Office of Educator Preparation

**Educator Preparation Program
& Student Teaching Handbook**

2020-2021

Updated 12/16/2020

Educator Preparation Program
Faculty and Staff

Dr. Kathleen A. Cullen
Chair, Educator Preparation
Director, Apprenticeship Program
Associate Professor of Education
Phone: 315-792-3815
C129 Library Concourse
kacullen@utica.edu

Dr. Meredith Madden
Assistant Professor of Education
Phone: 315-223-2308
C130 Library Concourse
mamadden@utica.edu

Dr. Thomas J. Diana
Associate Professor of Science
Education
Phone: 315-792-3210
C131 Library Concourse
tdiana@utica.edu

Dr. Laurence G. Zoeckler
Professor of Education
Phone: 315-792-5280
C132 Library Concourse
lzoeckl@utica.edu

Dr. Megan H. Foster
Associate Professor of
Special Education
Phone: 315-792-3781
C128B Library Concourse
mhfoster@utica.edu

Kyle D. Riecker
Administrative Assistant III
Phone: 315-792-3815
kyriecke@utica.edu
Fax: 315-792-3714

Please see https://www.utica.edu/academic/hhs/teacher_education/teachereddesc.cfm
for the most up-to-date version of this Handbook.

TABLE OF CONTENTS

ACCREDITATION STATEMENTS

Undergraduate, Graduate, and Dual Degree Education Programs Accreditation Statement

Utica College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Utica College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

If you have any questions about this information, please feel free to contact Kathleen Cullen, Chair, Educator Preparation Programs, Utica College at kacullen@utica.edu or 315-792-3815. You may also contact Ahmed Radwan, Dean, Health Studies and Education, Utica College at aradwan@education.edu or 315-792-3853.

PROGRAMS IN EDUCATION

Utica College offers the following programs in Educator Preparation. All programs meet New York State Education Department requirements and are approved by NYSED.

Undergraduate Education Programs

- Early Childhood (Birth-Grade 2) Education
- Childhood (Grades 1-6) Education
- Early Childhood & Childhood (Birth-Grade 6) Education (dual certification)
- Grades 7-9 Extension to Childhood Education
- Middle Childhood (Grades 5-9) Education Program
- Adolescence (Grades 7-12) Education: Biology, Chemistry, Earth Science, Physics, Mathematics, French, Spanish, English,),, and Social Studies*
- Grades 5-6 Extension to Adolescence Education
- BA Teaching English to Speakers of Other Languages (Birth-Grade 12)
- Business and Marketing Education Program (K-12)
- Childhood & Special Education (Grades 1-6) Program (dual certification)
- Adolescence & Students with Disabilities Generalist (Grades 7-12) Program (dual certification)
- Students with Disabilities Generalist (Grades 7-12) Program

Graduate Education Programs:

- MS Childhood Education (Grades 1-6) Program
- Middle Childhood (Grades 7-9) Extension
- MS Adolescence Education (Grades 7-12) Program
- Middle Childhood Extension (Grades 5-6)
- MS Leadership and Instruction for Inclusive Classrooms
- MS Childhood and Special Education (Grades 1-6) Program
- MS Adolescence & Students with Disabilities Generalist (Grades 7-12) Program (dual certification)
- MS Students with Disabilities Generalist Certification Program
- MS Physical Education & Health Education (Master of Science Degree) (dual certification)
- MS Adolescence Apprenticeship Program

Dual Degree Programs that lead to teacher certification:

- BS in Communication and Media to MS Childhood Education
- BA in Communication and Media to MS Childhood Education
- BS in Communication and Media to MS Childhood & Special Education 1-6 (dual certification)
- [BA History to MS Adolescence dual-degree program](#)
- [BA English to MS Adolescence dual-degree program](#)
- [BS Wellness & Adventure Education to MS Phys Ed & Health Ed dual-degree (dual certification program)](#)

Requirements for each program and course description are listed in the Utica College [undergraduate and graduate catalogs](#). Students are assigned an education advisor upon acceptance into the program.

Undergraduate Linked Majors

UC Program Options	Certification Grade level	Linked Major Options
Early Childhood *(46 credit hours)*	Birth-grade 2	**Major in any liberal arts program:** Biology (B.S.) / Chemistry (B.S.) / Economics (B.A.)
Early Childhood & Childhood *(52 credit hours)*	Birth-Grade 6	English (B.A.) / Geoscience (B.A. or B.S.) / History (B.A.) / International Studies (B.A.) / Liberal Studies (B.S.) / Mathematics (B.A.)
Childhood *(46 Credit hours)*	Grades 1-6	Philosophy (B.A.) / Physics (B.S., B.A) / Psychology (B.S., B.A.) / Psychology-Child Life (B.S.) / Sociology & Anthropology (B.A.)
Childhood & Special Education *(55 credit hours)*	Grades 1-6	
Middle Childhood *(55 credit hours)*	Grades 5-9	**Major in the content area *you wish to teach:*** Biology (B.S.) / Chemistry (B.S.) / Economics (B.A.) / English (B.A.) / French or Spanish (Ado. only)* (B.A.)
Adolescence* *(37 credit hours)*	Grades 7-12	Geoscience (Ado. only)* (B.A. or B.S.) / History (B.A.) / Mathematics (B.A.)
Adolescence & Students with Disabilities *(49 credit hours)*	Grades 7-12	Physics (B.S., B.A.) / Sociology & Anthropology (B.A.)

BS in Communication and Media>**MS Childhood Education** (dual-degree)		
BA in Communication and Media >**MS Childhood Education** (dual-degree)		
BS in Communication and Media >**MS Childhood & Special Education 1-6** (dual-degree, dual certification)		
BA in English or History >**MS Adolescence Education** (dual-degree)		
BS in Wellness & Adventure Education >**MS Physical Education & Health Education** (dual-degree, dual certification program)		
Students with Disabilities Generalist 7-12 *(46 credit hours)*	Grades 7-12	**Major in Liberal Studies** and possible content concentration
English to Speakers of Other Languages (ESOL) *(55 credit hours)*	Grades pre-K to 12	**Major in English**
Business & Marketing Education *(37 credit hours)*	Grades pre-K to 12	**Major in Management** with a concentration in Marketing Management

ADVISEMENT & RETENTION

Advisement

Education students should meet with their education advisor at least once every semester to make sure you are on track for a timely completion. Students are responsible for tracking their progress toward their degree. Students should run a Degree Evaluation prior to advising to determine which program requirements have been met and which have not. It is also important to determine if Banner reflects the actual education program the student intends to be enrolled in. Students will meet with advisors for the 2020-2021 academic year virtually whenever possible.

Academic Appeals

Students who are denied continuation in an education program may initiate an appeal process as described in the *Utica College Undergraduate Catalog* or *Graduate Catalog* under "Academic Policies and Procedures," then "Academic Appeals."

Intellectual Honesty

Students are to maintain intellectual honesty at all times. Please read the *Utica College Catalog* regarding intellectual honesty. **Any student who receives an "F for Cheating" shall be dismissed from the program**. Students must do their own work on all assignments. Direct quotations, paraphrased phrases or sentences from any source, e.g., the Internet, journals, books, other students' work, teaching materials, printed materials, examples given in class, etc. must be directly referenced. When in doubt, cite. APA guidelines should be used for all citations and references. The following site is a good source for APA guidelines: https://owl.purdue.edu/owl/purdue_owl.html

Program Retention

To be retained in any Education Program and be eligible for student teaching, a student must

- Transfer students who are coming in with 15 credits need to have a 2.75 to be admitted;

- Maintain a cumulative GPA of 2.75 (undergraduate) or 3.0 (graduate);

- Complete undergraduate education courses (content and pedagogy) with a grade of C or better. Graduate students are required by NYSED to have a grade of B- or better in content area (liberal arts) electives and pedagogical courses;

- Be reviewed by the Education faculty with regard to character, ethical behavior, and professionalism using the Professional and Ethical Behavioral Summary (Revised) assigned in LiveText

ADVISING

General Advisement

Education students should meet with their education advisor at least once every semester to make sure you are on track for a timely completion. Students are responsible for tracking their progress toward their degree. Students should run a Degree Evaluation prior to advising to determine which program requirements have been met and which have not. It is also important to determine if Banner reflects the actual education program the student intends to be enrolled in. Education students may seek advisement from their education success coach located in the Center for Student Success if their primary or education advisers and unavailable.

Undergraduate Education Students

Undergraduate students are assigned two academic advisors: one advisor for their major and one advisor for Education. Students are advised to seek the guidance of *both* advisors each semester. The astute and well-prepared student is one who goes to their advisor with prepared questions and with a plan for courses and a potential schedule in place. The "major advisor" is the go-to person for questions about the major and core requirements, while the Education advisor is the go-to person for questions about the education program and certification requirements, student teaching, NYS certification exams, and other education-specific information. Although both Education and major advisors have access to student PINs and share information, students should seek the guidance of *both* advisors when making significant academic decisions. Meeting regularly with your Education advisor will ensure that you are making appropriate progress in your program.

Graduate Education Students

Graduate students have an Education advisor only. Students are advised to seek the guidance of their Education advisor each semester to ensure appropriate progress in the program and to receive their PIN for registration.

Dual Degree Program Students

Students who wish to complete a dual degree program leading to a bachelors and master's degree will be assigned an education adviser during their undergraduate portion of the program. Their major adviser will be the primary adviser until their junior or senior year, at which time they should start meeting with their education adviser to discuss the transition to the graduate program, certification requirements, student teaching, and other important items related to their education program. The major adviser and the education adviser should be in constant communication about any potential issues with the students' course sequence and time to completion.

For current undergraduate students not admitted to the education program: If a student aspires to be admitted into one of the undergraduate education programs but doesn't meet the GPA requirement, or if they are unsure they want to pursue education, the only courses they are permitted to take are EDU 111, EDU 201, EDU 215 and EDU 218.

COURSE SEQUENCE & SCHEDULING

The following chart has been created to assist students and faculty alike with determining an appropriate course sequence, also taking into consideration when courses are available. **Course availability is always contingent upon enrollment and courses may be offered both semesters or only one semester a year. Summer semester courses may be offered as well.** It is ultimately the student's responsibility to stay on schedule for graduation, but the program and the college cannot guarantee that a particular class will run at a particular time. Every effort will be made to work with students.

Courses typically offered *both* Fall & Spring semesters		
Level I	**Level II**	**Level III**
EDU 111 Intro to Teaching **EDU 201** Applied Ed Psych[1] **EDU 215** Diversity, Disability, and Success **EDU 218** Curriculum & Instruction **EDU 511** Intro to Teaching **EDU 615** Learning & Cognition **EDU 621** Inclusive Class Strat I	**EDU 301/501** Found of Literacy[2] (take before 302/502 or 303/503) **EDU 309** Emergent Lit B-2 **EDU 312/512** Practical Teach Methods (take before 333/533, 334/534, 335/535, 337/537, 343, 338) **EDU 314** Children's Literature **EDU 321/521** Foundations of American Education **EDU 302/502** Lit & Comp: Child[3] **PSY 321** Infancy & Childhood[4] **PCL 372** Play in Dev I: B-Age 8[5] **EDU 632** Data-Based Dec Making	**EDU 316/516** Soc & Lit Meth: Gr 1-6 **EDU 344/544** Sci &Tech Meth: Gr 1-6 **EDU 345/545** Math Meth: Grades 1-6 _____ **EDU 471/475/476** Student teach **EDU 671/675/676** Student teach **EDU 697/698** Prof Dev in Education: Dossier/Current Issues* *may also be offered in the summer, depending on enrollment/student need

Some courses are typically offered in the fall or spring only.

Typically Fall Only:	Typically Spring Only:
Level I	**Level II**
PSY 604 Child and Adolescent Development: Implications for Educators	**EDU 305/505** Foundations of Special Education *(Continued on next page)*

---

[1] EDU 201 on site @ Oriskany Central School Fall & Spring; on site @ UC spring only

[2] EDU 301 on site @ Oriskany Central School Fall & Spring; on site @ UC fall only

[3] EDU 302 on site @ New York Mills Free Union School, semesters vary

[4] PSY 101 is a prerequisite of PSY 321.

[5] PSY 321 is a prerequisite of PCL 372.

(continued) **Fall Only:**	*(continued)* **Spring Only:**
Level III	**Level III**
EDU 303/503 Lit & Comp: Adolescence **EDU 333/533** Adol ELA Methods **EDU 334/534** Adol Soc St Methods **EDU 335/535** Adol Math Methods **EDU 337/537** Adol Science Methods **EDU 343** Adol For Lang Methods (as needed) **EDU 338** Bus & Marketing Edu Methods (as needed) **EDU 327/527** Adol Spec Ed Methods **EDU 328/528** Methods and Curriculum for Students with Complex Support Needs **PCL 373** Play in dev. II Ages 8-12 *PSY 321 pre-requisite **EDU 521** Foundations of American Education **EDU 544** Sci &Tech Meth: Childhood **EDU 605** Inclusive Practicum **EDU 616** Environmental Design **EDU 625** Leadership & Collaboration for Quality Inclusion	**EDU 325/525** Assess. of Child & Youth with Dis. **EDU 326/526** Childhood Spec Ed Methods **EDU 622** Inclusive Classroom Strategies II For a full list of courses offered, please visit bannerweb.utica.edu and navigate to the Education section of the class schedule.

LIVETEXT

LiveText is a web-based assessment platform that the Educator Preparation Program utilizes to organize and track student teaching placements, assignments related to courses, lesson plans and portfolios. It is first introduced in EDU 111/511, *Introduction to Teaching* and is used throughout the courses in all education programs, culminating with student teaching.

<u>Steps to Using LiveText</u>

1) Obtain access to a <u>LiveText Field Experience account</u>. This is required for your PEBS-R assignments and student teaching experience, as well as for creating lesson plans and portfolios LiveText access is included as a student fee in EDU 111/511 *Introduction to Teaching*, and you will be provided an access code for an account after the last day to add/drop. **NOTE:** If EDU 111/511 is taken out of sequence, you may have to purchase LiveText independently. If this does occur, please be sure to contact the Educator Preparation Office to request that the student fee associated with LiveText is removed from your bill once you register for EDU 111/511.

2) When you first navigate to the LiveText website (www.livetext.com), you will select the "Register" button to enter the access code provided. You should then be able to create a login and password.

3) The "Dashboard" tab is your homepage.

4) To create a new lesson plan, click on the "Documents" tab, then click on the "New" button (with the green plus-sign).

5) Click on "Lesson Plans" under the "Utica College" bullet.

6) Select the appropriate lesson plan template.

7) Once selected, click on the green "Create Document" button at the bottom of the page.

8) Title the lesson plan and click on the "Ok" button.

9) Click on the "Edit" button to add information about your plan, according to the section titles (i.e. Title, Rationale, Justification for Pedagogical Approach, etc.)

10) Use the "Manage Content" feature to add or hide sections that pertain specifically to your course/instructor requirements.

11) Use "Page Properties" in "Manage Content" to edit sections and to enable discussions on a page.

12) Always remember to click "Save & Finish" when you are done working in each subsection.

13) When you are ready to submit your lesson plan, click "Send this document for review" at the top of the page.

14) Type in the name of the individual to whom you wish to submit (generally, typing the individual's last name will work).

15) Select the individual (select carefully if a choice appears!).

16) Click "Submit for Review"

17) Use the "Share this document" feature to get feedback from peers. Other features at located at the top of the page allow you to copy, print, export, apply styles, and preview the document.

Please [visit the LiveText student support center](#) first before contacting the department with LiveText questions. Many of the answers to questions about the platform can be found there.

PROFESSIONAL PORTFOLIO

Throughout your education program, you are required to develop a portfolio in College LiveText. This will represent your professional growth and development as a pre-service teacher candidate. You should include materials that demonstrate your competence, professionalism, and achievements. Artifacts will be developed in your education classes and in your professional development activities. You are encouraged to add items to the required elements listed below.

You are required to submit your portfolio as an exit assignment for your program. Your portfolio is also an important part of a successful employment placement. Your portfolio is due the last class before finals.

Portfolio

The portfolio must be organized using the format described by Campbell, Cignetti, Melenyzer, Nettles, Wyman (2010) in *How to Develop A Professional Portfolio[6]*, and will be submitted in LiveText using the Portfolio template and updated throughout different courses in the program, with a final version submitted during student teaching. In LiveText, select the template revised September 2016. Use "Preview Styles" to personalize your document.

Your portfolio will contain all of the following:

- Table of Contents
- A resume[7]
- A college transcript (optional)[8]
- A statement of your personal philosophy of teaching and learning
- Rationale statements and supporting artifacts for each of the ten InTASC Standards[9]
- Samples of your work
- edTPA submission to Utica College (for program evaluation)

Personal Philosophy

- One to two pages long
- Present a clear, well-informed statement of your values and beliefs.
- You will submit three philosophy statements over the course of your program, each one should show progress from the previous.

---

[6] Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H., Wyman, R. M. (2013). *How to develop a professional portfolio: A manual for teachers.* (6th ed.). Boston: Allyn and Bacon.

[7] Students are highly encouraged to work with The Center for Career and Professional Development to set up a credential file, which will include a resume and transcript as well as letters of recommendation that can be sent to potential employers. The center can assist with the development of a cover letter and resume.

[8] See above.

[9] https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Artifact Rationale Statements

- Include a separate reflective statement for each artifact.
- Each reflective statement should address these three questions:
  1.) What is the artifact?
  2.) Why is it filed under this standard?
  3.) What does it say about your growing competence?

- Each reflective statement must be accompanied by at least one supporting artifact.
- Each artifact and reflective statement should be consistently formatted and have its own section in LiveText under the associated standard.

Supporting Artifacts

- Use the format displayed in Campbell et al. (2013)
- Provide at least one artifact for each InTASC Standard.
- Each artifact should be appropriate for the standard it represents.
- Be sure that artifacts are not repeated for different InTASC Standards. In other words, decide which Standard an artifact *best* represents, and do not use it more than once.

FIELD EXPERIENCES

Fieldwork is required in all Education Programs at Utica College. **NYSED requires 100 hours of fieldwork in advance of student teaching.** Please consult the guide that follows.

The goal of setting shared expectations for appropriate fieldwork activity is meant to support pre-service teacher development. We agree that pre-service teachers should have *graduated* expectations that advance "active teaching" and that lead up to successful student teaching experiences where student teachers are prepared to actively co-teach with their supervising teachers.

Level I Fieldwork
These are *entry level* courses where students are getting "the feel" of the classroom, roles and responsibilities for various participants in the setting (teachers, assistants, aides, related professionals), and should be using their fieldwork opportunities to reflect on principles in their coursework. Courses in Level I are required of *all* students in *all* programs. EDU 201, EDU 215, EDU 301/501 and EDU 621. Students complete 20 hours of fieldwork in each of these classes.

Expectations and ideas for fieldwork activities:	*Includes reflection* **with classroom teacher** *at the "broad" classroom level* *Students* **observe** *in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1st & 6th or 7th & 12th), and/or across settings (inclusive & separate)* *Students dialogue with classroom teacher using academic language* *Students keep anecdotal journals and reflections; introduction to academic language* *Students may help pupils in differentiated groups for remediation and/or enrichment*

Level II Fieldwork
These are *intermediate level* courses where students should be expected to increase their active participation with a class and increase their involvement and responsibility in preparation for teaching. Courses in Level II are dependent on the students' grade levels and certification areas: EDU 302/502, EDU 303/503, EDU 309, EDU 312/512, EDU 305/505. Students do 20 hours of fieldwork in each of these classes.

Expectations and ideas for fieldwork activities:	• *Includes reflection* **with classroom teacher** *at the "broad" classroom level* • *Students* **participate** *in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1st & 6th or 7th & 12th), and/or across settings (inclusive & separate)* • *Students dialogue with classroom teacher; explicit use of academic language* • *Students become a "go to" person for pupils for assistance and direction under the direct supervision of the classroom teacher* • *Students assume simple classroom duties (i.e. "bell ringers," 1:1 instruction)* • *Students have opportunities for brief instruction at the group level and have time "in front of the pupils"*

Level III Fieldwork

These are *upper level* "methods" classes where students should be expected to take an *active role* in the classroom for planning, teaching, assessment, and reflection. Students complete 20 hours of fieldwork in high needs school districts in general education methods classes and variable hours in special education classes. Courses in Level III are dependent on students' certification areas:

Childhood birth-6 methods: EDU 316/516, EDU 344/544, EDU 345/545, PSY 604
Adolescence methods: EDU 333/533, EDU 334/534, EDU 335/535, EDU 337/537, EDU 338, EDU 343
Students with Disabilities methods: EDU 325/525, EDU 326/526, EDU 327/527, EDU 328/528
K-12 methods: EDU 546, EDU 548

Expectations and ideas for fieldwork activities:	• *Includes "specific" reflection* **with the classroom teacher** *on the practice at the lesson-level and with individual students; reflection becomes more refined* • *Student participation may narrow within a school or at various grade levels or setting based on interest and demonstrated skill (but should not be "exclusive")* • *Students should begin immersion into content and develop deeper relationships with mentor teachers for active dialogue and support* • *Working with one teacher for extended field participation beyond the course requirement is encouraged* • *Students have opportunities for planning, instruction, and assessment activities under the direct supervision of the mentor teacher (e.g. students may conduct DIBELS assessment)*

Current Fieldwork Requirements

Level I:
EDU 201 Applied Education Psychology (20 hours)
EDU 215 Diversity, Disability & Success (20 hours in a special education setting)
EDU 301/501 Foundations of Literacy (20 hours in a high needs school district)
EDU 621 Inclusive Classroom Strategies (20 hours)

Level II:
EDU 302/502 Lit. & Comp: Birth-Childhood (20 hours)
EDU 303/503 Lit. & Comp: Mid-Adolescence (20 hours)
EDU 309 Emergent Lit B-2 (20 hours)
EDU 312/512 Practical Teaching Methodologies (20 hours in a high needs school district)
EDU 305/505 Foundations of Special Education (20 hours in a special education setting)

Level III:
EDU 316/516 Soc Studies & Lit Methods: Birth-Childhood (20 hours)
EDU 344/544 Science & Technology Methods: Birth-Childhood **(20 hours)**
EDU 345/545 Mathematics Methods: Birth-Childhood **(20 hours)**
EDU 333/533 Adolescence ELA Methods **(20 hours)**
EDU 334/534 Adolescence Social Studies Methods **(20 hours)**
(level III fieldwork cont.)
EDU 335/535 Adolescence Mathematics Methods **(20 hours)**
EDU 337/537 Adolescence Science Methods **(20 hours)**
EDU 546 Physical Education Methods (20 hours) **(20 hours)**
EDU 548 Health Education Methods (20 hours) **(20 hours)**
EDU 338 Business & Marketing Education Methods (undergraduate only; 20 hours in a high needs school district)
EDU 343 Adolescence Foreign Language Methods (undergraduate only; 20 hours in a high needs school district)
(Level III fieldwork courses continued)
EDU 325/525 Assessment of Children & Youth with Special Needs (10 hours)
EDU 326/526 Childhood Special Education Methods (15 hours)
EDU 327/527 Adolescence Special Education Methods (15 hours)
EDU 328/528 Methods and Curriculum for Students with Complex Support Needs (10 hours)
EDU 605 Inclusive Practicum (40 hours)
PSY 604 Child and Adolescent Development: Implications for Educators (20 hours)

Fieldwork FAQS

What do I have to do before I start fieldwork?

Make sure you have your college ID which can be obtained at the Office of Campus Safety in Strebel Student Center. It is also highly recommended to start your fingerprint process (see page 50.)

How many hours of fieldwork are required for students in the teacher certification programs?

The New York State Education Department requires **a minimum** of 100 hours of fieldwork prior to student teaching.

Can I complete the required number of hours on my own before taking the courses?

No. Each course has specific objectives that you meet through the fieldwork that you will complete while taking the course.

Can I use my previous work experience in place of required fieldwork?

If you believe that your previous work experience provided the same type of experience that is required for your course, consult with the instructor of the course to determine what would benefit your learning.

How can I avoid having too many hours of fieldwork in one semester?

Plan your semester course schedule with your education adviser while keeping fieldwork requirements in mind. Each course description with the required number of fieldwork hours is listed in the back of the Utica College Catalog.

Where do I find out how many hours of fieldwork are required for a particular course?

Check the course descriptions in the Utica College Catalog and this *Handbook.*

Do I have to complete the required fieldwork if I take a course during the summer?

Yes. Consult with your instructor for suggestions of appropriate fieldwork sites.

How is a record of my completed fieldwork hours documented?

Your fieldwork log entries are documented when you submit your fieldwork hours using the online Fieldwork Log form. A copy of your fieldwork log submission will be sent to your UC email. It's a good idea to keep a copy of these in case your instructor or site mentor requests them and to help tally your total hours.

Where do I get the fieldwork log?

Logs and forms related to fieldwork are accessible from the Important Forms Section of the Educator Preparation home page. As of fall 2019, the fieldwork log and the field site evaluation are now online Google Forms. Note that the fieldwork contract remains in paper format and must be completed as a component of your fieldwork requirement. The fieldwork contract contains important instructions which should be provided to your fieldwork mentor.

Should I keep a copy of my fieldwork logs?

Yes. It is wise to keep the email receipts of your fieldwork logs. This will help you document your fieldwork and know when you have completed the required hours. An easy way to keep tabs on the email receipts is to create a folder or a label in your UC email and move all fieldwork receipts there for future reference.

Can my professors require additional documentation?

Yes, your professors may ask that you complete specific documentation related to the course.

What do I *do* during my fieldwork?

You should use the Fieldwork Expectations, the Fieldwork Contract, and your course expectations as a guide. Furthermore, you should consult with your course instructor for expectations to meet the requirements of the course. The goal is that students move from "observation" to "action" over the course of their educator preparation programs.

Is it a good idea to put materials from my fieldwork in my teaching portfolio?

Yes. Letters of recommendation, samples of student work, photographs, samples of lesson plans that you have developed, samples of classroom materials that you have developed are excellent artifacts for your portfolio.

Do I have to complete fieldwork in a variety of school districts, grade levels, and subject areas?

Yes. Your course professor can give you guidance in identifying which schools are high need and different areas such as rural, suburban, and urban. You may also ask for help in the Office of Educator Preparation.

How do I find my fieldwork placements?

If you have a classroom teacher who is willing to host you for fieldwork, please reach out to them directly. Your course professor can assist you with identifying appropriate placements. If you are having issues locating a fieldwork placement, you may ask for placement assistance by contacting the Office of Educator Preparation.

Fieldwork requests for <u>the Utica City School District</u> and <u>New York Mills Elementary School</u> must be submitted to the Office of Educator Preparation in the Library Concourse (LC128).

<u>Observation Guidelines</u>

- Students should first consult with their course instructor to see what observation expectations are.
- Decide on one or two main focus areas for each lesson. This approach will help you maintain concentration and will result in a more productive observation session. Some possible focus areas are: types of questions asked, types of responses to questions, teacher's movement around the classroom, teacher's use of motivating language, body language, time on task, and group interactions
- Decide on a simple way to record the observations
- Use the observation record as a starting point for a post-observation discussion
- Students should adhere to the fieldwork guidelines identified previously

<u>Activities to Perform at Field Sites (see also Fieldwork Requirements chart)</u>

- Learn the pupils' names and become acquainted with classroom procedures
- Perform general housekeeping tasks, e.g., take attendance, collect lunch money, etc.
- Grade papers and enter grades into the grade book or computer-grading program

- Prepare materials for hands-on learning experiences
- Set up learning centers
- Work with groups during cooperative learning assignments
- Work with individual pupils, as needed
- Prepare and teach mini-lessons or hands-on activities, under the supervision of the classroom teacher
- Read aloud or support student reading during reading activities
- Design and display a bulletin board
- Provide assistance and support to the classroom teacher, as appropriate
- Consult with your professor about appropriate expectations for the fieldwork associated with your class
- Consult the Fieldwork Expectations document found previously in this handbook

You May Not

- Remain alone with the class of K-12 students in any part of the building
- Give K-12 students money
- Give K-12 students food or gifts without the permission of the classroom teacher
- Borrow or take materials from the classroom without the teacher's permission

Suggestions for Success at Field Sites

- After you and your classroom teacher have agreed on your initial duties, take the initiative to get involved.
- Find out if your classroom teacher has any non-negotiable requirements and follow them.
- Ask for help or clarification, if you have questions. This behavior shows that you want to learn.
- Discuss any problems or concerns you have with your fieldwork teacher immediately.
- Refer to the Fieldwork Expectations document for ideas for appropriate ideas.

For further questions regarding fieldwork, contact Kyle Riecker in the Office of Educator Preparation at 315-792-3815 or kyriecke@utica.edu.

Fieldwork Forms are available on the Utica College website at:
http://www.utica.edu/academic/hhs/teacher_education/importantforms.cfm

Site-based courses

The Education Program at Utica College offers the following site-based courses:

- EDU 201 Applied Educational Psychology @ Oriskany Central School (N.A. Walbran Elementary)

- EDU 301/501 Foundations of Literacy @ Oriskany Central School (N.A. Walbran Elementary)

- EDU 302/502 Literacy and Comprehension: Grades 1-6 @ New York Mills Free Union School District (Elementary)

Note: Sections of the courses may also be offered on campus.

Students who are taking site-based courses are encouraged to arrange fieldwork for other courses at the site where the site-based course is being taught. Whenever fieldwork hours for different classes can be combined at the same site, students have the opportunity to increase their value in the classroom in support of teachers.

HIGH-NEEDS SCHOOL DISTRICTS

School	Distance From Utica College (in miles)	County
Adirondack Central School District	34.3	Oneida
Camden Central School District	40.9	Oneida
Canajoharie Central School District	49.5	Montgomery
Canastota Central School District	29.2	Madison
Central Valley CSD at Ilion-Mohawk	16.7	Herkimer
Cherry Valley-Springfield Central School District	42	Otsego
Dolgeville Central School District	37	Herkimer
Fort Plain Central School District	40.8	Montgomery
Herkimer Central School District	19.4	Herkimer
Little Falls City School District	31	Herkimer
Mount Markham Central School District	18.2	Herkimer
Oneida City School District	21.5	Oneida
Oppenheim-Ephratah-St. Johnsville Central School District	37.2	Montgomery
Poland Central School District	16.9	Herkimer
Remsen Central School District	21.5	Oneida
Richfield Springs Central School District	27.9	Otsego
Rome City School District	16.8	Oneida
Sherburne Earlville Central School District	42.8	Chenango
South Lewis Central School District	45.3	Lewis
Utica Academy of Science Charter School	1.9	Oneida
Utica City School District	5.8	Oneida
West Canada Valley Central School District	20.9	Herkimer

Source: https://data.nysed.gov/

LESSON PLANNING

Formal Lesson Plans

A formal lesson plan provides a step-by-step guide through the planning process for the novice teacher. As you gain experience, you will internalize the steps and be able to write shorter, quicker plans the way experienced teachers do.

The Benefits of Formal Plans

- Novice teachers need to think and plan very carefully before they teach each lesson. You lack the depth of experience that will allow you to maintain your focus amid the distractions and derailments that frequently occur in every classroom.

- Detailed written plans facilitate the reflective process during planning. You can see and review what you have written. Gaps, potential trouble spots, etc. can be detected more readily than with a mental image only.

- Detailed plans also provide a focus for reflection on lessons after they have been completed. Parts that went well can be earmarked for reuse; parts that went badly can be marked for fine-tuning or eliminated.

- Written plans allow your education professors and mentor teachers to preview the steps of the lesson before it is taught. The rationale, goals, and objectives portions will provide insight into your thoughts and understandings of the theoretical aspects of teaching.

- Written plans can be saved for next year. Mental plans are probably not going to be remembered in any detail, creating extra work in the long run as you must re-plan each lesson every year.

Choosing a Format

The Utica College Educator Preparation Program lesson plan format can be found on the next page. This is the format you should follow when you are writing lesson plans for your education classes, although your professors may have specific requirements.

Remember, the overall goal of lesson planning is to provide a useful and effective blueprint for teaching. If you approach the plan writing process as a relatively meaningless fill-in-the-blank assignment, the plans you create will very likely be just that, meaningless and only marginally useful. If, however, you use the plan writing process as an opportunity to create an effective lesson structure that will enhance student learning and your performance in the classroom, you will find that planning becomes a useful and satisfying process.

Once you have used the Utica College Lesson Plan Format in your education program, an alternate lesson and unit plan format may be chosen for student teaching, but it must be approved by both the

cooperating teacher and the college supervisor, and a consistent format must be used throughout the student teaching internship. Lesson plans must be prepared electronically and submitted on LiveText.

Unit Planning

A unit is a discrete set of lessons that are conceptually linked to one another to form a coherent whole covering a well-defined topic or theme. Unit plans follow the same general format as lesson plans.

UTICA COLLEGE LESSON PLAN TEMPLATE

<u>Title</u>

Subject or Topic
Grade Level
Date
Duration of the Lesson

<u>Rationale</u>

Topic
Relevance of the Topic

<u>Justification of Pedagogical Approach</u>

Pedagogical Approach
Why This Pedagogical Approach is Appropriate

<u>Assumptions</u>

What the Students Already Know

<u>State Learning Standards</u>

Standard Area(s) For This Lesson
Standards
NY-Common Core Standards

<u>Goals and Learning Objectives</u>

Goal 1.
Objective 1.1
Objective 1.2

Goal 2.
Objective 2.1
Objective 2.2

<u>Evaluation</u>

Tests, Products, Authentic Assessments, etc.

Consideration for Learner Difference

Describe how you will help students with learning differences to be successful in meeting lesson objectives.

Technology

Technology Used By Students
Technology Used By Teacher

Safety Considerations

Accident Prevention Strategies
Materials Students Need
Materials Teacher Needs

Resources

Resources

Lesson Script

Motivation and Focus
Activation of Prior Knowledge
Teaching Script
Closure
Preview of Next Lesson
Explanation of Homework Assignment

Self-Reflection

Teaching Effectiveness
Student Learning
Student Interest and Motivation

This is the established template for Utica College. Individual professors may place emphasis on particular sections for a particular class. Be sure to meet the specific requirements for each class.

STUDENT TEACHING (brief)

Student teaching placements are available in both spring and fall. <u>Students must complete all education course work and program requirements in order to be eligible for student teaching.</u> Special Education placements for graduate students may be available in the summer. Student teacher candidates can run a degree evaluation report in bannerweb to give them an idea of their readiness prior to applying or meeting with their education adviser.

Applications for student teaching must be submitted one year before the anticipated student teaching semester.   Complete the application online at
http://www.utica.edu/academic/hhs/teacher_education/studenttchng.cfm

Deadlines for student teaching applications

Fall and summer applications: **October 1**(one year prior to anticipated student teaching semester)
Spring Applications: **March 1** (one year prior to anticipated student teaching semester)

Student Teaching I, Student Teaching II, and Student Teaching Seminar comprise the experience that is graded pass or fail, based on your daily classroom performance, periodic evaluations by your cooperating teachers and college supervisor, and your professional portfolio, and a local edTPA submission.

In order to earn a passing grade for student teaching, you must:

- Plan and teach lessons as outlined in the Education Program & Student Teaching Handbook
- Submit Lesson Plans in LiveText to your College Supervisor the week before you are supposed to teach the lesson
- Complete all evaluations, reflections and assignments by the communicated deadline in LiveText
- Maintain professional and ethical behavior at all times
- Complete a professional portfolio by the communicated deadline.
- Attend *all* seminar meetings, workshops and assigned writing days
- Successfully complete your student teaching placement(s) *(Performance during student teaching will be evaluated by the cooperating teacher, supervisor, coordinator of student teaching, and the Department Chair, when applicable.)*
- Submit a "scorable" local edTPA in LiveText to Utica College by the communicated deadline. [10]

---

[10] Candidates must submit a scorable edTPA in LiveText by end-of-placement in order to pass student teaching.

Student Teaching Eligibility

- Submit the Education Program [Application for Student Teaching](#) **one year in advance** of student teaching by the deadlines provided;

- Have completed all other course requirements for their major and education program. Exceptions will be reviewed by the education department;

- Have completed and have documentation for at least 100 fieldwork hours. A minimum of 15 hours need to be in a special education classroom. (EDU 215 or EDU 621)

- Have a TEACH account;

- Receive fingerprint clearance through MorphoTrust and sent to TEACH per the instructions on pg. 50;

- Receive a positive endorsement from the Education adviser;

- Undergraduate student teacher candidates must receive a positive endorsement from their major area adviser. This endorsement must be in writing. The education program will solicit these endorsements on the candidates' behalf.

- Register for student teaching courses as instructed by the education program;

- Attend student teaching orientation

Student Teaching Placements

Student teaching placements will be made within the geographic radius of Utica College, at P-12 districts that the college holds standing agency agreements with. Our geographic region is defined as a 45 mile radius around the college's main ground campus. **The Chair of Educator Preparation is responsible for all placements and has final say over where student teachers are placed.** Requested placements at specific districts will be considered but there is no guarantee that they will be honored.

Student teaching placements are made and confirmed the semester before student teaching. Placement letters go out to the school districts and must be approved by the building administrator and cooperating teacher. When both placements are confirmed, the student will receive a confirmation notice from the Educator Preparation Program detailing the placements.

Some districts require an interview and for student teachers to be board-approved. In these cases, student teaching placements are contingent upon a successful interview with the district.

PROFESSIONAL BEHAVIOR

Professional behavior should be maintained at all times and is particularly important when engaging in field experiences (fieldwork and student teaching). This includes arriving at fieldwork sites on time, wearing appropriate clothing, speaking and acting in a professional manner, being respectful of staff and students, and maintaining confidentiality. You should not miss a fieldwork appointment or a class except in the case of an illness or serious personal emergency.

The Education Program faculty, college supervisors, and mentor teachers expect and encourage your success. If an infraction of the rules and/or requirements occurs, however, you will be subject to disciplinary procedures ranging from warnings to removal from the program.

Reasons for Disciplinary Action

Failure to follow a *required procedure* that does not directly affect students or performance in the classroom.
Examples**:**   Failure to maintain required contact with the college supervisor or district mentor
           Failure to follow the notification procedure for missing a meeting
           Failure to follow other required procedures that do not directly affect students or performance in the classroom

Failure to perform *fundamental* class, fieldwork, or teaching responsibilities.
Examples**:**   Repeated absences
           Inadequate planning
           Poor classroom management
           Inappropriate attire
           Uncooperative attitude
           Inadequate mastery of subject matter
           Inappropriate language
           Poor communication skills, verbal and/or written

Failure to follow a *required procedure* that directly affects students or performance at a field site or classroom.
Examples: Absence without prior contact with mentor teacher and/or course instructor
           Failure to complete required lesson plans, assignments and/or evaluations
           Failure to implement the recommendations of the course instructor and/or mentor teacher
           Plagiarism
           Other behavior considered seriously inappropriate by the Education Program faculty, the coordinator of student teaching, cooperating teacher, and/or the chair of the education program

Engaging in *behavior* so severely inappropriate as to warrant immediate dismissal.
Examples: Use of illegal drugs or consumption of alcohol during the school day
                    Endangering the welfare of a child
                    Abusive language

Professional Improvement Plan (PIP)

If a cooperating teacher, supervisor or building administrator has a concern about a student teacher's professional behavior, they should contact the college supervisor. A professional improvement plan will be developed by the chair of educator preparation and college supervisor. The plan will describe the concern and will include goals for continued student teaching performance for the rest of the placement. If the goals of the PIP are not met, the student may be removed from the placement.

PROFESSIONAL AND ETHICAL BEHAVIOR SUMMARY

The Professional and Ethical Behavior Summary (PEBS-R) is an assessment designed to evaluate the non-academic behaviors of education program students. To demonstrate growth throughout the program, students will be assessed using the PEBS-R at different 'checkpoints' during their programs. Students will be evaluated using the PEBS-R during EDU 111/511, EDU 215/621, EDU 321/521, and EDU 471/671.

- Candidates will be introduced to the PEBS-R evaluation in EDU 111 & EDU 511 *Introduction to Teaching* in the context of professional behaviors and the NYS Code of Ethics for Educators.
- In EDU 215 *Diversity, Disability, and Success* & EDU 621 *Inclusive Classroom Strategies I*, candidates will engage in a discussion of "bias" and how the PEBS-R indicators are likely to be interpreted by education professionals in public school contexts.
- In EDU 321 & EDU 521 *American Foundations of Education*, candidates will discuss fairness of the evaluation in terms of its alignment with the NYS Code of Ethics for Educators.
- In EDU 471/671, *Student Teaching Seminar*, a final PEBS-R evaluation will be performed at the end of the first student teaching placement to measure the overall growth of character and professional behavior during the course of the program.

The PEBS-R may also be completed by an instructor, adviser, or the program chair if an instance of professional misconduct is observed in the UC classroom, on or off campus, or at a P-12 Partner District site. A meeting may be arranged to discuss the PEBS-R with the student so that corrective behavioral action may be taken. A copy of the PEBS-R should be provided to the student and a file copy placed in the student's credential folder.

CULMINATING ACADEMIC EXPERIENCE (CAE)

(Graduate Students)

Graduate students matriculated in a Master's program will each have a culminating academic experience (CAE) that gives each student an opportunity to integrate and apply key concepts and ideas across the program (e.g. theories of learning, curriculum development, assessment, and teaching diverse learners) in a new context. Students will select, under the guidance of their education adviser, the CAE that best fits their professional goals.

CAE	Description	Suitable for…
EDU 697 Professional Development in Education: Graduate Dossier	"Graduate Dossier" is completed under the direct supervision of the course instructor. Selected artifacts (10 minimum) will illustrate and demonstrate research-based practices. Student Dossiers are presented publicly in the *Professional Development Symposium.*	This course is open to students who are seeking initial certification in: ● Childhood ● Childhood & Special Education ● Adolescence ● Adolescence & SWD ● Students With Disabilities Generalist (7-12)
EDU 698 Professional Development in Education: Current Issues	"Current Issues" results in a position paper completed under the direct supervision of the course instructor. Students will develop a position paper on a current issue in education, using research to substantiate one's position. Students defend their positions publicly in the *Professional Development Symposium.*	This course is open to students enrolled in: ● Leadership & Instruction for Inclusive Classrooms ● Special Education Teacher Certification
EDU 699 Professional Development in Education: Inquiry Project	"Inquiry Project" results in an individual or group thesis or curriculum project completed under the direct supervision of the course instructor. Students will complete an inquiry project that will be presented publicly in the *Professional Development Symposium.*	This course is open to *any* student enrolled in a Master's program in Education. The Inquiry Project serves as the Culminating Academic Experience. Students who complete the Inquiry Project do not enroll in either EDU 697 or 698.

ADOLESCENCE APPRENTICESHIP PROGRAM

Transitional-B Alternative Teacher Certification Program, Master of Science Degree

Introduction

This is a 38 credit hour graduate program of study designed for candidates who possess a baccalaureate degree with a college major or equivalent (30 credits) in a high-need content area (biology, chemistry, earth science, physics, mathematics, French, Spanish, social studies, English or technology) with a minimum cumulative undergraduate grade point average of 3.0. Candidates accepted into the Program must complete an intensive 200-hour course of study during the summer (including 40 clock hours of field experience including at least 6 clock hours with SWD) in a public school setting, pass two NYS teacher certification exams*, and secure employment as a classroom teacher to qualify for the Transitional B teaching certificate. Candidates then finish their degree program which includes completing an edTPA while engaged in mentored teaching as full-time employees of a local school district. Source: Utica College Catalog

NOTE: In addition to a college major and/or 30 semester hours of the content they are going to teach, candidates must have one year (6 credits) of college-level work in a language other than English.

Program Timeline

February 15: Applications due to Graduate Admissions

Beginning/mid-March: Interviews with the Admissions Committee, which includes area school district administrators

May – August: 16 week intensive pre-service course of study (10 credits), tentatively scheduled to run from approximately May 1 through August 24, [May & June: Mon. –Thurs. evenings, 5:00 pm – 8:30 pm; July & August: Mon & Wednesday evenings, 5:00 pm – 8:30 pm]

May - August courses:

- EDU 511 Introduction Teaching (1 credit)
- EDU 621 Inclusive Strategies 1 (3 credits)
- EDU 512 Practical Teaching Methodologies (3 credits)
- EDU 521 Foundations of American Education (3 credits)
    - Role of education in society
    - Rights and responsibilities of educators
    - Child development and learning
    - Instructional planning and effective teaching strategies
    - Learning standards
    - Teaching students with disabilities
    - School organization
    - Classroom management
    - Educational technology

- Child abuse reporting *(continued on next page)*
- Preventing alcohol, tobacco, and drug abuse
- Safe schools and Anti-bullying legislation (Dignity for All Students Act)
- Family Educational Rights and Privacy Act

May – June: Obtain fingerprint clearance and set up TEACH account. Make arrangements to conduct at least 40 hours of fieldwork/observation/participation in public school, preferably one full school week, Monday-Friday, including extra-curricular activities, planning, and meetings.

By August 1: Candidates secure employment in their content/certification area for mentored teaching. Upon successful completion of summer courses with a grade of B- or higher, Utica College makes NYSED recommendation for Transitional B teacher certification. Candidates must also pass the Content Specialty Test (CST)[11] and the Educating All Students Test to achieve Transitional B certification.

Fall and onward: Candidates complete remaining coursework within 3 years from the date of Transitional B certification. (The Transitional B certificate is valid for up to three years while the individual is matriculated in the program and may be extended for up to two years in the event the candidate requires additional time to complete the preparation program.) After the candidate has completed the program, an initial and professional certification recommendation will be made.

Remaining course of study (38 credit hours total)
- EDU 507 Mentoring I (1 cr.)
- EDU 508 Mentoring II (1 cr.)
- EDU 513 Trans B Supervision I (1 cr.)
- EDU 514 Trans B Supervision II (1 cr.)
- EDU 613 Trans B Supervision III (zero cr.)
- EDU 614 Trans B Supervision IV (zero cr.)
- EDU 524 Methods of Teaching in the Content Areas (3 cr.) or equivalent
- EDU 501 Foundations of Literacy (3 cr.)
- EDU 503 Literacy and Comprehension: Middle Adolescence (3 cr.)
- EDU 615 Learning and Cognition (3 cr.)
- EDU 632 Data-Based Decision Making (3 cr.)
- Content Area Electives: Two courses (6 cr.) in your certification content area
- EDU 698 Professional Development in Education: Current Issues (3 cr.)
         OR
- EDU 699 Professional Development in Education: Inquiry Project (3 cr.)

For more information, contact the Office of Graduate Admissions at 315-792-3010
or email: John Rowe, Director jrowe@utica.edu or Lynn Cope, Assistant Director lcope@utica.edu

---

[11] *Content Specialty Test (CST) in relevant area of study and Educating All Students Test (EAS). Information about certification tests can be found at https://www.nystce.nesinc.com/ (search: New York State Teacher Certification Examinations).

STUDENT TEACHING

STUDENT TEACHING

PREFACE

This section of the handbook has been prepared by the Office of Educator Preparation to inform and guide students preparing to become teachers in elementary or secondary schools. It is designed to serve as *one* form of the continuing communication between education students and faculty and staff.

FOREWORD

New York State's accreditation process has traditionally been thorough, and the resulting certification has been held in high regard by educators across the country. The game, however, has changed. Federal initiatives, including No Child Left Behind and Race to the Top (RTTT), have focused attention on improving public education at the national level, and New York State has implemented some of the most rigorous expectations of all the states.

Current teachers are now comprehensively evaluated much more than ever before, including receiving an effectiveness score on the newly implemented HEDI scale: "Highly effective," "Effective," "Developing," or "Ineffective." The consequence for receiving a rating of "Developing" or "Ineffective" could result in remedial action, even dismissal. The Annual Professional Performance Review (APPR) has placed a high level of responsibility and stress on all classroom teachers, and that is the criteria by which new teachers will be judged as they begin their careers.

Student teachers will face high expectations under the revised NYS Education Department certification guidelines, which came into effect in 2014. In addition to content specialty test assessments, candidates will be required to pass the EAS (Educating All Students) test that measures their ability to successfully teach a diverse student population. Finally (and probably the most time consuming and complex) is the Education Teacher Performance Assessment (edTPA). It requires a collection of artifacts including commentaries, videos, lesson plans, and student work samples, which will be scored by qualified evaluators. The edTPA was developed by Stanford University as a nationally available assessment of readiness to teach and will give pre-service teachers in New York the opportunity to be judged relative to their peers in other states.

Please become familiar with this section of the handbook and utilize both your college supervisor and cooperating teachers for further information. The faculty and staff in the Education program at Utica College are here to support your success!

GENERAL INFORMATION AND REQUIREMENTS

Student teaching internships are available in both spring and fall. **Students must complete all education course work and program requirements in order to be eligible for student teaching.** Special Education placements for graduate students may be available in the summer.

Applications for student teaching must be submitted one year before the anticipated student teaching semester. Complete the application online at http://www.utica.edu/academic/hhs/teacher_education/studenttchng.cfm

Deadlines for student teaching applications

Fall and summer applications: **October 1**(one year prior to anticipated student teaching semester)
Spring Applications: **March 1** (one year prior to anticipated student teaching semester)

Student Teaching I, Student Teaching II, and Student Teaching Seminar comprise the experience that is graded pass or fail, based on your daily classroom performance, periodic evaluations by your cooperating teachers and college supervisor, and your professional portfolio, and a local edTPA submission.

In order to earn a passing grade for student teaching, you must:

- Plan and teach lessons as outlined in the Education Program & Student Teaching Handbook
- Submit Lesson Plans in LiveText to your College Supervisor the week before you are supposed to teach the lesson
- Complete all evaluations, reflections and assignments by the communicated deadline in LiveText
- Maintain professional and ethical behavior at all times
- Complete a professional portfolio by the communicated deadline.
- Attend *all* seminar meetings, and other required meetings
- Successfully complete your student teaching placement(s) *(Performance during student teaching will be evaluated by the cooperating teacher, supervisor, and the Department Chair, when applicable.)*
- Submit a "scorable" local edTPA in LiveText to Utica College by the communicated deadline. [12]

---

[12] Candidates must submit a scorable edTPA in LiveText by end-of-placement in order to pass student teaching.

Student Teaching Eligibility

- Submit the Education Program [Application for Student Teaching](#) **one year in advance** of student teaching by the deadlines provided;

- Have completed all other course requirements for their major and education program. Exceptions will be reviewed by the education department;

- Have completed and have documentation for at least 100 fieldwork hours. A minimum 15 hours need to be in a special education classroom.

- Have a TEACH account;

- Receive fingerprint clearance through MorphoTrust and sent to TEACH per the instructions on pg. 50;

- Receive a positive endorsement from the Education adviser;

- Undergraduate student teacher candidates must receive a positive endorsement from their major area adviser. This endorsement must be in writing. The education program will solicit these endorsements on the candidates' behalf.

- Register for student teaching courses as instructed by the education program;

- Attend student teaching orientation

Student Teaching Placements

Student teaching placements will be made within the geographic radius of Utica College, at P-12 districts that the college holds standing agency agreements with. Our geographic region is defined as a 45 mile radius around the college's main ground campus. **The Chair of Educator Preparation is responsible for all placements and has final say over where student teachers are placed.** Requested placements at specific districts will be considered but there is no guarantee that they will be honored.

Student teaching placements are made and confirmed the semester before student teaching. Placement letters go out to the school districts and must be approved by the building administrator and cooperating teacher. When both placements are confirmed, the student will receive a confirmation letter from the Educator Preparation Program detailing the placements.

Some districts require an interview and for student teachers to be board-approved. In these cases, student teaching placements are contingent upon a successful interview with the district.

THE STUDENT TEACHING RELATIONSHIP

To the Cooperating Teacher

The role of a cooperating teacher goes far beyond the simple sharing of classroom duties. You are a model and a mentor. In most cases, you will provide the first full-time teaching experience for your student teacher. The student teaching internship, when the student teacher begins to integrate and put into practice all of the disparate pieces of information he/she has been learning in college, provides the perfect opportunity for you to model and reflect on effective teaching. As the student teacher observes you teach, they will make the connections between what they want to do and what they are seeing you do so well. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and insights before and after each observational lesson. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship when you begin to provide feedback, and perhaps constructive criticism, of your student teacher. Encourage your student teacher to watch your teaching and discuss with you those aspects of your teaching that they find confusing or even negative.

The relationship that develops between the student teacher and the cooperating teacher will guide and inform the student's progress toward professionalism. A cooperating teacher who exerts too much control will inhibit the student and prevent him/her from experimenting with a variety of strategies and techniques. A cooperating teacher who provides too little guidance or advice, on the other hand, sets the student adrift without a compass. Effective mentorship by the cooperating teacher should strike a balance between critical feedback and benign neglect. For this reason, student teachers are provided with formative feedback throughout their experience so that ineffective practices may be quickly eliminated.

To the Student Teacher

The role of the student teacher involves much more than taking over your cooperating teacher's classes. This is the time when you will truly begin to integrate and put into practice all of the disparate pieces of information you have been learning in college. But this is also the time for you to continue learning. Your cooperating teacher is prepared to provide expert mentorship as you make the transition from pre-service teacher to in-service teacher. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and questions each day. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship. Encourage your cooperating teacher to review your lesson and unit plans, watch your teaching, and provide meaningful feedback. Welcome criticism as well as praise.

The relationship that develops between you and your mentor teacher will guide and inform your progress toward professionalism. A student teacher who always waits to be told what to do will limit their opportunities to experiment with a variety of strategies and techniques. A student teacher who seeks little guidance or advice, on the other hand, misses the opportunity to learn even more than they already know.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Provide objective evaluations of the student teacher's progress

- CONTACT YOUR STUDENT TEACHER: Please make sure to contact your student teacher before the placement begins so that you can discuss your expectations with the student teacher. It is suggested that you exchange phone numbers so that timely communication can be exchanged. You will want to negotiate how you would like the student teacher to contact you. For example email? Texting? By phone?

- INITIAL VISIT TO THE SCHOOL SITE: Contact the student teacher, cooperating teacher, and principal early in the semester and schedule an *initial visit* to familiarize yourself with the building, the student teacher's classroom and to meet the cooperating teacher and principal. Typically, expectations of the student teacher that were gone over at student teaching orientation can be reiterated at this initial visit with time for questions from the cooperating teacher and principal, and the first formal observation can be scheduled. [This initial visit will be repeated later in the semester at the beginning of the second placement.]

- OBSERVATIONS: Conduct a minimum of *four* observations during the semester. The observations typically are in-person but virtual observations may also be conducted if necessary.

- OBSERVATION DOCUMENTATION: Complete an *Observation Report Form* of the student teacher during each site visit and upload the document as an attachment to the student's placement in LiveText. Discuss each observation with the student teacher as soon as possible after the observation. Make sure to identify goals for subsequent observations.

- **Meet with the cooperating teacher during each visit.** The student teacher, cooperating teacher, or the college supervisor may request additional meetings.

- Please have an initial brief meeting with the school principal in person or virtual early in the semester.

- Complete summative evaluations at the end of each placement. (Submitted in *LiveText*)

- Review the weekly reflections and lesson plans submitted by the student teacher in *LiveText*.

Provide Guidance to Student Teacher

- Discuss creative teaching ideas, as well as concerns, with the student teacher. While it is not required, many college supervisors share their email addresses and/or home telephone numbers with their student teachers so that they may capture a teachable moment and provide expertise in a timely manner.

Support the Educator Preparation Program

- Respond quickly and follow appropriate procedures, as outlined in the section *Grounds and Procedures for Disciplinary Action*, should a problem occur. (See page 61)

- Contact the Coordinator of Student Teaching immediately if you have any concerns about a student teacher's progress or about a placement.

- Complete the <u>two week</u> Early Assessment of Student Teaching Evaluation (EAST) for both of the student teacher's placements. Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

- Within one week of the completion of each placement, submit the *Summative Placement Evaluations* in *LiveText*. Submit the *Observation Report Forms* and *Memo to Principal* forms to the Coordinator of Student Teaching.

Emergency Management

- Please inform Office of Educator Preparation of any issues that affect the student teaching placement such as illness, change of instruction (e.g., school will be going virtual), school closings, etc

RESPONSIBILITIES OF THE COOPERATING TEACHER

Serve as a mentor

- Accept the student teacher as a colleague;

- Assist students with edTPA requirements;

- Model professionalism;

- Demonstrate effective teaching practices;

- Make available all classroom materials (textbooks, grade books, etc.) that the student teacher will need in order to successfully assume full responsibility for the classroom;

- **Assist with virtual access to the classroom as necessary;**

- Meet with the student teacher every day to discuss the ongoing activities in the classroom. Share plans and ideas in the same way you would discuss them with an experienced colleague;
- Help the student teacher increase their repertoire of techniques and strategies. Suggest a variety of teaching methods for lessons that were successful as well as those that were unsuccessful;

- Encourage the student teacher to take risks in teaching and to develop a personal teaching style;

- Invite and encourage the student teacher to participate in planning sessions, faculty meetings, and professional conferences;

- Assist the student teacher in creating appropriate learning experiences: Interact, co-teach, co-reflect;

Provide structure and support

- Allow the student teacher to *gradually* assume all teaching duties. Some student teachers will be reluctant to begin; others will be over-eager and ready to take on more than they can handle. Strike a balance that is comfortable for both of you; but remember that your ultimate goal should be for the student teacher to have full responsibility for all classroom duties for the longest possible time.

- Maintain a regular, unobtrusive presence in the classroom. You can't mentor if you're not there. (You are encouraged to utilize a co-teaching model in order to qualify for APPR Professional Development)

- When co-teaching, provide ample opportunities for your student teacher to assume the role of lead instructor.
- Review all unit plans and lesson plans prior to their use. Your daily review and feedback will help the student teacher fine-tune each lesson while keeping you aware of what your students are learning.

- Share your expertise and organizational know-how. Don't assume that your student teacher knows how to set up a grade book or seating chart or perform other routine tasks in the most efficient way. If you can help them do it better, make the suggestion.

- Engage in cooperative reflection with your student teacher and provide informal evaluations that will help the student teacher realistically assess their abilities and develop self-evaluation skills.

- Collaborate with College Supervisor.

Support the Educator Preparation Program

- Maintain the appropriate records.
- Complete the EAST, mid-placement, and summative evaluation in LiveText with your student teacher.
- You will be provided with a login and password for a **LiveText** account prior to the beginning of the student teaching placement.

- Follow all program guidelines and procedures. If you don't agree with something, discuss the problem with the college supervisor first. In most cases, you will be able to negotiate a compromise.

- Meet with the college supervisor before or after every formal observation. If a face-to-face meeting isn't possible, arrange a telephone or virtual conference.

- Complete the Student Teaching Summative Evaluation in LiveText at the end of the placement.*

  *Stipends for hosting a student teacher will not be issued until this requirement is met, due to the importance of the data to our program.

Contact the college supervisor or the placement coordinator if a problem occurs

- The college supervisor is your ally. Early intervention can prevent many potential disasters.

- Complete all formal evaluations honestly and accurately. (Weekly and Summative evaluations will be submitted in *LiveText*.)

- Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

HELPING YOUR STUDENT TEACHER GET STARTED

Many of the things that teachers do as they begin the year have probably become so routine that they never even think about them anymore. For student teachers, however, how to begin can be one of the most frightening and confusing aspects of the internship. Thinking about and sharing these details will not only help student teachers become integrated into the classroom more quickly, it will alleviate much anxiety when they are ready to set up their own classrooms. Even if this is a second placement and the student teacher believes that they have a clear understanding of effective start-up procedures, you probably do some things differently than the other mentors who have worked with this student in the past. Your perspectives and strategies will enable the student teacher to develop a personalized arsenal of techniques that they can draw upon well into the future.

Things to consider

- **Technology access for student teacher and supervisor**

- Seating charts

- Classroom organization

- Bulletin boards

- Setting up the plan book

- Setting up the grade book

- Grading

- Classroom rules

- Reward and discipline procedures

- Planning the school day

- Planning the instructional (class) period

- Planning for communication with parents

- Planning for parental involvement

- What happens before and after school

- Fire and disaster drills, emergency (lockdown) procedures

- Deciding on required materials for the children (notebooks, pencils, folders, etc.)

- Assigning and distributing textbooks

- Assigning groups

- Assigning classroom tasks and responsibilities

- Collecting money

- Taking attendance

- Non-teaching responsibilities

- Taking care of personal needs: closest bathroom, where to hang coats, where to secure valuables, emergency supplies to keep on hand (spare pantyhose, Excedrin, Band-Aids, tissues), nearest appropriate area to use cell phone, location of teachers' lounge, coffee and donut procedures, etc.

- Preparing for a substitute teacher

- Sensible expectations for out-of-school preparation time

- Buying classroom supplies

The First Week

Some student teachers are eager to begin and will offer to take on your entire schedule on the first day; others will wait until you tell them exactly what to do and when to do it; most, of course, fall somewhere in the middle. It is best if the two of you discuss these details at one of your first meetings and to decide on a schedule that is comfortable for both of you and that meets the college's expectations and requirements. As a rule, it is beneficial for the student teacher to begin each placement within a short period of observation followed by a gradual assumption of duties. At the end of the placement, some pairs prefer that the teaching duties be gradually returned to the cooperating teacher while others prefer that the student teacher continue to assume the entire teaching load right up to the final moment. Either arrangement is acceptable but should be discussed prior to the start of each placement.

Observation Guidelines

- Share your lesson plans and discuss your general approach prior to the observation.

- Decide on one or two main observation points for the lesson. Doing this helps the observer maintain focus and results in a more productive observation session. Some observation possibilities: types of questions asked, types of responses to questions, teacher's movement around the classroom, teacher's use of motivating language, body language, time on task, group interactions.

- Decide on a simple way to record the observations.

- Use the observation record as a starting point for a post-observation reflection.

Duties to Begin Doing During the First Week

Assuming your routine daily duties will help your student teacher learn the children's names and become acquainted with classroom procedures while they learn the essentials of good classroom management.
- General housekeeping: attendance, lunch money, etc.

- Grading papers and entering grades into the grade book or computer-grading program.

- Preparing materials for science lessons and other hands-on learning experiences.

- Setting up learning centers.

- Working with groups during cooperative assignments.

- Working with individual children when needed.

Activities to Begin during the First Few Weeks

Student teachers need to learn everything there is to know about teaching. Meeting the other teachers and learning the culture of the entire school is very important. Cooperating teachers can support these learning experiences by doing some or all of the following:
- Introduce your student teacher to as many colleagues and support staff as possible.

- Encourage your student teacher to spend some time socializing in the teacher's lounge. Many student teachers are hesitant to invite themselves into an established group, especially at lunchtime. Some of them may solve the problem by eating alone in the classroom. If this is the case, you can ease the way with an emphatic invitation to join you and your friends.

- Discourage extensive socializing. The student teacher is here to learn. For some, it is very tempting to remain in the teacher's lounge reading or chatting. Most of their time should be spent in your classroom.

- Arrange for and encourage your student teacher to observe other teachers.

- Make sure your student teacher participates in all faculty, staff, and other appropriate meetings.

- Help your student teacher get to know the school support staff. Remember to introduce them to custodians, cafeteria workers, playground aides, etc.

- edTPA must be completed during student teaching. Student teachers will need your assistance, particularly with the video portion. If you would like more information on edTPA, please talk to the student teachers' college supervisor.

Suggestions for cooperating teachers

- Make your non-negotiable requirements clear. If you have a definite opinion about something, or if you expect some procedure to be followed exactly as you wish, say so. Discuss possible ways that the student teacher can meet these requirements while they try out their own ideas as well.

- Give your student teacher the opportunity to establish a genuine, positive relationship with the class during the initial weeks. Don't use them as a disciplinarian who takes care of your reluctant learners while you teach.

- If you don't like the way something is going, tell the student teacher as soon as possible, but do so privately, even if it seems like a minor matter to you.
- Make your expectations clear. Often, student teachers find it very difficult to admit when they don't know or can't remember something. They fear that you will assume they are incompetent.

- Provide structure and support. Student teachers are often hesitant to take the initiative for fear that they will offend you, especially at the beginning of a placement.

- If you are unhappy with the relationship, talk openly to each other about it. If that doesn't work, call the college supervisor immediately. Don't wait for things to get better by themselves.

RESPONSIBILITIES OF THE STUDENT TEACHER

COVID-19 requirements

- Complete **daily UC health screening** on your phone or computer (There are two questions, be sure to complete **both**.)
- Complete **Weekly saliva testing** on the UC campus
- Contact your cooperating teacher and supervisor if you have potentially been exposed to someone who is COVID-19 positive
- Quarantine as directed
- Follow district COVID-19 protocols

Assume the role of a professional:

- Assume teaching and non-teaching duties as outlined in the Student Teaching Schedule Contract or as agreed upon with your cooperating teacher and college supervisor.

- Act and dress professionally at all times.

- Prepare lesson plans and unit plans thoroughly and on time. Teaching without adequate planning is unacceptable and will result in notification and possible dismissal from student teaching. **Submit one week of lesson plans to college supervisor at an agreed upon time on Friday for the following week.** *LiveText Field Experience Edition* must be used for lesson plans submitted to your college supervisor; however, you may modify a template or use a "Design Your Own" in LiveText to meet your host district requirements.
- Be on time. Arrive early and stay after school to prepare for the next day. (See time contract form)

- Attend all required functions such as parent teacher conferences, staff meetings, etc.

- Use a variety of techniques, strategies, and methods in your daily lessons.
- Assess and evaluate your own teaching objectively. Learn from your mistakes; fine-tune your successes.
- *Contact the college supervisor immediately if a problem occurs.* The college supervisor is your ally, not your enemy. Early intervention can prevent many potential disasters.

Continue to be a lifelong learner:

- Learn as much about teaching as possible. Gracefully accept criticism as well as praise.
- Learn as much about the content you are teaching as possible. You didn't learn everything you need to know in college. No one expects you to know everything automatically but we do expect you to honestly evaluate your knowledge base and to educate yourself when necessary.
- Ask for help when you need it. Your cooperating teacher, college supervisor, and other colleagues are eager to provide assistance and advice.

Fulfill program requirements:

- Submit one week of **lesson plans** to your college supervisor as noted above.
- Complete your **professional portfolio** by the last student teaching seminar class before finals week, submit a scorable edTPA submission in LiveText according to the deadlines identified in EDU 471/671.
- Meet with your college supervisor and cooperating teachers as required.
- Attend the weekly student teaching seminars.
- Complete and submit daily/weekly reflections every Friday in LiveText.
- Complete the EAST evaluation as a self-assessment at the two week mark of the placement in LiveText.
- Complete *the Student Teaching Summative Evaluation* at the end of each placement and submit it via LiveText.

Suggestions for Student Teachers

- After you've agreed on your initial duties, take the initiative and get started.
- Offer suggestions. Don't leave it up to the cooperating teacher to tell you what to do.
- Find out if your cooperating teacher has any non-negotiable requirements and follow them. Discuss possible ways that you can meet these requirements while you try out your own ideas as well.
- It is important that you establish a positive classroom management style as soon as possible. Using your cooperating teacher as the primary disciplinarian undermines your own authority.

▪ Ask for help or clarification when necessary. Doing so shows that you are trying to do a good job. It does not mean that you are a bad teacher.

▪ If you don't like the way something is going, tell the cooperating teacher as soon as possible, but do so privately.

Guidelines for Student Teaching Attire

Student teachers should dress professionally at all times. You reflect the values of the community and the teaching profession. Your clothing represents your commitment to this highly valued position. Other educators, administrators, and community members who visit your classroom should recognize that you take this responsibility seriously.

The attire should be conservative in nature and appropriate for the classroom environment. For example, teachers of young children must be able to move quickly, stoop down, and sit on the floor, while science teachers should consider the laboratory environment.

Specific Requirements

Lesson Plans for Student Teaching

▪ Your cooperating teacher will review and approve your lesson plans on a regular basis. You are expected to correct any deficiencies or omissions.
▪ Submit copies of your lesson plans to your college supervisor for the next week by Friday via LiveText. One lesson plan needs to be submitted in the LiveText Lesson Plan Format (2016-2017 version.)
▪ Lessons must always be planned several days in advance.
▪ Draft lesson plans must contain, at a minimum, topics and concepts, goals and objectives, an outline for the lesson script, and one or more assessments.
▪ Failure to construct and maintain up-to-date, lesson plans will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

Weekly Schedule

▪ **Send an overview of your weekly schedule to your supervisor during the first week of your placement.**
▪ Communicate regularly with your college supervisor and be sure that they are aware of the week to week changes in your daily schedule. Use the Emergency Contact and Schedule Form to inform the program of updates to mode of delivery.

▪ Your schedule should indicate where you will be and what you will be doing each day during your placement.

- Note on the schedule all activities, including: type of lesson (test, lecture, cooperative learning, video, etc.), topic of lesson, field trips, special program, planning periods, lunch breaks, short teaching days, superintendent days, parent conferences, and any other classroom or school-related activities.

- Failure to maintain and provide a weekly schedule will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

Absences

- Student teaching is your primary job during this time. You are expected to meet the same attendance requirements and obligations as your cooperating teacher.
- All absences must be reported to the school, your cooperating teacher, your college supervisor, and the Office of Educator Preparation as soon as you know that you are going to be absent.
- Except in an emergency, all doctor visits and personal appointments, including college appointments and job interviews, must be scheduled after your normal student teaching hours or on your days off.
- If you leave school for any reason, you must receive the approval of your cooperating teacher and you must report your absence to your college supervisor before the time that you leave the school.
- Superintendent days, open houses, parent conference days, etc. are considered part of your regular teaching assignment. Attendance at these and other events is mandatory and takes precedence over seminar.
- Excessive, unreported, and/or unnecessary absences will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action.)

STUDENT TEACHING TIMELINE GUIDELINES

The schedule shown below is *tentative*. Your actual schedule will be contingent upon your cooperating teacher's plans and needs, as well as your personal timetable. **Please note**: Once you have assumed full responsibility for teaching a class, you may not discontinue teaching that class without prior approval from your college supervisor and your cooperating teacher.

First Placement

    Week 1:

- Discuss with your cooperating teacher what their expectations are.

- **Secure an email address from the school if possible and make arrangements for possible virtual instruction and observations.**

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels).
- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher.
- Work individually with students, supervise small groups, and give directions for assignments to the entire class.

Weeks 2 through 4:
- Assume responsibility for planning and teaching classes on a regular basis.
- Continue to observe your cooperating teacher and other teachers, as time permits.

Weeks 4 through 7:
- Teach all sections of all courses (secondary) or the full day's schedule (elementary). **It is highly recommended that you teach your cooperating teacher's full load[13] for a <u>minimum of 15 days.</u>** Team or co-teaching may be interspersed with the solo teaching.
- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment, e.g., supervision of study halls.)
- **First placement weeks 1-8, complete the edTPA assessment.**

Week 8:
- Continue to teach to the last day of the placement while gradually returning classes to your cooperating teacher.
- Continue non-teaching responsibilities of your cooperating teacher.
- Resume observations of other teachers.

<u>Second Placement</u>

Week 1:
- Discuss with your cooperating teacher what their expectations are.
- **Secure an email address from the school if possible and make arrangements for possible virtual instruction and observations.**

---

[13] Student teachers should not assume full responsibility for college credit courses and AP classes. A "full load" will be mutually determined by the cooperating teacher and the college supervisor.

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels).
- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher.
- Work individually with students, supervise small groups, and give directions for assignments to entire classes.

Weeks 2 and 3:

- Assume responsibility for planning and teaching classes on a regular basis.
- Continue to observe your cooperating teacher and other teachers, as time permits.

Weeks 4 through 7:

- Teach all sections of all courses (secondary) or the full day's schedule (elementary).
  It is highly recommended that you teach your cooperating teacher's full load[14] for a minimum of 20 days. If this is not possible due to the unique needs of the students or curriculum, then team or co-teaching may be interspersed with the solo teaching.
- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment), e.g., supervision of study halls.

Week 8:

- Teach until the last day of the placement while gradually returning classes to your cooperating teacher.
- Continue non-teaching responsibilities of your cooperating teacher.
- Resume observations of other teachers.

---

[14] Student teachers should not assume full responsibility for college credit courses and AP classes. A "full load" will be mutually determined by the cooperating teacher and the college supervisor.

PROCEDURES FOR CERTIFICATION

NOTE: At Utica College, we do our best to support our pre-service candidates and graduates through the certification process. However, Utica College and the Office of Educator Preparation are not responsible for candidate certification once a candidate has graduated and the appropriate recommendation(s) have been recorded in TEACH.

Fingerprinting

A fingerprint supported criminal history background check is mandatory for applicants for the New York teacher certification. Students are responsible for all fees. This step needs to be completed prior to the start of student teaching.

As part of the Student Teaching application process, students must be fingerprinted. Please follow the instructions as listed on http://www.highered.nysed.gov/tsei/ospra/fpprocess.html

All fingerprinting required by the Education Department for certification or employment in schools must be scheduled with MorphoTrust at: www.IdentoGO.com

1. Log on to IdentoGO.com and choose "New York" from the drop down menu

2. Scroll down to Enrollment Services and choose Digital Fingerprinting

3. When asked to provide the Service Code, enter **14ZGQT** to send the results to TEACH.

4. Follow all instructions and make payment as necessary. The total fingerprint fee is $99.

Appointments can also be made by calling MorphoTrust at (877) 472-6915.

1. Log onto TEACH to view information about the status of your fingerprint application and any clearance requests on file with NYSED.
2. If you have any questions, please contact OSPRA at: ospra@nysed.gov or call (518) 473-2998.

If students have already obtained the fingerprint clearance in TEACH, please contact the Office of Educator Preparation so that we can obtain documentation from TEACH. The Office of Educator Preparation at Utica College will confirm in TEACH that fingerprint clearance has been achieved prior to student teaching.

NEW YORK STATE CERTIFICATION EXAMINATIONS (NYSTCE)

For the most current information see: http://www.nystce.nesinc.com/
The Educator Preparation Program strongly recommends that candidates take these tests prior to student teaching, with the exception of the edTPA.

UC Program in which you are enrolled	Certification Grade level	Required NYSTCEs	NYSED Required Content Specialty Test (CST)	NYSED Required edTPA
Early Childhood	Birth-grade 2	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Early Childhood (Birth - Grade 2)	• edTPA: Early Childhood
Early Childhood & Childhood	Birth-Grade 6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Early Childhood (Birth - Grade 2) **–AND–** • Multi-Subject: Teachers of Childhood (Grade 1-6)* *Part III Arts & Sciences need not be repeated.	• edTPA: Early Childhood **–OR-** • edTPA: Elementary Education
Childhood	Grades 1-6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Childhood (Grade 1-6)	• edTPA: Elementary Education

Childhood & Special Education	Grades 1-6	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Childhood (Grade 1-6) **–AND—** • Students with Disabilities	• edTPA: Elementary Education **–OR-** • edTPA Special Education
Middle Childhood	Grades 5-9	• Educating All Students Test (EAS)	• Multi-Subject: Teachers of Middle Childhood (Grade 5-9)	• edTPA: Elementary Education
UC Program in which you are enrolled	**Certification Grade level**	**Required NYSTCEs**	**NYSED Required Content Specialty Test (CST)**	**NYSED Required edTPA**
Adolescence	Grades 7-12	• Educating All Students Test (EAS)	• Take the CST of your content area. Go to:NYSTCE	• Take the edTPA of your content area. Go to: NYSTCE
Adolescence & Students with Disabilities	Grades 7-12	• Educating All Students Test (EAS)	• Take the CST of your content area. **–AND—** • Students with Disabilities	• Take the edTPA of your content area. **–OR-** • edTPA Special Education
Students with Disabilities Generalist 7-12	Grades 7-12	• Educating All Students Test (EAS)	• Multi-Subject: Secondary Teachers (Grade 7-12) **–AND—** • Students with Disabilities	• edTPA Special Education
English to Speakers of Other Languages (ENL)	Grades pre-K to 12	• Educating All Students Test (EAS)	• English to Speakers of Other Languages	• edTPA English as an Additional Language
Business & Marketing Education	Grades pre-K to 12	• Educating All Students Test (EAS)	• Business & Marketing	• edTPA Business Education

MS in Physical Education & Health Education	Grades pre K-12	• Educating All Students Test (EAS)	• Physical Education **–AND—** • Health Education	• edTPA K12 Physical Education **–OR-** • edTPA Health Education

Should you need assistance in preparing for these exams, help with test taking skills is available in our Academic Support Services Center.   Information on the New York State Teacher Certification Examinations including how to register to take the tests can be found at www.nystce.nesinc.com.

Becoming Certified

Once you have graduated and your degree has been conferred, the Educator Preparation Program will recommend you for certification in the areas that you are eligible for certification. It's recommended to wait until you are confident you will pass and complete student teaching. You must pass all certification examinations before applying for certification. There is an application fee. The Educator Preparation Program will email you once the recommendation(s) have been made, and provide **a program code** that you will need to enter on your certification application.

In most cases, and for all undergraduate students, you will be applying for your **initial certificate** through the **approved program pathway**. For dual certification programs such as early childhood/childhood, childhood and special education, and adolescence and students with disabilities generalist, you will have to submit two separate applications. In this case **you must apply for your certification in the area that you completed edTPA first.**

Steps to apply for certification

- Apply online for certification in TEACH.

- When you apply online be mindful to save your password for future use in accessing your certification record and certification applications.

- When asked to provide an email address on TEACH, do not use your Utica College email. You will need to use an email address that you can access after you graduate from Utica College.

- Be sure to select the correct pathway (approved college program), correct college, correct degree, correct certificate title.

- **Be prepared to experience a delay in turnaround time from application to certificate issuance.** Check your TEACH account to see the status of your application. If there are unmet areas, the reviewer of your application will note them. You may direct employers to your TEACH account if you have met all requirements but are waiting for the state to approve your certification. They may also request expedited service (see next section.)

Helpful resources when applying for certification

How to apply for certification
http://www.highered.nysed.gov/tcert/certificate/apply.html

Information on Emergency-COVID certification
http://www.highered.nysed.gov/tcert/certificate/covid19-emergency.html

Pathways to certification
http://www.highered.nysed.gov/tcert/certificate/pathways.html

Certification start to finish
http://www.highered.nysed.gov/tcert/certificate/certprocess.html

Checking on the status of your application
http://www.highered.nysed.gov/tcert/certificate/checkstatus2.html

Expedited Service Request for employers
http://www.highered.nysed.gov/tcert/resteachers/expedite.html

edTPA (education Teacher Performance Assessment)

edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is intended to be used for teacher licensure and to support state and national program accreditation. edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. It is comparable to the licensing exams that demand applications of skills in other professions, such as medical licensing exams, the architecture exam, or bar exam in law.

edTPA is subject-specific with separate versions for Early Childhood, Elementary, Middle Childhood and Secondary licensure fields. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students. [15]

edTPA Safety-net

NOTE: If you are a student teacher during **spring 2021,** you may take advantage of the edTPA safety net.

---

[15] Information retrieved from http://edtpa.aacte.org/about-edtpa#Overview-0

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Deputy Commissioner
Office of Higher Education
Room 977, Education Building Annex
Albany, New York 12234

Tel: (518) 486-3633
Fax: (518) 486-2254
E-mail: john.dagati@nysed.gov

July 23, 2015

To: Deans/Directors of NYS Institutions Offering Teacher Preparation Programs
Certification Officers
edTPA Coordinators
Other Interested Parties

From: John L. D'Agati

Subject: edTPA Use of Materials and Originality

As described in a November 25, 2013 memorandum, the use of original edTPA portfolio materials submitted by New York State teacher certification candidates is governed by the policy established by the State Education Department. This memorandum may be found on the Department's web site at http://www.highered.nysed.gov/pdf/MemotoDeans-edTPA-useofmaterials.pdf. edTPA portfolio materials are also governed by the Rules of Assessment Participation (http://edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html).

A candidate's edTPA portfolio materials, regardless of when prepared or submitted, may not be shared with other candidates at any time. Candidates preparing edTPA portfolios for submission may not copy materials submitted as part of another edTPA portfolio. Further, the edTPA Rules of Assessment Participation, which a candidate agrees to when registering for edTPA, require that the candidate be "the sole author of the commentaries and other written responses to prompts and other requests for information in [edTPA], and that [the candidate] ha[s] cited all materials in the assessment whose sources are from published text, the internet, or other educator[s]."

As part of the edTPA scoring process, originality detection software is employed to compare all edTPA submissions nationwide against all other edTPA submissions received, including outside written sources and other sources of material. The software reports any substantial degree of matching between submitted edTPA portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the candidate(s) involved and/or refer the candidate(s) to the State Education Department for enforcement action.

Please ask your faculty to remind their teacher candidates that those who fail to abide by these Rules of Assessment Participation and/or Department policies may face serious consequences. A candidate's edTPA score may be voided and the registration fee may not be refunded to the candidate. In this case, the candidate may not be eligible for the edTPA Safety Net. Further, the candidate's application for certification may be denied if it is determined that these actions constitute a reasonable question of moral character. As it may raise a reasonable question of moral character, the State Education Department may elect to seek revocation of a certificate or certificates held by the candidate, without regard to whether the failure to abide by the Rules of Assessment Participation and/or Department policies was detected before or after such certificates were issued.

It is important to remind candidates that programmed systems are being employed to detect any edTPA portfolio that has a substantial amount of duplication with any other edTPA portfolio, regardless of where or when those two or more edTPA portfolios were submitted.

By abiding by the Rules of Assessment Participation and Department policies, candidates ensure that release of their edTPA score will not be delayed, that they will not become ineligible for the edTPA Safety Net, that their application for certification will not be denied, and that their certificate(s), when received, will not later be challenged because of questions regarding their certification assessment score.

edTPA Multiple Measures Review Process (edTPA safety net)

The New York State edTPA Multiple Measures Review Process (MMRP) is for teacher candidates who do not pass the edTPA, but score within **two points of the passing score** and can demonstrate that they are prepared to become a teacher of record. A panel of nine members from the P-12 and higher education communities will decide if the teacher candidates who apply for the MMRP should receive a waiver for the edTPA requirement for teacher certification.

Eligibility for NYS Program Completers

To be eligible for a waiver of the edTPA requirement through the MMRP, teacher candidates **must**:

- Have a college recommendation in TEACH;
- Have a certificate application in TEACH;
- Have an edTPA total score that is one or two points below the passing score;

- effective January 1, 2018 and the status of the exam is "F" in TEACH;
- Have a cumulative grade point average of a 3.0 in their program area or its equivalent, as determined by the Commissioner; and
- Have already received satisfactory passing scores on all other certification examinations (or available safety nets) required for the teaching certificate sought.

Retrieved from: http://www.highered.nysed.gov/tcert/certificate/certexamedtpa-mmrp.html

Maintaining Certification

You are responsible for keeping your certification current. You have five years from the date of your certificate issuance to complete a Master's degree and complete three years of teaching within your certification area. Once you have met these requirements, apply online through TEACH for your professional certificate. The college or university from which you earned the graduate degree will have recommended you for your professional certificate.

NEW YORK STATE TEACHING STANDARDS[16]

STANDARD I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

STANDARD II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

STANDARD III: Instructional Practice

Teachers implement instructional that engages and challenges all students to meet or exceed the learning standards.

STANDARD IV: Learning Environment

Teachers work with all students to create a dynamic environment that supports achievement and growth.

STANDARD V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness and modify instruction.

STANDARD VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

STANDARD VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

---

[16] http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf

NEW YORK STATE CODE OF ETHICS FOR EDUCATORS[17]

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout mean all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

---

[17] http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html#statement

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidants, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

- Background on the Development of the Code

The State Board of Regents, as part of its teaching reform initiatives outlined in the 1998 report, New York's Commitment: Teaching to Higher Standards, called for the State Professional Standards and Practices Board for Teaching to develop a Code of Ethics for Teachers. In New York State, a teacher is defined as anyone for whom a certificate is required for service in the State's public schools. This includes classroom teachers, school administrators, and pupil personnel service providers.

The Standards Board is a 28-member board that serves in an advisory capacity to the Regents and the Commissioner of Education. Its membership consists of teachers, school administrators, higher education representatives, public members, and a teacher education student. The Board worked for over a year to develop a draft Code of Ethics. The process involved a review of numerous other codes developed by professional organizations and by other jurisdictions, both for the teaching profession and for other professions. Individual Board members also consulted with their colleagues in the field to inform the process.

A draft was presented to the Regents Committee on Higher and Professional Education at the October 2001 Board of Regents meeting. Following this preliminary review by the Regents, the draft Code of Ethics was released for public comment. Reactions and suggestions were received from as broad a spectrum as possible: classroom teachers, school administrators and pupil personnel professionals, other members of the school community, teacher education students, college faculty, professional organizations, boards of education, parents and the general public.

The State Standards and Practices Board reviewed all comments received and produced the final version of the code in June 2002. The New York State Code of Ethics for Educators was presented to the Board of Regents at its July 2002 meeting, at which time the Regents authorized the release of the Code to the public.

For more information, contact:
State Professional Standards and Practices Board for Teaching
New York State Education Department
Office of Teaching Initiatives, Room 5N EB
Albany, New York 12234
Phone: (518) 474-4661

GROUNDS AND PROCEDURES FOR DISCIPLINARY ACTION

Type 1: **Student teacher fails to follow a required procedure that does not directly affect their students or performance in the classroom.**

Examples: Failure to maintain weekly contact with the college supervisor

Failure to follow the notification procedure for missing a meeting

Failure to follow other required procedures that do not directly affect students or performance in the classroom

1. College supervisor becomes aware of the problem.

2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.

3. A meeting between the student teacher, chair of educator preparation, college supervisor, and (at the discretion of the chair) the cooperating teacher is held to discuss remediation of the problem.

4. A Professional Improvement Plan (PIP) may be developed with the student teacher that:

   a) states the nature of the offense and identifies required remediation.

   b) states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."

   c) states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the chair of educator preparation no later than five teaching days following receipt of this letter.

   d) copies are sent to chair of educator preparation and cooperating teacher.

5. (a) Student teacher remedies offense and continues to student teach.

Or

5. (b) Student teacher submits written appeal to chair and continues to student teach during the appeal process.

Chair responds, in writing, within 10 teaching days of receipt of the appeal.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

Or

5. (c) Student teacher fails to remediate or appeal and receives a grade of "F" for student teaching.

Type 2:   **Student teacher fails to perform fundamental teaching responsibilities.**

Examples: Repeated absences*

Inadequate planning

Incomplete or late lesson plans

Poor classroom management

Inappropriate attire*

Uncooperative attitude*

Inadequate mastery of subject matter

Inappropriate language*

Poor communication skills, verbal and/or written*

*These responsibilities will be automatically assessed on the EAST evaluation two weeks into each placement.

1.   College supervisor becomes aware of the problem.
2.   College supervisor confirms the behavior by talking to the student teacher and/or cooperating teacher.
3.   Within 5 teaching days, chair of educator preparation arranges a meeting between the student teacher, college supervisor, and (at the discretion of the coordinator) the cooperating teacher.

   (a)   Meeting is held

   (b)   Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

   (c)   Option 2: Professional Improvement Plan is written and agreed upon by student teacher, chair of educator preparation, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

(d)   Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of "F" for student teaching and is removed from the classroom.

Type 3:   **Student teacher fails to follow a required procedure that directly affects his or her students or his or her performance in the classroom.**

Examples: Absence without prior contact with cooperating teacher, the
school, and the college supervisor
Failure to complete required lesson plans, assignments and/or
evaluations
Failure to implement recommendations of the college supervisor
or cooperating teacher
Other behavior considered seriously inappropriate by the college supervisor, the
coordinator of student teaching, and the chair of educator preparation.

1.   College supervisor becomes aware of the problem.

2.   College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.

3.   Coordinator of student teaching arranges a meeting between the student teacher, coordinator of student teaching, and college supervisor, and (at the discretion of the coordinator) the cooperating teacher.

3. (a)   Meeting is held and a Professional Improvement Plan (PIP) will be developed.

Or

3.(b)   Student teacher submits written appeal to the chair of educator preparation and continues to student teach during the appeal process.

Or

3. (c)   Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of "F" for student teaching and is removed from the classroom.

4.   Student receives written notification from college supervisor that:

      a)   states the nature of the offense and identifies required remediation.

      b)   states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."

c)   states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the chair of educator preparation no later than five teaching days following receipt of this letter.

d)   copies are sent to the chair of educator preparation and cooperating teacher.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Remediation contract is written and agreed upon by student teacher, chair of educator preparation, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching.   Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

Type 4:   **Immediate dismissal from the placements and education program will occur if the student teacher engages in any, but not limited to, the examples below:**

Examples: Use of illegal drugs
Consumption of alcohol during the school day
Endangering the welfare of a child
Abusive language
Plagiarism
Leaves placement without appropriate notification

ACADEMIC APPEALS

Students who feel they have been treated unfairly for any reason may initiate an appeal process as described in the *Utica College Catalog* under "Academic Appeals."

SUBSTITUTE TEACHING POLICY

Student teaching is an internship, during which the student teacher works closely with the cooperating teacher and other experienced educators. The student teacher's decision to serve as a substitute should be purely voluntary, and the student teacher should be paid at the same rate as any other substitute in the district. In most cases, a student teacher should only serve as a substitute teacher for his or her cooperating teacher. The College supervisor must receive notification before any substitute teaching assignments are accepted.

FORMS

General
4+1 Undergraduate to Graduate Education Form
Professional and Ethical Behavioral Summary (Revised)

Fieldwork
Fieldwork Contract w. Instructions for Online Submission Process
Online Fieldwork Log Form
Online Field Site Evaluation Form

Student Teaching
Student Teaching Application (Online)

Student Teaching Emergency Contact, Schedule, and Handbook Acknowledgement Form

Certification
TEACH Program Code Information Sheet

Questions? Concerns? Need Help? Please contact:

Kyle D. Riecker
Office of Educator Preparation
School of Health Professions and Education
P: 315-792-3815
F: 315-792-3714
kyriecke@utica.edu