

**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  
Diversity Proficiencies .....5

**General Information**

Overview of semester .....6  
Student Teacher Candidate Placements .....6  
Student Teaching Supervision .....6  
Registration Information .....7  
Student Teaching Syllabus and Assignments .....8

**Role of the Student Teacher Candidate**

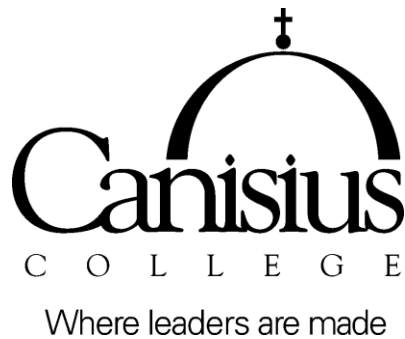
Criteria for Student Teacher Candidate .....11  
General Information .....11  
Student Teacher Responsibilities .....12

**Role of the Cooperating/Associate Teacher**

Criteria for Cooperating/Associate Teachers .....13  
General Information .....13  
Cooperating/Associate Teacher Responsibilities .....14

**Role of the College Supervisor**

Criteria for College Supervisors .....15  
General Information .....15  
College Supervisor Responsibilities .....15



## **Mission Statement**

Founded by the Jesuits in 1870, Canisius College is an independent, co-educational, medium-sized institution of higher education conducted in the Catholic and Jesuit tradition. It offers undergraduate programs built upon a liberal arts core curriculum, leading to associate and baccalaureate degrees, plus graduate programs in business, education and other professional fields, leading to a master's degree.

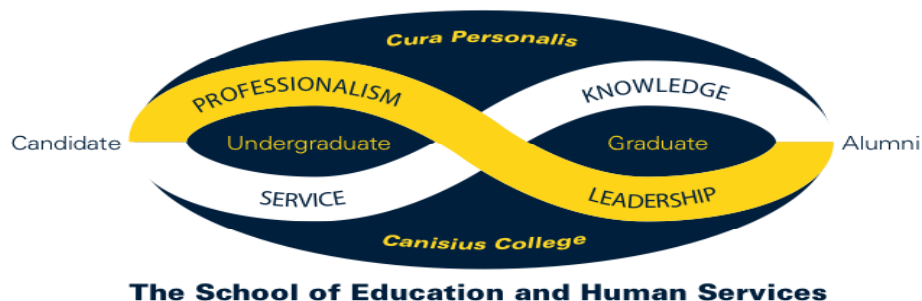
Canisius espouses the ideal of academic excellence along with a sense of responsibility to use one's gifts for the service of others and the benefit of society. It seeks to promote the intellectual and ethical life of its students, helping to prepare them for productive careers as well as meaningful personal lives and positive contributions to human progress. Its curricular and co-curricular programs are designed to educate the whole person through development of intellectual, moral, spiritual and social qualities. It aims to promote the contemporary Jesuit mission of the service of faith and the promotion of justice.

As a Catholic institution, which welcomes all who share in its quest, Canisius will:

- foster an atmosphere of understanding and respect in dialog with other intellectual and spiritual traditions;
- teach the responsible use of human freedom in a value-oriented curriculum and co-curriculum, which incorporate concern for spiritual and human factors as well as more pragmatic ones;
- continue the Jesuit principle of care for individual persons; emphasize excellence in teaching, marked by intellectual vigor, close student-faculty relations, and an expectation of active rather than passive learning;
- prepare students to assume positions of leadership in church and society;
- foster a sense of community among its students and staff through personal interaction marked by friendliness, respect, openness and integrity; and
- take advantage of its location in a major urban center on an international border to serve the community and the world, and to play a significant role in fashioning the world of the 21<sup>st</sup> century by contributing to its own special blend of academic excellence, personal concern, and an optimistic commitment to the future.

*Approved by the Canisius College Board of Trustees, May 3, 1993*

## CONCEPTUAL FRAMEWORK



### **Philosophy of the School of Education and Human Services.**

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.

#### 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:
  - For Teacher Education Candidates:
    - Emphasizes student responsibility for behavior and achievement.
  - For Candidates in Counseling:
    - Exhibits openness to growth and learning.
    - Exhibits willingness to discuss counseling weaknesses without becoming defensive.
  - For Candidates in Educational Administration:
    - Demonstrates enthusiasm.
    - Recognizes personal limitations and is eager to continue professional growth.
    - Develops professional networks.

**Service:** Each individual has gifts and talents that should be developed to the highest level.

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:
  - For Teacher Education Candidates:
    - a. Demonstrates enthusiasm toward content/subject area(s).
    - b. Demonstrates appreciation of social/cognitive/emotional development of all learners.
    - c. Demonstrates appreciation of human diversity.
    - d. Values development of students' critical thinking
    - e. Engages in comprehensive and collaborative planning that meets curricular goals.
    - f. Is committed to utilizing assessment information to inform decisions.
  - For Candidates in Counseling:
    - a. Fosters the dignity and worth of the individual.
    - b. Exhibits willingness to counsel with clients and others of different race, creed, sex, lifestyle, and national origin.
    - c. Committed to improving the welfare of others.
  - For Candidates in Educational Administration:
    - a. Dedicated to the education of the whole person.
    - b. Fosters environments that develop respect for and dignity of all.

**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.

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:
  - For Teacher Education Candidates:
    - a. Values and utilizes effective communication techniques in professional settings.
    - b. Is committed to, and actively seeks out, opportunities to grow professionally.
    - c. Is committed to advocating for the well-being of children and families.
  - For Candidates in Counseling:
    - a. Exhibits professionalism by working cooperatively with others regardless of race, gender, religion, or cultural background.
    - b. Communicates effectively with parents/family, staff, and other agencies while maintaining client confidentiality.
    - c. Is committed to advocating for the well-being of children and their families.
    - d. Recognizes and accepts differences in values held by self and others.
  - For Candidates in Educational Administration:
    - a. Willing to accept positions of leadership and responsibility within a group.
    - b. Reflects thoughtfully to grow professionally.
    - c. Joins professional organizations and participates in conferences and research.

## **DIVERSITY PROFICIENCIES**

1. Candidates engage in culturally responsive practice that promotes achievement for all learners from diverse backgrounds through a variety of instructional opportunities.
2. Candidates demonstrate a critical stance that embraces multiple and comparative perspectives in their examination of various cultural contexts in the practica setting.
3. Candidates cultivate a classroom/clinical environment that reflects an exchange of honor and respect for all constituents representing diverse backgrounds.
4. Candidates effectively incorporate instructional strategies using appropriate resources that promote cooperation, democracy, and social justice in the classroom/clinic.
5. Candidates behave as change agents and engage their students in activities that embrace social action. They take personal, social, and civic action related to the concepts, problems, and issues they have studied.

## General Information

Candidates who have successfully completed all prerequisites may choose to student teach during the Fall or Spring semester.

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.

### Student Teacher Candidate Placements

Teacher Candidates are assigned to two full-time placements during the semester and are placed with certified and tenured Cooperating/Associate Teachers. The Director of Field Experiences is responsible for the placement of student teacher Candidates. Prospective student teacher Candidates complete an application and provide a summary of their field placements. Building principals and administrators are contacted and appropriate placements for each Candidate are jointly determined, insuring diverse experiences and appropriate grade level placement for the Candidate's anticipated certification area. Student teacher Candidates are provided with the opportunity to work in a variety of field experience situations – urban, suburban and/or rural. Canisius Candidates *are required to complete at least one experience within their Canisius College Field Experience Program in a school district designated as high need.* A High Need District is defined as one that is in the top 30 percent of a ranking of districts based on poverty and combined wealth ratios, and includes Buffalo, Lackawanna, Lockport, and Niagara Falls. They can be found on the New York State Education Department web site [www.nysed.gov](http://www.nysed.gov).

Major	One placement will be:	The other placement will be:
Early Childhood	Pre-K-K	1-2
Early Childhood/Childhood	Pre-K-2	3-6
Childhood	1-3	4-6
Special Education/Early Childhood	B-2	B-2
Special Education/Childhood	1-3	4-6
Adolescence Education	7-9	10-12
Physical Education	K-8	7-12
Physical and Health Education	K-8	7-12

**Student**

**Teaching**

### Supervision

A College Supervisor provides support and feedback to individual teacher Candidates during both placements. As well, candidates meet in a student teaching seminar *regularly throughout the semester.* College Supervisors are required to complete a minimum of three visits for each placement. The first visit is an informal visit to meet the Cooperating/Associate Teacher, exchange information and set up the first observation. A minimum of two lessons are then observed and critiqued during each placement. Observation conferences include feedback from the College Supervisor, Candidate reflection and specific goals for improvement. College Supervisors have Canisius e-mail accounts in order to provide additional opportunities for on-going support and conferencing with Candidates.

## **Registration Information**

Candidates will be registered for the following credit bearing and non-credit bearing courses for certification in their chosen area. Registration for the non-credit bearing courses provides transcript documentation for New York State mandated courses necessary for certification. Additionally, students must receive a grade of P in Student Teaching Seminar to receive a grade of P in Student Teaching.

No additional coursework may be taken during student teaching, with the exception of Research Methods in the Graduate Childhood Program. In extreme instances, students may contact their Department Chair to request to take a course. The Department Chair will consult with the Associate Dean when necessary to decide if permission will be granted. The Department Chair will notify the Office of Field Experiences if special permission is granted. Students are responsible for any course registrations not associated with student teaching. If a student decides not to student teach, it is the student's responsibility to drop the courses associated with student teaching.

## **COURSES TO BE INCLUDED ON ALL CANDIDATE TRANSCRIPTS**

<b>Course</b>	<b>Credit</b>	<b>Course Name</b>
Student Teaching	12 credit hours	EDY 460, EDE 465, EDE 455, SPE 460, SPE 455, EDS 470, PED 450, EDCH 571, SPE 699A, EDAD 573, PEG 522A
Student Teaching Seminar	1 credit hour	EDY 450, EDE 450, SPE 450, EDS 450, PED 470, EDCH 575, SPE 699B, EDAD 575, PEG 522B
Identify and Report Child Abuse	0 credit hour	EDU 451 or 574
School Violence Prevention and Intervention	0 credit hour	EDU 452 or 575

# 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 the instructional leader under the supervision of Cooperating/Associate Teachers, College Supervisors and faculty.

### Prerequisites

- Overall undergraduate students GPA of 2.5 or graduate students GPA of 3.0.
- Completion of all required education classes with a grade of C or higher.

### Attendance Policy

Prompt, regular attendance is necessary to demonstrate your commitment to the profession. The New York State Education Department and Canisius College have set the required dates of student teaching as written in your placement sheet. Absences may be required to be made up at the discretion of Canisius College. 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. If the teacher Candidate is late or leaves early on any day, this must be recorded on the **Professional Responsibility Documentation Form** 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 you have any condition such as a physical or mental disability and are registered with the Disability Support Services Office, and you feel it will be difficult for you to carry out the work as outlined, please notify your supervisor in the first two weeks of the course. Appropriate arrangements will be made.

### Description of Assignments

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

#### **1) Student Teaching Notebook/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 utilize the Lesson Plan Elements found in Appendix A. Please write in your reflections and revisions after the lesson is taught.

- Evidence of informal planning: This may include pages from a planbook 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 more about electricity before starting to write my lessons.
- I plan to attend one of the in-service trainings listed in the faculty room.
- I plan to find time to talk to the special education teacher about Lauren's needs and Individual Education Plan (IEP).
- I plan to find a way to connect with Tommy's family.
- I plan to work at 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: By the time the candidate begins his / her student teaching, he / she will hold membership in a professional organization (NCTM, NCTE, etc.). At the *end of the student teaching semester*, the Candidate will submit documentation that describes and verifies a commitment to professional growth as suggested by the Specialty Professional Association, modified and completed during the student teaching semester. This documentation should describe the contribution/benefit of the activity in developing the professionalism and leadership capabilities of the Candidate. This activity itself 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.
- Documentation of Service and Reflection (portfolio artifact for some programs): At the *beginning* of one of the placements the candidate is to meet with a teacher, a fellow candidate, a student or group of students, an administrator, a guidance counselor, parents, or members of a community based organization in order to collaboratively design a project which would be of some service to the school in which the candidate is placed. 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 Appendix C.

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. One entry per week is required. These can be handwritten or typewritten paragraphs.

#### **Key points for journals**

- Keep journal in a loose leaf or spiral binder.
- Date each entry. A 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.

Copies of the following items are not assignments to be completed by the Candidate, but should be included in the Student Teaching Notebook/Documentation Binder each placement, for review by the College Supervisor or Cooperating/Associate Teacher.

- **Lesson Observations (2) from Cooperating/Associate Teacher**
- **Lesson Observations (2) from College Supervisor**
- **Professional Responsibility Documentation** completed by your Cooperating/Associate Teacher
- **Specialty Professional Association SPA evaluation for your certification area(s)**
- Completed by your Cooperating/Associate Teacher
- **Student Teaching Interim Evaluation** from Cooperating/Associate Teacher
- **Student Teaching Interim Evaluation** from College Supervisor as needed, accompanied by Candidate Concerns Report
- **Student Teaching Final Evaluation** from both Cooperating/Associate Teacher and your College Supervisor

#### 4) **Interim and Final Evaluations**

The Student Teaching Evaluation form, reflecting the Canisius College Conceptual Framework, (Knowledge, Service and Professionalism/Leadership), and the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, is used by the Cooperating/Associate Teacher and the College Supervisor to evaluate Candidates at the interim and final week of each placement. 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 with Specialized Professional Association SPA colored inserts are in the Cooperating/Associate Teacher folder and also are available from the College Supervisor.

#### 5) **Specialized Professional Association (SPA) Evaluations**

Your Cooperating/Associate Teacher for both placements will complete a Specialized Professional Association (SPA) evaluation at the end of the placement. **Please note: review your 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 also are scored on the six point rating scale.**

# Role of the Student Teacher Candidate

## Criteria for Student Teachers

In order to be approved for student teaching, an **undergraduate Candidate** must have:

- C or better in all required education courses
- acceptable scores on portfolio components to date
- acceptable scores on Pre-student teaching Final Evaluation
- minimum GPA of 2.5

In order to be approved for student teaching, a **graduate Candidate** must have:

- acceptable scores on portfolio components to date
- acceptable scores on Pre-student teaching Final Evaluation
- Minimum GPA of 3.0

## General Information

Individual Candidates, Cooperating/Associate Teachers and College Supervisors should develop a schedule 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.

### 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 observation 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 cooperating school.

- Meet the principal, 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.
- Along with cooperating teacher, decide upon a possible service project for completion during the placement.

### 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 team-teaching strategies. The Cooperating/Associate Teacher should offer the Candidate support and modeling while encouraging independence. At this point, the Cooperating/Associate Teacher provides continuity for the classroom.

### 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 have **a minimum** of two weeks of **full instructional leadership** for 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, including 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 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 adequate 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 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.
- Provide documentation of Professional Growth activity and Service. (Appendix C) Note: According to a student's program, Professional Growth and Service documentation may fulfill the Common Assignment for student teaching for the NCATE Portfolio.
- 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 from our hearts.**

## **Criteria for Cooperating/Associate Teachers**

- Hold certification in current teaching field that matches the Candidates 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. These forms are included in your Cooperating/Associate Teacher folder. This is 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 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 on the placement sheet. Please provide the College Supervisor with a copy of teaching schedule, including class times to facilitate observation scheduling.

Each Cooperating/Associate Teacher is provided the web links to the Field Experience II/Student Teaching Handbook and all necessary evaluation forms. Please refer to the Handbook to understand roles, responsibilities and expectations of the experience for all involved. For assistance in navigating through the electronic evaluations forms, please contact Elizabeth Brandjes, Mark Walter or Linda Murray at 888-3289?

*If a Cooperating/Associate Teacher has unresolved concerns related to the teacher Candidate he/she is to immediately contact the Director of Field Experiences.*

**Elizabeth Brandjes**, Director of Educational Partnerships  
Room 404 Old Main  
2001 Main Street Buffalo, NY 14208  
Phone: (716) 888-2768  
Fax : (716)888-2794  
Email: [brandjee@canisius.edu](mailto:brandjee@canisius.edu)

**Linda Murray**, Assistant to the Director of Educational Partnerships  
Phone: (716) 888-3289 Email: [murrayl@canisius.edu](mailto:murrayl@canisius.edu)

Julie Harpst, Administrative Associate  
Phone: (716)-888-3167  
Email: [harpstj@canisius.edu](mailto:harpstj@canisius.edu)

### **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](http://www.canisius.edu/education/fieldexp.asp) for additional copies of evaluation forms and other valuable 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 the Candidate with constructive feedback during regular, informal conferences.
- 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 observations of the Candidate teaching a lesson. All observations should be followed by either formal or informal conferences. 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 these written observations in the Student Teaching Notebook/Documentation Binder for the Canisius College Supervisor to review during site visits.
- Electronically complete an interim and final evaluation of Candidate using the **Interim/Final Evaluation forms and Specialty Professional Association (SPA) standards** (Appendix E).
- At interim report time, you may forward a **Candidate Concerns Report** (Appendix J) to the Director of Educational Partnerships and/or College Supervisor if you have serious concerns about the candidate.
- The Cooperating/Associate Teacher is asked to record teacher Candidate absences and times when the Candidate may have arrived late to school or have left early, and may wish to 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.

# 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 Educational Partnerships.

## General Information

- College Supervisors are required to attend all seminars scheduled by the Director of Educational Partnerships when invited.
- The Office of Field Experiences will provide all necessary evaluation forms and resources prior to the beginning of the semester.
- College Supervisors are provided with Canisius e-mail accounts and to facilitate communication with Candidates.
- College Supervisors will be trained in new technologies and updated of program changes and/or college initiatives at the opening seminar each semester. Attendance at this seminar is mandatory. Supervisors unable to attend the opening seminar may be replaced for the semester.

## Supervisor 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, provide conferencing opportunities and 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 Candidates when requested by the Office of Educational Partnerships. 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 placement.
- Review each Candidate's **Student Teaching Interim Evaluation** form (at the 4 week mark in placement) and complete a Student Teaching Interim Evaluation form yourself as deemed necessary.
- Monitor for compliance with Student Teaching Candidate Contract. **Notify the Candidate and the College of problems discovered on the Interim Report by filling out Candidate Concerns Report** (Appendix J) and/or by sharing Candidate Concerns Report filled out by Cooperating/Associate Teacher. Candidate Concerns reports must be faxed or emailed immediately to the Director of Educational Partnerships who will forward the concern to the appropriate Department Chair for consideration by the Candidate Concerns Committee.
- 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.
- Orient the Cooperating/ Associate teacher to the expectations of the Candidate during student teaching and provide the cooperating teacher with your contact information and work together to set the dates you will visit.

- 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 Feedback Form** (Appendix B). All observations should be followed by either formal or informal conferences. Feedback should be as specific and objective as possible. The Candidate will include copies of these written observations in their 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 Unit Plan Rubric. Assess the professional growth and service documentation of each Candidate (Appendix C). Scores are entered by the College Supervisor on the Final Student Teaching Evaluation.
- Collaborate with the student teacher in setting goals and monitoring progress towards these goals each semester. Review the reflective journal and offer feedback.
- Complete Final Evaluation form, incorporating feedback from the Cooperating/Associate Teacher for each Candidate, for each placement.
- Submit a **Final Evaluation Form**. Using the on-line data entry network, enter the data from the **Final Evaluation Form** at the end of each placement. Please have cooperating/ associate teacher share his/her electronically entered Final Evaluation and SPA Forms with you at the end of the placement. Training and support on this process will be provided by the Office of Educational Partnerships as needed.
- Final Evaluations and SPA forms should be reviewed in a three-way conference among the student, the cooperating/ associate teacher and the supervisor. A copy of the final evaluation should be shared with candidate for his/her documentation binder.
- 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 of Educational Partnerships, at 716-888-2768.*

It is through the dedication of the Cooperative/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 forms, with the exception of the Specialty Professional Association (SPA) evaluation forms which is found on the Student Teaching website, are included in the appendices.

<http://www.canisius.edu/education/fieldexp.asp>

All student teachers, cooperating/associate teachers, and college supervisors are expected to check this website regularly for information on student teaching seminar dates, special functions, professional development opportunities and electronic copies of all evaluation forms included in following appendix