

Buffalo State  
*State University of New York*

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SCHOOL *of* EDUCATION

# Student Teaching Handbook

Office of Teacher Certification  
Caudell Hall Room 101

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**SECTION I  
PREPARING FOR STUDENT TEACHING**

- A. **REGISTRATION**— Students **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. **STUDENTS' 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. Early childhood/Childhood Education students cannot request special student teaching placements.
- 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 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, student teachers should dress in a professional manner. Personal appearance should reflect 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, student teachers are responsible for attending respective departmental Student Teaching Orientation meetings.
- B. **TEACHING SCHEDULE**— 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**— Every 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**— Student teachers are 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. If such a visit is not feasible, telephone 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 addressed 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 absence due to an emergency. Student teachers 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. Student teachers 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 to arrange 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 teacher is unable to resolve in open discussion with the cooperating teacher, the student teacher should contact the college supervisor for assistance as soon as possible during the experience. If the college supervisor is unable to help, the student teacher should contact the department coordinator of student teaching.
- J. **THE STUDENT TEACHER AS A SUBSTITUTE**— The student teacher *CANNOT* serve as a substitute teacher under any circumstances.
- 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 teacher should not participate in any extra-curricular activities or employment which will weaken his or her effectiveness as a student teacher. Student athletes need to student teach during the season when they will not be involved in athletic competitions that require travel.
- M. **WITHDRAWING FROM A STUDENT TEACHING ASSIGNMENT**— Any student teacher who intends 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. The student teacher must file a course withdrawal form signed by the appropriate instructor or designee by the required deadline.
- N. **OBSERVATION OF STUDENT TEACHING**— The college supervisor will observe student teachers in each of their two student teaching assignments. 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 teacher's effectiveness and should be followed by conferences with the student teacher and cooperating teacher, individually, 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.)
- P. **MATH EDUCATION STUDENTS**— Math Education student teachers who fail to complete their student teaching experience or receive either a U or W for a student teaching placement must meet with a 3-person subcommittee of the Math Education Committee to decide if permission will be granted to continue in student teaching.

**SECTION III  
GENERAL INFORMATION ON THE EXPERIENCE  
A STIMULATING PROFESSIONAL ATMOSPHERE**

A classroom containing a student teacher has the potential to enhance the professional atmosphere. A student teacher can be an asset in many different instructional situations throughout 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 may often be stimulating to both pupils and teacher.
2. The student teacher may be a valuable source for ideas about instructional strategies and/or materials.
3. The presence of a student teacher may encourage the cooperating teacher to examine critically his or her own objectives and teaching strategies.
4. While the student teacher conducts class, the cooperating teacher is able to observe his or her pupils from a different perspective, perhaps gaining valuable insight into their interests and/or learning preferences.
5. The presence of a student teacher gives pupils the opportunity to build rapport with another adult within the school community.

**REMEMBER:**

- ◆ More anxiety may occur prior to student teaching than during the actual experience.
- ◆ The cooperating teacher determines the classroom atmosphere and activity structure before the student teacher arrives.
- ◆ Student teaching is a period of transition in which the teaching candidate changes from college student to beginning teacher.

**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, Mission Statement
  - 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
  - Staff that you may want to correspond with (secretaries, guidance counselors, coaches etc.)
- ◆ 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 technology resources
  - Supplies
- ◆ Teacher responsibilities related to extracurricular programs
  - 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 familiar with the classroom routine
- ◆ Assume some teaching responsibility
- ◆ And above all, demonstrate initiative

The following activities are suggestions for student teachers to become involved during the first week of student teaching:

- ◆ Carry out brief teaching activities
- ◆ Distribute and collect papers

- ◆ Check attendance
- ◆ Supervise recess periods
- ◆ Administer tests and quizzes
- ◆ Assist with laboratory or project work
- ◆ Work with individuals or small groups
- ◆ Operate equipment
- ◆ Assist the teacher with demonstrations
- ◆ Explain specific procedures or techniques
- ◆ Plan and create displays or bulletin boards
- ◆ Learn 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 assumed 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 PROFESSIONALS**

Working with Cooperating teachers:

- ◆ Student teaching has the potential to result in improved personal relationships for both students and teachers.
- ◆ The professional development of student teachers will be enhanced when they are treated in a professional manner.
- ◆ Student teachers are inexperienced colleagues.
- ◆ Differences in personalities should be considered as an asset.
- ◆ Honesty, thoughtfulness, and tact affirm and help to establish and further develop good personal relationships.
- ◆ In most situations, student teaching contributes to 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 college supervisor facilitates and supplements good supervision.
- ◆ The college supervisor needs the collaboration of cooperating teachers and student teachers to function effectively.
- ◆ 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.
- ◆ The cooperating teacher, in his or her supervisory role, should communicate regularly with the college supervisor.

## 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 essential for the student teacher to be familiar with the cooperating teacher's plans.
- ◆ Good planning is based upon an appreciation for the purpose of the instruction and a working knowledge of the learning preferences 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 an isolated classroom activity.
- ◆ Participation should be accompanied by reflection and discussion in order to provide the student teacher with the most optimal 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 audio taping are useful self-evaluative techniques.
- ◆ The cooperating teacher and student teacher should review and discuss the identified objectives and expectations within the first two weeks of the situation. Daily conferencing regarding planning and progress will ensure clear communication.
- ◆ A conference, following an observation by the college supervisor, is an essential part of the evaluation process. Periodically, the cooperating teacher should 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 teacher's teaching strengths as well as indicating areas in need of strengthening.
- ◆ 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 document performance related to all teaching behaviors.
- ◆ Written student evaluations should be prepared by the cooperating teacher and the college supervisor, with the understanding that the student teacher has access to these evaluations at the institution.

**SECTION IV  
AFTER STUDENT TEACHING**

- A. **UNSATISFACTORY TEACHING EXPERIENCE**— Math Education students who fail to complete a student teaching experience or receive either a U or a W for a student teaching experience must meet with a 3-person sub-committee of the Math Education Committee to decide if permission will be granted to continue in student teaching.

- B. **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, 401, and/or 410. If a student teacher receives an unsatisfactory (U) grade in either of their situations, 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 400/401/410, Student Teaching. **NO OTHER COURSEWORK CAN BE TAKEN WITH EDU 400/401/410 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."

**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.

College supervisors must submit a completed Student Teaching Summary/Evaluation form for every student teacher supervised every quarter.

- 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 ask 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, college supervisors, school administrators, students, or other teachers
- ◆ Transcripts
- ◆ Licensing exam results
- ◆ Honors and 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 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 provides teaching candidates with an 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](http://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](http://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](mailto:ASKCDC@buffalostate.edu) Visit our homepage at [www.buffalostate.edu/offices/cdc](http://www.buffalostate.edu/offices/cdc).

## SECTION V FREQUENTLY ASKED STUDENT TEACHING QUESTIONS

Below is a list of the frequently asked questions by student teachers prior to their student teaching experience. The questions have been answered by former student teachers who experienced many of the same anxieties as you are presently experiencing.

**Question:**

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 preventive techniques and/or with body language. Many times, merely walking past students who are 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!

**Question:**

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.

**Question:**

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 student teachers the opportunity to try their own techniques to provide them with first hand experiences with what will work in a classroom. If you ask your cooperating teacher if you can try something new, and he or she 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. The cooperating teacher 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, he or she 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 his or her cooperating teacher, even if you have to put some of your ideas to the side temporarily. Your ideas are valuable; therefore, keep them in mind for when you have a classroom of your own.

Question:

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

Answer:

The best way to handle this situation is to tell your students that you do not know the answer to their question, but you will find the answer. Better yet, have them help you find the answer. Do not give them an answer, 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 VI  
REQUIREMENTS FOR AN INITIAL CERTIFICATE**

Please access the website: [www.buffalostate.edu/teachercertification](http://www.buffalostate.edu/teachercertification)

- ✓ **Examinations:** Complete the LAST, ATS-W and CST by your final semester. Plan ahead as some examination dates conflict with college events. **Registration is available online at:** [www.nystce.nesinc.com](http://www.nystce.nesinc.com)
- ✓ **Fingerprinting:** All students must complete the fingerprint clearance process prior to Student Teaching. Contact your department for a packet.
- ✓ **ALL TEACHER CERTIFICATION CANDIDATES WHO ARE APPLYING FOR INITIAL CERTIFICATION or PROFESSIONAL CERTIFICATION** through Buffalo State College's Office of Teacher Certification are required to complete coursework or training in the following SEMINARS:

**THE SCHOOLS AGAINST VIOLENCE IN EDUCATION (SAVE)**

The Schools Against Violence in Education seminar. All individuals applying for certification are required to provide evidence of having completed this seminar.

- On Campus:
  - Buffalo State College Continuing Professional Studies at 878-5907 [www.buffalostate.edu/academics/cenc](http://www.buffalostate.edu/academics/cenc)
- Off Campus:
  - Erie 1 Boces at 630-4250
- On-line:
  - [www.francisschool.com](http://www.francisschool.com)
  - [www.nysna.org](http://www.nysna.org) click "Online Continuing Education"
  - [www.violenceworkshop.com](http://www.violenceworkshop.com)

**FIRE AND ARSON SAFETY**

All individuals applying for Initial Certification are required to provide evidence of having completed this seminar.

Contact Buffalo State College Continuing Professional Studies at 878-5907 [www.buffalostate.edu/academics/cenc](http://www.buffalostate.edu/academics/cenc)

**ALCOHOL AND OTHER DRUG AVOIDANCE**

All individuals applying for Initial Certification are required to provide evidence of having completed this seminar.

Contact Buffalo State College Continuing Professional Studies at 878-5907 [www.buffalostate.edu/academics/cenc](http://www.buffalostate.edu/academics/cenc)

**CHILD ABUSE IDENTIFICATION AND REPORTING**

This two-hour seminar is required for individuals seeking Initial Certification in **Early Childhood/Childhood Education** (Birth - Grade 2, Grades 1 - 6) and **Art Education**.

- Off Campus:
  - Erie 1 Boces at 630-4250

- On-line:
  - [www.nysna.org](http://www.nysna.org) click "Online Continuing Education"
  - [www.childabuseworkshop.com](http://www.childabuseworkshop.com)
  - [www.francisschool.com](http://www.francisschool.com)

### **AIDS/HIV EXPOSURE**

Students completing the **Early Childhood/Childhood Education** (Birth - Grade 2, Grades 1 - 6) and **Exceptional Education** program at Buffalo State College are required to attend this seminar. You will be provided with information during student teaching or from your EDU 402 instructor. If you miss the [AIDS/HIV Exposure](#) seminar, it is also offered through:

- On Campus:
  - Buffalo State College Continuing Professional Studies at 878-5907 [www.buffalostate.edu/academics/cenc](http://www.buffalostate.edu/academics/cenc)
- On-line:
  - [www.nysna.org](http://www.nysna.org) click "Online Continuing Education"
- Off Campus:
  - Aids Community Services at 847-2437

### **APPLYING FOR AN INITIAL CERTIFICATE**

Once a student has completed the requirements for a Bachelor's 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 online at [www.highered.nysed.gov/tcert/teach/teach/](http://www.highered.nysed.gov/tcert/teach/teach/) For additional information, please contact the Office of Teacher Certification in Caudell Hall room 101.

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

These guidelines became 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](http://www.nysed.gov).