



STUDENT TEACHING OFFICE

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FREQUENTLY ASKED QUESTIONS/FAQ

• Basics

1. HOW DO I APPLY FOR STUDENT TEACHING?

Students apply for student teaching directly to the Student Teaching Office by completing forms provided by the Student Teaching Office. The forms are provided at meetings conducted by the Student Teaching Office in early spring and early fall, which occur one year before the semester you are planning to student teach. Thereafter, these forms are made available at the Student Teaching Office.

2. WHAT IS REQUIRED TO APPLY FOR STUDENT TEACHING PLACEMENT?

There are various forms needed and provided by the Student Teaching Office when it is time for you to apply to student teach. You will need to complete the forms and send electronic copies of a current resume and proof of fingerprinting. In addition, you will need to get health cleared and registered before you can actually start student teaching.

3. CAN I FIND MY OWN STUDENT TEACHING PLACEMENTS?

No! Each school district has a process for placing students to work with their teachers and are explicit about not wanting direct calls from students. Therefore, students are prohibited from looking for their own placements. If a student is interested in working with a particular teacher, the student and teacher are to contact the Student Teaching Office via email at studentteaching@newpaltz.edu.

4. WHEN WILL I KNOW WHERE AND WITH WHOM I WILL BE STUDENT TEACHING?

All students will be informed of the details of their placements the semester preceding their start date. As districts accept student teachers, notifications of confirmations are sent to

student teachers. The notifications include the name of the district and school, the name of cooperating teacher, the grade level and how to proceed.

5. FOR HOW LONG WILL I BE STUDENT TEACHING?

Student teaching is full-time, starting the first day of classes at the college and ending on the last day of the college academic semester. Therefore, student teaching is 16 weeks, divided into two, eight-week placements, one at the upper and another at the lower level grade range of the certification sought (i.e. Childhood Ed. 1-6 will be placed in grades 4--6 and 1--3; Visual Art Ed K--12 will be placed in grades K-6 and 7-12).

6. WHERE CAN I FIND THE STUDENT TEACHING HANDBOOK?

Each department has a link to its student teaching handbook on the department's website , by going to www.newpaltz.edu and going to your department and the link for the handbook. You must review this as early as possible, and will do so with your college supervisor during orientation with your college supervisor.

7. WHAT IS FIELDWORK? WHEN DOES IT TAKE PLACE?

Fieldwork is a term used to describe course- related observations included as part of the state mandated 100 hours of pre-student teaching training. When fieldwork is taken varies by program, but must be completed prior to student teaching. Fieldwork placements are often used to seek student teaching placements when appropriate and if possible.

8. DO WE TAKE ANY CLASSES DURING THE SEMESTER WE STUDENT TEACH?

Generally, not. It is expected that you meet your graduation requirements prior to student teaching, except for the student teaching co-requisites of your program.

9. WILL THERE BE A DISCUSSION BOARD FORUM ON BLACKBOARD SO ALL STUDENT TEACHERS CAN STAY IN TOUCH/DISCUSS OUR EXPERIENCES/PROBLEMS, ETC.?

There will be no formal discussion board on the Student Teaching Office Website. However, each program provides students opportunities for discussion through seminars, supervisory meetings and/or meetings with education advisers.

10. IF I AM ALREADY ATTENDING A STUDENT TEACHING ORIENTATION FOR SUTEC/NYC STUDENT TEACHING, DO I NEED TO ATTEND OTHERS?

Yes. All candidates are required to attend the student teaching orientation as planned by their SUNY New Paltz education program in addition to that planned by SUTEC

11. WHAT TYPES OF ASSIGNMENTS WILL WE HAVE DURING THE STUDENT TEACHING SEMESTER?

Each education program has somewhat different requirements. You can check the department website to see your Student Teaching Handbook. Therein, you will find descriptions of your

student teaching assignments. In addition, you may be given additional assignments by your program adviser, seminar adviser and/or college supervisor.

12. HOW ARE WE GRADED?

Student teaching courses are graded “pass / fail.” There is a summary of the criterion used to evaluate students in your Student Teaching Handbook found on your departmental website.

• Orientation and Placement

13. DO WE NEED A RESUME AND A PORTFOLIO?

A resume is needed for students seeking a student teaching placement. A portfolio is not typically needed when interviewing for student teaching placements. However, art education students are the exception; it is not unusual that a portfolio is expected when interviewing for a student teaching placement in art.

14. WHAT ARE THE SPECIFIC PARTS/COMPONENTS OF THE STUDENT TEACHING PORTFOLIO? IS IT DEVELOPED BEFORE, DURING, OR AFTER STUDENT TEACHING?

Portfolio content varies by program and should be discussed with your program adviser. It is advisable you discuss this as you progress in completing your graduation requirements. A portfolio by definition is always a work in progress and should be worked on before, during and after student teaching.

15. WHAT ABOUT STUDENTS HAVING PLACEMENTS AT DISTRICTS THAT THEY ATTENDED AS A CHILD OR DISTRICTS WHERE FAMILY MEMBERS WORK?

Whether or not you can be placed in such situations depends on your program’s guidelines, district guidelines and the potential for conflicts of interest.

16. IS IT POSSIBLE TO GET A PLACEMENT OUT OF THE NEW PALTZ AREA?

Yes. Generally, placements are allowed in the Lower and Mid-Hudson Valley and NYC. Thereafter, you may also request to be placed in Long Island, Utica and Australia. These latter placements are possible only with your department chair and program advisor’s written approval. At the same time and with any placement, where a student can be placed is determined by a number of factors (e.g. availability of supervisors, program adviser recommendation, school district guidelines, etc.,). Special considerations based on extraordinary and unanticipated events may be made on a case by case basis.

17. IF YOU GET PLACED FAR AWAY FOR YOUR 1ST PLACEMENT, WILL YOU GET PLACED FAR AWAY FOR YOUR 2ND PLACEMENT?

No, not necessarily. Although we try to avoid this, it could happen, depending on the number of candidates seeking placements near your home and the needs of schools nearby.

18. CAN I STUDENT TEACH ON LONG ISLAND?

Generally, for elementary education and visual arts education, student teaching is possible on Long Island, but usually only in districts west of Huntington. Program advisers of secondary education students evaluate eligibility for Long Island placement on a case by case basis. In addition, other placements are possible outside of the Mid-Hudson Valley, if necessary, and when a program adviser, program chairperson, and the Student Teaching Office believe that a good placement is likely to be found and that a college supervisor is likely to be able to meet the needs of the student teaching candidate. The latter is determined on a-case-by-case basis.

19. WHAT SHOULD WE BRING TO THE SCHOOL PLACEMENT INTERVIEW?

Interviews are at the school's discretion and therefore the expectations vary. You can call the school district you are assigned to for clarity. One can expect to be asked to bring a resume, unofficial copy of your college transcripts, portfolio if possible, and/or any letters of support or any commendation you may have vouching for your potential as a teacher.

20. WHAT HAPPENS IF WE "FAIL" OUR STUDENT TEACHING INTERVIEW? DO WE STILL GET TO STUDENT TEACH ELSEWHERE?

Student teaching interviews are at the school's discretion. In addition, it is rare that a student teacher "fails" the interview. In the unlikely event, the student should inform the student teaching office so another placement can be sought as soon as possible.

- **On the Job**

21. WHAT IS THE BEST WAY TO PREPARE FOR STUDENT TEACHING?

There is no one best way other than being your best at all times. It is recommended that you master the knowledge, skills and dispositions included in your education program's Student Teaching Handbook (<http://www.newpaltz.edu>). Click on your department and then the link for the handbook.

22. WHEN DO YOU BEGIN AND END YOUR ASSIGNMENTS? DOES THE STUDENT TEACHING SCHEDULE FOLLOW THE NEW PALTZ SCHEDULE?

Student teaching assignments begin and end on the first and last day of the college academic calendar. In between, student teaching candidates follow the calendar of the school district in which they have been placed.

23. DO WE HAVE A MEETING PRIOR TO THE FIRST DAY OF STUDENT TEACHING? IF SO, WHEN IS IT?

All programs require and arrange for a meeting with their supervisor prior to the start of student teaching. Nearly all programs require attending a student teaching orientation, planned and

implemented by each program for their students. The latter is typically held a day or two prior to the start of the academic semester and student teaching.

24. HOW MANY VISITS DO WE GET FROM NEW PALTZ? WHO OBSERVES US? IS IT PLANNED OUT IN ADVANCE?

Generally, one can expect an initial announced visit at the beginning of each placement and 2-4 pre-planned observations scheduled at mutually agreeable times during each placement. However, there is no minimum nor maximum number of visits. Each student is visited and observed as deemed individually appropriate.

25. WILL MY COOPERATING TEACHER HELP ME PLAN LESSONS, OR WILL I BE ON MY OWN ALL OF THE TIME?

You will never be on your own. You will always have access to support. Your college supervisor and cooperating teacher are your first lines of support. Discussions with your college supervisor and guidance from your cooperating teacher should be on-going to guide you with addressing uncertainties with lesson plans and related requirements. Extraordinary concern can be discussed with your program adviser, program Chairperson and even the Student Teaching Office. We are all happy to assist as appropriate.

26. HOW MUCH INVOLVEMENT DOES OUR MENTOR TEACHER HAVE IN OUR TEACHING/LESSONS?

Cooperating teachers' involvement in assisting student teachers with lesson planning is crucial, but varies (i.e. district practices, student teacher's competence level, cooperating teacher's teaching style, college supervisor practice).

27. HOW MANY TIMES IN A SEMESTER DO WE MEET WITH OUR COLLEGE SUPERVISOR AT SCHOOL?

There is no set number of required meetings in relation to college and school district personnel meetings with student teachers. Meetings to support a student teacher are based on need and not specifically defined in order to allow for flexibility.

28. DO WE NEED TO KEEP A LOG OF WHAT WE DID OR ATTENDED IN THE CLASSROOM EACH DAY WHILE STUDENT TEACHING?

Program requirements during student teaching are determined by each program and college supervisor. Therefore, this should be discussed with the department adviser and, when student teaching, with your college supervisor. Further information may be available in your program's student teaching handbook.

29. HOW SOON WILL I TAKE OVER THE CLASS? FROM DAY 1?

Student teaching candidates have varied competency levels and so when a candidate "takes over" a class may vary. Guidance each step of the way can be requested, expected and

provided as appropriate. Generally, it is a gradual process that culminates in the candidate planning and implementing instruction for 2 weeks at the end of each placement. Consult your student teaching handbook and adviser for program expectations related to this.

30. HOW INVOLVED WILL I BE IN THE STUDENT'S CURRICULUM?

By necessity, you will be intimately involved. You must study the curriculum, consider your students' needs, adjust, adapt, and differentiate with your cooperating teacher's help and your supervisor's guidance.

31. AS A STUDENT TEACHER, AM I RESPONSIBLE FOR CREATING LESSON PLANS FOR EVERY SUBJECT OF EVERY DAY OF STUDENT TEACHING, OR ONLY THE TWO WEEKS OF STUDENT TEACHING WHEN I AM CONDUCTING ALL LESSONS?

The amount of specific lesson planning varies and will be discussed with you, your cooperating teacher and your supervisor. Formal lesson planning is required by all programs.

32. WHAT DO YOU DO IF YOU HAVE A PROBLEM WITH THE CLASSROOM TEACHER?

Any and all student teaching related difficulties should be discussed with your college supervisor.

33. WHAT IS THE POLICY ON ILLNESS DURING STUDENT TEACHING?

You should contact your cooperating teacher and college supervisor as soon as you know you will be ill and absent. Generally, you will be required to make up any days that put you under the number of student teaching days required by your program.

34. ARE WE EXPECTED TO BE THERE NO MATTER WHAT OR ARE THERE EXCEPTIONS?

Yes, you are expected to be at your student teaching site whenever teachers are expected to be in attendance. The only exceptions are illness and safety of travel due to inclement weather (normally announced by the school district).

35. WHAT IF I CAN'T MAKE IT TO STUDENT TEACHING DUE TO WEATHER CONDITIONS?

Student teaching candidates are expected to behave like any teaching professional of the district. You are to contact the school, follow district protocol and contact your immediate supervisor (college supervisor) if you will be absent or late due to inclement weather.

36. WHAT HAPPENS IF YOU HAVE TO MISS A DAY FOR A FAMILY EMERGENCY?

You should contact your cooperating teacher and college supervisor as soon as you know you will be absent. Generally, you will be required to make up any days that put you under the number of student teaching days required by your program.

37. IS IT POSSIBLE FOR STUDENT ATHLETES TO BE ABLE TO PARTICIPATE IN OUR SPRING BREAK PRACTICE/MATCH WEEK DURING STUDENT TEACHING WITHOUT BEING PENALIZED?

You can participate in spring break if the school district you are assigned is also on spring break. This may or not be the case.

38. IS THERE A CHANCE THE PLACE I STUDENT TEACH WILL HIRE ME AS A FULL-TIME TEACHER?

It is impossible to say what the likelihood of being hired as a full-time teacher in any particular district is after you student teach. Undoubtedly, however, a candidate's performance in **every** phase of his/her work within a school district (fieldwork and student teaching) can determine how willing a district administrator is to consider him/her as a prospective employee. All candidates should act as if an interview is in progress at all times when interacting in district schools and when using electronic communication.

39. HOW DO I GO ABOUT APPLYING TO SCHOOL DISTRICTS AFTER I HAVE GRADUATED?

You should plan early by doing your best while completing fieldwork and student teaching. Almost as important is to consult with your program adviser and with the Career Resource Center at www.newpaltz.edu/careers.

- **Specific Situations**

40. IF YOU ARE NOT A SPECIAL EDUCATION STUDENT TEACHING CANDIDATE, CAN YOU TEACH IN A SPECIAL EDUCATION CLASS?

No. Student teaching candidates must be placed with a cooperating teacher certified and teaching in the area of certification sought.

41. HOW DOES STUDENT TEACHING WORK AT THE GRADUATE LEVEL? ONLY 8 WEEKS INSTEAD OF 16 WEEKS?

Generally, student teaching is for the entire academic semester for **all** graduate and undergraduate degree granting teacher education programs, except for the graduate special education program. The graduate special education students are already initially certified, have already completed student teaching in another teacher education program, and so need to complete only 40 days of student teaching practicum with a special education teacher.

42. WHY DOES NYSED ACCEPT WAIVERS FOR STUDENT TEACHING IF WORKING IN A DISTRICT AS A TEACHING ASSISTANT, BUT NEW PALTZ WILL NOT ACCEPT IT?

SUNY New Paltz Teacher Education Programs must follow both NYSED requirements and SUNY Board of Regents program guidelines, the latter being more rigorous.

43. DO WE HAVE TO DO A LEO FOR OUR FIRST AND SECOND PLACEMENT?

A Learning Experience Outline (LEO) is required of Elementary Education candidates only, to be completed by the end of the first placement.

44. CAN YOU SUBSTITUTE/PART TIME WORK DURING GRADUATE SCHOOL?

There are no specific rules limiting part-time or substitute work during graduate school per se. What is recommended varies by program and therefore, your education program adviser should be consulted before employment is considered and/or undertaken.

45. ARE THERE ANY RESOURCES AVAILABLE FOR THOSE WHO WANT TO TEACH ADULTS? (I.E. COLLEGE ADJUNCTS WHO MAY NEED HELP DEVELOPING CURRICULUM)

SUNY New Paltz School of Education does not offer training in Adult Basic Education. However, your program adviser and the Career Resource Center would be able to guide you.

46. AS A RESIDENT ASSISTANT ON CAMPUS, CAN I STUDENT TEACH WHILE HOLDING MY RA POSITION?

Any factor that you as the student teaching applicant would want to be considered by the Student Teaching Office when seeking a placement for you should be shared when applying for student teaching and anytime shortly thereafter. Changes in placements cannot be made once a confirmation has been obtained due to the consequent difficulties created at every stage/level of the placement process.