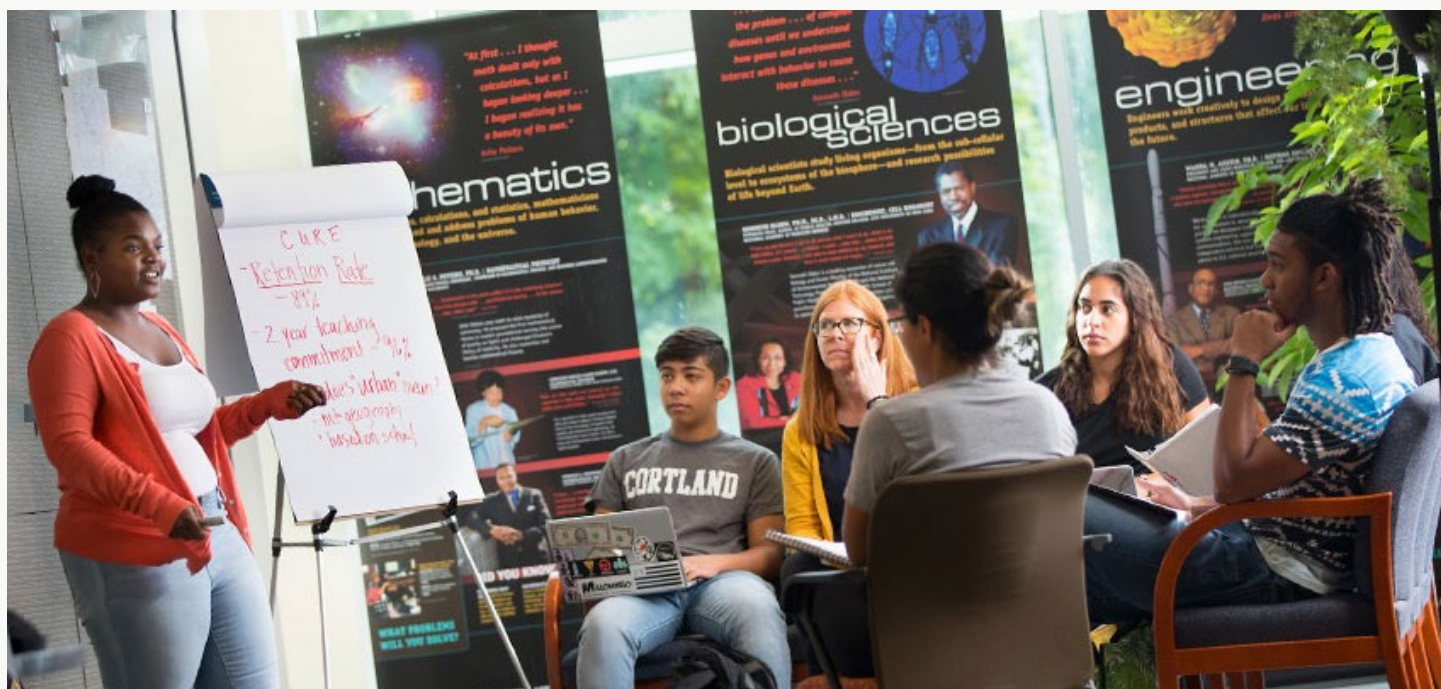


Student Teaching Handbook



Introduction

This Teacher Candidate Handbook includes information that answers the most frequently asked questions concerning policies and procedures that serve as the guidelines for SUNY Cortland's student teaching program.

Adapted by Teacher Education Council (TEC) – Reviewed and updated annually, updated Spring 2019.

Liability Protection for Teacher Candidates

"New York State Education Law section 3023 requires school districts to insure teacher candidates against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the teacher candidate at the time of the accident or injury was acting in the discharge of their student teaching duties. A teacher candidate

who is involved in any accident or incident where there is personal injury or property damage while they are student teaching should immediately inform their mentor teacher and notify the college supervisor as soon as possible. A teacher candidate who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement must immediately forward a copy of such papers to the college supervisor and to the school administrator where the student teaching took place."

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

DOCUMENTED DISABILITY: As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to clinical experiences. If you are a student with a disability and wish to request accommodations, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively, so timely contact with the Disability Resources Office is important.

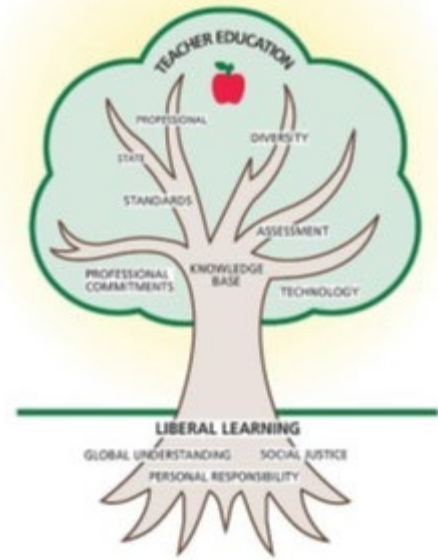
SUNY Cortland Conceptual Framework Learning Outcomes 2010

Knowledge Base

Teacher candidates will:

1. Demonstrate a solid foundation in the arts and sciences

2. Possess in-depth knowledge of the subject area to be taught
3. Understand how students learn and develop
4. Manage classrooms structured in a variety of ways to promote a safe learning environment
5. Know and apply various disciplinary models to manage student behavior



Professional Commitments

Teacher candidates will:

6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students
7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry

Standards

Teacher candidates will:

8. Know state and national standards, integrate curriculum across disciplines, and balance historical and contemporary research, theory, and practice
9. Demonstrate appropriate professional dispositions to help all students learn

Diversity

Teacher candidates will:

10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential

11. Foster understanding of and respect for individuals' abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class and sexual orientation

LIBERAL LEARNING

Graduates of SUNY Cortland's teacher education program are well grounded in the arts and sciences. They possess in-depth knowledge of the subject area to be taught. They have a strong commitment to:

- **Global Understanding**
- **Social Justice**
- **Personal Responsibility**

Assessment

Teacher candidates will:

12. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students

Technology

Teacher candidates will:

13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning

Part I - Application Process

Placements for Student Teaching

The Field Experience and School Partnerships (FESP) Office staff will facilitate all student teaching placements. The office will consider suggestions for placements from teacher candidates. It is to be understood that the FESP Office staff will make placements to the best of their ability and knowledge, such that the placements will not be affected by conflict of interest.

Requests cannot be guaranteed. Teacher candidates are not permitted to contact potential mentor teachers or building principals to request placements or in any way attempt to secure their own experiences.

Applications to Student Teach

To student teach in the fall, teacher candidates must complete an application at the beginning of the previous spring semester. To student teach in the spring, teacher candidates must complete an application at the beginning of the previous fall semester.

Application Process

- **Who?** Teacher candidates under the direction of the program/student teaching coordinator and field placement coordinator
- **What?** Completion of application packet:
 1. Student Teaching Placement Form and Application
 2. Student Data Card
 3. Resume
 4. Additional documents may be required (unofficial transcripts, copy of license, district specific application, cover letter, references)
- **When?** To be determined by program/department timelines

Please note: Student teaching in New York City (SUTEC) and other locations will require an additional student teaching application and eligibility requirements - deadlines apply. Please visit the Field Experience and School Partnerships Office or the SUNY Cortland International Programs Office for more details.

Policy Regarding Student Teaching Placements where Relatives are Employed or Attending School

When completing the application for student teaching, teacher candidates are required to disclose information to their program/department coordinator and the Field Experience and School Partnerships Office regarding relatives employed or attending school in any school district where placement could occur. The term “relative” includes parents, spouse, children, step-children, siblings, aunts, uncles and/or in-laws. Under most circumstances, teacher candidates will not be placed in districts where relatives are employed. Failure to provide this information may jeopardize continuation in that placement or the program.

Eligibility to Student Teach

To qualify to student teach, teacher candidate's academic and student conduct records are reviewed by the program/department student teaching coordinator at the beginning and end of the semester prior to student teaching. Teacher candidates may also reference the section entitled "[Policies Related to Participation in Field Experiences, Student Teaching and Internships](#)" in the SUNY Cortland College Catalog. The review includes categories established by the College and the department of the teacher candidate's major:

- GPA, overall and in designated portions of the degree program
- Completion of prerequisite coursework, required workshops and coursework with "incomplete" grades
- Student Conduct record
- Record of academic integrity

Please note: Summer Sessions I and II and Winter Sessions immediately preceding student teaching cannot be used to help candidates meet grade point average requirements.

First Eligibility Check:

Prior to the end of the third week of the previous semester

- Applicants must meet required GPA in designated portions of the degree program established by the program/department of the teacher candidate's major
- All prerequisite coursework designated by the program/department of the teacher candidate's major must have been completed or be in progress
- Completion of work to address "incomplete" grades must be in progress
- All applicants' names are forwarded by the Field Experience and School Partnerships (FESP) Office to the Teacher Education Candidate Review Committee (TECRC) for a review of the applicant's student conduct record and record of academic integrity. Applicants who are or will be on disciplinary probation or deferred suspension during the semester they plan to student teach are not eligible for placement by the FESP Office

Second Eligibility Check:

As soon as final grades for the previous semester are posted

- GPA overall and in designated portions of the degree program—grade changes after the initial posting cannot be used to help students meet GPA requirements for student

teaching.

- Semester GPA (prior to semester of student teaching)
 - Undergraduates must be in good academic standing with a minimum GPA established by each department/program of study
 - Graduate teacher candidates must be in good academic standing with an overall semester GPA of at least 3.0
- Completion of all prerequisite coursework
- Completion of coursework with "**Incomplete**" grades
- Completion of [fingerprinting requirements \(PDF\)](#)
- Completion of [DASA/CARR/SAVE workshops](#)

DASA / CARR / SAVE Requirements

Teacher candidates are required to complete the mandatory workshop courses on [Dignity for All Students Act \(DASA\)](#), [Child Abuse Recognition and Reporting \(CARR\)](#) and [Safe Schools Against Violence in Education \(SAVE\)](#) prior to student teaching. Students are to register for the mandated workshop courses at the time of registration.

If a P-12 student discloses any form of child abuse, neglect, or harassment/discrimination from another student to a teacher candidate, the teacher candidate is required to report this to their mentor teacher immediately and follow the directive of the school concerning filing a report. In addition, they are also to notify their College Supervisor immediately.

Fingerprinting Requirements



SUNY Cortland recommends that all teacher candidates complete the [fingerprinting requirements](#) process upon acceptance in to a teacher certification program. All teacher candidates are required to be fingerprinted prior to student teaching. All teacher candidates must apply for fingerprinting through IdentoGO's website at identogo.com or by calling 1-877-472-6915. IdentoGO is the only vendor to process fingerprinting for certification. IdentoGO will request an NYSED ORI code. This code is **14ZGQT**. Total fee for fingerprinting is approximately \$102.00.

Ineligibility / Wait List

If, and only if, the program of study within the academic program/department of the teacher

candidate's major has a wait list for student teaching, ineligible students who have met the following criteria may be placed to student teach if they:

1. attended both the orientation and final placement meetings on student teaching, and
2. become eligible as of the original posting on the web of final grades at the end of the semester immediately preceding the semester in which student teaching is to occur, on a space-available basis at the discretion of the program/department and the Field Experience and School Partnerships Office.

Every effort will be made to provide placements. The location of the placement and scheduling will depend on:

- availability within the teacher candidate's discipline
- the specific grade level(s) required by State mandates

If the academic program/department of the teacher candidate's major does not maintain a waiting list for student teaching and if a placement cannot be secured, teacher candidates must reapply to student teach during the next semester.

Part II - University Policies Relating to Student Teaching

The student teaching experience at SUNY Cortland is very highly regarded as the culminating experience of our entire teacher education program and, as such, is considered to be the single most important aspect of preparing for a career as a teacher.

Please note:

Substitute Teaching

SUNY Cortland has adopted a policy that allows teacher candidates to serve as substitute teachers for their mentor teachers in their placement classroom. Teacher candidates at SUNY Cortland may be employed as a substitute teacher while student teaching if all conditions set by SUNY Cortland are met.

This policy permits student teachers to substitute teach for their assigned mentor teacher if the candidate's education program agrees to this policy, as outlined below.

Responsibilities of College and Teacher Candidate:

1. The candidate notifies the supervisor of their willingness to substitute teach and attests to the fact that they know they are under no obligation to substitute teach and are free from any pressure to accept the employment.
2. The mentor teacher and the college supervisor determine that the candidate is capable of this employment and that substitute teaching will not negatively impact the teacher candidate's professional growth and/or their ability to fulfill all requirements of student teaching.
3. Throughout student teaching, the candidate notifies the supervisor each time they substitute teach.
4. When substitute teaching, the candidate is acting as an employee of the district and not a student teacher, and thus will not substitute teach for more than one day a week unless special permission is granted by the college.

For more information on this policy, please contact the [Field Experience and School Partnerships Office](#).

Employment During the Student Teaching Experience ▼

Teacher candidates are advised not to be employed during student teaching in order for the primary focus to be on the student teaching experience.

Coursework During Student Teaching ▼

Teacher candidates may not be **enrolled in any coursework** unrelated to student teaching (at SUNY Cortland or at any other institution) during the semester of student teaching, unless the teacher candidate's program/department permits enrollment in the department's weekend workshop(s).

Participation in College Activities or Intercollegiate Athletics ▼

It is College policy that teacher candidates are not permitted to participate in College activities such as Intercollegiate Athletics while student teaching or completing an internship. Exceptions to this policy may occur only with the written permission of the Dean based upon the recommendation of the program/department coordinator. If the teacher candidate participates in a varsity sport during student teaching or an internship experience without the Dean's permission, the teacher candidate will be removed from this academic experience. If, in the judgment of the mentor teachers or supervisors, this athletic participation is interfering with the

quality of the student teaching or internship experience, the teacher candidate can be required to cease their athletic participation at any time.

Teacher Education Candidacy

If during enrollment at SUNY Cortland, teacher candidates are convicted of a crime and/or have any judicial or academic integrity violations, they must notify the Associate Dean of the respective school at once. Failure to do so may result in dismissal from the teacher education program. Failure to provide truthful information may result in dismissal from the teacher education program and may result in academic dishonesty charges.

Postponement of Student Teaching

If, at any time, teacher candidates must postpone/change their student teaching plans, it is imperative that the Field Experience and School Partnerships Office and the respective program/department be immediately informed by the teacher candidate *in writing*. In order to student teach at any future point in time, the teacher candidate must repeat the entire application process, as detailed on pages 5-8 of this Handbook, during the semester immediately preceding the semester during which student teaching is to take place.

Housing

Teacher candidates should exercise caution in signing leases for the academic year during which student teaching will occur because placements are often at some distance from the Cortland campus. Having a local lease will not aid a teacher candidate in gaining a local placement.

Transportation

Transportation to and from student teaching and related events is the sole responsibility of the teacher candidate. Placements will be secured to fulfill regulatory, certification, and program requirements. In some instances, teacher candidates should be prepared to travel approximately one hour, each way, per placement.

Contract Negotiations and Job Actions

- It is important that college supervisors, teacher candidates, and personnel in our cooperating public school districts understand the official position of the College relative to teacher strikes and other job actions. The official position of the College is ***non-involvement***.
- The teacher candidate is a guest of the school district and, as such, should not participate in or openly advocate any position in cases of strikes or actions. In no case should the teacher candidate enter a public school building or serve as a substitute teacher when the Teachers' Association is officially on strike. Conversely, the teacher candidate should not serve on a picket line or overtly support the strike in any way.
- **If “Work to Rule” is in effect, teachers have decided to perform no more than their contract has stipulated; typically, they enter the building en masse at the contractually appointed moment (no earlier) and leave the building at the contractually appointed moment (no later), teaching only their required classes and performing only their required duties. This usually means that the *teachers will not be participating in extra-class or after-school activities or in lesson preparation at home.***
- Coaching of after-school athletics seems to be an exception in schools involved in work slow-downs. The College has the obligation to provide the teacher candidate with a complete student teaching experience and, if necessary and feasible, the teacher candidate may be reassigned to another school district.

Attendance Policy

- All teacher candidates are expected to follow the [SUNY Cortland Student Teaching Calendar](#) with respect to the beginning and ending dates of each quarter of student teaching (for student teaching placements in NYC-SUTEC and other locations, students should consult and follow each applicable student teaching calendar schedule).
- Teacher candidates follow the public school calendar and are expected to be present each day that the school is in session during the semester of student teaching.

Absences due to Illness / Injury

The teacher candidate must notify their college supervisor, the mentor teacher, and the main office of the host school as soon as possible prior to the start of the school day.

[Absence from Student Teaching \(PDF\)](#)
[Teaching \(PDF\)](#)

[Summary of Absence from Student](#)

Cases of On-Site Injury / Illness of Teacher Candidate

If a teacher candidate suffers an injury or illness on school property during the course of the student teaching placement, the teacher candidate is to immediately contact his/her mentor teacher, building principal, and college supervisor. In the event an accident occurs, appropriate school personnel should contact the Director of Field Experience and School Partnerships at 607-753-2824.

Absences other than Illness / Injury

In the event of an absence for a reason other than illness, the teacher candidate must request advance permission from his/her college supervisor by completing the [Request for Absence from Student Teaching \(PDF\)](#). Absences are recorded by the mentor teacher on the [Summary of Absence from Student Teaching \(PDF\)](#). The summary is submitted to the college supervisor at the final evaluation conference at the end of the quarter. Absences from the student teaching assignment may have to be made up to the satisfaction of the college supervisor and the mentor teacher and may involve the assignment of an “incomplete” grade and an extension of the student teaching experience to account for the days absent.

Wearing Appropriate Identification

Teacher candidates are required to wear appropriate identification *at all times* while in the assigned school district for their student teaching sessions. SUNY Cortland will provide all teacher candidates with a lanyard and name tag identifying them as a SUNY Cortland teacher candidate. Individual districts may also have identification requirements specific to their district and may provide the teacher candidate with another form of identification that is required by the district. **Please adhere to the policy set forth by each school district.**

Emergency Contact Form

All teacher candidates must complete and submit the [Emergency Contact Form \(PDF\)](#) to the FESP Office through Watermark by the due date. This form will contain contact information in the event of a medical emergency (*a copy of the form is to be submitted to the school nurse at each school to which you are assigned*).

The teacher candidate should become familiar with the following information and materials:

- School regulations and policies (handbooks, emergency procedures, classroom visitors policy)
- Administrative forms (absence reports, health records, progress reports)
- Classroom materials (textbooks, state and local curricula, library books)
- Resource contacts (assistant principals, librarian, counselors)
- Policies regarding responsibility for materials/equipment (teaching aids)

***SPECIAL NOTE:* Teacher candidates are reminded that it is their personal and professional responsibility to return all borrowed materials before leaving their student teaching assignments**

Communication with Mentor Teacher and College Supervisor ▼

- Teacher candidates are required to contact both mentor teachers immediately after placements are received to establish methods of communication and initial school visits.
- Teacher candidates may contact their college supervisor with questions and/or concerns at any time.

Suggested Sequence of Experiences for the Teacher Candidate ▼

- The first week of the student teaching experience should be planned carefully by the mentor teacher, in consultation with college supervisor, to meet the teacher candidate's needs in establishing a pattern and policy that will be followed throughout the course of the experience.
- During the first day, the mentor teacher and the teacher candidate should confer about the day's work and the activities for the remainder of the first week.
- The mentor teacher should assist the teacher candidate in planning a long-range program in accordance with the curriculum and the previous experiences of the pupils.
- The mentor teacher and the teacher candidate should agree on the period(s) or activities for which the teacher candidate will assume responsibility. The mentor teacher and the teacher candidate should meet with the college supervisor to discuss these plans and all written requirements as well.
- The teacher candidate's first and second weeks of the experience should facilitate a smooth transition when the teacher candidate eventually assumes certain phases of teaching.

- During the remaining weeks, the teacher candidate should continue to observe and hold evaluative conferences with the mentor teacher and college supervisor.
- The teacher candidate is expected to continue to report to the assigned school until the last day of the student teaching quarter as prescribed by the [SUNY Cortland Student Teaching Calendar](#).

A college supervisor may present a somewhat different sequence of experiences to be followed. With the agreement of the college supervisor and mentor teacher, teacher candidates may advance in assuming responsibilities at varying rates during the student teaching placements.

Part III - Teacher Candidate Dispositions and Evaluation of Teacher Candidate Performance

Teacher Education Disposition

Teacher candidates in all programs of study are expected to develop and reflect the dispositions that are delineated in professional, state, and institutional standards and that are implicit in these themes. Teacher candidates are expected to conduct themselves as professionals in every respect. *If there are any questions about what constitutes professional conduct, teacher candidates are urged to consult their college supervisors, their mentor teachers, and/or their student teaching/program coordinators. Teacher candidates are reminded that they are subject to the [College's Code of Student Conduct \(PDF\)](#) both on and off campus. Student teaching supervisors will evaluate the teacher candidate's conduct following each student teaching placement.*

The teacher candidate's conduct is evaluated using the following scale:

Unacceptable

Acceptable

Target

SUNY Cortland Initial Teacher Education Programs Teacher Candidate Dispositions Assessment

Categories of Assessment:

1. Integrity
2. Emotional Maturity
3. Work ethic
4. Fairness and Empathy
5. Collegiality
6. Respect for Policies and Procedures

[EPP Disposition Rubric \(PDF\)](#)

Evaluation of Teacher Candidate Performance

The Student Teacher Evaluation (STE) is a holistic, 18-item evaluation used to measure proficiency of all SUNY Cortland student teachers. Each item in the STE is informed by the InTASC Standards, the Council for the Accreditation of Educator Preparation (CAEP) Standards and the Danielson Framework for Teaching Evaluation. This will be done twice during each placement. The STE items are categorized into four essential teaching domains including:

1. The learner and learning
2. Content
3. Instructional practice
4. Professional responsibility

The teacher candidate's performance will be rated on the following scale:

Unsatisfactory (**U**) Developing (**D**) Proficient (**P**) Exemplary (**E**)

The [Student Teacher Evaluation \(STE\) Rubric \(PDF\)](#) contains specific criteria for each level

Final Grades for Each Quarter of Student Teaching

As the capstone experience in the teacher preparation program, student teaching is full-day, full-time for a semester. It is divided into two quarters, each of which receives a grade. The final grade is determined through collaboration between the college supervisor and the mentor teacher. The following are used to determine the final grade:

- Daily and/or weekly evaluations by the mentor teacher
- Observations with written evaluations by the college supervisor
- Mid-quarter and final "Student Teacher Evaluation" (STE) completed and submitted by the
 - * mentor teacher, college supervisor and Teacher Candidate

* *Mentor teachers will receive an email from the Watermark Manager at SUNY Cortland to their school email address with a URL (link) with directions for submitting the STE for their student teacher.*

The following Grades Can Be Assigned

- **Honors:** Some programs have an “honors” designation for exemplary performance
- **Satisfactory:** Teacher candidates who demonstrate satisfactory performance in student teaching receive a grade of “S” (satisfactory)
- **Unsatisfactory:** Teacher candidates who do not demonstrate satisfactory performance receive a grade of “U” (unsatisfactory), which carries no credit

The teacher candidate can be removed at any time during the student teaching experience if:

- the college supervisor, mentor teacher, program/department coordinator or building administrator determines that the teacher candidate’s performance is not satisfactory and that minimal competence cannot be achieved **or**,
 - in the judgment of these individuals, the teacher candidate’s presence in the classroom is a detriment to the public-school class
- **Incomplete:** A teacher candidate may be awarded a grade of “INC” (incomplete) only when they are *performing satisfactorily* and
 - an extension is recommended by the college supervisor for required assignments to be submitted to the mentor teacher and/or college supervisor or,
 - the student teaching experience is extended in order that the teacher candidate may make up days that were missed due to an *approved* absence

If an “incomplete” grade is assigned, the college supervisor will submit a written statement to the Director of the Field Experience and School Partnerships Office and the program/department coordinator describing the circumstances necessitating the incomplete and the timeline for completion of make-up work and student teaching.

- **Withdrawal from Student Teaching:** If a circumstance arises that necessitates withdrawal from student teaching, the teacher candidate will be assigned a grade of “X”, if the withdrawal falls within the time period allowed by College policy and academic calendar.

If the teacher candidate’s performance is not satisfactory at the time of withdrawal, they will receive an “unsatisfactory” grade.

A formal [withdrawal from course \(PDF\)](#) form must be completed and signed by the teacher candidate, college supervisor, academic advisor, and Associate Dean.

Re-enrollment

A teacher candidate who withdraws from student teaching and wishes to register again, must

obtain permission from their program/department coordinator to re-enroll in the course. If permission is granted, the student must repeat the entire application process.

Termination from Student Teaching

The teacher candidate can be removed at any time during the student teaching experience and a grade of "unsatisfactory" if:

- the college supervisor, mentor teacher, program/department coordinator or building administrator determines that the teacher candidate's performance is not satisfactory and that minimal competence cannot be achieved **or**,
- in the judgment of these individuals, the teacher candidate's presence in the classroom is a detriment to the public-school class
- any teacher candidate who earns an "unsatisfactory" grade for student teaching must undergo successful remediation before they can repeat student teaching.

Teacher Candidate Fair Process Policies

Teacher candidates should be familiar with all respective Fair Process Policies and Procedures for review of Professional Competencies in Teacher Education:

- [Teacher Candidate Consultation Policy \(PDF\)](#)
- [Teacher Candidate Consultation Form \(PDF\)](#)
- [Student Due Process Information \(PDF\)](#)
- [Fair Process Policy \(PDF\)](#)

Student Teaching Remediation Program

This program is implemented immediately after a teacher candidate has received a grade of "Unsatisfactory" in student teaching. It is to be completed successfully before the candidate is allowed to repeat the failed experience.

The college supervisor, in consultation with the mentor teacher, should identify as early as possible in the student teaching experience any teacher candidate who is at risk of receiving an unsatisfactory grade and notify in writing the department chair, program/department coordinator and the Director of Field Experience and School Partnerships.

Following each observation, the college supervisor should provide the teacher candidate with a written evaluation that outlines strengths of the lesson and instructional methodology and which specifies any deficiencies that need to be addressed to achieve a satisfactory grade. The college supervisor, in collaboration with the mentor teacher, will develop a contract that provides recommendations for addressing the deficiencies and provides a timeline for demonstrating

satisfactory performance. The teacher candidate should sign all original observation reports before returning them to the college supervisor; the college supervisor should then provide the teacher candidate with a copy of each observation report. When a teacher candidate has been unable to remedy deficiencies in the time specified in the contract, the teacher candidate will be removed from the placement and an “unsatisfactory” grade will be assigned.

After a grade of “Unsatisfactory” has been assigned, the grade and factors contributing to it are reviewed by a Review Council composed (at a minimum) of the department chair, the college supervisor who has assigned the grade of “Unsatisfactory”, and a faculty member named by the department chair. The teacher candidate is interviewed and asked to reflect on factors contributing to their unsatisfactory performance during student teaching. If they want to repeat the student teaching experience, the Review Council, in collaboration with the mentor teacher, will develop a remediation program to help the teacher candidate address the deficiencies that led to the “unsatisfactory” grade.

The remediation coordinator, identified by the department, is responsible for overseeing and facilitating the remediation program. It is tailored to the teacher candidate’s specific deficiencies and may require, at a minimum, any/all of the following:

- The taking or retaking of appropriate coursework
- Personal counseling
- Additional experiences with children at the developmental level of the certificate sought
- Summaries and reflections from specific readings
- Observations (with written summaries and reflections) of effective teacher(s) at grade levels of the certificate sought
- Presentation of mini-lessons to remediation coordinator
- Other remedial steps appropriate to the deficiencies identified

The duration of the remediation program is determined by the Review Council. The failed student-teaching experience may be repeated only once.

Teacher Candidate Self-Evaluation

The teacher candidate is to submit the Mid-Quarter/Final [Student Teacher Evaluation \(STE\)](#) through Watermark at the mid-quarter and final points of both of their student teaching experiences.

Evaluations for College Supervisor and Mentor Teacher

At the end of each quarter, the teacher candidate is to complete both the Student Teacher Evaluation of the college supervisor and the Mentor Teacher through Watermark.

Questions and Problems

Any questions or problems related to the student teaching experience should first be discussed with the teacher candidate's mentor teacher and college supervisor. If the situation requires further attention, the student teaching program/department coordinator should be contacted.

Part IV - The Mentor Teacher

Qualifications

1. Mentors/Positive role models
2. Professionally active beyond the classroom
3. Experienced teacher – with tenure and master's degree preferred
4. NYS certified – within discipline
5. School district recommendation
6. Positive reviews of previous hosting experiences

Responsibilities

- Participate in a mid-quarter and final three-way conference with the college supervisor and the teacher candidate.
- Submit the online Mid-Quarter/Final [Student Teacher Evaluation \(STE\)](#) at the mid-quarter and final points of the student teaching experience. The Watermark Manager at SUNY Cortland will email the online STE URL for completion of the STE by the opening date of the evaluation. If you do not receive an email from the Watermark Manager at SUNY Cortland, within one-week of the noted due date of the STE, please e-mail the FESP Office at FESP@cortland.edu.
- Complete the mentor teacher Evaluation of the college supervisor using the URL provided by the Watermark Manager. All parties to the student teaching process are evaluated through the STE and short surveys. Mentor teachers are evaluated by the student teacher and Supervisor.
- Observe the teacher candidate's lesson implementation and interactions with students

and provide daily feedback on the teacher candidate's progress **with performance, behavior, and attitude**. At a minimum, this should include:

1. Review of lesson plans
 2. Suggestions for teaching materials and resources to enrich lessons
 3. Observation and analysis of lessons taught -
 4. Praise of strengths accompanied by suggestions for improvement
 5. Encouragement of self-analysis and reflection on ways to improve and engagement of students -
 6. Feedback on interpersonal skills and rapport with students
- Provide periodic summative feedback on the teacher candidate's progress and facilitate development of short-term and long-term goals for improvement. The conference should include a candid evaluation of the teacher candidate's:
 1. Professionalism
 2. Lesson planning, preparation and implementation
 3. Classroom management and discipline
 4. Differentiating instruction to facilitate learning for all students
 5. Formal and informal assessment of student teaching outcomes
 6. Use of assessment data to inform instructional methodology

Each academic department may have specific forms for weekly/periodic evaluations. Please contact the student teacher's college supervisor for further information.

Cases of On-Site Injury / Illness of the Teacher Candidate ▼

- If a teacher candidate suffers an injury or illness on school property during the course of the student teaching placement, the mentor teacher should immediately contact their building principal and the Director of the Field Experience and School Partnerships Office at 607-753-2824.

Expectations ▼

- Develop a long-range plan with the teacher candidate for the assumption of increasing classroom responsibilities as agreed upon by the college supervisor and mentor teacher.
- Observe the candidate's teaching and offer both oral and written comments/feedback as often as possible.
- Discuss expectations and progress with teacher candidate on a daily basis.
- Provide demonstration teaching.
- Confer with the college supervisor, as needed, indicating both the teacher candidate's strengths along with the necessary improvements. ***Clear and direct communication among the mentor teacher, teacher candidate and college supervisor is essential in***

helping your teacher candidate professionally develop.

Welcoming the Teacher Candidate to Your Classroom

Before the teacher candidate arrives, it is helpful to convey to the pupils that they should look upon the teacher candidate as another teacher in the classroom. All students are expected to follow the [SUNY Cortland Student Teaching Calendar](#) with respect to the beginning and ending dates of each student teaching quarter.

- Offer a work space (desk or table) for your teacher candidate.
- Introduce your teacher candidate to your pupils, colleagues and school staff.
- Have your pupils prepare welcome letters/interest inventories, etc.
- Orient your teacher candidate to the school.
- Guide the teacher candidate toward available materials for teaching.
- Help plan the teacher candidate's first day and first week.
- Provide initial assistance to the teacher candidate in making lesson plans.

Welcoming the Teacher Candidate to your School Community

Teacher candidates are required to make initial contact with the mentor teacher following the receipt of their placement. This initial contact should include the scheduling of the initial meetings/conferences between the teacher candidates and mentor teacher to discuss both immediate and long-range plans. Items that should be discussed include:

- School district calendar (teacher candidates are expected to follow the academic calendar of the district)
- Arrival and departure times for both teachers and pupils
- Procedures for visitors to sign in and out (appropriate identification for the teacher candidate as specified by the district) and visitor parking
- Mentor teacher's class schedule, including lunch periods, recess, subjects and activities specific to daily assignments for the mentor teacher. This also includes team teaching shifts, faculty meetings and clubs.
- Daily and weekly lesson plans
- Classroom organization and policies/procedures (e.g. attendance recording classroom discipline/management, grouping, pupil's assembling and leaving the classroom)
- Methods of reporting pupil progress and assessment
- Fire drill and other school evacuation procedures
- School facilities such as library, health office, faculty room, supply room, custodial services

Contributing to the Ongoing Professional Development of the Teacher Candidate ▼

The mentor teacher:

- Works together with the teacher candidate to create a positive environment where the teacher candidate can feel confident in showing initiative, enthusiasm and creativity.
- Provides opportunity for the teacher candidate to develop independence in the classroom. Under the guidance of the mentor teacher, the teacher candidate should demonstrate initiative in assuming new responsibilities and in reflecting on their daily progress.
- Facilitates the teacher candidate's development by sharing teaching resources and professional literature, by relating professional experiences, and by helping translate educational theories into best practices.
- Provides the teacher candidate with the opportunity to observe their style of managing students when teaching and facilitating classroom activities.
- Reviews with the teacher candidate the learning standards and collaborate in the development of instructional strategies to help students achieve clearly defined learning outcomes aligned with the standards.
- Reviews with the teacher candidate resources and select teaching materials that support lessons that would help all students achieve the desired learning outcomes.
- Reviews with the teacher candidate those traits and qualities which support successful teaching and are conducive to continued professional growth. The teacher candidate should be given practical suggestions for improvement, such as how to enrich lesson plans or how to differentiate instruction to engage all students.

Revised for Fall 2020/Spring 2021

Compensation for Mentor Teachers ▼

Your contributions as a mentor teacher truly make a difference in the preparation of SUNY Cortland's future teachers. In recognition of your commitment, the [Professional Courtesies Brochure \(PDF\)](#) which provides a list of privileges and benefits, is available for faculty associates during the current academic year.

Effective Jan. 1, 1995, the State University of New York implemented a new policy to recognize mentor teachers who have hosted SUNY teacher candidates on a full-time basis for one student teaching quarter. This SUNY-wide policy, offers two alternatives. (*Adjusted for full semester placements.*)

Cash Stipend - paid directly to the teacher – \$200 for a quarterly placement or \$400 for a full

semester placement. If the cash stipend is selected, a check is mailed to the mentor teacher at their home address approximately 30-45 days from receiving election form.

or

Tuition Waiver - \$250 value for a quarterly placement or two (2) \$250 value for a full semester placement and redeemable at State-operated campuses, valid for a period of up to 25 months, and relinquishable by the mentor teacher to the school system in which they are employed during the host period. If the tuition waiver is selected, it is forwarded to the mentor teacher at their school address unless there are other instructions from school district administration.

At the **conclusion of either the student teaching quarter placement or full semester placement**, a “Stipend/Waiver Election Form” is sent by the Field Experience and School Partnerships (FESP) Office to each mentor teacher, who then completes the form and returns it to FESP.

In cases where **two or more mentor teachers** work regularly to host one teacher candidate during one quarter, an affidavit form precedes the election form. The affidavit will designate which *one* of the multiple mentor teachers is to receive the compensation; the ensuing election form will allow that *one* mentor teacher to select the cash stipend or the tuition waiver.

Effective immediately all SUNY institutions must have a completed Federal Tax W-9 form on file for each **mentor teacher, administrator, and/or internship host** in order to properly process stipend/tuition waiver certificates and any other honoraria or earnings.

Any questions regarding this process may be directed to the Field Experience and School Partnerships Office at 607-753-2823.

Part V - Role of the School District Administrator

School administrators play an important role in the student teaching process. In addition to recommending, facilitating, and approving teacher candidates' placements, school administrators can make a significant difference in the quality of the student teaching experience. What follows is a list of suggested activities by school administrators that may be appropriate to support the student teaching experience.

Before the Teacher Candidate Arrives

- Assist in the recruitment of qualified, tenured faculty to serve as “mentor teachers”
- Feel free to contact the teacher candidate to introduce yourself and/or request to meet with the teacher candidate prior to placement

During the Student Teaching Semester

- Meet with teacher candidates to welcome them and orient them to school policies, procedures, conduct expectations (for students), professional expectations (for faculty and teacher candidates), regulations and emergency procedures in the building.
- Introduce teacher candidates at faculty meetings.
- Provide copies of faculty and/or student handbooks.
- Provide information regarding the history and socioeconomic background of the school and community.
- Arrange for the teacher candidate to have a tour of the school (and perhaps even the community!).
- Discuss special duty assignments and expectations.
- Encourage their involvement in open house and parent teacher conferences.
- Provide opportunities for teacher candidates to observe other teachers in the building.
- Provide the opportunity for a formal observation and post conference, following the same procedures implemented with faculty.
- Provide information regarding learning initiatives, curriculum projects, assessment practices, district philosophy regarding inclusionary practices, school benchmarks and targeted learning outcomes.
- Support mentor teachers throughout the teacher candidate’s placement if/when requested or needed.
- **Please note:**

SUNY Cortland has adopted a policy that allows teacher candidates to serve as substitute teachers for their mentor teachers in their placement classroom. Teacher candidates at SUNY Cortland may be employed as a substitute teacher while student teaching if all conditions set by SUNY Cortland are met.

This policy permits student teachers to substitute teach for their assigned mentor teacher if the candidate's education program agrees to this policy, as outlined below.

Responsibilities of College and Teacher Candidate:

1. The candidate notifies the supervisor of their willingness to substitute teach and attests to the fact that they know they are under no obligation to substitute teach and are free from any pressure to accept the employment.
2. The mentor teacher and the college supervisor determine that the candidate is capable of this employment and that substitute teaching will not negatively impact

the teacher candidate's professional growth and/or their ability to fulfill all requirements of student teaching.

3. Throughout student teaching, the candidate notifies the supervisor each time they substitute teach.
4. When substitute teaching, the candidate is acting as an employee of the district and not a student teacher, and thus will not substitute teach for more than one day a week unless special permission is granted by the college.

For more information on this policy, please contact the [Field Experience and School Partnerships Office](#).

Cases of On-Site Injury / Illness of the Teacher Candidate

- If a teacher candidate suffers an injury or illness on school property during the course of the student teaching placement, the mentor teacher should immediately contact their building principal and the Director of the Field Experience and School Partnerships Office.

Part VI - The University Supervisor

If, at any time, teacher candidates must postpone/change their student teaching plans, it is *imperative* that the Field Experience and School Partnerships Office and the respective program/department be immediately informed by the teacher candidate *in writing*. In order to student teach at any future point in time, the teacher candidate must repeat the entire application process, as detailed on pages 5 - 8 of this Handbook, during the semester immediately preceding the semester during which student teaching is to take place.

Qualifications

- Experience in school settings at appropriate levels
- Familiarity with New York State Teacher Certification requirements and learning standards
- Previous mentoring or supervisory experience
- Resume required via the hiring process

Requirements / Expectations

- Fulfillment of all responsibilities/duties of a supervisor and program/department mentor as outlined in department orientation, training and ongoing communications.
- Complete all FESP work in Watermark as identified on the STE information sheet for supervisors, by the due date (Placement Verification form, STE, MT Evaluation, Disposition forms and any other addendums or assignments as noted by specific programs).

Please note: The Placement Verification form is a method of verifying the placement and MT. It must be reviewed and approved by the Supervisor for accuracy, in a timely manner, in order for the FESP Office to begin the remuneration process for the correct MT.

- Be knowledgeable about the information and follow the policies and procedures presented in this Student Teaching Handbook.
- Make initial contact with their teacher candidates either before or at the beginning of the student teaching quarter.
- Meet with each mentor teacher either before or at the beginning of the student teaching quarter.
- Make initial contact with each principal and solicit their help in orienting the teacher candidate to the school.
- Make regular visits, including at least three written observation reports and be visible in all cooperating schools; follow building rules and regulations regarding visitors.
- Confer with each teacher candidate after each observation and provide both oral and written feedback during the post-observation conference; retain copies of all documentation and notes on discussions.
- Confer with each mentor teacher regularly and as needed.
- Submit the online Mid-Quarter/Final Student Teacher Evaluation (STE) at the mid-quarter and final points of the student teaching experience through Watermark. Supervisors are evaluated by the student teacher candidate and the mentor teacher.
- Arrange and conduct mid-quarter and final three-way conference involving the teacher candidate and mentor teacher for each placement.
- Address student teaching problems and notify the program/department coordinator and the Field Experience and School Partnerships Office of serious problems as they arise.
- Assign the final grade for the student teaching quarter with input from the mentor teacher.
- Notify the program/department coordinator and the Field Experience and School Partnerships Office as early as possible of any teacher candidates who may possibly receive a final grade other than “S” for student teaching.
- Electronically submit completed final grades by deadline as stipulated by the Registrar's Office.
- Forward the completed [Summary Record of Absence \(PDF\)](#) form to each teacher candidate's major department.
- Become familiar with the SUNY-wide [compensation program](#) for mentor teachers.
- Follow procedures regarding supervisory travel as detailed in a memo from the Field Experience and School Partnerships Office to each college supervisor at the beginning of

each semester.

- In the event of a teacher strike or job action (please see Part II, Page 9), make clear the College's position of teacher candidate's non-involvement.
- Help promote cooperation and good will between the cooperating school and the College.

Cases of On-Site Injury / Illness of the Teacher Candidate

- If a teacher candidate suffers an injury or illness on school property during the course of the student teaching placement, the college supervisor will immediately contact the Director of the Field Experience and School Partnerships Office at 607-753-2824.

SUNY Cortland Outreach Services

Teacher Education

607-753-4704

Fax: 607- 753-4212

cortland.edu/community/outreach/

The assistant provost for teacher education coordinates several outreach services that bring together offices and programs that extend beyond the SUNY Cortland campus to area schools, businesses and the community. The unit provides a wide range of services and programs for students, faculty, local businesses, area residents and youth. Program coordinators provide quality programs that meet the needs of their individual clientele.

Access to College Education

Cornish Hall, Room 1312

607-753-5662

Fax: 607-753-5561

cortland.edu/community/outreach/ace/

The Access to College Education (ACE) program provides resources and services to help high school students overcome barriers and pursue a college education, through a partnership with area school districts and higher education institutions.

Field Experience and School Partnerships Office

School Partnerships Area

Education Building, Room 1105

607-753-2824

Fax: 607- 753-5966

cortland.edu/teacher-education/field-placement/

The School Partnerships Area of the Field Experiences and School Partnerships Office administers both credit and noncredit programs for area educators, coaches, teacher candidates, educational leadership interns and high school students.

Liberty Partnerships Program (LPP)

Cornish Hall, Room 1312

607-753-5663

Fax: 607-753-5561

cortland.edu/community/outreach/liberty-partnerships/

Liberty Partnerships Program (LPP) provides programs to help youth in grades 5-12 complete high school and seek post-secondary education or meaningful employment. Through a partnership with area schools, higher education institutions and community-based agencies the program provides a holistic approach to services.

Migrant Education Tutorial and Support Services Program (METS)

Van Hoesen Hall, Room B-105

607-753-4706

Fax: 607- 753-4822

cortland.edu/community/outreach/migrant-education/

Migrant Education Outreach Program (MEOP) assists school districts in meeting the needs of migrant children, as well as providing children/families with individualized programs to meet their needs.

Resources

- [CAEP Standards](#)
- [New York State Teaching Standards](#)

- [New York State P-12 Common Core Learning Standards](#)
- [New York State Learning Standards and Core Curriculums](#)
- [New York State Teaching and Learning Resources](#)
- [New York State Dignity for All Students Act](#)
- [Career Services Office](#), SUNY Cortland For information/assistance regarding resumes, cover letters, credential files and fingerprinting.