



2008 – 2009

**PRE-STUDENT TEACHING
FIELD EXPERIENCES
HANDBOOK**

INFORMATION

for

SCHOOL ADMINISTRATORS, HOST TEACHERS,
COLLEGE FACULTY and TEACHER CANDIDATES

Field Placement Office
SUNY Cortland
P.O. Box 2000
Cortland, New York 13045

(607) 753-2824
www.cortland.edu/fieldplacement

Kathleen M. Beney
Director of Field Placement
SUNY Cortland
P.O. Box 2000
Cortland, NY 13045
607-753-2824
www.cortland.edu/fieldplacement

INTRODUCTION

This Pre-Student Teaching Field Experiences Handbook is written for the express purpose of providing information for teacher candidates, host teachers, school administrators, and college faculty about the field experience at SUNY Cortland. An effort has been made to include information that answers the most frequently asked questions concerning the policies and procedures that serve as the guidelines for the required field experience prior to student teaching. For your convenience the Pre-Student Teaching handbook can be found at www.cortland.edu/fieldplacement/.

RESOURCES and USEFUL WEBSITE ADDRESSES

- SUNY Cortland Field Placement Office
Cornish Hall, Room D-210
Phone Number: 607-753-2824
www.cortland.edu/fieldplacement
- New York State Education Department
Elementary, Middle, Secondary and Continuing Education
Phone Number: 518-474-5915
www.emsc.nysed.gov
- NCATE Standards
Available at <http://www.ncate.org>
- SUNY Cortland Career Services
Van Hoesen Hall, Room B-5
Phone Number: (607) 753-4715
www.cortland.edu/career

Approved by SUNY Cortland's NCATE Executive Board Summer 2003.

PRE-STUDENT TEACHING HANDBOOK

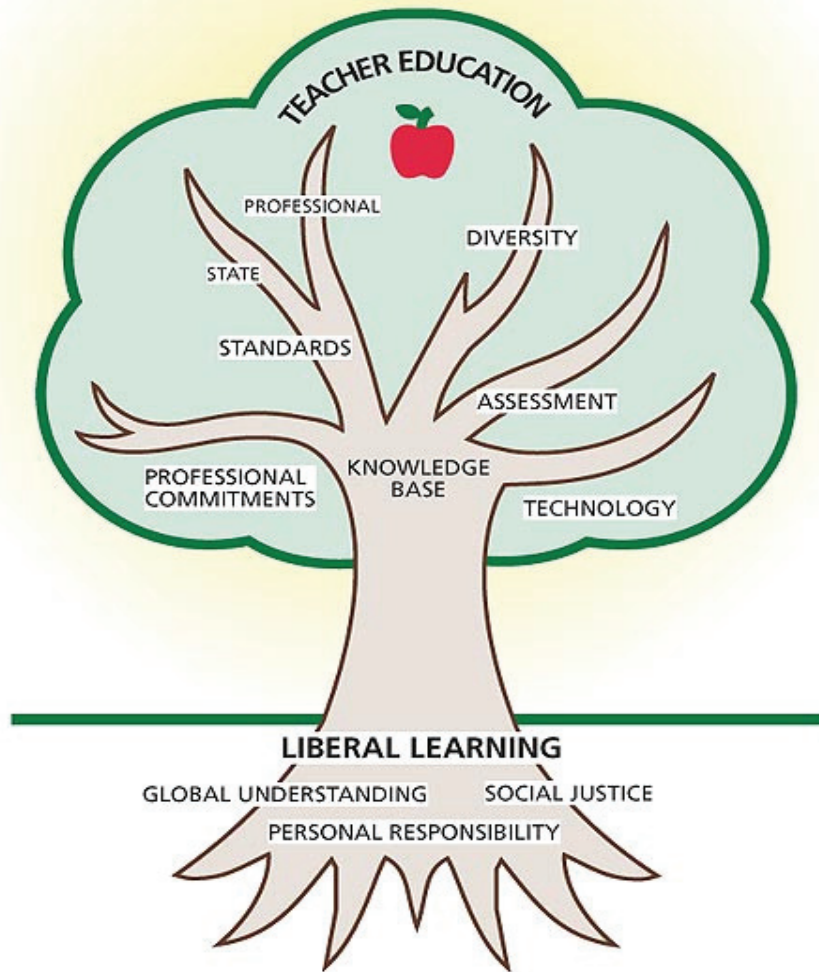
INFORMATION FOR SCHOOL ADMINISTRATORS, HOST TEACHERS, COLLEGE FACULTY AND TEACHER CANDIDATES

TABLE OF CONTENTS

Introduction and Resources and Useful Website Addresses.....	2
Table of Contents.....	3
Conceptual Framework: “Teacher Education: Making a Difference”.....	4
Learning Outcomes.....	5
Dispositions for Teaching.....	6
Teaching to Higher Standards: New York’s Commitment.....	7
PART I: The Teacher Candidate	8
A. Questions/Problems	8
B. Professional Conduct	8
C. Absences.....	9
D. Initial Professional Contact.....	9
E. Orientation of the Teacher Candidate to the School.....	9
F. Suggested Sequence of Experiences for the Teacher Candidate.....	10
G. Suggested Assignments for the Teacher Candidate.....	11
H. Substitute Teaching.....	11
I. Housing and Transportation.....	12
J. Teacher Candidates Seeking or Arranging their Own Field Placements.....	12
K. Teacher Strikes and the Teacher Candidate.....	12
L. Grades	13
M. Policy for Transfer Credit for Pre-ST Field Experience.....	14
PART II: The Host Teacher.....	15
A. Criteria for Host Teachers.....	15
B. Expectations	15
C. Suggestions for Developing a Positive Relationship	16
D. Recognition of Contributions of a Host Teacher	16
PART III: The College Faculty.....	16
Description of the Pre-ST Field Experience Committee.....	17
APPENDIX.....	18
INTASC Principles.....	19
New York State Regents Learning Standards.....	20-22
Emergency Medical Information Form	23
Student Data Sheet during the Semester.....	24-25
Student Data Sheet during Winter/Summer Break.....	26
Field Work Log	27-28
Teaching Materials Center and Area Teacher Centers.....	29-30
Teacher Education Program Locations and Telephone Numbers	31

SUNY CORTLAND
CONCEPTUAL FRAMEWORK
"Teacher Education: Making a Difference"

Theme: Teacher education at SUNY Cortland is built upon the foundation of liberal learning and the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice. We prepare our teacher candidates to know the world in ways they do not when they come to us, and to spark or fuel a love of teaching and of learning that is so strong and so appealing that their future students will be drawn into it themselves. Graduates of SUNY Cortland's teacher education program will be prepared to contribute to their communities and to the democratic development of society.



The logo chosen for the SUNY Cortland Conceptual Framework is the Cortland Apple Tree. This tree is representative of the Central New York Region. It symbolizes the dynamic process of professional development through teacher education rooted in liberal learning.

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:

Personal Responsibility

- Examine issues of integrity, ethics, commitment, and moral choices

Social Justice

- Foster respect for individuals' abilities and disabilities
- Develop an awareness of issues of social justice, equality, and democracy facing our society

Global Understanding

- Experience the meaning and reality of a global commitment from multiple perspectives



TEACHER EDUCATION

All SUNY Cortland teacher candidates are required to demonstrate the following 13 **learning outcomes**:

1. Demonstrate a solid foundation in the arts and sciences.
2. Possess in-depth knowledge of the subject area to be taught.
3. Demonstrate good moral character.
4. Understand how students learn and develop.
5. Manage classrooms structured in a variety of ways to promote a safe learning environment.
6. Know and apply various disciplinary models to manage student behavior.
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.
9. 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.
10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.
12. Foster respect for individuals' abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender age, class and sexual orientation.
13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry.

Dispositions for Teaching

At SUNY Cortland teacher education is framed by its central commitment to liberal learning, which subsumes the themes of personal responsibility, social justice, and global understanding. 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. These dispositions are as follows:

Character Dispositions

- Honesty
- Integrity
- Caring/Empathy for Others
- Work Ethic/Diligence
- Responsibility-Personal/Social
- Accountability

Teaching Dispositions

- Has Knowledge of Content-Passion for Subject
- Is Well Prepared in the Arts and Sciences
- Believes that All Students Can Learn
- Maintains High Standards in the Classroom
- Demonstrates Fairness
- Creates Safe and Nurturing Classroom Environment
- Uses Technology Effectively in the Classroom
- Addresses a Variety of Learning Styles
- Understands and Values Diversity
- Is a Reflective Teacher
- Values the Role of Assessment
- Communicates Effectively with All Stakeholders
- Appreciates the Inter-Connectedness of Disciplines

Professional Dispositions

- Collegiality
- Dedication to Profession
- Leadership
- Change Agent
- Cooperation/Collaboration
- Respect/Value Education
- Professionalism
- Confidentiality

Teacher Education Candidacy: If during your enrollment at SUNY Cortland, you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges.

(Source: SUNY Cortland Teacher education application).

Teaching to Higher Standards: New York's Commitment

Purpose of the 100 Hours of Fieldwork Prior to the Student Teaching Experience

The purpose of the 100 hours requirements is to prepare every teacher candidate to teach all students in New York State. By providing early observation and participation in classrooms in a variety of school environments, teacher candidates are able to confirm early in their program their desire to teach. The variety of teaching settings required by NYSED provides early exposure to teaching students from diverse populations and different socioeconomic backgrounds. These hands-on experiences better prepare candidates to teach all students and enrich the pre-student teaching experience. At the same time the fieldwork provides a solid foundation for the capstone student teaching experience.

Why 100 Hours?

In 1999, the New York State Board of Regents adopted new standards for teacher certification, published in "Teaching to Higher Standards: New York's Commitment." One of the new requirements for all candidates in a teacher education program is completion of 100 hours of fieldwork prior to the student teaching experience. This mandate is found in 52.21(b) of the Regulations of the Commissioner of Education.

In 2001, the Chancellor of the SUNY System reaffirmed the commitment of all SUNY teacher preparation programs to require 100 hours of fieldwork prior to the student teaching experience. This is published in the Chancellor's Action Agenda, "A New Vision in Teacher Education."

Please note that some programs require more than the minimum of 100 hours.

Description of the Fieldwork

As stated by NYSED in 52.21(b) of the Regulations of the Commissioner of Education, the field experiences must:

Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills and interacting with parents or caregivers, an opportunity to work in high-needs schools, and an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

Courses and Attached Fieldwork

According to the NYSED mandate, all fieldwork must be attached to coursework. Typically in a program the minimum of 100 hours are divided into two or three components attached to separate courses. Assignments for the fieldwork may include keeping a journal of the experiences, performance-based activities, and other activities as assigned by each instructor. The experiences are usually sequential in nature, beginning with such activities as one-to-one tutoring, progressing to small group work, and later assisting the classroom teacher with other activities. Some teachers permit the candidate to teach micro-lessons. The assignments for the 100 hours of fieldwork reflect the 13 Learning Outcomes of the SUNY Cortland Conceptual Framework.

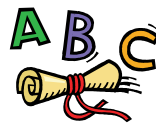
The candidate keeps an attendance log that is signed by the host teacher at the end of each visit. At the end of the course, the candidate submits the log to the college instructor.

Grades for the coursework with the attached fieldwork component are assigned by the college instructor. Failure to complete the fieldwork component results in failure of the course. In that case, the candidate will be required to retake the course.

The required student data sheet for each course with a field component must be completed and submitted to the Field Placement Office by the designated deadline to ensure a placement.

Fieldwork Placements

To ensure that all NYSED regulations concerning fieldwork have been met, all placements are coordinated through the Field Placement Office. Candidates may make suggestions for placement locations, although they cannot be guaranteed. Under no circumstances should teacher candidates make any contact with school personnel without approval from the Field Placement office.



PART I

THE TEACHER CANDIDATE

A. Questions/Problems

Any questions or problems related to the observation experience should be first discussed with the teacher candidate's college instructor. If the situation requires further attention, the department chair should be contacted. If unable to reach either party, call the Field Placement Office. Telephone numbers are listed in the Appendix.

B. Professional Conduct

In addition to demonstrating good moral character and ethical behavior, teacher candidates are expected to conduct themselves as professionals in every respect. This topic is extensively addressed at the informational meeting and/or introductory class meeting before the beginning of the observation period. If there are any questions about what constitutes professional conduct, teacher candidates are urged to consult their course instructors, their host teachers and/or the Field Placement Office. Teacher candidates are reminded that they are subject to the College's Student Code of Conduct. **Note: Conduct unbecoming to a professional will result in removal from the field experience.**

Professional conduct includes, but is not limited to, the following:

1. dressing in appropriate professional attire and is consistent with host school policy;
2. demonstrating professionalism through the use of appropriate language;
3. arriving on time each day;
4. asking questions, getting help or eliciting more information to avoid confusion or miscommunication;
5. assisting the host teacher whenever possible;
6. participating in daily activities as much as possible;
7. avoiding excessive class time conversations with other teacher candidates during placement.

C. Absences

Teacher candidates are expected to report to their assignments each day that school is in session during any given observation period. If a teacher candidate becomes ill, s/he is responsible for notifying the course instructor, the host teacher, and the main office secretary of the host school as soon as possible prior to scheduled arrival time. The teacher candidate's attendance will be recorded and monitored by both the college instructor and the host teacher. It will be necessary to make-up the missed day/class period to fulfill the requirements for the placement of the course.



D. Initial Professional Contact

On the first day of each field experience, the candidate must:

1. arrive promptly as scheduled;
2. report immediately to the office of the building principal, even if the teacher candidate has already made a previous visit to the school, unless the host teacher has specified that the teacher candidate should meet with the building principal at a different time;
3. learn the daily schedule of the host teacher;
4. clarify the procedure for notifying appropriate school personnel in case of absence;
5. file with the school nurse the "Emergency Medical Form" (included in the Appendix of this Handbook) that contains a list of the teacher candidate's known allergies and medical conditions along with the names, addresses, and telephone numbers of at least two people to be contacted in the event of the teacher candidate's illness/emergency;
6. become familiar with the building and its emergency procedures; and
7. learn the general policies by which the school and faculty operate.

E. Orientation of the Teacher Candidate to the School

The host teacher should hold conferences with the teacher candidate during his/her first few days in the school to include the discussion of both immediate and long-range plans. Items that may be relevant to the placement include the following:

1. the school calendar;
2. the host teacher's class schedule;
3. daily and weekly lesson plans, as appropriate;
4. classroom policies and procedures (e.g., classroom discipline and management, class organization and government);
5. provisions for children with disabilities (e.g., those with epilepsy, physical disabilities, etc.);

During the first conference with the host teacher, the teacher candidate should be told about routine schedules, operations and facilities. These include:

1. school schedules, such as
 - a. opening and closing times for both teachers and students;
 - b. times for lunches and recesses;
 - c. schedule of subjects and activities in the host teacher's class(es);
 - d. adjustments due to team teaching/shifts;
 - e. faculty meetings (frequency, time, and place);
 - f. meetings of school organizations.

2. school routines, such as
 - a. procedures for teachers to sign in and out;
 - b. fire and other drill procedures;
 - c. methods of checking and recording attendance;
 - d. regulations concerning students' leaving the room and the building;
 - e. procedures used for students' assembling in and leaving the building;
 - f. safety/security policies;
 - g. technology/media procedures.

3. school facilities, such as
 - a. administrative, secretary's, and nurse's offices;
 - b. library;
 - c. faculty room;
 - d. supply rooms and custodial services;
 - e. cafeteria and play areas;
 - f. desk adjustments, heating, lighting and ventilation;
 - g. parking regulations.



SPECIAL NOTE: The teacher candidate is reminded that it is his/her personal and professional responsibility to return all borrowed materials before leaving the field assignment.

F. Suggested Sequence of Experiences for the Teacher Candidate

The First Day or Week:

The first week/day of the field experience should be planned carefully by the host teacher to meet the teacher candidate's needs.

1. The host teacher should introduce the teacher candidate to his/her class(es) and have practical plans, especially for the first day. Definite responsibilities should be ready for the teacher candidate to assume as early as the first day, and these responsibilities should be intermingled with short periods of observation. Examples of such jobs are
 - a. taking charge of certain routines like attendance, ventilation, heating and lighting;
 - b. becoming familiar with classroom materials;
 - c. beginning to learn students' names;
 - d. interviewing individual students so as to become better acquainted with them;
 - e. observing individual students;
 - f. putting material on chalkboards;
 - g. creating bulletin boards and displays;
 - h. helping with supervision and/or enrichment;
 - i. reading stories or literary selections to the class(es) (as appropriate).

*College course and departmental policies vary. A college instructor may present a somewhat different sequence of experiences to be followed. It is important that the teacher candidate share course syllabus and/or course expectations with the host teacher so that the two can work together toward successful completion of these activities.

2. Sometime during the first day, the host teacher and the teacher candidate should confer about the day's work and the activities for the remainder of the week and/or upcoming visits in future weeks.
3. In addition to the college course expectations/requirements, the following is a list of other activities for the teacher candidate:
 - a. learn the names of the students (with correct pronunciation) to the candidate's best ability;
 - b. observe students from various parts of the room so as to be able to be aware of students' total behavior (including facial expressions);
 - c. observe and assist in classrooms, library, halls and the cafeteria, on the playground;
 - d. assist with individual and/or small group instruction;
 - e. participate in homeroom programs, if applicable;
 - f. begin to handle matters pertaining to classroom management; and
 - g. take responsibility for short activities such as announcements, opening exercises and directions, or even mini-content lessons, as appropriate and manageable for both the host teacher and teacher candidate.
4. The host teacher should help the teacher candidate plan his/her objectives for the field experience, and both should confer periodically to see if these objectives are being met.
5. The host teacher should assist the teacher candidate in meeting the components of his/her course to which the experience is attached.
6. The host teacher and the teacher candidate should agree on the activities for which the teacher candidate will (or will not) assume responsibility. One of the most important aspects of a successful field experience is collaboration. The teacher candidate should feel comfortable asking the host teacher questions.

G. Suggested Assignments for the Teacher Candidate

Since the field placement is attached to a credit-bearing course, it is assumed that the teacher candidate will carry out certain assignments. Individual classes and/or departments will have prepared assignments to be completed during the field placement course. The teacher candidate should share these assignments with the host teacher on the first day of the field experience.

Samples of such assignments:

1. write a daily journal that documents reflections and observations of this field experience;
2. conduct an interview with an exemplary teacher;
3. follow an ESL student for a day and conduct an interview to learn his/her perspectives on classroom interaction;
4. observe a child-at-risk during several classes and write up a summary of this child's interaction in classroom activities as well as the teacher's responses to his/her behavior;
5. observe the faculty room and comment on the resources available as well as the conversation that takes place in this room.

H. Substitute Teaching

Substitute teaching cannot be counted toward the required hours of fieldwork.

I. Housing and Transportation

Housing and transportation during the field experience are the responsibility of the teacher candidate. Commitments, such as jobs, bear no influence on the location of placements.

J. Teacher Candidates Seeking or Arranging their Own Field Placements

The Field Placement Office will coordinate all field placements. They may consider suggestions, but requests cannot be guaranteed.

K. Teacher Strikes and the Teacher Candidate

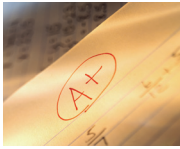
It is important that college instructors, teacher candidates and personnel in our cooperating public school districts understand the official position of the college relative to teacher strikes and other job actions.

The following statements are an attempt to clarify this position.

1. 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.
2. The official position of the College is non-involvement. 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.
3. In the event of a strike or sanction, the college position should be made very clear to the teacher candidate, the host teacher and the school district. The College instructor is in the best position to make this policy known to the teacher candidate and the host teacher. If there is any question concerning the policy or if any assistance is needed, the college instructor should call the Field Placement Office. (If strike action is imminent, teacher candidates should be encouraged to seek the advice of their college instructor(s) or the Field Placement Office as soon as possible.)
4. 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.

In cases described above, teacher candidates should be advised to leave school at the same time as the regular teachers' group. However, teacher candidates will still be expected to make outside preparation for fulfilling their classroom responsibilities and meeting the usual planning requirements of the college's field program. Any exceptions to the above should be made only by mutual agreement among the host teacher, school district administration, and college instructor.

The college has the obligation to provide the teacher candidate with a complete field experience, and, if necessary and feasible, the student may be reassigned to another school district. Strikes may be a very real part of the education scenario; a teacher candidate can gain valuable learning experience by becoming more aware of the issues involved and of the strengths and weaknesses of the positions taken by the teacher and school board groups.



L. Grades

As a prospective teacher, the teacher candidate should expect to be evaluated. It is during the field experience that the teacher candidate reflects upon career goals related to the teaching profession. All persons connected with the teacher candidate's assignment evaluate competencies as identified in the course and fieldwork objectives. Evaluative information should be made available during frequent informal conferences. The final evaluation of the teacher candidate is the responsibility of the college instructor(s) with input from the host teacher.

Course evaluation

Teacher candidates will receive a grade between A-E depending upon the quality of and the completion of course requirements and fieldwork. Students who fail a course (those who receive a grade of "E" for the course) with an attached fieldwork component will have to repeat the course and the field experience. Both components must be successfully passed for the student to receive credit for the 100 hours. The exception to this is those courses designated *S/U*.

Incomplete

Teacher candidates who receive an incomplete (INC) in the course to which part of the 100-hour requirement is attached will not receive credit for completing that part of the 100-hour requirement until they have completed the course. Even if a teacher candidate has completed the 100-hour field component for that course, s/he must complete the course to receive credit for the field experience. However, failure to complete the component of the 100-hour requirement attached to the course results in automatic failure of that course. Therefore, both the 100-hour requirement attached to a specific course and that course must be repeated.

Withdrawal

If a teacher candidate wishes to withdraw from the course with an attached field placement, the grade awarded depends upon the performance of the teacher candidate at the time of withdrawal. If the teacher candidate's performance is satisfactory at the time of withdrawal, s/he will receive a grade of "X," which carries no credit and does not affect the grade-point average; if the teacher candidate's performance is not satisfactory at the time of withdrawal, s/he will receive a grade of "XE" or "U". Withdrawals must be approved by the Associate Dean of the SUNY Cortland school in which the teacher candidate is majoring (either the School of Professional Studies, the School of Education or the School of Arts and Sciences). Graduate students will seek approval from the Director or Assistant Director of Graduate Studies. No "X" may be used for withdrawal from a course during the change-of-schedule period.

Termination of the Field Experience

The teacher candidate will be removed at any time during the field experience when the college instructor and/or host teacher determines that the teacher candidate's progress is not satisfactory and that minimal competence cannot be achieved or, the teacher candidate's presence in the classroom is a detriment to the public school class. In each case, the teacher candidate will receive a grade of "E" (failing) for the field experience and course.

Fair Process Policy

Teacher candidates should be familiar with the **Fair Process Policy and Procedures for Review of Professional Competencies in teacher Education**. This information can be obtained from the teacher candidate's respective department or School or it can be accessed on <http://www.cortland.edu/artsandsciences/adedres.html>.

M. Policy for Transfer Credit for Pre-Student Teaching Field Experience

Most students will complete all of their pre-student teaching field experience requirements while enrolled in SUNY Cortland courses. Students may have completed some appropriate field experiences while enrolled at another institution. The purpose of this policy is to provide guidance to individual departments on the evaluation of these field experiences completed at another institution. Departments also have the option of requiring that all field experiences be completed under SUNY Cortland supervision.

For those instances where SUNY Cortland has a formal articulation agreement for a specific program with another institution, the courses and associated pre-student teaching field experiences should be described in the agreement. The student can receive credit for the field experiences and associated hours as specified in the agreement.

A department/program can recommend acceptance of credit for individual courses from other institutions that meet the field experience requirements. A student who has completed that course will be given appropriate field experience credit along with course credit following the established procedure for transferring credit.

A student can individually petition to have a field experience completed in conjunction with a course at another institution count toward the SUNY Cortland program field experience requirements of a specific course. The student must supply sufficient documentation showing the specific days, hours, and location for the field experience. The student must also show that the field experience activities were the same (or equivalent) as those required by the SUNY Cortland program. The determination of the acceptability of these experiences will be reviewed by the department chair and/or program coordinator with final review by the Associate Dean of the related school, and on the graduate level by the Assistant Director of Graduate Studies. If the field experience hours are accepted, it is the responsibility of the Cortland instructor of the course to which the hours are applied to report the field experience detail to the Field Placement Office by the end of the semester, using the established reporting procedure.

Approved by TEC, 10/6/05.



PART II THE HOST TEACHER

A. Criteria for Host Teachers

1. mentoring experience and/or supervisory experience
2. outstanding professional role model
3. professionally active beyond the classroom
4. experienced teacher – with tenure or master’s degree preferred
5. NYS Certified – within discipline in which the professional will serve as a host teacher
6. school district recommendation

B. Expectations

1. be knowledgeable about the information, policies, and procedures presented in this handbook
2. prepare for the teacher candidate’s pre-student teaching field experience

Before the teacher candidate arrives, it is important to convey to the students that they should look upon the teacher candidate as another teacher rather than as a student. The host teacher’s attitude about the fact that a teacher candidate will be joining him/her may be more revealing than the words used to inform students that a teacher candidate is in fact expected. The eagerness displayed by the host teacher and his/her willingness to take the time to discuss and make plans for the teacher candidate’s arrival will demonstrate to the students the importance of the event. Students should share the responsibility in preparing for the teacher candidate. They may participate by preparing a list of classroom policies, a handbook of school practices, thumbnail sketches of themselves as notes of introduction, etc. Students may also plan ways to help the teacher candidate become acquainted with them and their activities while becoming more at ease in his/her role.

***NOTE: See Part I, The Teacher Candidate, Sections - F & G pages 10 and 11.**

3. respond to the teacher candidate’s initial contact
4. welcome the teacher candidate into the school, introducing him/her to students and colleagues
5. orient the teacher candidate to the school
6. integrate the teacher candidate into the school
7. arrange for observations of host teachers and other teachers
8. carefully plan for the teacher candidate’s first day and first week
9. provide initial assistance to the teacher candidate in making lesson plans
10. develop a long-range plan with the teacher candidate that aligns with the course’s field component
11. monitor the teacher candidate’s attendance and report absences on the field log form provided by the teacher candidate
12. guide the teacher candidate toward available resources
13. complete a final, written evaluation which the teacher candidate will provide to be returned to the college instructor via the teacher candidate (this may vary according to program requirements)

C. Suggestions for Developing a Positive Relationship

1. Mutual respect for opinions and values held by the host teacher and the teacher candidate should create a feeling of confidence which will encourage a teacher candidate's initiative, enthusiasm, creativity and self-reflection.
2. The host teacher may facilitate the teacher candidate's self-confidence by sharing professional literature, discussing professional experiences, and creating an atmosphere conducive to professional growth.



D. Recognition of Contributions of a Host Teacher

Your professional contributions as a host teacher truly make a difference in the preparation of the College at Cortland's future teachers.

You will be receiving a brochure titled "Professional Courtesies for Faculty Associates Who Host Student Teachers and Teacher Candidates." This brochure provides a list of SUNY Cortland privileges and benefits available to you.

PART III

THE COLLEGE FACULTY

The following procedures for College faculty teaching courses with a fieldwork component were approved by Teacher Education Council on February 6, 2003:

- A. Teacher candidates who receive an incomplete (INC) in the course to which part of the 100-hours requirement is attached will not receive credit for completing that part of the 100-hours requirement until they have completed the course. Even if a student has completed their 100-hours component for that course, they must complete the course to receive credit for completing that part of their 100-hours requirement. **However, failure to complete the component of the 100-hours requirement attached to a course results in automatic failure of that course.** Therefore, both the 100-hours requirement attached to a specific course and that course must be repeated.
- B. Teacher candidates who fail a course in which a component of the 100-hours requirement is attached will have to repeat the course as well as that part of the 100-hours requirement attached to that course.
- C. Teacher candidates must complete each prerequisite course with a field component prior to enrolling in the next course in the sequence.
- D. At the end of the semester, students are required to submit their individual log sheet(s) to those instructors who taught a course with a field component attached. The instructors are to (1) sign the tally sheet that is provided by the Field Placement Office, (2) indicate the number of hours completed, (3) check the criteria that was met and (4) verify the placement information. The tally sheet must then be returned to the Field Placement Office by the end of the semester in which the field experience was completed.

Description of the Pre-Student Teaching Field Experience Committee

The Pre-Student Teaching Field Experience Committee discusses issues related to the policies and procedures governing implementation of the SUNY Chancellor's Action plan and New York State Education Department Regulations 52.21 (b) requiring "at least 100 hours of field experiences related to course work prior to student teaching practica". The committee regularly reviews the policies and procedures for the pre-student teaching experience and assesses their impact on SUNY Cortland's teacher candidates and faculty as well as on public school administrators, faculty and staff. Based on its review and assessment, the Committee recommends modifications to the policies and procedures and submits the recommendations to the Teacher Education Council for approval.

Approved by TEC, 5/5/05.

APPENDIX

INTASC Principles: The Interstate New Teacher Assessment Consortium has identified the following national standards for teacher performance.

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technique to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

New York State Regents Learning Standards

Health, Physical Education and Family and Consumer Sciences

Standard 1: **Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: **A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: **Resource Management**

Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: **Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: **Information Systems**

Students will access, generate, process and transfer information using appropriate technologies.

Standard 3: **Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: **Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: **Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: **Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: **Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: **Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: **Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: **Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: **Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: **Communication Skills**

Students will be able to use a language other than English for communication.

Standard 2: **Cultural Understanding**

Students will develop cross-cultural skills and understandings.

The Arts

Standard 1: **Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: **Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: **Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thoughts.

Standard 4: **Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: **Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: **Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: **Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: **Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

Social Studies

Standard 1: **History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: **World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: **Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.

Standard 4: **Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economics, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: **Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Field Placement Office
D-210 Cornish Hall

*SUBMIT TO THE SCHOOL NURSE AT EACH SCHOOL TO WHICH YOU ARE ASSIGNED
AT THE ONSET OF THE PRE-STUDENT TEACHING PLACEMENT.*

EMERGENCY MEDICAL INFORMATION FORM – TEACHER CANDIDATES

**IT IS IMPORTANT THAT SUNY CORTLAND KNOW WHO TO CONTACT IN THE EVENT THAT YOU HAVE A
MEDICAL EMERGENCY WHILE PRE-STUDENT TEACHING.
PLEASE GIVE CLEAR AND COMPLETE INFORMATION.**

Name _____

Home Address _____

Home Phone Number (____) _____

Local Address _____

Local Phone Number (_____) _____

Person to Contact in Case of Emergency:

Name _____

This Person's Relationship to You _____

Day Phone (____) _____ Evening Phone (____) _____

Alternative Person to Contact:

Name _____

Day Phone (____) _____ Evening Phone (____) _____

Any Known Medical Conditions/Allergies of Which We Should Be Aware:

Name of School(s) _____

Name of Host Teacher(s) _____

**NOTE: PLEASE BE SURE TO RETURN ONE FORM TO THE FIELD PLACEMENT OFFICE, SUNY CORTLAND, P.O. BOX 2000,
CORTLAND, NY 13045 AND TO SUBMIT ONE COPY TO THE SCHOOL NURSE AT EACH SCHOOL TO WHICH YOU ARE ASSIGNED.**

P.O. Box 2000 Cortland, New York 13045-0900
Phone: (607) 753-2824 | Fax: (607) 753-5966



Field Placement Office
Cornish Hall - Room D-210
(607) 753-2824
(607) 753-5966 (fax)

Student Data Sheet

Field Work Placement during the Semester

Print Name _____ C# _____ Major _____

Local Address _____

Local Phone _____ E-Mail Address _____

Permanent Address _____ Permanent Phone _____

CRN # (Ex: 94842) _____ Subject/Course/Section # (Ex: EDU 392-601) _____

Course Instructor _____ # of Fieldwork Hours _____ Semester: Fall Spring

Transportation during the field experience is the responsibility of the teacher candidate.

(If applicable) Do you currently hold NYS teaching certification? Yes No

Are you an International Student with an F or J visa? (If yes, please circle F or J) F or J

Are you a CURE student? Yes No

Have you submitted your fingerprinting application to NYSED? Yes No If so, when? _____ (month/year)

If you commute to Cortland to attend class, indicate from where _____

Do you have access to a car? Yes No* *(*This information is confirmed with University Police.)*

What course, school, school district, teacher and subject/grade level did you complete your field work assignment(s), if applicable? Please list all. *(Example: AED 391 – McGraw HS – McGraw CSD – John Smith – Math 10)*

ADDITIONAL INFORMATION/SPECIAL CONCERNS: *(Please be specific.)*

Please list any teacher/school contact information which may help us make a placement for you, if applicable.

Teacher _____ Subject/Grade Level _____ Teacher's E-mail _____

School _____ District _____ Telephone _____

On the back of this form, identify all classes (list course names and sections) and indicate all open time blocks for field work by highlighting these blocks with a marker.

IMPORTANT: If your schedule changes during Drop & Add, it is your responsibility to immediately contact the Field Placement Office, Cornish D-210, since it may affect your placement. Thank you.

Course Schedule

Begin Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:00 - 8:50	*****	8:00 - 8:50	*****	8:00 - 8:50
8:30		8:30 - 9:45		8:30 - 9:45	
9:00	*****	*****	*****	*****	*****
9:30	9:10 - 10:00	*****	9:10 - 10:00	*****	9:10 - 10:00
10:00		*****		*****	
10:30	10:20 - 11:10	10:05 - 11:20	10:20 - 11:10	10:05 - 11:20	10:20 - 11:10
11:00		*****		*****	
11:30	11:30 - 12:20	*****	11:30 - 12:20	*****	11:30 - 12:20
12:00		11:40 - 12:55		11:40 - 12:55	
12:30	*****	*****	*****	*****	*****
1:00	12:40 - 1:30	*****	12:40 - 1:30	*****	12:40 - 1:30
1:30		*****		*****	
2:00	1:50 - 2:40	1:15 - 2:30	1:50 - 2:40	1:15 - 2:30	1:50 - 2:40
2:30		*****		*****	
3:00	3:00 - 3:50	2:50 - 4:05	3:00 - 3:50	2:50 - 4:05	3:00 - 3:50
3:30		*****		*****	
4:00	*****	*****	*****	*****	*****
4:30	4:25 - 5:40	4:25 - 5:40	4:25 - 5:40	4:25 - 5:40	4:25 - 5:40
5:00		*****		*****	
5:30	*****	*****	*****	*****	*****
6:00	*****	*****	*****	*****	*****

Field Placement Office
 Cornish Hall - Room D-210
 (607) 753-2824
 (607) 753-5966 (fax)

Student Data Sheet

Field Work Placement during Winter/Summer Break

Print Name _____ C# _____ Major _____

Local Address _____

Local Phone _____ E-Mail Address _____

Permanent Address _____

Permanent Phone _____

CRN # (Ex: 21240) _____ Subject, Course & Section # (Ex: EDU 373-600) _____

Course Instructor _____

Course Required # Fieldwork Hours _____ Semester _____

The Field Placement Office makes placements in compliance with New York State Education Department requirements. If possible, we will try to place you according to your preferences. Arrangements for transportation are your responsibility.

(If applicable) Do you currently hold NYS teaching certification? Yes No

Are you an International Student with an F or J visa? (If yes, please circle F or J) F or J

Are you a CURE student? Yes No

Have you submitted your fingerprinting application to NYSED? Yes No If so, when? _____ (month/year)

Please provide the following information:

School District _____ School County _____

Preferred School _____ Host Teacher (if known) _____

Teacher=s E-mail _____ Subject or Grade Level _____

Principal _____ Telephone Number _____

What course, school, school district, teacher and subject/grade level did you complete your field work assignment(s), if applicable? Please list all. *(Example: AED 391 – McGraw HS – McGraw CSD – John Smith – Math 10)*

Complete if two placements are required or if first choice is not available:

School District _____ School County _____

Preferred School _____ Host Teacher (if known) _____

Teacher=s E-mail _____ Subject or Grade Level _____

Principal _____ Telephone Number _____

SUNY CORTLAND

Pre-Student Teaching Field Work Log

ATTN: Completing mandated field-work hours is necessary for completing the course and for student teaching eligibility.

- *A separate sheet is used with each host teacher.*
- *Host teacher to initial after each day and signs weekly.*
- *After all field work hours have been completed, the host teacher signs bottom of form.*
- *Submit to course instructor at end of the semester with appropriate criteria checked.**

Candidate Name _____ Cortland ID _____
 Major _____ (Please check) Undergraduate Graduate
 Address _____ Phone _____ E-mail _____
 Course _____ Required Field-Work Hours _____ Instructor _____ Semester _____
 School District/Agency _____ School Name _____ Address _____
 Phone# _____ Host Teacher _____ Grade Level(s) or Age _____ Subject(s) _____

(Indicate time/hours per day below.)

Week of	Monday	Tuesday	Wednesday	Thursday	Friday	Total	Host Teacher's Signature

(More space is available on reverse side.)

***Check criteria which apply to this field-work experience.**

- Across range of student dev. Interaction w/ parents/caregivers High Need School Socioeconomic disadvantaged ESL Disability

Host Teacher's signature _____ Date _____
 Student's signature _____ Date _____
 Instructor's signature _____ Date _____ Grand Total Hrs. _____

(Indicate time/hours per day below.)

Week of	Monday	Tuesday	Wednesday	Thursday	Friday	Total	Host Teacher's Signature

Note: Final signatures by all parties and total hours completed must be documented on front side.

The Teaching Materials Center at SUNY Cortland

The TMC collection is part of the total library services of the College serving as a resource center/laboratory for materials used in teaching, such as curriculum guides, audio-visual materials, children's fiction and non-fiction, textbooks, and activity books. A number of bibliographies and guides to free materials can be found in the reference collection to aid in locating materials on a particular topic. These materials can be used in preparing the student teacher's units and lessons. As such, this collection is not meant to meet long-term needs for specific items. The materials are in heavy demand for a number of uses, including preview and evaluation, methods classes, and student teaching.

Because of the specialized nature of the collection and its use, the TMC sets a circulation limit of three weeks (21 days) with no renewals. It is especially important that items be returned as quickly as possible to insure the widest possible use by all who need them. Returning materials on time or early will help others.

Questions or suggestions for improving the services of the TMC may be directed to the librarian in person or by telephone at 607-753-4009.

The Teaching Materials Center is open the same hours as Memorial Library.* It is necessary to have a student ID in order to access the library. *Check with the library during the semester for extended weekend hours.

AREA TEACHER CENTERS (2008)

Broome County, The Teacher Center of
164 Hawley Street, Suite 308
Binghamton, NY 13901
(607) 762-6422
Fax: (607) 762-6424
<http://www.teachercenter.info/>

Jamesville-DeWitt/Syracuse Univ. Teacher Center
Tecumseh ES, 901 Nottingham Road
Jamesville, NY 13078
(315) 445-5250
Fax: (315) 445-9872

Cayuga-Onondaga Teacher Center
100 Genesee Street
Auburn, NY 13021
(315) 258-5665
Fax: (315) 258-7339

Johnson City Teacher Center
666 Reynolds Road
Johnson City, NY 13790
(607) 763-1262
Fax: (607) 763-8769
<http://www.jcschools.com/>

Central New York Teaching Center
4983 Brittonfield Parkway, Suite 203
East Syracuse, NY 13057
(315) 492-4896
Fax: (315) 492-3967
<http://www.dreamscape.com/cnytc/>

Syracuse Teacher Center
1153 West Fayette Street, Suite 200
Syracuse, NY 13204
(315) 435-4217
Fax: (315) 435-4218
<http://www.syracusetc.org>

Cincinnatus Teacher Center
Cincinnatus Central School District
2809 Cincinnatus Road
Cincinnatus, NY 13040
(607) 863-3200 Ext. 400
Fax: (607) 863-4559

Tioga County Teacher Center
PO Box 194
Tioga Center, NY 13845
(607) 699-7458
Fax: (607) 699-7204

Cortland-Homer-McGraw Teacher Center
Franklyn S. Barry School
20 Raymond Avenue
Cortland, NY 13045
(607) 753-8508
Fax: (607) 758-4159

West Genesee/Syracuse Univ. Teaching Center
Onondaga Road ES
703 Onondaga Road
Syracuse, NY 13219
(315) 672-3183
Fax: (315) 672-3184
http://www.westgenesee.org/teaching_center.asp

Dryden Teacher Center
Dryden ES
36 Union Street
Dryden, NY 13053
(607) 844-3053
Fax: (607) 844-3058

* Teacher centers are a valuable resource to teacher candidates and student teachers.

Teacher Education Program Locations and Telephone Numbers

Childhood/Early Childhood Education Department

Van Hoesen Hall, Room B-134

(607)753-2706

(607)753-2449

Educational Leadership Department

Cornish Hall, Room D-220

(607) 753-2444

English Department

Old Main, Room 112

(607)753-4307

(607)753-4308

Field Placement Office

Cornish Hall, Room D-210

(607)753-2824

Foundations and Social Advocacy Department

(Special Education and Urban Education)

Cornish Hall, Room D-220

(607) 753-2447

Graduate Studies Office

Brockway Hall, Room 216

(607) 753-4800

Health Department

Moffett Center, Room 105

(607)753-4225

International Communications and

Culture Department

Old Main, Room 228

(607)753-4303

Literacy Department

Van Hoesen Hall, Room B-139

(607) 753-2705

Mathematics Department

Moffett Center, Room 129

(607)753-4326

Physical Education Department

Park Center, Room E-254

(607)753-5577

(607)753-4936

Registrar's Office

Miller Building, Room 223

(607)753-4702

Sciences Departments

Bowers Hall

Biology – (607) 753-2715

Chemistry – (607) 753-4323

Geology – (607) 753-2815

Physics – (607) 753-2821

Social Studies (History Department)

Old Main, Room 212

(607) 753-2723

Speech Pathology and

Audiology Department

McDonald Bldg., 60 Tompkins Street

(607) 756-5423



Dear teacher candidate,

This handbook will be given to you one time during the field placement process.

Please make a copy of the Field Work Log and Emergency Medical forms for *each* school placement. Carefully document your field experience hours on the log sheet and fill in all requested information. The log sheet must be signed by your host teacher and handed in to your instructor at the end of the semester for verification. Remember to make a copy for your file!

The pre-student teaching handbook and all necessary forms can also be accessed by logging on to www.cortland.edu/fieldplacement.

Best wishes for a successful experience!

The Field Placement Office Staff

