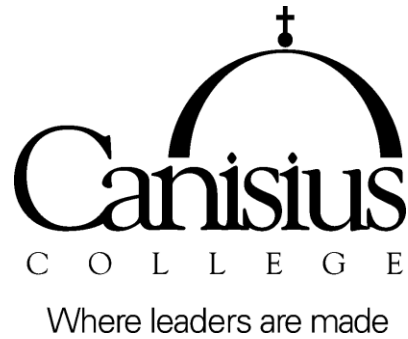


Field Experience II Student Teaching Handbook

Table of Contents

Canisius College Mission Statement	2
Conceptual Framework of the School of Education and Human Services	3
<u>General Information</u>	
Student Teaching Syllabus and Assignments	8
<u>Role of the Student Teacher Candidate</u>	
General Information	12
Student Teacher Responsibilities.....	13
<u>Role of the Cooperating/Associate Teacher</u>	
Criteria for Cooperating/Associate Teachers	14
General Information	14
Cooperating/Associate Teacher Responsibilities.....	15
Accessing the On-line Grading System at Canisius College	16
<u>Role of the College Supervisor</u>	
Criteria for College Supervisors	17
General Information	17
College Supervisor Responsibilities	17
Appendices	
A Lesson Plan Elements	
B Lesson Observation Feedback Form	
C Service and Professional Growth Documentation Rubrics	
D Annotated Unit Plan Outline	
F Professional Responsibility Documentation Form	
H Documentation Binder Checklist	
I New York State Code of Ethics for Educators and Ontario College of Teachers Ethical Standards for the Teaching Profession	
J Candidate Concerns Report	
K Student Teacher Candidate Contract	

*All appendices can be found at www.canisius.edu/education/fieldexp.asp



Mission Statement

Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

Supporting Key Concepts

Catholic

Canisius is an open, welcoming university where our Catholic faith and traditions are vitally present and operative. Rooted in the Catholic intellectual tradition, Canisius cultivates human knowledge for the benefit of Church and society.

Jesuit

Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person and service to humanity. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning and Student Engagement

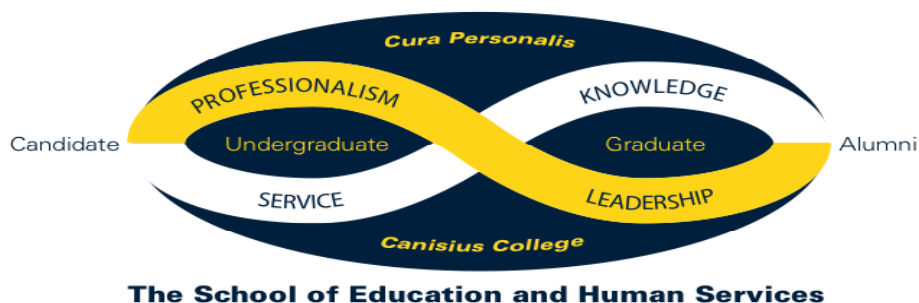
Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform the mind and spirit. Our undergraduate core curriculum enriches students' academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Leadership

Benefitting from academically rich, values-based experiences in their interactions with faculty, staff, and community, students learn responsible leadership and develop their ability to inspire others to achieve excellence. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities.

Approved by the Canisius College Board of Trustees, May 2011

The School of Education and Human Services Conceptual Framework



The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community seek to prepare highly competent, professional, and socially committed educators and counselors who value the Jesuit traditions of *cura personalis*, social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism/leadership** in their field.

As the faculty of the School of Education and Human Services, we recognize that teaching, counseling, and administrative duties require a sincere and continuing commitment to learning, a genuine dedication to the creation and dissemination of knowledge, and an optimistic belief in the power of the individual. The educational enterprise assumes that knowledge expands opportunities and promotes greater understanding among diverse populations. As the faculty of a Jesuit institution, our philosophy of education is informed by these central values and beliefs.

KNOWLEDGE: The acquisition, creation, and dissemination of knowledge is a continuing, transformational process. The School of Education and Human Services has identified three knowledge outcomes for our candidates.

Knowledge Outcomes:

- 1. The competent professional applies theory and research in practice.**
- 2. The competent professional applies effective teacher/counselor/administrator principles.**
- 3. The competent professional demonstrates appropriate dispositions:**

Content Knowledge

- **Demonstrates enthusiasm toward content/subject area(s)**

Behavior Indicators:

- Demonstrates a commitment to remain current in knowledge of subject area content
- Values and participates in opportunities to improve instructional practices and teaching activities
- Seeks opportunities to learn new skills
- Views reflection as a component of the instructional process
- Seeks/locates needed resources
- Exhibits curiosity about subject area content
- Displays excitement about teaching subject area content
- Displays creative ideas about and applications to education concepts
- Models flexibility regarding course content, process and tasks

- Demonstrates a love of teaching by dedicating the time and energy to programs for diverse learners, work with peers, the school and community to improve educational opportunities for all learners.
- **Demonstrates appreciation of social/cognitive/emotional development of all learners and commitment to the belief that all students can learn**

Behavior Indicators:

- Holds high expectations for all students
- Demonstrates unbiased, fair, and non-prejudicial treatment of all learners
- Creates a learning environment that enables all students to reach their full potential
- Fosters student appreciation for diversity in the classroom
- Demonstrates positive attitudes toward diverse cultures and learners
- Attends to social and emotional needs of students and clients

Pedagogical Knowledge

- **Engages in comprehensive and collaborative planning that meets curricular goals**

Behavior Indicators:

- Adapts instruction to meet varying needs and abilities
- Develops lessons that encourage students to value and draw upon their unique life circumstances
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry

- **Is committed to utilizing assessment information to inform decisions**

Behavior Indicators:

- Utilizes a variety of formal and informal assessment tools to develop curriculum, teaching units and lessons to meet the needs of diverse learners
- Selects, constructs and uses assessment strategies appropriate to the learning outcome
- Demonstrates the ability to evaluate, select and adapt course content and instructional methods, resources and technology

Professional Knowledge

- **Emphasizes student responsibility for behavior and learning**

Behavior indicators:

- Encourages learners to solve problems and make decisions in their learning
- Provides learners with multiple opportunities to take responsibility for their learning

SERVICE: Each individual has gifts and talents that should be developed to the highest level. The School of Education and Human Services has identified three service outcomes for our candidates.

Service Outcomes:

1. **The competent professional is committed to diversity, equity, and social justice.**
2. **The competent professional has a sense of purpose and power and in all endeavors works for the benefit of all learners in their respective human-service professions.**
3. **The competent professional demonstrates appropriate dispositions:
Demonstrates appreciation and value for human diversity and the ideal of fairness**

Behavior Indicators:

- Demonstrates positive attitudes toward diverse cultures and learners
- Provides students access to varying points of view
- Demonstrates empathy and concern for others
- Demonstrates fairness to all learners
- Exhibits willingness to work with clients/students and others of different race, creed, sex, lifestyle, and national origin
- Demonstrates commitment to improving the welfare of others
- Demonstrates sensitivity to the legitimate needs and concerns of others.
- Advocates for all learners
- Displays equitable treatment of others
- Demonstrates the belief that diversity in the classroom, in the school and in society enhances learning.
- Fosters student appreciation for diversity in the classroom

PROFESSIONALISM/LEADERSHIP: We have an obligation to improve the world in which we live. The Jesuits have a long-standing reputation as advocates for social justice. This value resonates with our own dedication to education as a vehicle for positive social change. The School of Education and Human Services has identified four professional/leadership outcomes for our candidates.

Professionalism/Leadership Outcomes:

1. **The competent professional is an effective communicator.**
2. **The competent professional is a reflective practitioner.**
3. **The competent professional is a lifelong learner.**
4. **The competent professional demonstrates appropriate dispositions:
Values and utilizes effective and respectful communication in all settings**

Behavior indicators:

- Communicates with children, parents, families and other professionals in clinical settings in respectful way
 - Communicates with faculty and supervisors in respectful way
 - Maintains confidentiality of clients/students
 - Demonstrates empathy and concern for others
 - Demonstrates sensitivity to the legitimate needs and concerns of others
 - Demonstrates persistence in helping all students achieve success
 - Maintains confidentiality of student records, parent communications, and private professional communications
- **Is committed to advocating for the well-being of children and families**

Behavior indicators:

 - Holds positive expectations for all students to learn
 - Recognizes students as individuals and makes positive, appropriate peer comparisons
 - Advocates for all learners and their families
 - **Exhibits openness to growth and learning**

Behavior indicators:

 - Exhibits willingness to discuss his/her areas for improvements without becoming defensive
 - Articulates strengths and areas for improvement in academics, practice and professionalism
 - Articulates professional goals

- Makes changes based on feedback
 - Utilizes support services to improve
 - Reflects thoughtfully to grow professionally
 - Uses appropriate strategies to respond to emotional and emergency situations
- **Willingness to accept positions of leadership and responsibility within a group**
 - Behavior indicators:
 - Responds positively to request from other professionals for collaboration
 - Makes a contribution to group effort
 - Shares information and materials with others
 - Assists peers and supports work of others
 - Establishes professional goals that are aligned with those of the organization
 - Plans and sets goals and priorities with others
 - Exhibits professionalism in working cooperatively with others
 - Maximizes individuals' talents to distribute responsibilities fairly
 - Pursues opportunities in professional education organizations and associations

Professional Commitments and Dispositions

Teacher, counselor, and administrator candidates at Canisius College have in depth knowledge of the subject matter as evidenced by successful content course completion and documented demonstration of this knowledge in PK–12 classrooms. In course work and in practice, candidates demonstrate clear understanding of the historical, philosophical, sociological, legal, and psychological bases of effective instructional practice. The unit's programs provide candidates with content and field experience which nurture a growing sense of competence. Candidates are continuously reminded of the college's commitment to using their gifts in the service of others as they proceed through their programs. They are given numerous service-learning opportunities, both on campus and in the community, to develop and embrace this disposition. The competent professional/leader is a reflective practitioner.

Programs develop candidates' ability to reflect on the level of their knowledge, skills, and dispositions. Candidates acquire and demonstrate the ability to assess and analyze students' performances as well as their own instructional practice. Candidates are encouraged to join professional organizations and actively participate in professional conferences and research.

Commitment to Diversity

Candidates develop knowledge, understanding, and respect for all individuals through the course work in the core curriculum as well as in courses focused specifically on multicultural issues. All undergraduate candidates at Canisius College are required to successfully complete two courses that have been designated as international and cultural diversity courses and course work directly related to understanding the nature of diverse learners. Candidates are encouraged and expected to participate in service-related activities in the urban community in which the college is located. Candidates are provided with a variety of field experiences and service projects that enable them to serve an ethnically, racially, culturally, religiously, and intellectually diverse population. Each candidate contributes a unique perspective as well as special talents, interests, dispositions, and goals. In keeping with the Jesuit tradition of *cura personalis*, we endeavor to create a student-centered learning community. As diverse

individuals ourselves, we recognize that leaders in a pluralistic society must be knowledgeable about cultural differences in order to be effective.

Commitment to Technology

Canisius has made a college-wide commitment to equipping candidates with the knowledge to use technology effectively. The emphasis on technology is evident in courses and is reflected in the renovation of classroom buildings and residence halls. Both the Plan for Academic Excellence and the SEHS Strategic Plan identify the goal of providing better service to candidates by increasing opportunities for distance education consistent with the mission of the college. Candidates are prepared to use technology to more effectively teach, counsel, and administer programs for diverse individuals and to remain current with the research in the field. The unit is committed to the continuing development of the professional use of information- processing technology to assess and report candidate/student achievement and to develop the candidates' leadership skills in promoting the use of technology.

Commitment to Partnerships

Professional development schools and advanced partnerships are participants in an expanded and purposive learning community. We are jointly committed to, and mutually benefit from, improving educational outcomes for P-16 students. In the spirit of *cura personalis*, our candidates, faculty, and partners strive to foster relationships which positively impact students in the schools, the college, and the community. Through careful placement in field-based practica secured in collaboration among the college and its professional development schools and other partners, our candidates learn to plan, act, reflect, and revise curriculum and service projects. Under the guidance and mentorship of field-based professionals who model the knowledge, skills, and dispositions required to ensure equity in education, our candidates learn to promote social justice and to cultivate an appreciation for diversity. We seek to promote a high level of professionalism and to share a mutual commitment to achieve the objectives of all partners

Field Experience II

Student Teaching Syllabus

Course Description

This course highlights knowledge, skills and dispositions of professional educators. Two full-time placements in classrooms require Candidates to become an instructional leader under the supervision of Cooperating/Associate Teachers, College Supervisors and faculty.

Prerequisites

- Undergraduate students: cumulative GPA of 2.5; Graduate students, cumulative GPA of 3.0.
- Candidates seeking certification in Adolescence Education must have a cumulative GPA of 2.5 in the content area they will teach.
- Completion of all required education classes with a grade of C or higher.
- Successful completion of all portfolio common assignments and passage of Transition Point II, which includes a successful field experience evaluation for pre-student teaching.

Attendance Policy

Prompt, regular attendance is necessary to demonstrate your commitment to the profession. Canisius College has set the required dates of student teaching as indicated in your placement confirmation email. The Canisius College Student Teaching Program requires a full-time commitment from the Candidate for one semester. *During the student teaching semester, the teacher Candidate is expected to devote a full day, five days per week, to student teaching duties.* The school calendar of the cooperating school(s) is to be followed by the Canisius Candidate for the student teaching semester; and the Candidate is expected to adopt the school/work hours designated for the P-12 school.

Absences can be required to be made up at the discretion of the Director of Educational Partnerships. Documentation from a doctor must be provided if absences are due to illness, or require an extended leave. *When an absence is necessary, the teacher Candidate must notify the Cooperating/Associate Teacher and the College Supervisor as early as possible and certainly before the school day begins.* Not conforming to this rule may be considered grounds for failing student teaching, as would excessive absence or a pattern of absences that disrupts student learning. The bottom line is that student teachers must attend school daily unless there are extreme circumstances. In such cases, a student teacher may be advised to complete student teaching in a different semester. Missing school for work or vacations is strictly prohibited.

If the teacher Candidate is absent, late or leaves early on any day, this must be recorded by the Cooperating Teacher on the **Professional Responsibility Documentation Form** (Appendix F) and reviewed by the College Supervisor.

Academic Misconduct

Please refer to the Canisius College Academic Catalog, undergraduate or graduate, for the College policy on academic misconduct.

Accommodation for Students with Disabilities

If a Candidate has any condition such as a physical or mental disability, is registered with the Disability Support Services Office, and feels it will be difficult for to carry out the work as outlined, please notify your supervisor in the first two weeks of the course. Appropriate arrangements will be made. As well, students are encouraged to work with the Director of Disability Support Services and the Director of Educational Partnerships prior to the student teaching semester if accommodations are known to be needed.

Description of Assignments

All assignments must be computer-generated, edited, and on time.

1) Student Teaching Documentation Binder

Compiled throughout both placements and ready for review upon a College Supervisor visit, or at Cooperating/Associate Teacher's request, the binder includes the following:

- **Lesson plans:** All **formal** lessons observed by your Cooperating/Associate Teacher and College Supervisor must be typed and must utilize the Lesson Plan Elements found in Appendix A. Please add your reflections and revisions after the lesson is taught.
- **Evidence of informal planning:** This may include pages from a plan book or other notes about lessons and activities that you lead. Write reflections about what worked and what you would change next time.
- **Professional Goals** (at least one for each placement) and reflections on progress towards goals:

Some examples of goals could be:

- I plan to learn more about classroom management techniques used by my Cooperating/Associate Teacher.
- I plan to learn about my students' backgrounds and interests and to develop appropriate relationships with each of them.
- I plan to learn more about the content I am teaching before starting to write my lessons.
- I plan to attend in-service trainings offered at the school.
- I plan to find time to talk to the special education teacher about students' needs and Individual Education Plans (IEPs).
- I plan to find a way to connect with families and the community in which my school is located.

- I plan to participate in one Parent Teacher Association (PTA) function this placement.

At the end of each placement, type a page reflecting on your progress made toward these goals.

- **Documentation of Professional Growth and Reflection** (Appendix C.1):
By the time the candidate begins his/her student teaching, he/she will hold membership in a professional organization (NCTM, NCTE, ACEI, CEC, etc) At the ***end of the student teaching semester***, Candidates will submit documentation and a written reflection that describes and verifies their professional growth involvement completed during student teaching. This documentation should describe the contribution/benefit of the activity in developing the professionalism and leadership capabilities of the Candidate.

The Candidate's professional growth activities will be monitored throughout the semester by the College Supervisor and graded at the close of the second placement, using the rubric in Appendix C.1. ***The student teacher should have a cumulative log of professional growth opportunities and activities in which he/she has been engaged throughout the semester.***

Examples Include:

- **Documentation of Service and Reflection** (Appendix C.2, portfolio artifact for some programs):
In ***at least one*** of the placements, Candidates will submit documentation that describes and verifies the design or assignment of a service activity, beyond the participation in the assigned classroom, completed during student teaching. This service activity may include assisting with existing school-wide events ***or*** planning something special to benefit the students at the school.

Documentation may include a written narrative, photos, or other artifacts that describe and/or illustrate the service provided to the school. The Service Documentation assignment will be graded using the rubric in this Appendix C. Candidate must complete a reflection to include in the portfolio. This documentation should include a reflection which describes the contribution/benefit of the activity in developing the service and leadership capabilities of the Candidate.

2) Annotated Unit Plan for each placement (see outline in Appendix D)

3) Reflective Journal

Teacher Candidates are required to keep a reflective journal to help articulate connections between new experiences and acquired knowledge. ***Entries should include reflections about interactions with students, families, faculty and staff, and strengths and weaknesses in the Candidate's own practice.*** Make time at the end of each day and/or each week to write your reflections. A minimum of one entry per week is required. These can be handwritten or word processed.

Key points for journals

- Keep your journal on your own computer or in a loose leaf or spiral binder. If you mention teachers or students by name in your journal, be careful where you leave it. Keep your reflections secure.

- Date each entry. Candidate may wish to reflect on changes in thoughts and beliefs across the semester.
- Describe classroom observations and occurrences that include beliefs relative to teaching successes or failures; reflect on what was learned from the experience.
- Journal writing should not interfere with classroom responsibilities.
- College Supervisors will review journal entries during site visits, so keep this writing professional in content and tone.
- Make time at the end of each day and/or each week to write your reflections on your practice, a student, what is working, what is not, questions you have for your cooperating teacher or supervisor, etc.
- Bring your journal to Capstone and/or Student Teaching Seminar, as you may be invited to share examples related to class topics of study.

4) Interim and Final Evaluations

The Student Teaching Evaluation form, reflecting the Canisius College Conceptual Framework, (Knowledge, Service and Professionalism/Leadership), the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, and the New York State Teaching Standards (revised, January 2011) is used by the Cooperating/Associate Teacher and the College Supervisor to evaluate Candidates at the *interim and final week of each placement*.

It is the responsibility of the College Supervisor and student teacher to review the interim and final evaluation standards with the Cooperating/Associate Teacher during the hello visit, so that the Cooperating/Associate teacher can help the candidate address each area in their planning and instruction.

The final evaluation form completed by the College Supervisor, which incorporates feedback from the Cooperating/Associate Teacher, is used as a basis for determining a Pass/Fail grade for the Candidate. These evaluation forms are found in Appendix E for review. Copies of all evaluation forms and Specialized Professional Association (SPA) forms can be found at www.canisius.edu/education/fieldexp.asp

5) Specialized Professional Association (SPA) Evaluations

The Cooperating/Associate Teacher for each placement will complete a Specialized Professional Association (SPA) evaluation at the end of the placement. Candidates should review their individual certification evaluation forms as they may require specific content areas or activities that you must demonstrate and include in your teaching. These SPA evaluations are scored on the six point rating scale, and the evaluator must enter a score for each item. "Not observed" is unacceptable and could lead to student teacher failure. It is the responsibility of the College Supervisor and student teacher to review the SPA standards with the Cooperating/Associate Teacher at the hello visit, so that he/she can help the candidate address each area in their planning and instruction.

Role of the Student Teacher Candidate

General Information

Individual Candidates, Cooperating/Associate Teachers and College Supervisors should develop a plan for assuming teaching responsibility, using the following four stages as a *general* guide. Time spent in each stage will vary based on the prior knowledge and experience of the student teacher Candidate and the particular requirements of the placement. Canisius College encourages schools to utilize student teachers in authentic ways which will provide a well-rounded preparation for their future responsibilities as a teacher.

Stage 1 – Orientation

This stage should allow Candidates the opportunity to become familiar with the school policies, building personnel, classroom curriculum, procedures and routines, and individual children. During this stage, Candidates should be provided opportunities to assist in instruction and discuss observations with the Cooperating/Associate Teacher. During the first week of placement, the Candidate should make a concerted and active effort to become acquainted with the school.

- Meet the principal, the vice principal, and other members of the administrative staff.
- Tour the building to become familiar with the layout, indoor/outdoor areas.
- Plan visits to the guidance office, attendance office, health office, library, and all the centers that are vital to the daily functioning of the school.
- Know where to locate technology resources, audio-visual aids, textbooks, tests, equipment, supplies, and facilities.

Stage 2 – Observing/Assisting

During this stage, Candidates should be provided with opportunities to watch perceptively and conscientiously to learn how the classrooms work and assist the Cooperating/Associate Teachers. Cooperating/Associate Teachers should **gradually increase** the responsibilities of Candidates in performing routine duties, working with individual students and small groups. This stage is an ideal time to **collaboratively plan** and establish **co-teaching strategies***. The Cooperating/Associate Teacher should offer the Candidate support and modeling while encouraging independence. A regular schedule of meeting times should be set between the Cooperating Teacher and the student teacher. Time should be deliberately scheduled to promote positive communication.

*see www.canisius.edu/education/fieldexp.asp for suggested techniques.

Stage 3 – Instructional Leader

As Candidates develop skills and confidence, Cooperating/Associate Teachers relinquish more responsibility to them. The School of Education and Human Services recommends that the Candidate assume **full instructional leadership** during each placement. The length of instructional leadership will depend on such factors as: 1) nature of the classes; 2) progress of the Candidate; 3) judgment of the Cooperating/Associate Teacher; 4) responsibility and maturity of the Candidate and 5) the policy of the school system. During this stage, Candidates should have full responsibility, primary control of planning, teaching and evaluation of students.

Stage 4 – Phase-Out/Observation:

The purpose of this stage is to provide a smooth transition of responsibilities from Candidates back to Cooperating/Associate Teachers. While Candidates will continue to assist with various aspects of teaching, they should also be provided with opportunities to observe in other classrooms and at various grade levels. **Candidates must assure that all assignments are graded and recorded and all materials are returned to the Cooperating/Associate Teachers.**

Student Teacher Responsibilities

- Adhere to the policies and philosophies of the cooperating school where assigned.
- Always notify school, cooperating teacher and college supervisor in advance of any absence.
- Display behavior that is prompt, courteous and dependable. Daily attendance is required. Maintain the same hours/schedule designated for other school faculty. Attendance will be monitored by the Cooperating/Associate Teacher using the **Professional Responsibility Documentation Form**. (Appendix F)
- Participate in all school related activities expected of school faculty members: homeroom activities; study halls; hall support duties; faculty meetings; and staff development days.
- Display a highly professional attitude with respect to confidential information about children and youth and with respect to relationships with colleagues.
- Maintain a neat, clean and appropriate appearance. Cover tattoos and remove piercings that do not conform to policies set by the building principal.
- Strive to teach effectively and creatively, with dedication and enthusiasm. Bring to the teaching experience knowledge in the areas of basic subject matter, human growth and development, and teaching strategies and procedures.
- Develop detailed lesson plans that are approved by the Cooperating/Associate Teacher and reviewed by the College Supervisor. Additionally, develop an original unit that contains a sequence of lessons and evidence of student learning for each placement. (Appendices A, B, D)
- **Submit plans to the Cooperating/Associate Teacher well in advance of the day lessons will be taught.** Remain flexible to changing conditions.
- Confer regularly with the Cooperating/Associate Teacher regarding professional progress, and problems/concerns that may arise concerning matters of discipline and rapport with students. Record strengths, weaknesses, and refinements voiced by the Cooperating/Associate Teacher for lessons taught.
- Respond to criticism of your teaching with grace and incorporate your cooperating teacher's suggestions into future planning and teaching. Do not argue with your cooperating teacher about the feedback he/she takes the time to share with you. Instead, ask clarifying questions, re-plan and ask the teacher prior to delivering instruction if you have addressed his/her concerns.
- Provide documentation of Professional Growth activity and Service. (Appendix C)
- Demonstrate ability to grow as a professional. Provide evidence of reflective practice by setting goals and maintaining a reflective journal.

Role of the Cooperating/Associate Teacher

The School of Education and Human Services gratefully acknowledges the professional commitment of Cooperating/Associate Teachers who choose to nurture aspiring teacher Candidates from Canisius College. *Thank you!*

Criteria for Cooperating/Associate Teachers

Only teachers who meet the following criteria will be considered for the role of Cooperating (Associate) Teacher.

- Hold certification in current teaching field that matches the Candidate's area of intended certification
- Tenure in New York State, or if working in a school that does not grant tenure, three years full time successful teaching experience
- Demonstration of overall effective instructional approach to teaching in current grade level/content area
- Willingness to mentor Canisius College student teacher Candidates

General Information

We strive to develop Candidates that are knowledgeable, skilled, engaged in professional activities and who offer themselves in service. Cooperating/Associate Teachers are the most critical resource in developing, encouraging and supporting Candidates in these areas. Regular observations of Candidate performance and informal conferencing with Candidates are necessary to offer ongoing feedback on lessons taught. In addition, the Cooperating/Associate Teacher is expected to complete a Lesson Observation Cooperating/Associate Teacher Form for two formal observed lessons, an interim and final evaluation, and a Specialized Professional Association (SPA) evaluation. With the exception of the Formal Lesson Observation Feedback Form, all of the evaluations are to be completed on-line. Evaluations are meant to provide the Candidate with specific, written feedback related to knowledge, skills, dispositions, service, and professionalism. The College Supervisor also completes two formal Lesson Observation Feedback forms, an interim evaluation as deemed necessary and final evaluation of the Candidate. At the conclusion of the placement, a review of the final evaluation form will be conducted with input from the Cooperating/Associate Teacher and the College Supervisor. The Canisius College Supervisor will submit a Final Evaluation form, incorporating feedback from Cooperating/Associate Teacher to determine a Pass or Fail grade.

Cooperating/Associate Teachers can expect teacher Candidates to arrive for student teaching, committed to the responsibilities described in this Handbook. College Supervisors make a minimum of three visits to the classroom during each placement and are expected to provide support to the Candidates and Cooperating/Associate Teachers. The name and contact information of the College Supervisor is included in the email communication you received from Canisius regarding your student teacher. Please provide the College Supervisor with a copy of teaching schedule, including class times to facilitate observation scheduling.

Each student teacher will be provided with a copy of the Field Experience II/Student Teaching Handbook. Please refer to this Handbook **with your student teacher** to understand roles, responsibilities and expectations of the experience for all involved. You may refer to the handbook online at www.canisius.edu/education/fieldexp.asp

If a Cooperating/Associate Teacher has unresolved concerns related to the teacher Candidate, he/she is asked to contact the Office of Educational Partnerships and Field Experiences:

Elizabeth Brandjes, Director
(716)-888-2768 brandjee@canisius.edu

Linda Murray, Assistant to Director
(716) 888-3289 murrayl@canisius.edu

Old Main 404
2001 Main Street
Buffalo, NY 14208
Fax 716-888-2794

Cooperating/Associate Teacher Responsibilities

- **Become familiar with the Field Experience II/Student Teaching Candidate Handbook, especially the pages describing the Student Teaching Syllabus and the Roles of the Student Teacher.** Visit our website at www.canisius.edu/education/fieldexp.asp for copies of evaluation forms and many other resources.
- Assist the teacher Candidate in becoming acquainted with the school. Introduce the teacher Candidate to the students, teachers and administrative faculty in the school.
- Provide teacher Candidate with necessary class/school information and materials, including, but not limited to: textbooks and teacher guides for all subjects, class lists, schedule of class times, Cooperating/Associate Teacher schedule, expectations of arrival and departure times, school calendar, rules for student behavior, student handbook (if available), and procedures followed on copy machines, audiovisual equipment, etc.
- If possible, provide the teacher Candidate with his/her own work area.
- Together with the Candidate, formulate a plan for him/her to assume full instructional leadership responsibilities for a minimum of two weeks (See Stages of Student Teaching).
- Assist the Candidate in the selection of an appropriate Unit Plan topic.
- Provide a regular, consistent daily conference time whereby the Candidate's strengths and weaknesses can be discussed informally.
- Conference with the Canisius College Supervisor during each site visit.
- Review and provide feedback to written lesson plans prepared by the Candidate, as well as their implementation.
- Make a minimum of two focused, formal observations of the Candidate teaching a lesson. Each observation should be accompanied by a **Formal Lesson Plan** (Appendix A) and should be followed by either a formal or informal conference. Feedback should be as specific and objective as possible. During the observations, record feedback using the **Lesson Observation Form** (Appendix B); the Candidate will include copies of these written observations in the Student Teaching Notebook/Documentation Binder for the Canisius College Supervisor to review during site visits. Originals should be kept and given to the supervisor. These formal observations can be done at any time except when the Candidate is being observed (evaluated) by the College Supervisor.
- Using the Canisius College on-line system, complete an **Interim Evaluation** (Appendix E) of the Candidate at the time designated by the College Supervisor. At interim report time, you may

forward to the Director of Field Experiences and/or College Supervisor a **Candidate Concerns Report** (Appendix J) if you have serious concerns about the candidate.

- Near the end of the placement, at a time designated by the College Supervisor, and again using the on-line system, complete the **Final Evaluation** (Appendix E) and **Specialty Professional Association (SPA) Standards** forms.
- Record teacher Candidate absences and times when the Candidate may have arrived late to school or have left early, and comment on the overall level of professionalism of the Candidate. Please refer to the **Professional Responsibility Documentation Form** (Appendix F) and share the information with the College Supervisor each time he/she visits.

To access the Canisius College on-line Grading System

1. Click on the link www.canisius.edu/education/fieldexp.asp or alternately, copy and paste the link in your browser's address line
2. On the left side of that page, click on the hyperlink, **Student Teaching Evaluation Forms**
3. In the center section, click where instructed
4. On the page entitled Evaluation Forms, click where instructed
5. Log in using your Canisius College Username and Password provided in the email communication you received from Canisius regarding your student teacher.

Role of the College Supervisor

Criteria for College Supervisors

- Successful P-12 teaching experience, and permanent/professional New York State Teaching Certification or Ontario Ministry Certification
- College Supervisors are required to keep a current resume on file in the Office of Field Experiences.

General Information

- College Supervisors are required to attend seminars scheduled by the Director of Field Experiences when appropriate.
- The Office of Field Experiences will provide a Resource Book and all relevant forms prior to the beginning of the semester.
- College Supervisors are provided with Canisius e-mail accounts to facilitate communication with Candidates.

Supervision Responsibilities

We strive to develop Candidates that are knowledgeable, skilled, engaged in professional activities and who offer themselves in service. College Supervisors are asked to take on a mentoring role, to provide conferencing opportunities, to encourage Candidates to be self-reflective, and to set professional goals at regular intervals throughout the semester.

All College Supervisors are expected to:

- Become familiar with the Field Experience II/ Student Teaching Handbook.
- Meet with the group of assigned Candidates when requested by the Office of Field Experiences. This includes once at the beginning, middle, and end of the semester.
- Monitor the Candidate's **Student Teaching Notebook/Documentation Binder** at each site visit using the **Student Teaching Observation Checklist** (Appendix G). This form must be submitted to the Office of Field Experiences at the end of each semester.
- Review each Candidate's **Student Teaching Interim Evaluation Form** (at the 3-4 week mark in placement), complete a Student Teaching Interim Evaluation form only if warranted, and monitor for compliance with the Student Teaching Candidate's Contract. Notify the Candidate and the College of Automatic Probation Status by filling out a **Candidate Concerns Report** (Appendix J) and/or by sharing the Candidate Concerns Report filled out by Cooperating/Associate Teacher.
- Complete a minimum of three visits to each Candidate, per placement, including an informal visit to each Candidate / Cooperating/Associate Teacher during the first week of each placement. Conference, formally or informally, with the Candidate and Cooperating/Associate Teacher at each visit to evaluate Candidate progress.
- Observe and critique a minimum of two lessons taught by each Candidate, per placement, using the **Lesson Observation Form** (Appendix B). Each observation should be accompanied by a **Formal Lesson Plan** (Appendix A) and must be followed by either a formal or informal conference. Feedback should be as specific and objective as possible. The Candidate will

include copies of these written observations in his/her Student Teaching Notebook/Documentation Binder.

- Provide guidance for development of an **Annotated Unit Plan** (Appendix D) for each placement. Evaluate the Unit Plan using the **Annotated Unit Plan Rubric**.
- Assess the professional growth and service documentation of each Candidate using the **Professional Growth Documentation and Service Documentation Rubrics** (Appendix C). Record scores on the **Final Evaluation Form**.
- Collaborate with the student teacher in setting goals and monitoring progress towards these goals each semester. Review the reflective journal and offer feedback.
- Using the Canisius College on-line system, complete a **Final Evaluation Form**, incorporating feedback from the Cooperating/Associate Teacher for each Candidate, for each placement. Check on-line to make sure that both a **Final Evaluation Form** and a **Specialty Professional Association (SPA) Standards Form** has been posted **by the Cooperating/Associate Teacher**. Training and support on this process will be provided by the Office of Educational Partnerships.
- At the close of each semester, post a Pass / Fail grade for each Candidate. The website is located at https://asterope.canisius.edu/pls/prod/twbkwbis.P_WWWLogin
- When necessary, consult with the Director of Educational Partnerships on the development of a Candidate Concerns Report for the Candidate.

If a College Supervisor has unresolved concerns related to the teacher Candidate or placement, he/she is to immediately contact the Director, at 716-888-2768.

It is through the dedication of the Cooperating/Associate Teachers and College Supervisors that the next generation of teachers enters the profession, knowledgeable and committed to professionalism, leadership and service.

Thanks to all of you for this gift.

All Evaluation Forms, SPA Forms and Appendices are available at:

www.canisius.edu/education/fieldexp.asp

All candidates, cooperating/associate teachers, and college supervisors are urged to check this website regularly for information on student teaching seminar dates, special functions, professional development opportunities, useful links, and updates on student teaching and partnership activities.