

Student Teaching Handbook



Office of Teacher Certification

Caudell Hall Room 101

2004-2005

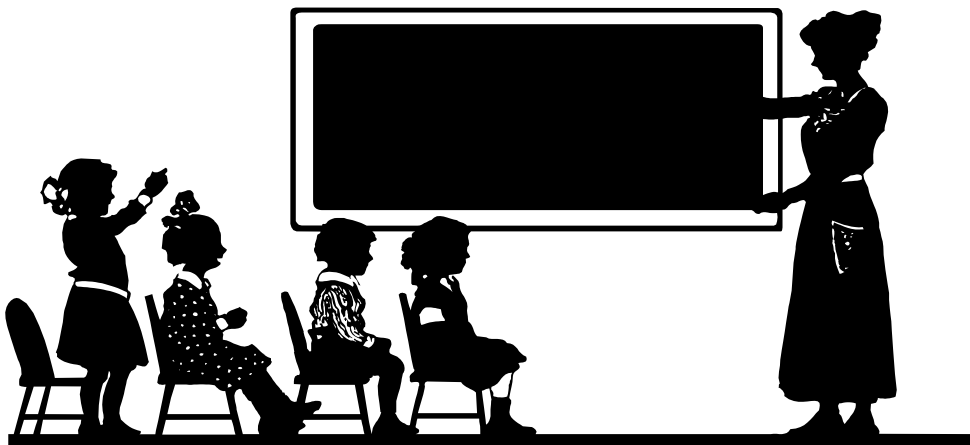
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**SECTION I
PREPARING FOR STUDENT TEACHING**

- A. **REGISTRATION**— Students electing to student teach **must register** for two 6-credit sections of student teaching. Students may not student teach while on academic probation.
- B. **CUMULATIVE GRADE POINT AVERAGE, MATHEMATICS & ENGLISH COMPOSITION REQUIREMENTS**— In order to be eligible for assignment to student teaching, a student shall have met the department-specified minimum cumulative grade point average (usually 2.50), and shall have **satisfied all department and college prerequisites for student teaching, including competencies in mathematics and English composition.**
- C. **STUDENT ASSIGNMENT PREFERENCE**— Professional considerations shall determine the nature of student teaching assignments. Students' requests regarding assignments are considered whenever possible where there is no conflict with professional considerations. Elementary Education students cannot request student teaching assignments.
- D. **CAREER DEVELOPMENT DAY FOR EDUCATION MAJORS**- Prior to student teaching (August & December/January), there is a required all-day program for all student teachers. School superintendents, principals, and recent graduates, along with Career Development Center (CDC) staff will share with you important information about job searching--everything from writing a resume to what administrators look for during teaching interviews. Ask your college supervisor for the exact date and time, or call the CDC (x5811).
- E. **STANDARDS AND APPEARANCE**— As guests in the schools, students should dress in a professional manner. Personal appearance reflects good grooming, a positive self-image, and confidence.



SECTION II THE STUDENT TEACHING EXPERIENCE

- A. **STUDENT TEACHING ORIENTATION**— Once eligibility is established and students are registered, each student is responsible to attend the departmental Student Teaching Orientation meetings.
- B. **TEACHING SCHEDULE**— The student teachers shall follow the College Student Teaching Calendar with respect to: orientation programs, beginning day of teaching, seminar days, and final day of teaching. In all other respects, including school vacations and holidays, the calendar and schedule of the public schools should be followed, including requirements for daily arrival and departure times. There may be special department schedules which will be followed.
- C. **PROFESSIONAL RESPONSIBILITIES**— The student teacher is expected to take a professional approach to education and attend meetings and activities of a professional nature which other faculty members attend and to which the student teacher has been invited.
- D. **PRELIMINARY VISIT**— The student teacher is encouraged to arrange a preliminary visit to the assigned school. The purpose of this visit is to meet the cooperating teacher and to obtain a first-hand overview of the neighborhood and community in the assigned student teaching situation. If such a visit is not feasible, phone contact with the cooperating teacher is recommended.
- E. **INTRODUCTION TO PRINCIPAL AND OFFICE STAFF**-- Student teachers should plan to stop by the principal's office on the first day of the assignment to introduce themselves to the principal and office staff.
- F. **ABSENCE FROM ASSIGNMENT**— Absence from the student teaching assignment shall be made up to the satisfaction of the cooperating teacher and the college supervisor. College supervisors, cooperating teachers, and the department student teaching coordinator shall make arrangements for make-up of absences. Excessive absences shall be dealt with on an individual basis.
- G. **NOTIFICATION OF ABSENCE**— A student teacher shall notify the assigned cooperating school, cooperating teacher, and college supervisor (if supervisor requests notification) in advance of an anticipated absence, or as early as possible on the day of an emergency absence. Students who have teaching materials at home (manuals, reference material, plans) which the cooperating teacher will need, must make arrangements to return them to the cooperating teacher before the class meets. Students who will not be able to teach at the appointed time set aside for a visit by their student teaching supervisor should notify the supervisor as soon as possible for another appointment. This will enable the supervisor to make the best use of time needed to meet other college responsibilities.
- H. **TRANSFER OF ASSIGNMENTS**— Necessary transfer of student teachers during the course of a student teaching assignment shall be made only with the agreement of the college supervisor, the personnel concerned within the cooperating schools or institutions, and the department student teaching coordinator.

- I. **WHERE TO GO FOR HELP**— If difficulties are encountered in a particular situation which the student is unable to resolve in open discussion with the cooperating teacher, the student should contact the college supervisor for assistance as soon as possible during the experience. If the college supervisor is unable to help, the student should contact the department coordinator of student teaching.
- J. **THE STUDENT TEACHER AS A SUBSTITUTE**— The student teacher **CANNOT** serve as a substitute teacher.
- K. **REMUNERATION FOR TEACHING**— A student teacher **SHALL NOT** receive remuneration for any instructional services rendered during the hours assigned to student teaching.
- L. **EXTRA-CURRICULAR ACTIVITIES (Including employment)**— Throughout the period of student teaching a student should not participate in any **college** extra-curricular activities or employment which will in any way weaken his or her effectiveness as a student teacher.
- M. **WITHDRAWING FROM A STUDENT TEACHING ASSIGNMENT**— Any student teacher wanting to withdraw from a student teaching assignment may do so only up to the last day of the fourth week of a six-hour assignment or up to the college date for course withdrawal of a twelve-hour situation or professional semester.
- N. **OBSERVATION OF STUDENT TEACHING**— The college supervisor will observe students in each situation. Each department in accordance with needs of the program will establish the schedule. Observations should be sufficiently long for the supervisor to gain an overall view of the student's effectiveness and should be followed by conferences with the student and cooperating teacher, singly, collectively, or both.
- O. **LIABILITY**— The college is not liable for any illness or injury that may occur at the cooperating school or agency. (Student teachers must have their own insurance.)



SECTION III
GENERAL INFORMATION ON THE EXPERIENCE
A CHALLENGING PROFESSIONAL ATMOSPHERE

A classroom containing a student teacher creates a challenging professional atmosphere. A student teacher can be an asset in many different instructional situations throughout all the weeks of the experience. A student teacher's presence may improve classroom instruction in the following ways:

1. The presence of a student teacher in the classroom frequently is stimulating to both pupils and teacher.
2. The presence of a student teacher requires the cooperating teacher to examine critically his or her own objectives and teaching strategies.
3. The student teacher is sometimes a valuable source of ideas about instructional materials.
4. Until the student teacher assumes responsibility for most of the instruction, there are two teachers in the classroom, enabling them to work as a team to plan and conduct activities.
5. While the student teacher conducts class, the cooperating teacher is able to observe his or her student from a different perspective, perhaps gaining valuable insight into his or her interests and learning problems.
6. While the student teacher conducts class, the cooperating teacher may work with individuals and small groups who need more special attention than he can normally find time to give them.
7. As the student teacher assumes more responsibility, the cooperating teacher is free to consult administrators and colleagues, to accumulate instructional materials, and to plan instruction for the future.
8. Occasionally a pupil will relate much better to one adult than to another. The presence of a student teacher gives this pupil additional opportunity to form a meaningful relationship with an adult.

REMEMBER:

- More anxiety may occur prior to student teaching than during the actual experience.
- Little information about the school or the cooperating teacher may be provided to the student teacher before the first contact with the school.
- The cooperating teacher determines the classroom atmosphere and activity structure before the student teacher arrives.
- The best orientation plans will result in having a student teacher involved as a participating faculty member.
- Student teaching is a period of transition in which the teaching candidate changes from college student to beginning teacher.
- Student teaching is a process, not an end product.

INFORMATION ABOUT THE SCHOOL AND COMMUNITY

In order to overcome some of the apprehension during this period of adjustment, begin to learn all you can about the following:

Information about the school in general

- Type of population served
- Philosophy and objectives
- Unique characteristics, facilities, or services
- Characteristics of the community

School policies relating to the teachers and student teachers

- Arrival time
- Reporting absences
- In-service/Professional development activities

School policies relating to the students

- Dress
- Discipline
- Student activities

Forms and reports, which must be completed

- Grade forms
- Attendance reports
- Report cards

Emergency procedures

- Fires
- Weather

Specific information about pupils

- Pupil records
- Personality characteristics

School schedule of classes

- Schedule deviations

School directory

School calendar

Location of the classroom in relation to the office, workrooms, cafeteria, teachers' lounge, rest rooms and library

Service facilities

- Procedure for reproducing materials
- Audio-visual services and resources
- Supplies

Teacher responsibilities in the extracurricular program

- Types of duties
- Compensation

THE INITIAL DAYS OF ADJUSTMENT

During the first few days the student teacher should:

- Become acquainted with school personnel
- Get to know the students
- Become aware of the curriculum
- Become acquainted with school personnel
- Get to know the students
- Become aware of the curriculum
- Become familiar with the classroom routine
- Assume some teaching responsibility
- And above all, demonstrate initiative

The following activities are suggestions for becoming involved during the first week of student teaching:

- Carrying out brief teaching activities
- Distributing and collecting papers
- Checking attendance
- Supervising recess periods
- Administering tests and quizzes
- Assisting with laboratory or project work
- Working with individuals or small groups
- Operating equipment
- Assisting the teacher with demonstrations
- Explaining specific procedures or techniques
- Planning and creating displays or bulletin boards
- Know the names of students

By the end of the second week, a student teacher should:

- Be independent in moving about the school
- Have some professional knowledge about the pupils
- Be able to plan independently of the cooperating teacher's direct instruction
- Have taken some responsibility for teaching an entire class
- Have met a number of other teachers and feel comfortable with them
- Have observed teachers in other areas as well as in his or her major teaching area
- Have enough confidence not to be dependent on the cooperating teacher



WORKING WITH COOPERATING TEACHERS

A good example is better than a thousand words in personal relationships.

Student teaching is a growth situation in personal relationships for both students and teachers.

The professional development will be enhanced when the student teacher is treated in a professional manner.

The student teacher is an inexperienced colleague.

Differences in personalities should be considered as an asset instead of treated as a problem.

Honesty, thoughtfulness, and tact affirm and help to establish and maintain good personal relationships.

In most situations, student teaching results in a more positive self-concept of the student teacher.

WORKING WITH COLLEGE SUPERVISORS

The college supervisor possesses expertise, which is valuable to both the cooperating teacher and student teacher.

The college supervisor is in a position to assist with problems and difficulties.

The college supervisor is concerned with the improvement of educational practice.

The cooperating teacher, in supervising the student teacher, should consult regularly with the college supervisor.

The college supervisor facilitates and supplements good supervision.

The college supervisor needs the cooperation of cooperating teachers and student teachers.

The college supervisor is a guide, confidant, and troubleshooter.

The college supervisor should be informed of the student teacher's activities in detail.

The student teacher will perform better when the college supervisor takes an active role in the experience.



STUDENT TEACHER PLANNING

A student teacher needs to understand that planning facilitates good teaching.

A well-developed lesson plan may be a student teacher's best teaching aid.

Emphasis on results should prevail over emphasis on form.

It is helpful for the student teacher to be familiar with the cooperating teacher's plans.

Good planning depends on an adequate concept of purpose and knowledge of the learning rate of pupils.

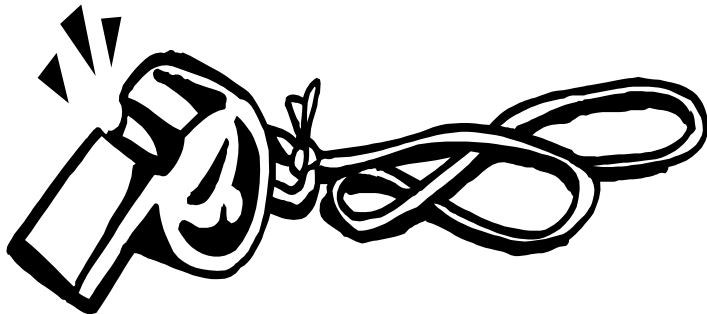
PARTICIPATION IN THE TOTAL SCHOOL PROGRAM

The student teacher should be involved in the same kinds of activities as the cooperating teacher.

Participation helps to give a student teacher the feeling of being accepted and needed.

Student teachers are exposed to a wider audience when working in a total school program activity within the school than in a classroom activity.

Participation should be accompanied by reflection and discussion in order to provide the most beneficial learning experience.



EVALUATION OF THE STUDENT TEACHER

Evaluation is an on-going process of honest interaction involving the student teacher, cooperating teacher, and college supervisor.

Effective evaluation should include a variety of techniques.

Skillful self-evaluation will help the student teacher become a reflective practitioner. Video and audiotaping are useful techniques self-evaluative tools.

The cooperating teacher and student teacher should review and discuss the written evaluation's objectives and expectations within the first two weeks of the situation. Daily conferencing regarding planning and progress will ensure clear communication.

A conference, after an observation by the college supervisor, is an essential in the evaluation process. Periodically, the cooperating teacher will be included in this conference.

The college supervisor will give a student teacher both a verbal and written evaluation at a conference, with the intention of reinforcing the student's teaching strengths as well as indicating areas of need.

The student teaching experience presents the final opportunity for teacher appraisal by a professional who can observe performance over a sustained period of time.

An evaluation should stress growth in all teaching behaviors.

Written student evaluations should be prepared by the cooperating teacher and the college supervisor, with the realization that the student teacher has access to these evaluations at the institution. See the Appendix for more information on the INTASC Standards, which are the basis for the evaluations of student teachers.



SECTION IV AFTER STUDENT TEACHING

- A. **UNSATISFACTORY TEACHING EXPERIENCE**— If a student teacher receives unsatisfactory ratings in two student teaching situations in a program, the student will be automatically disqualified for further student teaching in that area.

**Elementary Education Department Note: PRACTICUM IN TEACHING
(EDU 400/401) "EDU 400 and 401 Grading Policies"**

Students earn either a "satisfactory (S)" or "unsatisfactory (U)" grade for EDU 400 and 401. If a student teacher receives an unsatisfactory (U) grade in either the primary or intermediate situation, a case conference will be required (with the chairperson) before permission is granted to continue in student teaching. Two unsatisfactory (U) grades will result in the termination of the student in the program. An appointment should be made with the Elementary Education and Reading Department chairperson (Bacon Hall 302, 716-878-5916) to discuss other career and course options.

EDU 402, Seminar in Education, may be taken either concurrently with or preferably, following EDU 400/401 Student Teaching. **NO OTHER COURSEWORK CAN BE TAKEN WITH EDU 400/401 DURING THE STUDENT TEACHING SEMESTER.**"

Foreign Language Department Note:

"Please note that if a student fails two student teaching situations in foreign languages, i.e., **one middle school situation and one high school situation or two middle school situations or two high school situations**, the student can no longer continue in the foreign language program."

- B. **STUDENT TEACHING EVALUATIONS**- Evaluations of the student teaching experience for each student teacher under his or her supervision shall be filed by the College supervisor with the department no later than **ten working days** following the completion of each student teaching situation.
- C. **REFERENCES**- A reference file contains written recommendations about you, needed by potential employers or graduate/professional schools in order to learn about your qualifications. Most school districts will request an official copy of your reference file when considering you for a position.

Prior to completing your student teaching situations, you should request your cooperating teacher and your college supervisor to write a reference for your "official" reference file, housed in the Career Development Center (CDC).

The CDC Reference File Service maintains your file by creating a file when your first letter is submitted, updating it as new material is submitted and responding to requests to mail copies of it to employers or graduate/professional schools.

A Reference File Packet containing reference forms may be picked up at the CDC, GC 306. The packet contains vital information regarding policies and procedures.

- D. **PORTFOLIO INFORMATION-** The following items are generally included in teaching portfolios. Your department may also have recommendations for portfolio components.

I. DOCUMENTS

- Resume
- Certification (state, other)
- Letters of Recommendation
- Selected student teaching evaluations from cooperating teachers, university supervisors, school administrators, students, or other teachers
- Transcripts
- Licensing exam results
- Honors & Awards
- Placement credential information

II. DETAILS of STUDENT TEACHING EXPERIENCE

- Description of assignments; school, grade level, class and course assignments
- Applied classroom management rules and procedures
- Sample lesson plans/learning activities
- Unit plan
- Sample tests, quizzes, and other assessment tools
- Documentation of participation in extracurricular and co-curricular activities
- Evidence of teaching related-experiences

III. PERSONAL PROFESSIONAL STATEMENTS

- Philosophy of education
- Motivation strategies
- Preferred teaching models
- Inclusion strategies, plans for exceptional students
- Examples of use of state curriculum standards and integrated teaching

IV. PHOTOGRAPHS

You are encouraged to take many photos to provide a clear image of your classroom. Make sure you are included in some of the photos, and try to have some action shots of learners in action.

- E. **CAREER DEVELOPMENT CENTER AND JOB SEARCHING—** In addition to the Reference File Service, the CDC offers a full range of job search services to help education majors find local, national, and international teaching jobs.

Once a semester, prior to student teaching (August & December/January), a "Career Development Day for Education Majors, Jobs: Myths & Realities" program is held. The required all-day program is a mix of panel presentations by area school district administrators and job search workshops conducted by CDC and Buffalo State College staff.

An education job fair, Teacher Recruitment Days, is held each spring which gives teaching candidates the opportunity to interview with local and national school districts. Pre-registration information is available after January 1 in the CDC or on the web at www.trd.org.

The CDC receives job openings from many school districts on a daily basis. The majority of these openings can be accessed on-line through ORCA (the Online Resource for Career Advancement). Simply go to the CDC website (www.buffalostate.edu/offices/cdc), click on "Job Listings", and then click on "Jobs/Enter ORCA". In addition to viewing job openings on ORCA, you can also upload your resume for local and national school districts to view.

The Internet has thousands of education job postings for college students. A good place to begin is the CDC's website. Start at the CDC homepage and link to "Education Job Links".

Visit the center located in GC 306. Office hours are: Monday through Wednesday, 8:30 am to 5 pm; Thursday, 8:30 am to 6 pm; and Friday, 8:30 am to 4:15 pm. The Reference File Area is open daily from 10 am to 1 pm, and 2:30 pm to 4:15 pm. You can drop off reference requests any time the CDC is open or use the drop slot in the hallway outside GC 306 (please follow the posted instructions).

Contact the Career Development Center at 878-5811 or e-mail your questions to the CDC staff at ASKCDC@buffalostate.edu Visit our homepage at www.buffalostate.edu/offices/cdc.



SECTION V
LEGAL ASPECTS OF STUDENT TEACHING IN NEW YORK STATE

1. What is the Save-Harmless Act?

Liability of a Board of Education Trustee, Trustees or Board of Cooperative Education Services (Education Law 3023)

Notwithstanding any inconsistent provision of law, general, special or local, or the limitation contained in the provisions of any city charter, it shall be the duty of each board of education trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty-eight of this chapter, to save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgement by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to property of any person within or without the school building provided such teacher, practice or cadet teacher, or member of the supervisory or administrative staff or employee at the time of the accident or injury who was acting in the discharge of his or her duties within the scope of his or her employment and/or under the direction of said board of education trustee, trustees or board of cooperative educational services; and said board of education trustee, trustees or board of cooperative education services may arrange for an maintain appropriate insurance with any insurance company created by or under the laws of this business in this state, or such board trustee, trustees or board of cooperative educational services may elect to act as self-insurers to maintain the aforesaid protection. A board of education trustee, trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demanding or pleading, deliver the original or a copy of the same to such board of education trustee, trustees, or board of cooperative educational services.

2. What are the qualifications to be a teacher in the public schools of New York?

No person shall be employed or authorized to teach in the public schools of the state that is:

- a. Under the age of eighteen years
- b. Not in possession of a **teacher's certificate** issued under the authority of this chapter or a diploma issued on the completion of a course in a state college for teachers of state teachers college of this state. The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher. The number of certified teachers shall not be diminished by reason of the presence of cadet teachers.
- c. Not a citizen. The provisions of this subdivision shall not apply, however, to an

alien teacher now or hereafter employed, provided such teacher shall make due application to become a citizen and thereafter within the time prescribed by law shall become a citizen. The provisions of this subdivision shall not apply, after July first, nineteen hundred sixty-seven, to an alien teacher employed pursuant to regulations adopted by the commissioner of education permitting such employment.

3. May a teacher be inflicted with financial loss from a suit or judgment by reason of alleged negligence or other acts?

Section 3023 of the Education Law makes the board of education liable provided that such teacher or member of the supervisory or administrative staff at the time of the accident or injury (to a school pupil) was acting in the discharge of his or her duties within the scope of his or her employment. This section also makes practice or cadet teachers subject to the same protection as other members of the teaching and other staff. (This section does not apply to New York City.)

The board, however, must be given a copy of the summons or complaint by the teacher within **ten days** of the time the teacher was served or the board will not be subject to the duty imposed by this section.

Section 3023 does not protect the teacher against other legal actions in the fields of libel, slander, fraud, trespass, etc. — but Section 3811, which formerly applied to only board members, now does.

This section of the "save harmless" principle does not cover **criminal** prosecutions but does require the school district to pay all reasonable expenses, including damages, in other such legal actions related to a performance of their school duties.

A new Section 3028-a to the Education Law now grants immunity from civil liability to teachers and administrators reporting use of drugs to persons named in drug policy or to a principal or parents, when no policy exists. The protection exists only if the person reporting has reasonable cause to suspect such use. This law also covers guidance counselors, school nurses, and attendance officials.

4. What is the minimum number of school days in a school year?

Law requires 180 days of instruction.

The financial apportionment from the state will be reduced by one hundred eightieth for each day less than the **180 days** that the school was actually in session. The Commissioner may disregard this reduction, however, up to five days, for certain reasons such as adverse weather, etc., where it is proved that such lost days cannot be made up. (Section 3604, sub. 7 and 8)

No school shall be in session on a Saturday or a legal holiday, except General Election Day, Washington's Birthday, and Lincoln's Birthday.

5. What are minimum hours of the school day for New York State Public Schools?

Commencing September 1, 1976, no day on which the schools of **any** school district or board of cooperative educational services are in session may be included for the purpose of apportionment of state aid unless such schools were in session for not less

than the following number of hours:

- a. The daily sessions for pupils in full-day kindergarten and grades one through six shall be a minimum of **five** hours, exclusive of the time allowed for lunch.
- b. The daily sessions for pupils in half-day kindergarten shall be a minimum of **two and one-half hours**.
- c. The daily sessions for pupils in grades seven through twelve shall be a minimum of **five and one-half hours**, exclusive of the time allowed for lunch. (Commissioner's Regulation No. 175.5)

6. For what reason may a pupil be suspended from school?

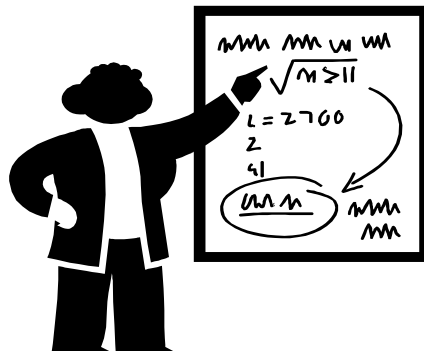
The board of education, the superintendent of schools, or district superintendent of schools may suspend the following minors from required attendance upon instruction:

- a. A minor who is insubordinate or disorderly, or whose conduct endangers the safety, morals, health or welfare of others.
- b. A minor whose physical or mental condition endangers the health, safety, or morals of himself or of other minors.
- c. A minor who, as determined in accordance with the provisions of this article, is feeble-minded to the extent that he cannot benefit from the instruction. (Section 3214)

In connection with pupil suspension see the *Goss v. Lopez*, U.S. Supreme Court case (95 S.C. 729), 1975.

7. May a principal or a teacher suspend a minor?

The teacher cannot suspend but the building principal may, if the board of education adopts bylaws delegating to the principal of the district, or the principal of the school where the pupil attends, the power to suspend a minor for a period not to exceed five days. For five days or less suspensions, according to the *Goss* case, the student must be given oral or written notice of the charges against him — and an opportunity to present his side of the story. However, the *Goss* case also stated that, in the case of students whose presence poses a danger to persons or property, they may be immediately removed from the school.



8. What are the legal procedures in a pupil suspension in excess of five days?

No students may be suspended for a period in **excess of five school days** unless he and the person in parental relation to him shall have had an opportunity for a hearing at which the student shall have the right to be represented by an attorney, the right to present witnesses and other evidence on his own behalf, and the right to cross-examine witnesses against him. A student who has been suspended prior to a hearing must be placed back in school or provided with suitable alternative instruction commencing with the sixth school day if the hearing has not been concluded or the superintendent or board of education has not rendered a decision as of that date (Matter of Anderson, 11 Ed. Dept. Rep. 45; Decision No. 8328, dated September 2, 1971). The notice of the hearing should advise the student of the grounds for the charges in specific enough terms to enable him to anticipate reasonably the subject content of the proposed hearing and to prepare a defense thereto (Matter of Rose, 10 Ed. Dept. Rep.; Decision No. 8154, dated July 16, 1970; Matter of Henderson, 11 id.; Decision No. 8301, dated July 6, 1971; Matter of Lawlor, 11 id.; Decision No 8452, dated March 21, 1972).

The student may bring a parent with him to the hearing, and counsel may represent both the student and the person invoking the procedure. An interpreter should be available, if needed.

At the hearing, persons having direct knowledge of the facts should be called to testify. Hearsay evidence alone is not sufficient, notwithstanding the administrative nature of the proceeding. There must be some direct evidence of guilt of the charges. As in courts, the burden of proving guilt rests upon the person making the charge, and the student is entitled to a presumption of innocence of wrongdoing unless the contrary is proved (Matter of Montero, 10 Ed. Dept. Rep.; Decision No. 8188, dated September 9, 1970). The student may testify in his or her own behalf and is free to cross-examine witnesses against him.

Both the superintendent and the board of education are authorized to appoint a hearing officer to conduct student disciplinary hearings. The report of the hearing officer is advisory only, and the superintendent or board may accept or reject all or any part of such report. (Guidelines for Students' Rights, S.E.D., 1972)

9. What is the procedure after suspension?

In the case of a minor who is suspended as insubordinate or disorderly, immediate steps shall be taken for his or her commitment or his or her attendance upon instruction elsewhere, as provided in Section 3214 of the Education Law; in the case of a minor suspended for other cause, the suspension may be revoked whenever it appears to be for the best interests of the schools and the minor to do so.

10. How may a pupil be "expelled" from schools?

Actually, the term "expulsion" is not found in the New York State Education Law and the proper procedure is one of "Pupil suspension." (Sec. 3214)

11. Is a New York State teaching certificate required for substitute teaching?

No, not always. For the day-to-day substitute who teaches for not more than 40 days in any one school year per school district, there are no state certification regulations.

This means that schools are free to use a day-by-day substitute, someone who is not certified, or use a teacher who is certified in one area to substitute teach in another (for example, the teacher certified in high school commercial subjects could teach in the elementary grades for this period of time). The same uncertified person could likewise be employed for 40 days the following year.

For the "regular substitute" who is substituting for a teacher on leave of absence (such as on maternity leave) for an extended period of time as for a term or a year, the school district is required to seek a teacher who is fully certified in the area, which he will be teaching.

There are no "substitute teacher" licenses in upper New York State as there are in New York City. (Commissioner's Reg. 80:36)

12. Does the school administration have the authority to censor or curtail student publications?

Most courts look with tolerance on political, social and economic criticism in such publications. As one judge commented, in upholding the placing of an anti-war advertisement in a high school newspaper: "Free speech is not confined to classroom discussion."

On the other hand, the law recognizes that some limits may be justified by the necessities of orderly education. "Time and place" rules for distributing literature are generally held to be within the school's authority. Extreme vulgarity, too, has been condemned. Students also have the responsibility to refrain from liable and obscenity.

Furthermore, courts usually allow a tighter rein on high school students than on college students.

(See the S.E.D. publication, *Guidelines for Students' Rights and Responsibilities*, 1974)

13. If a pupil is sent out of the school building to the store, or on a similar errand, upon the request or assignment of the principal or teacher and the child is injured, where is the liability?

The school has no authority to send children off the grounds on errands and when a child goes, chances are being taken as to any accidents. There is no power vested in the school authorities to send children on errands. In a case of this type, the school could be held liable.

14. What is the legal definition of the "school speed zone"?

Section 1180 of the Vehicle and Traffic Law establishes a **15-mile speed limit** in passing school buildings. The law establishes "school speed zone" as that portion of the highway passing a school building and extending not more than 300 feet in either direction from the building line of a school abutting on the highway. The definition is

limited to that portion of the highway directly in front of the school building (except in New York City).

15. May a school pupil be forced to give the pledge of allegiance and salute the American flag in the public classroom?

Not always. The U.S. Supreme Court in the *West Virginia vs. Barnett Case* (1942) ruled that under certain circumstances (such as religious convictions), enforcement of such saluting and pledge of allegiance would be a violation of the Federal Constitution. (319 U.S. 624, 63 Sup. Ct. 1778-1943).

A case on this subject in New York State in the 1979 *Bielenberg Case* before the Commissioner of Education who ruled that students do not have the constitutional right to remain seated as a protest while their classmates rise to recite the Pledge of Allegiance. The student in question claimed she had a constitutional right to remain seated despite the school's offer to her to leave the room or stand silently. (Commissioner's Decision No. 8147) (Also see the *Goetz vs. Ansell case* — 1973).

16. What are the N.Y. State Assessments?

The New York State Assessments are given in all public and non-public schools in New York State. Children are evaluated at the end of grades four, eight, and in high school, to determine if they meet the criteria designated by the New York State Learning Standards.

17. What are B.O.C.E.S.?

B.O.C.E.S. (Board Of Cooperative Educational Services) are voluntary, cooperative associations of school districts in a geographic area, which have banded together to provide educational or business services more economically than each could offer by itself. They are organized under Section 1950 of the Education Law. B.O.C.E.S. services focus on providing education for the handicapped students, vocational students, drug and health education and services, continuing education, staff development, data processing, and cooperative purchasing. At present 725 of the state's 746 local school districts belong to a B.O.C.E.S.

18. What is the present status of "released time for religious education classes" in New York State?

The U.S. Supreme Court declared this provision of the law constitutional on April 28, 1952. (*Zorach s. Clauson*, 343 U.S. 306)

The decision, however, took pains specifically to point out that the *McCullum case* (*McCullum vs. Board of Education*, 333 U.S. 203) has not been over-ruled. *That case held that religious instruction may not be carried out in the public school buildings.*

Academic instruction does **not** have to be omitted in the public school while such pupils are on "released time." The usual practice is that no new sequential material is presented to those pupils not participating in the released time program. There is nothing to hinder the introduction of new material solely for the purpose of enrichment, however.

19. Why is it necessary that school pupil attendance registers be kept accurately?

Because school attendance records may be subpoenaed to be used as legal evidence and because the average daily attendance is used in the determination of the amount of state aid to a school district. The teacher shall make the verification of the school attendance registered, by oath or affirmation, before receiving salary for the last month of a term.

The responsibility of keeping and verifying records of attendance, formerly the teacher's task, can now be assigned to others in the school system. The Commissioner can also prescribe the form and manner of keeping such records. The purpose of this law is to facilitate electronic attendance and other record keeping. (Sec. 3024, 3025, 3211)

20. May a pupil legally be kept after school by a teacher or a principal?

If parents object to detaining a pupil after school hours, the pupil may not be kept after school. The basic right of parents was enunciated in the landmark Supreme Court case, *Pierce vs. Society of Sisters and the Hill Military Academy* (1925).

21. May a teacher in New York State teach a subject not covered by their teaching certificate?

Yes, a superintendent of schools, with the approval of the Commissioner of Education, may assign a teacher to teach a subject not covered by his or her license for a period not to exceed five classroom hours a week. (From Reg. of the Commissioner, Sec. 80.2, part C)

22. What is the Public Employees' Fair Employment Law (Taylor Law)?

It is actually Article 14 in the Civil Service Law. The Public Employees' Fair Employment Law is legislation, which governs relations between public employers and public employees in New York State. The legislation is commonly referred to as the Taylor Law, having been named after Professor George W. Taylor of the University of Pennsylvania, chairman of the Governor's Committee on Public Employee Relations, whose report and recommendations formed the basis for the law.

23. What rights are given to public employees?

Public employees are guaranteed the rights of self-organization and representation for collective negotiations. Self-organization and representation are the rights enabling public employees to join, or refrain from joining, employee organizations of their choice and to designate the organizations as their representatives in collective negotiations with the public employers. (T.L. 202, 203)

24. What penalties are imposed against employee organizations, which participate in a strike?

The law provides two types of penalties against employee organizations which participate in a strike: (1) If an employee organization violates a court injunction against striking, the organization may be fined for criminal contempt (Sec. 751 of Judiciary Law), and (2) if there has been a strike, PERB — or in some instances a court — may suspend the striking employee organization's right of dues check-off, after a hearing, to determine the extent of the fine and the period of suspension of

the right of check-off depend in part on whether the public employer committed acts of extreme provocation so as to diminish the organization's responsibility for the strike.

Any employee who participates in a strike or slow-down will lose two day's pay for each day of such participation.

In addition, the Attorney General has recently ruled that an employee placed on probation by reason of a Taylor Law violation is to be treated as any other probationer, for lay-off purposes — and probationers must be laid off prior to tenured employees. (See also *Susquehanna Valley vs. Tuller*, 40 NY 2d 487.)

25. What is a so-called "Taylor Law Probation" designation?

The rights of a teacher who is on Taylor Law probation as a result of having participated in a strike are governed by the Civil Service Law and by Section 4.5 of the Rules of the Civil Service Commission, rather than by the provisions of the Education Law.

A teacher on Taylor Law probation may not be discharged **during** the one-year probationary period except for misconduct or incompetence, and then only after a hearing. A teacher on Taylor Law probation, just as a teacher on Education Law probation, is subject to the conferral or denial of tenure at the end of the one-year period. (See the Tuller case in this connection.)



SECTION VI FREQUENTLY ASKED STUDENT TEACHING QUESTIONS

Below is a list of the frequently asked questions by student teachers before their student teaching experience. The questions have been answered by former student teachers. The intent being, to provide you, the student teacher, with answers to your questions, from fellow student teachers who experienced many of the same anxieties as you are presently experiencing.

- a. **I am extremely nervous about the discipline problems I will encounter. Did you have to face many discipline problems? If so, what did you do when you were in the situation?**

Answer: Before I student taught, I was extremely nervous about discipline problems. In fact, discipline problems were the number one fear that I had going into the classroom. But, in general most discipline problems can be handled with prevention techniques and/or with body language. Many times, merely walking past a student talking will give them the idea that they are disrupting the class. Your cooperating teacher can also be a great source of information. She/he may have strategies that you can draw upon to help you. Don't be afraid to ask for help. Be sure to know the school's policy if a severe discipline problem occurs. The main thing to remember is that you can do something about it...follow the procedures and stick to what you say, and you should be all set! Keep in mind that you never want to let the student know that you have no idea how to handle a situation. Never let them see that you are not in control, otherwise they will take advantage of you. You are the boss! You just need to be confident in yourself!

- b. **How do I get over the fear of teaching for the first time?**

Answer: The first time any one teaches can be a nerve-wracking experience. Many experienced teachers will talk about how nervous they are at the beginning of each school year. Anxiety is a part of the job. But, it can be overcome. When you teach for the first time, try to remember that you may make mistakes. Everyone makes them, so it really is no big deal. Plus, your students will not know if you make a mistake unless you let them know. It is important to correct serious mistakes as soon as possible, though, and move on. Try to think of teaching as acting. You are the actor/actress and your students are your audience. Once you put yourself in a relaxed situation, you will be at ease, and everything will fall into place. By the time you are ten minutes into your first lesson, you will be over your anxiety, and enjoying yourself.

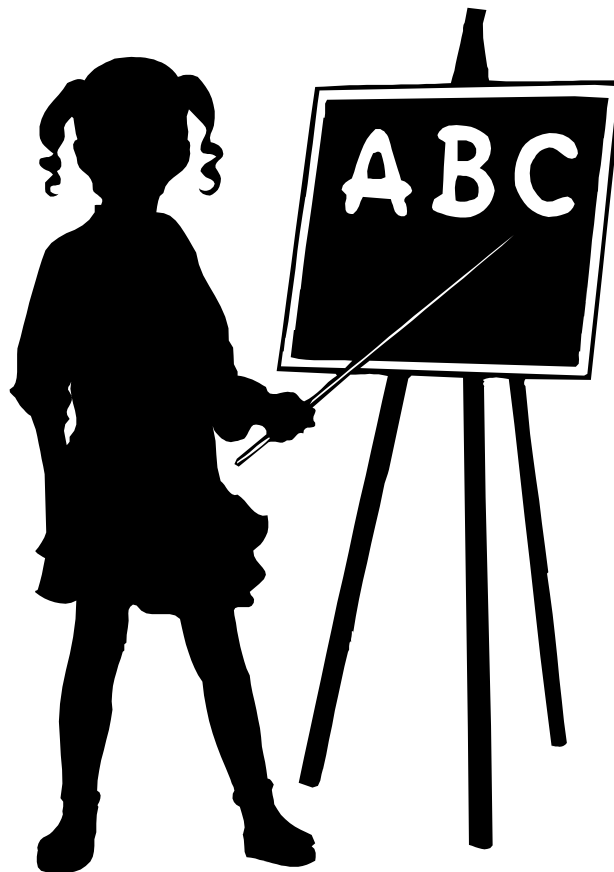
- c. **What happens if my teaching techniques are totally different from those of my cooperating teacher?**

Answer: Many times student teachers will have a different teaching style than their cooperating teachers. Oftentimes, cooperating teachers will give their students the opportunity to try their techniques to obtain an idea of what will work in a classroom. If you ask your cooperating teacher if you can try something new, and they will not allow it, don't push the panic button. Maybe your cooperating teacher will let you try more ideas as you take charge

of the classroom. They may be trying to help you feel comfortable with the class and teaching in general before allowing you to try something totally new. If problems arise later on in your experience, you can try talking to your cooperating teacher about your concerns. Hopefully, they will see where you are coming from. If not, maybe you will have the chance to try your techniques in your second student teaching placement. One always wants to get along with their cooperating teachers, even if you have to put some of your ideas to the side for a while. Your ideas may be vary valuable, therefore keep them in mind for when you have a classroom of your own.

d. What should I do if I don't know the answer to a student's question?

Answer: The best way out of this situation is to tell your students that you do not know the answer to their question, but you are more than willing to get back to them about it. As a general rule, however, you do not want to try and answer them, and have your answer be totally wrong. Students know when you are trying to talk your way out of a sticky situation, and they will respect you more if you admit that you do not know. If you tell them the wrong answer, they may not only learn it wrong, they may lose respect for you. Also, it is an excellent teachable moment. Give the students an opportunity to research their questions. The thrill of the chase in education often gets students more interested in learning.



SECTION VII TEACHER CERTIFICATION

Certification, as it applies to the teaching profession, is the process of licensing qualified individuals to teach in the public schools of this state. The process is controlled and governed by the State Education Department, Office of Teaching, Education Building 5 North, Albany, NY 12234, (518) 474-3901.

Once a student has completed the requirements for a Bachelor of Science degree in a teacher education program or a Post-Baccalaureate certification program, as well as the appropriate teacher certification examinations and seminars, the Initial Certificate may be applied for. Students graduating from a teacher education program at BSC may apply through the Teacher Certification Office, Caudell Hall 101. The application is available in Caudell Hall room 101.

The Initial Certificate is valid for three years. During this time you must meet the requirements for the Professional Certificate which are: Initial Certification, a Masters Degree, and three years of teaching experience.

These guidelines are effective 02/02/04. The requirements listed in this handbook are based on information found on the New York State Education website at www.nysed.gov. Check the web site for more specific information and updates.



CERTIFICATION Q & A

1. WHAT IS AN INITIAL CERTIFICATE?

It is the first teaching license currently issued by New York State. The teaching license you will be issued after the completion of your teacher education program, examinations, and application process is called An Initial Certificate. It is good for 3 years, during which time you need to complete the requirements for professional certification. Complete regulations are available at the New York State Education Department's website (www.nysed.gov/tcert).

2. WHAT EXAMINATIONS DO I TAKE FOR PROVISIONAL CERTIFICATION?

All teachers need the LAST, ATS-W and CST examinations to obtain an initial teaching certificate. Most students take the Liberal Arts & Science Test (LAST) and CST during the junior/senior year, and the Assessment of Teaching Skills - Written (ATS-W) during student teaching. In any case, complete all tests by the time you graduate/complete student teaching.

3. HOW DO I RECEIVE MY INITIAL CERTIFICATE?

Apply through the Teacher Certification Office the month you graduate. You will receive an application during a senior seminar, or pick one up in CH 101. When your certification application is processed, the Teacher Certification Office will mail you a letter of verification, which you may use to apply for jobs until your Initial Certificate is mailed to you from Albany, which usually takes 8 weeks.

4. WHAT DO I NEED TO BE A SUBSTITUTE TEACHER?

The requirements vary. Contact the school district(s) where to want to work to find out what they require. A list of local school district contacts is available from the Career Development Center, GC 306, and on their website: www.buffalostate.edu/~cdc.

5. WHAT ARE THE REQUIREMENTS FOR PROFESSIONAL CERTIFICATION?

All teachers will need a Master's degree and three years of full-time teaching experience. To maintain the Professional certificate, 175 hours of professional development every five years is required.

STUDENT TEACHER CERTIFICATION CHECKLIST

- **Examinations:** Make sure LAST, ATS-W and CST are completed this semester.

- **Graduation:** Make sure you apply to graduate! UG graduation applications are available from Records & Registration, GC 204, 878-2811.

- **Application for Initial Certificate:** Make sure you complete the Application for Certificate! You will do this in your seminar, or stop by Caudell Hall 101. Hand in your application after December 15 (for Fall graduates) and after May 15 (for Spring graduates).

- **Seminars:** All students need to attend a School Anti-Violence Education Seminar (SAVE), Fire Arson & Safety seminar, and Drug/Alcohol seminar. Call the Continuing Education Office at 878-5907 to sign up.

- **Child Abuse Seminar:** If you are a "certification only" student, you will need to attend a seminar on the identification and reporting of child abuse and maltreatment. The seminars are held various Thursday evenings and Saturday mornings. Call 876-7600 to sign up.

- **More Information:** You will find more information on the above, and other items of interest to teachers, on the New York State Education department's web site: www.nysed.gov.

UNITED STATES TEACHER CERTIFICATION OFFICES

Alabama
(334) 242-9935
www.alsde.edu

Alaska
(907) 456-2831
www.educ.state.ak.us

Arizona
(602) 542-4361
www.ade.state.az.us

Arkansas
(501) 682-4342
<http://arkedu.k12.ar.u>

California
(888) 921-2682
www.ctc.ca.gov/

Colorado
(303) 866-6628
www.cde.state.co.us

Connecticut
(860) 713-7017
www.state.ct.us/sde/

Delaware
(302) 739-4686
www.doe.state.de.us/

District of Columbia
(202) 442-5377
www.k12.dc.us

Hawaii
(808) 586-2600
www.doe.k12.hi.us/

Florida
(850) 488-2317
www.fldoe.org/edcert

Georgia
(404) 657-9000
www.gapsc.com

Idaho
(208) 332-6880
www.sde.state.id.us

Illinois
(800) 845-8749
www.isbe.state.il.us

Indiana
(866) LICENS2
www.in.gov/psb

Iowa
(515) 281-3245
www.state.ia.us

Kansas
(785) 296-2288
www.ksbe.state.ks.us

Kentucky
(502) 573-4606
www.kyepsb.net/

Louisiana
(504) 342-3490
www.louisianaschools.net

Maine
(207) 624-6603
www.state.me.us/education/cert/cert.htm

Maryland
(410) 767-0412
www.msde.state.md.us

Massachusetts
(718) 338-3000
www.doe.mass.edu/educators

Michigan
(517) 373-3310
www.michigan.gov/emi

Minnesota
(651) 582-8691
www.education.state.mn.us

Mississippi
(601) 359-3483
www.mde.k12.ms.us/license/

Missouri
(573) 751-0051
www.dese.state.mo.us/

Montana
(888) 231-9393
www.state.mt.us

Nebraska
(402) 471-2496
www.nde.state.ne.us

Nevada
(702) 486-6455
www.nde.state.nv.us

New Hampshire
(603) 271-2407
www.ed.state.nh.us

New Jersey
(609) 292-2070
www.state.nj.us/jnded/educators/license/index.html

New Mexico
(505) 827-6587
www.sde.state.nm.us/

New York
(518) 474-3901
www.nysed.gov

North Carolina
(919) 807-3310
www.teach4nc.org/

North Dakota
(701) 328-2264
www.state.nd.us/

Ohio
(614) 466-3593
www.ode.state.oh.us/tp/

Oklahoma
(405) 521-3301
www.sde.state.ok.us

Oregon
(503) 378-3586
www.ous.edu/aca/tchred.htm

Pennsylvania
(717) 787-2967
www.teaching.state.pa.us/

Rhode Island
(401) 222-4600
www.rido.net

South Dakota
(605) 773-5470
www.state.sd.us/deca/opa

South Carolina
(803) 734-8466
www.sctechners.org/cert

Tennessee
(615) 532-4885
www.state.tn.us/education/

Texas
(888) 863-5880
www.sbec.state.tx.us

Utah
(801) 538-7740
www.usoe.k12.ut.us/cert

Vermont
(802) 828-2445
www.state.vt.us/educ

Virginia
(804) 225-2022
www.pen.k12.va.us

Washington
(360) 725-6000
www.k12.wa.us

West Virginia
(800) 982-2378
<http://wvde.state.wv.us/>

Wisconsin
(800) 441-4563
www.dpi.state.wi.us

Wyoming
(800) 675-6893
www.k12.wy.us

College Policies on Equity and Campus Diversity and Student Teaching

General Policy against Discrimination and Harassment

It is the policy of Buffalo State College to provide an employment and educational environment free from invidious discrimination on the basis of age, race, color, religion, national origin, gender, sexual orientation, disability, marital or veteran's status.

It shall be a violation of this policy for any agent, student or employee of Buffalo State College to discriminate on the basis of age, race, color, religion, national original, gender, sexual orientation, disability, marital or veteran's status against any individual with respect to the terms of employment, education, or benefits of any program or activity at Buffalo State College.

NOTE: This policy extends to students in off-campus setting including student teaching.

College Policy on Sexual Harassment

It is the policy of Buffalo State College to provide an employment and educational environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment as defined and otherwise prohibited by state and federal statutes.

It shall be a violation of college policy for anyone who is in a position of authority to make sexual advances or requests for sexual favors when submission to or rejection of such request is the basis for implicitly or explicitly recommending, imposing, granting, or withholding or refusing terms and conditions that either favor or adversely affect the employment or education of any member of the college community.

Student teachers who feel aggrieved because of sexual harassment should immediately report such conduct to their college supervisor, advisor, department chair or the Senior Advisor for Equity and Campus Diversity Cleveland Hall 415, 878-6210.

Policy on Censual Sexual and Amorous Relations

It is the policy of Buffalo State College that, commencement upon either person's initiative, of a sexual or amorous relationship between a Buffalo State College faculty or staff member and a student with respect to whom such faculty or staff member has a current professional responsibility, shall be prohibited.

NOTE: This policy extends to relationships between student teachers and cooperating teachers and college supervisors.

Policy Related to Persons with Disabilities

It is the policy of Buffalo State College that no otherwise qualified person with a disability shall, solely by reason of their disability, be excluded from participation in employment or access to programs of the college.

Students who require or desire accommodations or academic adjustments under this policy are invited to identify their needs to Marianne Savino, Coordinator of Services for Students with Disabilities SW 130 Ext. 4500 so that necessary reasonable accommodations can be provided as supported by appropriate documentation.

NOTE: Student teachers may require accommodations different from those necessary in academic courses. Students should discuss their needs with the Coordinator in sufficient time so that accommodations can be made and consideration given in determining the appropriate placement for student teaching.

Religious Beliefs College Policy on Religious Observances

It is the policy of BSC and SUNY that any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days, shall, because of such absence on the particular day or days, be excused from any examinations or any study or work requirements.

NOTE: It is the responsibility of the student to notify the college supervisor and the cooperating teacher of any anticipated absence due to religious beliefs at the beginning of the student teaching assignment so that appropriate adjustments in work assignments can be made. It is the responsibility of the faculty to make available to each student who is absent from school of work assignment, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days.

Grievance Procedures

These policies extend to student teachers and other students in off-campus placements. Students who feel that they have been aggrieved according to any of these policies should immediately report the situation to their college supervisor, advisor, department chair, or to the Senior Advisor to the President for Equity and Campus Diversity, 415 Cleveland Hall 878-6210. If the student wishes to file a formal grievance, the report must be filed with the Senior Advisor within **45** days of the occurrence of the act. In the case of a student enrolled in a course involving the instructor of the course, the formal report must be filed within **45** days after receiving a final grade in the course.

Standards
of the
Interstate New Assessment and Support
Consortium
(INTASC)

Outcomes for Teacher Education Candidates at
Buffalo State College
Initial Level



This booklet has been prepared to accompany the student teaching summary form that must be completed for every teacher candidate at Buffalo State College by his/her college supervisor at the conclusion of the candidate's student teaching experience(s). The material is designed to expand upon and more fully reflect the INTASC standards adopted by Buffalo State College faculty for candidates in initial teacher education programs.

Principle One: The teacher candidate 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.
1. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
<ul style="list-style-type: none"> understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
<ul style="list-style-type: none"> can relate his/her disciplinary knowledge to other subject areas.
2. Dispositions: The teacher candidate
<ul style="list-style-type: none"> realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
<ul style="list-style-type: none"> appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
<ul style="list-style-type: none"> has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
<ul style="list-style-type: none"> is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
3. Performances: The teacher candidate
<ul style="list-style-type: none"> effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
<ul style="list-style-type: none"> can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
<ul style="list-style-type: none"> can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
<ul style="list-style-type: none"> engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
<ul style="list-style-type: none"> develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
<ul style="list-style-type: none"> can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods in inquiry from several subject areas.
Principle Two: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
4. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind-- and knows how to use instructional strategies that promote student learning.
<ul style="list-style-type: none"> understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
<ul style="list-style-type: none"> is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
5. Dispositions: The teacher candidate
<ul style="list-style-type: none"> appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
<ul style="list-style-type: none"> is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
6. Performances: The teacher candidate
<ul style="list-style-type: none"> assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
<ul style="list-style-type: none"> stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
<ul style="list-style-type: none"> accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle Three: The teacher candidate understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners.
7. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
<ul style="list-style-type: none"> knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
<ul style="list-style-type: none"> knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
<ul style="list-style-type: none"> understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
8. Dispositions: The teacher candidate
<ul style="list-style-type: none"> believes that all children can learn at high levels and persists in helping all children achieve success.
<ul style="list-style-type: none"> appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
<ul style="list-style-type: none"> respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
<ul style="list-style-type: none"> is sensitive to community and cultural norms.
<ul style="list-style-type: none"> makes students feel valued for their potential as people, and helps them learn to value each other.
9. Performances: The teacher candidate
<ul style="list-style-type: none"> identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
<ul style="list-style-type: none"> uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
<ul style="list-style-type: none"> makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
<ul style="list-style-type: none"> can identify when and how to access appropriate services or resources to meet exceptional learning needs.
<ul style="list-style-type: none"> seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
<ul style="list-style-type: none"> brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
<ul style="list-style-type: none"> creates a learning community in which individual differences are respected.
Principle #4: The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
10. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
<ul style="list-style-type: none"> understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
<ul style="list-style-type: none"> knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
11. Dispositions: The teacher candidate
<ul style="list-style-type: none"> values the development of students' critical thinking, independent problem solving, and performance capabilities.
<ul style="list-style-type: none"> values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

12. Performances: The teacher candidate
<ul style="list-style-type: none"> carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
<ul style="list-style-type: none"> uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
<ul style="list-style-type: none"> constantly monitors and adjusts strategies in response to learning feedback.
<ul style="list-style-type: none"> varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
<ul style="list-style-type: none"> develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
Principle Five: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
13. Knowledge: The teacher candidate
<ul style="list-style-type: none"> can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
<ul style="list-style-type: none"> understands how social groups function and influence people, and how people influence groups.
<ul style="list-style-type: none"> knows how to help people work productively and cooperatively with each other in complex social settings.
<ul style="list-style-type: none"> understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
<ul style="list-style-type: none"> recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.
14. Dispositions: The teacher candidate
<ul style="list-style-type: none"> takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
<ul style="list-style-type: none"> understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
<ul style="list-style-type: none"> values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
<ul style="list-style-type: none"> recognizes the value of intrinsic motivation to students' life-long growth and learning.
<ul style="list-style-type: none"> is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
15. Performances: The teacher candidate
<ul style="list-style-type: none"> creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
<ul style="list-style-type: none"> engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
<ul style="list-style-type: none"> organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
<ul style="list-style-type: none"> maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
<ul style="list-style-type: none"> helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
<ul style="list-style-type: none"> analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
<ul style="list-style-type: none"> organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle Six: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
16. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands communication theory, language development, and the role of language in learning. understands how cultural and gender differences can affect communication in the classroom. recognizes the importance of nonverbal as well as verbal communication. knows about and can use effective verbal, nonverbal, and media communication techniques.
17. Dispositions: The teacher candidate
<ul style="list-style-type: none"> recognizes the power of language for fostering self-expression, identity development, and learning. values many ways in which people seek to communicate and encourages many modes of communication in the classroom. is a thoughtful and responsive listener. appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
18. Performances: The teacher candidate
<ul style="list-style-type: none"> models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received.) supports and expands learner expression in speaking, writing, and other media. knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
Principal Seven: The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
19. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences. knows when and how to adjust plans based on student responses and other contingencies.
20. Dispositions: The teacher candidate
<ul style="list-style-type: none"> values both long term and short term planning. believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. values planning as a collegial activity.
21. Performances: The teacher candidate
<ul style="list-style-type: none"> as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired.) plans for learning opportunities that recognize and address variation in learning styles and performance modes. creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress. creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation. responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle Eight: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
22. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
<ul style="list-style-type: none"> knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
<ul style="list-style-type: none"> understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
23. Dispositions: The teacher candidate
<ul style="list-style-type: none"> values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
<ul style="list-style-type: none"> is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
24. Performances: The teacher candidate
<ul style="list-style-type: none"> appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
<ul style="list-style-type: none"> solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
<ul style="list-style-type: none"> uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
<ul style="list-style-type: none"> evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
<ul style="list-style-type: none"> monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
<ul style="list-style-type: none"> maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
Principle Nine: The teacher candidate 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.
25. Knowledge: The teacher candidate
<ul style="list-style-type: none"> understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
<ul style="list-style-type: none"> is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities.)
26. Dispositions: The teacher candidate
<ul style="list-style-type: none"> values critical thinking and self-directed learning as habits of mind.
<ul style="list-style-type: none"> is committed to reflection, assessment, and learning as an ongoing process.
<ul style="list-style-type: none"> is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
<ul style="list-style-type: none"> recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
27. Performances: The teacher candidate
<ul style="list-style-type: none"> uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
<ul style="list-style-type: none"> seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
<ul style="list-style-type: none"> draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

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

28. Knowledge: The teacher candidate

- understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

29. Dispositions: The teacher candidate

- values and appreciates the importance of all aspects of a child's experience.
- is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- is willing to consult with other adults regarding the education and well-being of his/her students.
- respects the privacy of students and confidentiality of information.
- is willing to work with other professionals to improve the overall learning environment for students.

30. Performances: The teacher candidate

- participates in collegial activities designed to make the entire school a productive learning environment.
- makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- can identify and use community resources to foster student learning.
- establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- acts as an advocate for students.