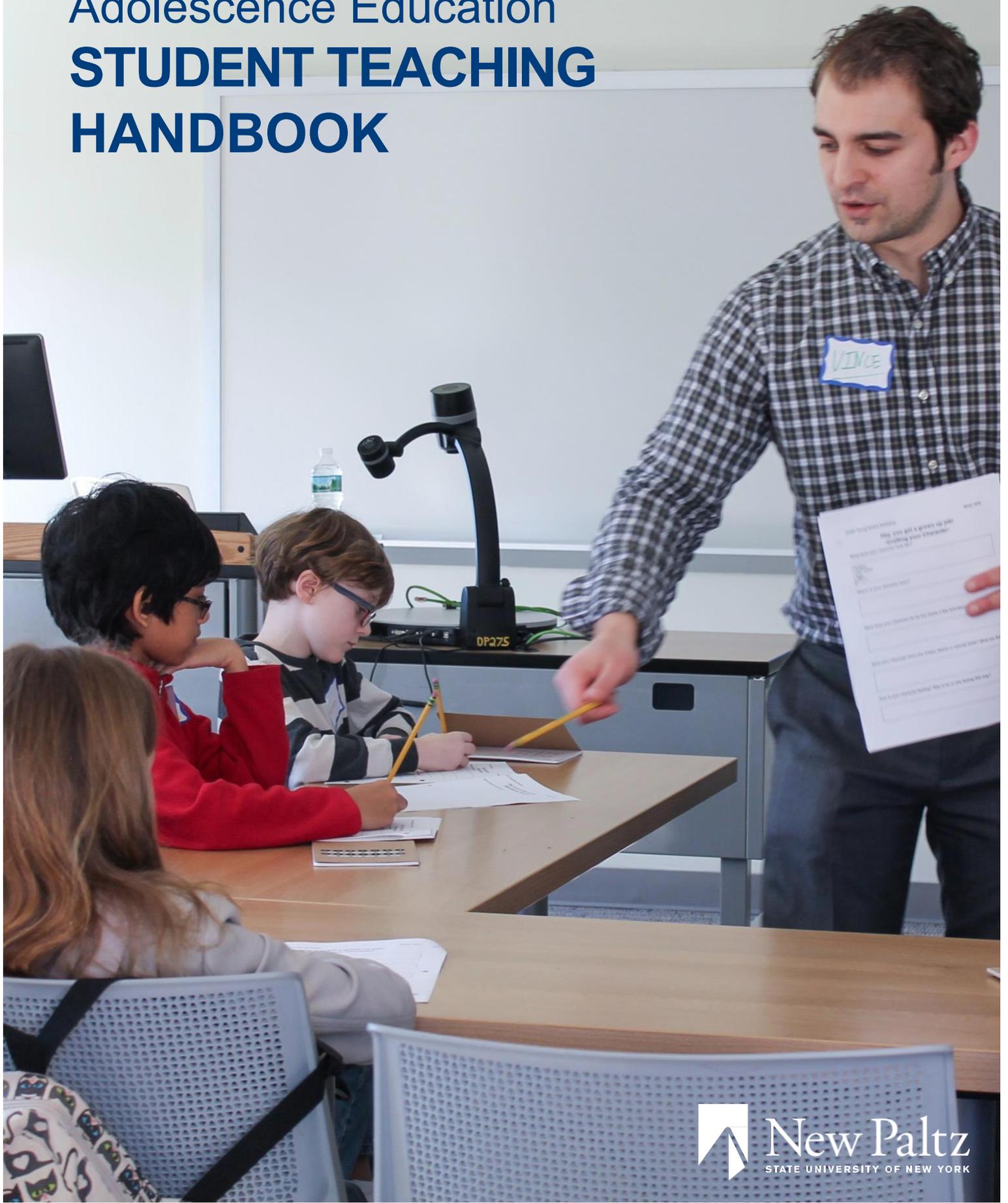


Adolescence Education

STUDENT TEACHING

HANDBOOK



State University of New York at New Paltz School of Education

Department of Adolescence Education & TESOL Adolescence Education Programs Student Teaching Handbook

This handbook is for candidates registered for student teaching or planning to student teach in the Department of Adolescence Education & TESOL. Guidelines in this handbook apply to undergraduate and graduate students in Adolescence Education Programs.

This handbook also provides important information for SUNY New Paltz clinical supervisors and cooperating teachers in schools.

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Our Conceptual Framework

The Professional Education Unit at SUNY New Paltz, which includes the Department of Adolescence Education & TESOL, has adopted a conceptual framework for its programs entitled “Preparing Caring, Critical and Reflective Professionals to Maximize Student Success.”

The framework identifies four dimensions that the unit strives to cultivate among its own faculty and staff as well as in the candidates it serves:

- Critical inquiry and intellectual development
- Professional skills and disposition
- Culturally responsive practice and social justice
- Democratic citizenship and student advocacy

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff, and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

critical inquiry and intellectual development: Candidates inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.

professional skills and disposition: Candidates develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.

culturally responsive practice and social justice: Candidates understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.

democratic citizenship and student advocacy: Candidates respect education as a human right and a foundation to active inclusion and participation in public life and aspire to be agents of change in response to persistent barriers to equal educational opportunity.

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Preparing to Student Teach

Undergraduate Students

Undergraduates must have completed all requirements of their Plans of Study for the School of Education, the College of Liberal Arts and Sciences, and the School of Science and Engineering by the beginning of the semester in which they plan to student teach. They also require the approval of the coordinator and chair and a:

- 3.0 overall GPA;
- B or better in Methods Course

Graduate Students

Candidates in the Master of Arts in Teaching (MAT) program must continue to meet all criteria of that program and have the approval of the program coordinator and chair. Full details of the MAT program criteria are available at: www.newpaltz.edu/secondary/sec_ed_mat.html.

Applications

Applications for student teaching placements and résumés must be completed and submitted to the Office of Field Experiences one semester prior to the anticipated Student Teaching semester. These applications must be completed and submitted in person during the mandatory Student Teaching Application meeting. Updates to your application can be viewed at my.newpaltz.edu for eligible candidates.

Résumés

All candidates must meet with an advisor at the Career Resource Center during the scheduled drop-in hours to have their résumé reviewed. Résumés must be submitted through Handshake by the deadline which will be provided by the Office of Field Experiences. Requests for placements cannot be sent without a current résumé. For guidelines on preparing résumés, candidates should contact the Career Resource Center. www.newpaltz.edu/careers/

Candidates with Disabilities

Candidates with disabilities who wish to request reasonable accommodations during student teaching under the ADA and Section 504 of the Rehabilitation Act must meet with the Disability Resource Center (DRC) (www.newpaltz.edu/drc/) on campus. After reviewing documentation, the DRC staff will determine reasonable accommodations. It is the candidate's responsibility to take the DRC's written instructions on accommodations to the Office of Field Experiences.

Semester of Opportunity

Candidates are required to student teach in the "semester of opportunity", defined as *the semester for which the student teaching application has been submitted and has been approved according to program completion guidelines*. Only a dire and legally documented personal circumstance will be considered as grounds for request for deferment. Program faculty will decide whether or not deferment is granted to the candidate. This decision is communicated to the Office of Field Placements which will provide placement(s) in the semester following the deferment. Should a candidate decide to defer student teaching or take a leave of absence without program faculty approval, School of Education cannot guarantee a placement or placements in the semester(s) following the candidate's semester of opportunity. Placement priority is given to candidates who are scheduled to student teach in accordance with the eligibility guidelines set forth, above. A candidate who defers student teaching or takes a leave of absence from student teaching without faculty approval will sign a declaration of acknowledgment of agreement to these conditions.

Placements

The College arranges all student teaching placements. Candidates may not take any steps to arrange their own placements with the exception of making a written request to the Office of Field Experiences. The College will not place candidates in districts in which their children attend school or in which a close family member works. Other restrictions may apply in accordance with varying district policies and decisions of the Department of Adolescence Education & TESOL.

Candidates must:

- meet any GPA requirements of the district(s) in which they wish to student teach;
- pass an interview with the principal and cooperating teacher;
- be responsible for their own transportation and be prepared to commute up to 45 miles, one-way, to placements;
- have completed the required state-mandated workshops:
 - Recognizing and reporting symptoms of child abuse
 - Prevention of school violence (SAVE)
 - Dignity for All Students Act (DASA)
 - Health & Safety
- be able to document fingerprinting clearance
- receive approval by the district Board of Education.

Candidates are assigned two, eight-week placements over the sixteen-week semester. Each candidate will have one Adolescence Education student teaching experience in a High School and one in a Middle/Junior High School. At least one of these placements will be in a school district defined as “high needs” by the New York State Education Department.

Placement Difficulties. Candidates who are struggling to fulfill the expectations of student teaching must communicate this to the assigned college supervisor as soon as possible. If the candidate, college supervisor, and cooperating teacher cannot resolve the issue, the college supervisor, and the candidate, if requested, will consult with the program coordinator to resolve the issue.

Dropping a Placement. If a candidate decides to leave a placement prior to or without discussing the decision with the assigned college supervisor but wishes to attempt student teaching again, the candidate must make a written request to the program coordinator presenting clear and compelling evidence that supports the decision to drop the placement. If the program coordinator decides to grant a new placement, the candidate should not expect a resolution or alternate placement in the same semester in which the original placement was dropped.

Removal from a Placement. At times, circumstances arise in which a candidate is removed from a placement.

*If a candidate's performance is deficient and shows little potential for improvement, the candidate should be informed and possibly removed from the placement. If the college supervisor has a sense that this situation may be developing, the college supervisor should discuss the situation with the program coordinator, who will inform the field placement coordinator. The program coordinator will conduct a review of the candidate's placement performance and overall program performance. The review and decision determine if the candidate *should be removed from the placement, if another placement should be made available, or if the candidate should be removed from the program.* The candidate should not expect a resolution or alternate placement in the same semester in which removal from the placement occurs.*

If a college supervisor considers a placement unacceptable or unsafe, this should be reported to the program coordinator, who will interview the college supervisor and candidate. A collaborative recommendation developed by the program coordinator and the field placement coordinator will be made to the student as to whether they will

continue in the placement or if other arrangements will be made.

If a cooperating teacher or school administrator asks that a candidate be removed from a placement, the candidate should leave immediately, return all school property, and contact the college supervisor. The college supervisor should inform the coordinator, who will inform placement coordinator. The candidate will meet with appropriate campus personnel to review the removal to determine whether the candidate should be given another placement or be removed from the program. The candidate should not expect a resolution or alternate placement in the same semester in which removal from the placement occurred.

When a candidate is removed from a placement, the placement coordinator will interview school district faculty prior to or following candidate removal. The program coordinator may request and/or be requested to attend meetings with the candidate. If a candidate is removed from the program, the program coordinator will notify the field placement coordinator, the candidate, and the college supervisor. A meeting will be held to counsel the candidate. The candidate should not expect to graduate in the semester in which removal from a placement occurs.

Legal Issues

While student teaching, candidates are protected by:

Section 3023 of the New York State Education Law. This section requires that each school district protect candidates from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person. This protection applies only if the candidate was performing duties within the scope of the position of student teacher.

Section 3001, Subsection 2 of the New York State Education Law. This section states that a student teacher is legally permitted to student teach without the presence of the certified teacher in the classroom if the classroom certified teacher is available at all times and retains supervision of the student teacher.

Chapter 16, Title 1, Article 1, Section 2D of the New York State Education Law. Teacher candidates will not place any personally identifiable information (PII) about students, faculty, or staff with whom they interact in a placement on any personal devices, accounts, or SUNY New Paltz accounts. PII should only be managed and handled by district or BOCES systems or services as directed by district or BOCES staff.

Substitute Teaching. The College does not allow student teachers to be used as paid or unpaid substitute teachers. They may, however, do student teaching under the supervision of a certified substitute teacher.

Sexual Harassment. Every person is entitled to a work and learning environment free from the devastating effects of sexual harassment. If any candidate encounters sexual harassment or inappropriate attention during student teaching, he or she should report the situation to the clinical supervisor or to the Office of Field Experiences so that the placement can be changed.

Depending upon the circumstances, the candidate may also wish to report the incident to the Office of Student Affairs. Candidates need to keep complete, dated, contemporaneous notes on incidents of concern so that the College can take appropriate action to protect candidates' right to learn and to student teach without harassment.

Child Abuse Reporting. Candidates are mandated reporters of suspected child abuse. All candidates are to keep complete, dated, contemporaneous notes on incidents or observations that raise concern.

The College expects that candidates will immediately report any concerns to the principal of the school involved. Making this report does not absolve a candidate of responsibility to file a Child Protective Services report, but it may bring about quicker action to protect the child.

If the concern is about a school faculty member's behavior, candidates may ask their clinical supervisor to accompany them to meet with the principal.

Privacy. We endeavor to protect the privacy of candidates, supervisors, and cooperating teachers by using only institution-approved educational technologies and adhering to Family and Educational Rights and Privacy Act (FERPA) guidelines.

Candidate Responsibilities

Expectations for candidates are outlined in the course syllabi. Additional expectations may be outlined as the placement progresses.

During student teaching placements, candidates follow public school calendars, not the College calendar. There are no authorized absences from student teaching on school days, including on College breaks. Candidates must notify both their school faculty member and their clinical supervisor if they will be absent because of illness. Candidates should expect to make up the days missed.

Candidates must observe the same hours that the school faculty do and should be prepared to attend parent conferences and staff meetings in the evenings or on conference days. Candidates are responsible for finding out how the school announces snow day closings and delays and should understand that scheduled school breaks may be shortened if excessive snow days are used.

Candidates are not permitted to take a day off student teaching for certification exams and must receive special permission from their supervisor and cooperating teacher to leave early or take a day off for an interview.

School of Education Assessments

In April 2020, faculty in the School of Education (SoE) approved a policy regarding the minimum performance levels candidates are expected to achieve on program assessments (e.g., planning, dispositions, P-12 learning, APP). These assessments are done by your cooperating teachers and supervisors for each placement. The policy is as follows:

“Candidates must earn a rating of Acceptable on a minimum of 80% of the items on each assessment required for their specific program. However, during a culminating experience, candidates may not earn a rating of Unacceptable on any item. Failure to meet either of these expectations may result in a failing grade in the course.”

College Seminars

Each Adolescence Education program holds seminars for teacher candidates. Attendance is required.

Clinical Supervisor Responsibilities

Clinical supervisors make one introductory visit within the first two weeks of the placement and at least two observations for each student teaching placement. They may arrange observations ahead of time or arrive unannounced.

Clinical supervisors will give candidates written comments and suggestions after each observation. There is no special format for these comments and suggestions, but they should include specific suggestions for improvement.

Travel Vouchers

Clinical supervisors should complete and return a travel voucher and a statement of automobile travel at the end of each month, including all expenses for mileage, tolls, and parking. The State does not reimburse for lunches, postage, or telephone calls.

Failure to Progress

If a candidate's performance is poor and shows little potential for improvement, she or he will be informed and possibly removed from the placement. The candidate and the clinical supervisor should discuss the situation with the Program Coordinator and the Coordinator of Field Experiences.

If a school asks that a candidate be removed from a placement, the candidate should leave immediately, returning all school property and keys. The candidate and clinical supervisor will meet with the program coordinator, who will decide whether another placement is warranted. The program coordinator will confer with the coordinator of Field Experiences to determine if and when another placement may be identified.

If a clinical supervisor considers a placement unacceptable for any reason, the candidate will discuss the possible removal with the school administration and the Program Coordinator, who at his/her discretion will confer with the coordinator of Field Experiences. If the candidate leaves the placement, the clinical supervisor and candidate will discuss the situation with the program coordinator, who will confer with the coordinator of Field Experiences to determine quickly where another placement may be possible.

School Faculty Responsibilities

Day-to-day guidance and constructive criticism are invaluable for preparing students to take over full responsibility for two weeks of classes. Specific suggestions include:

- Give the candidate lesson plans or a plan book and past lesson plans and suggestions for each learning unit when possible.
- Give the candidate a copy of the faculty handbook and school calendar.
- Remain in the classroom to observe the candidate until the final weeks of the placement.
- Help candidates evaluate their teaching and learning activities in the classroom and provide appropriate feedback.
- Treat the candidate as a professional in front of classes, colleagues and parents.
- Include the candidate in parent conferences and staff meetings whenever possible.

The school faculty members have a right to expect professional behavior from candidates. Please discuss with the candidate (and clinical supervisor, if appropriate) any incidents of:

- lateness or excessive absence;
- difficulty in interpersonal relations;
- failure to observe safety procedures;
- lack of initiative;
- inappropriate dress or conduct; and
- negligence.

Assessing Your Student Teacher

All cooperating teachers will be sent an email with login information for the Watermark system. We ask all cooperating teachers to enter their final assessment of the student teacher through Watermark.

Honoraria and Tuition Waivers

School faculty should complete the Stipend/Waiver Election form to request a:

- stipend check for \$200.00
- or*
- tuition voucher worth \$250.00, which is redeemable at all SUNY state-operated campuses and will be valid for 25 months. If a teacher does not wish to use this voucher, it reverts to the chief administrative officer of the school system, who may then give it to another member of the professional staff in the school district.

SUNY administrative policy does not allow school faculty to use a voucher for another person's tuition, to sell it, or to give it directly to another staff member.

The College processes all Election forms at the end of the semester. They should be sent to:

**Office of Field Experiences
SUNY New Paltz
Old Main 127
800 Hawk Drive
New Paltz, NY 12561-2442**

Evaluations and Grades

Student Teaching is graded S (Satisfactory) or F (Fail). The clinical supervisor is responsible for assigning and reporting candidates' grades in student teaching. Forms on which to report grades are available from the Office of Field Experiences. Completed forms with candidates' grades must be submitted to the subject area coordinator prior to the deadline for college faculty to submit grades for the semester (see College calendar). Grades may also be submitted by e-mail.

Please inform cooperating teachers of absences as soon as possible. When absences exceed one or two times, candidates should work with cooperating teachers and program coordinators to make up the days missed. In cases of emergency or extended absences, a candidate may have an "H" (Hold) entered for their grade and will need to arrange to complete the placement in a future semester.

Candidates are responsible for meeting all academic requirements, including written assignments, assigned by the college supervisor and the subject area coordinator.

Final evaluations are due within one week of the end of the placement and should be completed online using Watermark. Any additional observation summaries and related evaluation forms should be completed and sent to:

Office of Field Experiences - Old Main 127
SUNY New Paltz 800 Hawk Drive
New Paltz, NY 12561-2442 FAX: (845) 257-2821

Candidates may ask the school faculty and College supervisors to complete a recommendation for employment. Candidates may collect the appropriate form at the Office of Career Advising.

References:

- NYSED (2020). Recovering, rebuilding, and renewing: The spirit of New York schools. Retrieved from <http://www.nysed.gov/reopening-schools/recovering-rebuilding-and-renewing-spirit-new-yorks-schools-reopening-guidance>
- SUNY New Paltz (2020). Fall 2020 Covid-19 Plan. Retrieved from <https://www.newpaltz.edu/media/forward/New%20Paltz%20Fall%20Semester%20Restart%20Plan.August5Update.pdf>
- Watts-Politz, I. (2022). ECCE Student Teaching Handbook. New Paltz, NY: School of Education, State University of New York at New Paltz.

