of the placement. They then meet to discuss their individual perceptions of the Candidate’s progress up to this mid-point of Student Teaching. The Mid-Way Progress Report provides a timely opportunity for both the C/A 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 Progress 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 Cooperating/Associate Teacher that support the professional recommendation. Comments are helpful in the final overall grading that the Candidate receives from the Director of Teacher Education Field Experience.
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 call 716-286-8739.

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 Progress 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 NU WEBSITE:

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

Steps to retrieval:

2. Click on Academics.
3. Click on College of Education.
4. Click on Student Teaching.
5. Click on LEFT/RIGHT SIDE FOR SPECIFIC REFERENCES

For further information or assistance, contact the Field Experience Office at (716) 286-8739 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.

<table>
<thead>
<tr>
<th>1st Placement</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss</td>
<td>Discuss</td>
</tr>
<tr>
<td>2nd Placement</td>
<td>S</td>
<td>S</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss</td>
<td>Discuss</td>
</tr>
<tr>
<td>Result</td>
<td>S</td>
<td>S/I</td>
<td>S/F/I</td>
<td>F</td>
</tr>
</tbody>
</table>

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 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 Field Experience. The request is forwarded to the Dean of the College of Education. Permission is granted or denied by the Dean. In order to meet requirements for certification, Teacher Candidates must successfully complete 14-16 weeks 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 Field Experience 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
  - Dispositional issues and lack of commitment to the profession
- 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 US Teacher Candidates must be fingerprinted prior to field placements in schools. As fingerprinting is a requirement for NYS teacher certification, all students need this requirement fulfilled eventually.

POLICE CHECK

All Canadian Boards of Education require a vulnerable sector security background check prior to having contact with students in Ontario schools. To obtain information and forms, please contact the board for which you are requesting placement. For example, if you are choosing to complete a student teaching placement in the District School Board of Niagara, you need to contact the District School Board of Niagara’s Central Office and request a Vulnerable Sector Security Clearance. (Processing can take 8-12 weeks or more. Costs are borne by the applicant).

Upon Completion of the Police Check, the Teacher Candidate will be issued a clearance letter authorizing him/her to have contact with students in Ontario schools for the upcoming school year. The clearance letter must be an official letter and must be 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, etc.). Teacher Candidates must also bring a copy to the Field Experience Office for our records.

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 can be found 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 HARRASSMENT

(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 Director of Field Experience at (716) 286-8739.

(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) 286-8739.
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 Teacher Candidate, you should consult with your Cooperating/Associate Teacher to discuss the appropriate protocol to follow should you suspect an instance of abuse. Your C/A Teacher will be familiar with the school reporting procedure and the protocol related to Family & Children Services in US/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.
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/seccurric.html

Ontario Curriculum Standards - Elementary

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.nylearn.org

TEACHING TIPS:
http://www.teachersfirst.com/index.htm
http://www.teacheasy.net
http://www.studentlink.org

GUIDE FOR EDUCATORS:
http://discoveryschool.com/schrockguide/