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# *Adult and Graduate Teacher Education*

# Field Experience and Student Teaching Policies Handbook

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## General Policies

## Field Experience Hours

“(vii) Field Experience means direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled; engaged in prior to student teaching or practica; and carefully selected and planned by program faculty.”

## Student Teaching

“(xiii) Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.”

## General Placement Procedures

**Participation in Field Experience and student teaching is a privilege. There are no exceptions to these requirements and policies**.

## Students will participate in a minimum of three to six different classroom experiences through FIELD EXPERIENCE and student teaching - in different developmental levels and different schools, including at least one school that has been designated a “high-needs” school. Because of the need for objectivity regarding the NYS Education Department’s (NYSED) requirement for verification of Field Experience Hours and student teaching, it is the policy of the Roberts Wesleyan Teacher Education Department that students will not be placed for Field Experience or student teaching with a relative or friend. Students will not be placed for student teaching in the school or district from which they graduated or in a school building in which they have children attending as students.

## Student requests for a particular placement with a school/teacher in the regional area may be *considered* (but not guaranteed) by the Placement Coordinators in conjunction with the Adult/Graduate Education (AGE) Steering Committees. Students are not to directly contact schools to arrange their own placements.

The Coordinator of Field Experience and Coordinator of Student Teaching work closely together to ensure each student meets state requirements for certification and adheres to the Field Experience and student teaching policies. **This requires a great deal of thoughtful and prior planning. It is the responsibility of the student to be in communication with the respective placement coordinators at the beginning of the program to develop a plan for meeting the requirements.**

## Students Employed at an Appropriate District, School, or Agency

In some cases, students who are employed by a school and working in an appropriate classroom setting may be able to count **some** of their work hours toward their Field Experience requirements. All students, however, will be required to complete their experiences in at least three to six different settings—in different developmental levels and different schools, including at least one school that has been designated a “high-needs” school. *Decisions about counting work hours towards these requirements will be made on a case-by-case basis by the AGE Admissions and Steering Committees*.

**Categories for job embedded fieldwork or student teaching experiences:**

* **Employed as a classroom teacher**
* **Employed as a Teaching Assistant or Paraprofessional**
* **Employed by a district and receiving compensation while completing fieldwork/student teaching in his her building/district of employment.**

This chart outlines general policies related to work experience and Field Experience/student teaching. Please see sections below for specific restrictions and related policies.



*\*\*The feasibility of Track 2A and 2B are determined by the student’s district/school of employment. The district/school may choose whether or not they would like the student to receive their normal pay during student teaching and fieldwork or take a leave of absence. Roberts Wesleyan does not provide paid student teaching or fieldwork experiences.*

**Field Experience Hours**

**Rationale for Field Experience Hours (or Fieldwork Hours)**

The purpose of Field Experience Hours is to allow time and opportunities for integrating and processing theory with actual practice.

The intent of the Field Experience is to provide opportunities for students to experience classroom realities and a variety of teaching styles. **Prior to student teaching**, each student will have a minimum of two to three Field Experience placements in a required variety of school settings – urban, suburban, rural, and/or private, with one placement in a “high needs” setting. “High needs” schools are based upon economic factors and listed yearly by the New York State Education Department. Each student will also have a placement in a special education setting or inclusive classroom (general education classroom with students with disabilities).

Field Experience Hours allow the student to participate in diverse settings, grade levels, and with a variety of learners. An expectation of the Department of Teacher Education is that this Field Experience will also provide opportunities for students to assist the classroom teachers by being involved with the classroom learners. It is also expected that students will use these opportunities to take the initiative to develop their relationships with the classroom teachers and school administrators at the Field Experience sites to explore and/or deepen their own passion for teaching.

**Field Experience Hours are required to be completed during the academic terms prior to student teaching.** There also may be opportunities to complete summer fieldwork during July to mid-August, but these are never a guarantee due to the condensed nature of extended school years and summer school programs in districts.

Students will be placed for 25-50 hours of Field Experience, depending upon certification for which they are being prepared. Field Experience may be done in varying amounts, but not less than 25 hours in a term. A minimum of 25 hours is required to make the Field Experience meaningful for the FIELD EXPERIENCE student and the host teacher.

**Fieldwork Placement Procedures and Expectations**

* All Field Experience placements will be arranged by the Coordinator of Field Experience. Students are not to make contact with teachers, administrators or districts to arrange their own placements.
* College supervised fieldwork hours must be completed under the direct supervision of a host teacher who will complete a rubric evaluating the student’s classroom performance. See Appendix I for the evaluation rubric.
* All of the required Field Experience hours must be documented with satisfactorily scored rubrics and signed log sheets at least 3 weeks before students may begin student teaching. See Appendix for the log sheet and rubric.
* **In conjunction with school districts/agencies, the timeframe for college supervised placements is as follows:**
* **Fall Semester/Term: Approximately late-September to early-December**
* **Spring Semester/Term: Approximately late-January to mid-May**
* **Summer Session/Term: Approximately July 5 – mid-August**
* **All Field Experience Hours must be completed over the course of a term/semester on a consistent weekly basis. It is not acceptable to complete all 25-50 hours over a short period of time (i.e. not every day for 1-2 weeks all at once). The timeframe for a placement should fall between at least one month and no more than four months.**
* **No more than 100 clock hours may be accumulated over the course of one semester. (“Fall semester” in regards to Field Experience is from late-September to mid-December. “Spring semester” in regards to Field Experience is from mid-January to mid-June.)**
* **For Pathway to Teaching students: At least 50 clock hours must be completed/documented prior to the end of Term 2 in order to student teach on time.**
* **For full-time graduate students: At least 50 clock hours must be completed/documented prior to the end of semester 1 in order to student teach on time.**

## Previous Classroom Experience

* If a student has classroom experience that she/he wishes to count toward the required 100 or 150 hours of Field Experience, the student must complete the *Request for Credit Towards Field Experience Hours* form that provides the following information: timeframe, developmental level, setting (e.g., general education, inclusive classroom, self-contained class), number of hours, supervising teacher, and activities/responsibilities of the student in that setting. The Coordinator of Field Experience will seek confirmation from the participating institution, district, or school. Please see Appendix VI for the form to submit to the AGE Admissions and Steering Committees. When possible, the supervising teacher or administrator may be asked to submit evaluative feedback about the student’s performance.
* Decisions about accepting credit towards Field Experience Hours on the basis of previous classroom experience will be made by the AGE Admissions and Steering Committees. Attention will be given to ensuring that hours accepted contribute toward meeting the requirement that students experience varied settings–e.g., two developmental levels; general education and special education; urban, suburban, and rural settings.
* **The number of hours accepted toward Field Experience requirements will not exceed 50 hours in any single classroom setting.** In rare cases, a student may receive credit for experience in two settings within the same school as long as the settings are significantly different and together contribute substantially toward meeting the NYS requirement that the student have a wide range of experiences before student teaching.
* Students may receive up to 50 hours of credit per full school year served in a relevant position.
* Students may receive up to 25 hours of credit for a partial year or summer served in a relevant position.
* In no case will the total number of hours accepted exceed 100 hours (two-thirds of the 150 hours of Field Experiencerequired) in the dual certification programs, or 65 hours (approximately two-thirds of the 100 hours of Field Experience required) in the single certification program.

**Current Classroom Experience**

* + **The number of hours accepted toward Field Experience requirements will not exceed 50 hours in any single classroom setting.**
	+ Students who are working in school classrooms during the time they are in the program, whether as paraprofessionals, teacher assistants, or uncertified teachers, may also apply to have some of their current work hours applied to meet required Field Experience hours.
	+ The job embedded experience must be in the certification area sought by the student.
	+ **If a student chooses to use his/her current work experience towards job embedded student teaching, they may only use up to 50 hours of that work experience towards fieldwork hours (in classroom, school and district).**
	+ **If a student chooses not to use his/her current work experience (in classroom, school and district) for job embedded student teaching, 100 of the required Field Experience fieldwork hours can be used/completed in that work experience from two different settings. Since the number of hours accepted toward Field Experience requirements will not exceed 50 hours in any single classroom setting, the student may use any combination of previous and current work experience to reach the 100 hours allowed for this track.**
* **In no case shall a student be given credit for more than 50 hours of Field Experience for experience in a single classroom.**
	+ The student must submit documentation that provides at least the following information: developmental level, setting (e.g., general education, inclusive classroom, self-contained class), number of hours, and activities/responsibilities of the student in that setting. Please see Appendix VI for the form to submit to the PTT Admissions and Steering Committee. When possible, the supervising teacher or administrator may be asked to submit evaluative feedback about the student’s performance.
	+ The student must also identify a school leader (certified teacher or principal) who will accept the role of “host teacher” and complete the Field Experience rubric to provide the faculty and staff with objective feedback about the student’s performance in the classroom. In this case, the student is not waiving Field Experience E hours, but using work hours to meet Field Experience requirements. Feedback from the host teacher will be regarded in the same way as from any other host teacher.
	+ Decisions about applying current work responsibilities to meet Field Experience hour requirements will be made by the AGE Admissions and Steering Committees in consultation with the Coordinator of Field Experience. Attention will be given to ensuring that hours accepted in this way contribute substantially toward meeting the requirement that students experience varied settings–e.g., two developmental levels; general education and special education; urban, suburban, and rural settings.

**Per-Diem Substitute Teaching Experience and the Teacher Immersion Fellows Programs**

* If a student is working in a district/school as a per diem substitute teacher while enrolled in the program, up to (but no more than) 100 of the required hours may be completed by substitute teaching. *Note: This option may be available, but it is not guaranteed. These hours must be approved by the AGE Admissions and Steering Committees. The Committee will review requests on an individual, case-by-case basis.*
* The student may only count per diem substitute teaching experience in classrooms within the student’s certification area (i.e., If a student is pursuing certification in Childhood Education (1-6) and Students with Disabilities (1-6), only days taught in general, inclusive, or special education classrooms in grades 1-6 can be counted).
* A signed log sheet must be submitted and a rubric must be completed by an administrator in the district/school who can objectively evaluate the student’s performance.
* All students must still complete at least one college supervised placement of 50 hours.

# NYSED Field Experience Requirements

The number of required Field Experience hours is determined by the NYS Department of Education and is dependent upon the certification sought.

* Students in programs leading to dual certification (see below) must complete 150 hours of Field Experience.
* Students in the single certification program (see below) must complete 100 hours of Field Experience.

|  |  |  |  |
| --- | --- | --- | --- |
| **Certification Area** | **Required Documented FIELD EXPERIENCE (Field Experience)** | **Certification** | **Program** |
| Early Childhood Education (B-2) and Students with Disabilities (B-2) | 150 Hours | Dual | Initial Graduate |
| Childhood Education (1-6) *and* Students with Disabilities (1-6) | 150 hours | dual | Initial Graduate and Pathway to Teaching |
| Adolescence Education (7-12) in a Content Area *and* Students with Disabilities 7-12 Generalist | 150 hours | dual | Initial Graduate and Pathway to Teaching |
| Adolescence Education (7-12)/Students with Disabilities (7-12) Generalist | 100 hours | single | Pathway to Teaching |

* Field Experience hours are completed apart from particular courses, with 100-150 hours required before student teaching. A student must be enrolled in course work in order to complete college supervised FIELD EXPERIENCE.

## Early Childhood Education (B-2) *and* Students with Disabilities (B-2) (dual certification)

* Childhood Education students must complete fieldwork hours at two different developmental levels (grades B-K and grades 1-3).
* A minimum of 25 (of the required 150) fieldwork hours must be completed in a designated “high needs” setting.
* A minimum of 50 (of the required 150) fieldwork hours must be completed in a classroom setting that includes students with disabilities.
* Up to (but no more than) 100 of the required 150 hours may be completed by supervised hours in at least two classroom settings in which a student is currently (or was previously) employed. *Note: This option may be available, but it is not guaranteed. These hours must be approved by the AGE Admissions and Steering Committees. The appropriate committee will review requests on an individual, case-by-case basis. See section entitled “Students Employed Full-Time at an Appropriate District, School, or Agency” for additional information and restrictions.*

## Childhood Education (1-6) *and* Students with Disabilities (1-6) (dual certification)

* Childhood Education students must complete fieldwork hours at two different developmental levels (grades 1-3 and grades 4-6).
* A minimum of 25 (of the required 150) fieldwork hours must be completed in a designated “high needs” setting.
* A minimum of 50 (of the required 150) fieldwork hours must be completed in a classroom setting that includes students with disabilities.
* Up to (but no more than) 100 of the required 150 hours may be completed by supervised hours in at least two classroom settings in which a student is currently (or was previously) employed. *Note: This option may be available, but it is not guaranteed. These hours must be approved by the AGE Admissions and Steering Committees. The appropriate committee will review requests on an individual, case-by-case basis. See section entitled “Students Employed Full-Time at an Appropriate District, School, or Agency” for additional information and restrictions.*

## Adolescence Education (7-12) in a Content Area *and* Students with Disabilities (7-12) Generalist (dual certification)

* Adolescence Education/SWD 7-12 Generalist students must complete fieldwork hours at two different developmental levels (grades 7-9 and grades 10-12).
* A minimum of 25 (of the required 150) FIELD EXPERIENCE hours must be completed in a designated “high needs” setting.
* A minimum of 50 (of the required 150) FIELD EXPERIENCE hours must be completed in a classroom setting that includes students with disabilities.
* Up to (but no more than) 100 of the required 150 hours may be completed by supervised hours in at least two classroom in which a student is currently (or was previously) employed. *Note: This option may be available, but it is not guaranteed. These hours must be approved by the* AGE *Admissions and Steering Committees. The appropriate committee will review requests on an individual, case-by-case basis. See section entitled “Students Employed Full-Time at an Appropriate District, School, or Agency” for additional information and restrictions.*

## Adolescence Education Students with Disabilities (7-12) Generalist (single certification) – *PTTP Only*

* Students with Disabilities 7-12 Generalist students must complete fieldwork hours at two different developmental levels (grades 7-9 and grades 10-12).
* A minimum of 25 (of the required 100) Field Experience hours must be completed in a designated “high needs” setting.
* All 100 of the required Field Experience hours must be completed in a classroom setting that includes students with disabilities.
* Up to (but no more than) 50 of the required 100 hours may be completed by supervised hours in the classroom or building in which a student is already (or was previously) employed. These hours must be completed in a special education setting. *Note: This option may be available, but it is not guaranteed. These hours must be approved by the AGE Admissions and Steering Committees. The appropriate committee will review requests on an individual, case-by-case basis. See section entitled “Students Employed Full-Time at an Appropriate District, School, or Agency” for additional information and restrictions.*

## Coursework and Fieldwork Policy Prior to Approval for Student Teaching

To qualify for student teaching, candidates must:

* satisfactorily complete all required courses (earning the minimum grade required by the program).
* satisfactorily complete any courses in which they received an “**Incomplete”** grade.
* satisfactorily complete and submit documentation for all required Field Experience hours.
* satisfactorily complete and submit documentation for any Field Experience hours which needed to be redone because of an unsuccessful experience.

**Evaluation and Verification of Field Experience**

Each student’s performance in field placement settings will be evaluated by the host teacher. The Field Experience rubric is modeled after the competencies found on the student teaching rubric, with adjustments made for the fact that fieldwork is different and what students are expected or able to do in the classroom is also different. Please see Appendix I and II for the Field Experience evaluation rubric and scoring guide.

Verification of Field Experience hours is documented on a **log sheet** with specific placement information, listing of dates, times, hours, activities, and signatures of the Field Experience student and host teacher. **This log sheet should be should be submitted as soon as possible after completion of the fieldwork hours. The rubric will be completed electronically by the host teacher and sent directly to the Coordinator of Field Experience.**

The **completed** **rubric** should be shared and discussed with the student by the host teacher before it is given to the student to submit to the Coordinator of Field Experience. **It is the responsibility of each Field Experience** **student to make sure the rubrics and log sheets are completed and submitted at the end of each placement or term.**

Students who fail to submit a rubric and log sheet from the previous terms will not be permitted to begin student teaching.

A passing score on the Field Experience rubric is determined by the term in which the Field Experience is completed.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fieldblock 1** | **Fieldblock 2** | **Fieldblock 3** |
| **Minimum Rubric Score** | 20/40 | 24/40 | 28/40 |
| **Minimum Guidelines for Clinical Experience** | * Class Observation
* Individual Student Observation
* Individual Student Tutoring
 | * Class Observation
* Individual Student Observation
* Individual Student Tutoring
* Small Group Instruction
 | * Class Observation
* Individual Student Observation
* Individual Student Tutoring
* Small Group Instruction
* Teacher aide and whole group instruction
 |

Any student whose average is below the indicated cut off score or receives feedback that indicates their performance is unsatisfactory (including a request that they not complete the Field Experience field placement) will be required to participate in a conference with the respective AGE Steering Committeeand the Coordinator of Field Experience. At this meeting, an appropriate response will be identified – including potential intervention and/or support options. All subsequent Field Experience will be closely monitored.

* + 1. The Coordinator of Field Experience and appropriate Program Director, may also consult with the host teacher to obtain more information.
		2. The student will be asked to reflect on reasons for his/her performance and identify potential intervention and/or support options.
		3. If a student desires to continue in the Teacher Education Program, he/she may be required to participate in an individualized intervention plan intended to address identified areas of concern. One or more interventions may be implemented, including but not limited to the following:
		- She/he may be asked to repeat some or all of the required hours.
		- She/he may be assigned an individual Field Experience Supervisor for an additional placement or for his/her next Field Experience placement**.**
		- She/he may be encouraged or required to get academic and/or personal support at the College Learning Center and/or Counseling Center.
		- She/he may be encouraged or required to meet regularly with her/his advisor to set personal and professional goals, and monitor progress toward achieving those goals.
		- **She/he may be asked to develop and sign a contract accepting the conditions and requirements for continuing in the program.**
		- When a host teacher or faculty member raises serious concerns about the likelihood that a particular student will succeed in the teacher profession, the Program Director may discuss with a student alternative ways to complete the program and/or alternative career plans **that do not include student teaching or a recommendation for certification for nontraditional undergraduate students.**

***Teacher Immersion Fellowship Program* (TIF) for Field Experience**

To address the substitute teacher shortage, Roberts Wesleyan College has partnered with Monroe-2 BOCES, Churchville Chili Central School District and York Central Schools to provide paid substitute teaching experience. In some cases, this program can be used towards Field Experience fieldwork. Certain requirements/guidelines must be met for it to be used in this manner. Field Experience hours are not guaranteed through this avenue. A student has the opportunity to apply for this program directly through one of these entities. The Monroe-2 BOCES program has 25+ participating districts in the Rochester and outlying areas.

**Please note: These programs are designed and run by the school districts. The student becomes an employee of the participating school district. Roberts simply *allows* students to accumulate fieldwork hours while participating in the programs. There is no guarantee that a student will be able to fulfill fieldwork hours through the substitute teaching programs. The district is not obligated to place students in classrooms within their certification areas. Roberts is also not responsible for any employment or payment.**

**How the program works:**

1. The student applies directly to Monroe-2 BOCES, Churchville-Chili or York. The student will be interviewed and hired by the cooperating rating district/organization.
2. The student commits to 1-5 days of substitute teaching each week. This is discussed directly with the hiring district. This commitment is for the entirety of the semester.
3. The student is placed…
	* Monroe-2 BOCES Program: The student is placed in one of the cooperating districts. Students list their top 3-5 choices during the interview process. Consideration is given to preference and to certification area. No guarantees are made. Some districts will keep their student in the same building for the entirety of the semester. Some districts choose to keep their students in the district wide pool of substitute teachers.
	* Churchville Chili Program: The student is placed in a building. Consideration is given to the certification area of the student. If the team of teachers does not need a substitute teacher on a particular day, the student will assist his/her assigned team as a teacher’s aide. On rare occasions, a building/district may have a vacancy and need the student to substitute outside of his/her assigned team on a given day. The student may need to fill a vacancy outside of his/her certification area on any given day.  **In these cases, the student must be flexible.**
	* York Program: The student is placed in a building. Consideration is given to the certification area of the student. If the team of teachers does not need a substitute teacher on a particular day, the student will assist his/her assigned team as a teacher’s aide. On rare occasions, a building/district may have a vacancy and need the student to substitute outside of his/her assigned team on a given day. The student may need to fill a vacancy outside of his/her certification area on any given day.  **In these cases, the student must be flexible.**

**Roberts Wesleyan Policies Relating to the Teacher Immersion Fellowship Programs:**

* If the student is placed in a district that chooses to utilize him/her as a district wide substitute, Roberts Wesleyan cannot use that experience towards fieldwork hours.
* A log sheet must be filled out and signed by a teacher, administrator, or administrative assistant. **Only days spent in classrooms within the student’s certification area may be counted.**
* A rubric must be completed by a certified teacher that became familiar with the student during the school year served.
* **A student can receive credit for up to, but no more than, 100 Field Experience hours in a Fellowship Immersion Program.**
* *Note: If a student receives credit for Field Experience hours from previous experience or his/her place of employment, this option may not be available or there will be additional restrictions to the total hours for which a student may receive credit in the TIF Programs. These decisions are made by the AGE Steering Committees. The Committees will review requests on an individual, case-by-case basis.*

**For more information on how to apply, please contact the Coordinator of Field Experience and Clinical Partnerships.**

**Student Teaching Policies**

**Applying for Student Teaching**

Applications are **due the semester prior** to student teaching (September 10th for a Spring placement and February 10th for a Fall placement). Applications are available on Moodle (Teacher Education: Student Resources) and outside Hastings office 210.

**Rationale for Student Teaching**

The Student Teaching semester is devoted to the actual teaching process. The student spends the semester in schools observing, participating, and teaching under the direction of a mentor teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the Mentor Teacher and the College Supervisor. Students take a Student Teaching Seminar concurrently with the Student Teaching Practicum.

**Prior Requirements**

Students will not be allowed to enter Student Teaching unless they have met all prerequisites: completion of all EDU/EDUC courses with required grade achieved, completion of all required FIELD EXPERIENCE hours, a minimum overall GPA of 2.70, and successfully meet the Technical Standards for Teacher Education.

**Placements**

A teacher candidate will be assigned no more than a total of three (3) seven week student teaching placements. If a teacher candidate does not successfully complete two (2) student teaching placements within the possible three (3) assignments, no further placements will be made by the Teacher Education Department. This policy does not guarantee that a teacher candidate will have the opportunity to participate in a minimum number of student teaching placements.

**Teacher Requests**

 If a teacher has indicated to you that she/he would like to have you as a student teacher in her/his class, please tell the teacher that you are not allowed to request an individual teacher or do anything to arrange your own placement. **Any teacher who would like to request a particular student must contact the Coordinator of Student Teaching by e-mail as soon as possible.** (polisseni\_amy@roberts.edu) Note: Any request made by a teacher will be considered, but **not** guaranteed. There are many factors that have to be considered in determining the most appropriate placement for each student.

**Length of Practicum**

**M.Ed**

Students in Childhood and Adolescent programs will be given one 14-week placement in an inclusive setting that allows them to teach both general education and special education students.

In rare circumstances, an individual student in the M.Ed. program leading to initial certification may petition and the Teacher Education Department has the authority to waive ½ of the student teaching requirement. Such an exception is only possible when a student has extensive teaching experience prior to matriculation, such as many years of teaching in a private or charter school setting that did not require certification. The decision to approve or deny such a petition is made by the appropriate Program Steering Committee in consultation with the Coordinators of Field Experience and Student Teaching.

**PTT**

Students in Childhood, Adolescent, and/or Special Education will be given one 14-week placement in an inclusive setting that allows them to teach in both general education and special education students.

**Job-Embedded Student Teaching**

A job-embedded placement may be possible if previously planned with the Coordinator of Field Experience **at the beginning of one’s program. Please submit a letter to the appropriate Steering Committee by the end of Term 1** outlining your request to student teach in a current job. In instances where you are the lead teacher, a letter from your principal must accompany your request, outlining and naming a Mentor teacher for your experience.

**Grading/Rubric**

The student teaching final grade is a Pass or Fail. This is the only course in the pedagogical core that does not award a letter grade. Performance on the rubric will determine whether or not a Student Teacher earns a passing grade in each placement. The Student Teacher, Mentor Teacher and College Supervisor will each complete the rubric at the Midterm and End of the semester. At the Midterm and Final conference, all three parties will reach consensus scores for the rubrics. **A passing score is 35 for the Final rubric.**

**Attendance**

Student Teachers are expected to observe the attendance rules that apply to the staff and mentor teacher in the assigned school and district. **Unexcused absence is unprofessional and simply not acceptable**. One unexcused absence may result in termination of the placement and a grade of F. Students are allowed no more than 3 legal absences for the entire semester. Legal absences consist of illness, death in the family, and other serious complications. If a student must miss more time than allowed because of extreme circumstances, the student may be asked to withdraw. The Student Teaching Panel will then determine when and how the student will meet the requirements of that student teaching placement.

**Equity for Students with Disabilities**

The College is committed to providing an equal educational opportunity for all qualified students and welcomes students with disabilities into its community and programs. Students who request special academic support services are responsible for providing timely and appropriate documentation of their disability to the Learning Center. The instructor of this course will provide individual accommodations to any student who has a disability when the student presents the appropriate recommendation and/or resources from the Learning Center. Students are expected to comply with all areas of the course in which accommodations are not required.

**NYS Teacher Certification Exam - the edTPA**

Effective May 1, 2014, candidates for initial certification in NYS must complete and receive a passing score on the edTPA. This Teacher Performance Assessment must be completed during student teaching. It is a standardized assessment usually consisting of three components or tasks: Planning, Instruction, and Assessment. (For Childhood 1-6 Education, there are four tasks – the three above and an additional assessment task.) Teacher candidates complete each task following detailed guidelines provided in the appropriate edTPA Handbook and submit their completed work electronically to be scored by trained scorers. The specific Handbook a student will follow is determined by the student’s primary certification (e.g., developmental level, academic discipline, and/or special/general education).

The Instruction task requires teacher candidates to videotape lessons they have taught and to write a detailed commentary analyzing and justifying their teaching behaviors. They must secure written permission from parents before taping students in their classroom.

Student teachers are encouraged to work closely with the Student Teaching Seminar faculty and their College Supervisors to determine the best setting and time for completing the edTPA. The NYS Education Department has indicated that scores will be returned within 3-4 weeks. *Note: Passing the edTPA is separate from passing student teaching*. *Students are responsible for the consequences if they do not pass the edTPA, including the cost of retaking the assessment if necessary.*

**Policy for Termination of Student Teaching**

**Statement of Purpose**

It is the goal of the Teacher Education Program that every student teacher succeed in both of her or his placements, pass the edTPA required by NYSED, and move forward in the journey toward an initial teaching certificate and a lifetime of successful teaching.

However, sometimes students encounter difficulties that must be addressed – whether through intervention, support, and an additional placement, or through a decision to pursue another degree and profession. The faculty, program directors, supervisors, master teachers, and coordinators work as a team to support each student toward the best possible outcome.

Problems in student teaching may take the form of:

* Inadequate planning,
* Inadequate classroom management/discipline,
* Lack of content knowledge or inability to convey content knowledge to the pupils in the classroom,
* Deficiency in oral or written communication skills,
* Inability to accept and integrate constructive feedback,
* Inappropriate, unethical, or unprofessional conduct in or out of school,
* Failure to accomplish all student teaching requirements,
* Any of the above, or any other behavior that harms pupils or impedes their progress in the school.

**Problems in student teaching may lead to any of the following consequences:**

1. **Involuntary termination of a student’s placement before the end of seven weeks.** This may be a decision by the master teacher and/or school to which a student is assigned, or a decision by the Teacher Education Program. This decision may be made when the student has violated policies or procedures of the school of assignment, or has demonstrated to the school and/or Teacher Education Program that the student is not ready or able to meet the requirements of the student teaching placement.

The grade earned for the student teaching placement that has been involuntarily terminated will be decided by the Student Teaching Panel composed of the appropriate Program Director (Undergraduate, Graduate, or PTT); the student’s Faculty Advisor, and the College Supervisor. The grade may be a W (withdrawal), or an F (failure), depending upon the circumstances which led to the termination. The Student Teaching Panel will also determine the student’s status toward completion of the Student Teaching Seminar, in consultation with the faculty member teaching the Student Teaching Seminar.

Involuntary termination by a student does not automatically mean that the student will be ineligible for an additional student teaching placement. The decision about additional placement(s) will be based upon the recommendation of the Student Teaching Panel and its determination of a student’s potential to succeed in the future.

1. **Voluntary termination of a student’s placement before the end of seven weeks.** This is a decision made by the student in consultation with the student’s College Supervisor, Mentor Teacher, Faculty Advisor, and Program Director (Undergraduate, Graduate, or PTT Director). The professionals working with the student teacher may recommend this action because life circumstances (e.g., serious illness) or poor performance in the classroom (e.g., failing to adequately meet the requirements of student teaching) indicate that it is very unlikely the student will succeed in completing the placement.

The grade earned for a student teaching placement that is voluntarily terminated by the student depends upon the timing of the termination. If the student voluntarily terminates her or his placement by the end of the fifth week and before the scheduled “solo week,” the student will receive the grade of W (withdrawal). If the student teacher terminates the placement during the sixth or seventh week, or anytime during or after the “solo week,” the student will receive the grade of F (failure). The Student Teaching Panel (College Supervisor, Faculty Advisor, and appropriate Program Director) will determine the student’s status toward completion of the Student Teaching Seminar, in consultation with the faculty member teaching the Student Teaching Seminar.

Voluntary termination by a student does not guarantee that the student will be eligible for an additional student teaching placement. The decision about additional placement(s) will be based upon the recommendation of the Student Teaching Panel and its determination of a student’s potential to succeed in the future.

1. **Failure to pass the student teaching placement**. In this case the student completes all seven *(or fourteen)* weeks of student teaching, but fails to meet all the requirements of student teaching and/or fails to demonstrate the teaching competencies and behaviors expected of entrants into the teaching profession. The student receives an F for this quarter of student teaching.

**Process of Termination**

If the school where the Student Teacher is placed has determined that the Student Teacher must be removed immediately because of serious problems, the College has no authority to appeal or change the decision. In all other circumstances, the decision to terminate a student teaching placement before completion of seven weeks, whether by the school, the Teacher Education Program, or the student her or himself, will be made collaboratively with careful examination of the individual situation and circumstances and with the utmost care, thought, and professional consideration given to all parties involved. In order to make the decision and determine next steps, the following procedure will be followed:

1. The College Supervisor will make every effort to meet with the Student Teacher to discuss the potential problem(s) related to student teaching in a timely manner that will allow adequate time for the teacher candidate to show improvement. It is the responsibility of the College Supervisor to give the Student Teacher preliminary feedback about her/his progress no later than the 4th week of the placement. Both the feedback given to the student and discussion of the feedback with the student will be documented in writing. However, if the reason for considering termination of the student teaching experience is of a nature that requires immediate attention, the Director of the Undergraduate, Graduate, or PTT Program will begin the process immediately and move to step 2.
2. The Student Teacher will receive a formal written notification that significant problem(s) have been identified and her/his student teaching placement may be terminated. The notice will require the student to attend a formal meeting with the Student Teaching Panel composed of the appropriate Program Director (Undergraduate, Graduate, or PTT), or her/his designee; the College Supervisor; and the Student Teacher’s Faculty Advisor. Another person, who may act as an advocate, may accompany the student. The purpose of this meeting is to discuss the problem(s) in student teaching that have been identified and the steps that will be taken to address these problem(s). These may include continuation in the placement with significant changes in the Student Teacher’s teaching or other behaviors, or termination of the placement. The Student Teacher may choose to withdraw voluntarily from the student teaching placement; or the Student Teaching Panel may decide that she/he will be removed from the classroom involuntarily. The Coordinator of Student Teaching will attend the meeting and record the decision(s) made.
3. Following the meeting, the appropriate Program Director will inform the student in writing of the decision of the appropriate AGE Steering Committee.
4. If the decision of the Panel is to remove the Student Teacher from the placement involuntarily, she or he may appeal the decision in writing to the Department Chair who will then meet with the Student Teacher and with her/his advocate, if requested by the Student Teacher. This letter of appeal must be received within seven (7) days of the decision. In the event that the Program Director is also the Department Chair, the student may appeal in writing to another Program Director.
5. Any additional appeals must follow the rules and procedures outlined in the Academic Grievance Policy located in the Roberts Wesleyan College Student Handbook.

 **Procedures Following an Unsuccessful Student Teaching Placement**

If the teacher candidate is unable to satisfactorily complete a student teaching placement, the Student Teaching Panel will determine one of the following alternatives for the teacher candidate based on her/his specific situation:

**The teacher candidate is determined to have the potential to be successful in another student teaching experience**:

When the Student Teaching Panel determines that the teacher candidate has the potential to succeed, an individual intervention plan that will facilitate progress toward that goal will be identified and implemented before the student may begin an additional placement. A written copy of the intervention plan will be given to the Student Teacher. The plan may consist of such requirements as: a supervised FIELD EXPERIENCE (Observation Participation Experience) which will be scheduled by the Coordinator of Field Experience; personal or career counseling and advisement; additional coursework; and/or development of a contract indicating precisely which behavior(s) must change in order for the student to succeed. The teacher candidate must successfully meet the requirements of the intervention plan before s/he will be eligible to apply for another student teaching placement.

 If following the prescribed intervention, she/he does not successfully complete a subsequent placement, the student will meet with the appropriate Program Director to determine coursework that will substitute for student teaching and allow the student to graduate from the Program, with the understanding that the Teacher Education Department will not recommend to the NYS Education Department that she/he be certified.

 **The teacher candidate is determined not to have the potential to be successful in another student teaching experience:**

The Student Teaching Panel carefully weighs all evidence of a student’s ability to enter the teaching profession before making a recommendation regarding the student’s continuation in any education program. This includes evidence of a student’s content knowledge, pedagogical knowledge, and personal and professional dispositions, as well as information about the circumstances surrounding the unsuccessful placement. When the Panel concludes that it is very unlikely that a teacher candidate will be able to enter and/or succeed in the teaching profession – whether after an unsuccessful student teaching placement or in some cases after completion of the prescribed intervention – the student will not be eligible for a subsequent student teaching placement. This decision will be discussed with the student, and every effort will be made to assist the teacher candidate in finding an alternate route toward completion of a degree. This may include identifying coursework that will substitute for student teaching, and/or personal or career counseling.

 **Special note**: In some circumstances a student may be unsuccessful in completing a student teaching placement because of what appear to be temporary circumstances, such as a personal or family crisis, prolonged illness, or other dynamic life situations. If the Student Teaching Panel believes that the student has the potential to succeed when her/his life circumstances improve and/or stabilize, the Panel may recommend that the student “stop out” or withdraw from the program temporarily rather than complete an education degree without student teaching (in one of the ways described above). To the extent possible, the student will be informed of the consequences of her/his present choices for entering into the teaching profession in the future, but the decision and responsibility for its consequences will remain with the student.

**Student teaching at Roberts is available only to students currently enrolled in one of the Roberts education programs registered with the New York State Education Department as a program leading to teaching certification.** Students who complete an education degree without student teaching are not eligible to return to the College later to student teach as non-matriculated students.

## Confidentiality Policy for FIELD EXPERIENCE Students and Student Teachers

* **Maintaining confidentiality** means that when you acquire information regarding a student’s academic, social, emotional, physical, or family situation, you do not discuss or reveal that information with anyone other than the person who gave it to you. In most cases, that would be your host or master teacher. It is also your responsibility to be aware of and comply with your host school’s policy.
* **Whenever you reference a specific student** by writing in journals or reflection papers and/or discussing your school experiences in college classes or student teaching seminars, always use a pseudonym (invent a first name). Do not use any last names or any identifying information.
* There may be **no discussion of students or school situations** when you are in public campus areas or out in the community. You never know who might be sitting or standing within hearing range.
* **Emails are legal documents**, so do not send anything about students that could be identifying in personal emails. Emails can be forwarded to anyone.
* Also, as guaranteed by the **Family Education Rights and Privacy Act (FERPA),** student information contained in professional emails is part of a student’s file and may be accessed by parents.

# Telecommunications Policy for Field Experience and Student Teaching

## Cell Phones and Texting

You need to know and follow the host school’s cell phone policies for employees and students and the RWC Teacher Education policy for cell phone use in host schools. If these policies differ, you should adhere to the policy that is most restrictive.

The RWC Teacher Education cell phone policies are listed below:

* You may not have your cell phone turned on while in the host school building or with students outside the building unless necessary for safety or security purposes.
* You may not make any personal calls while in the building or “on duty” for FIELD EXPERIENCE or student teaching.
* You may not give your cell phone number to any student or ask for his/her cell phone number.
* You may not allow students to see, use, or handle your cell phone; additionally, you may not see, use, or handle theirs.

## Social Networking

For educational proposes, your use of internet social networking must be approved by your host or master teacher. You are responsible to be aware of the policies of your host school.

You may not communicate with any students via any technological social networking media. You may not give your permission to any student to access your social network, and you may not access any student’s social network.

## Professional Considerations

There are many opportunities to communicate private information, including blogs, Snapchat, Facebook, Twitter, and a host of other sites. However, the Internet is public domain and such information including personal comments and/or pictures, can find its way to potential employers, current employers, and/or students in your host school be aware of what you put on any of these networks! During our Mock Interviews panel, some area school administrators have said that they may check the technological social networking sites of potential job candidates to see if there are inappropriate pictures or messages.

Voicemail Answering Messages: In your preparation for a professional career, keep in mind that host teachers, master teachers, supervisors, and/or administrators may call you at a time when you are not able to answer the phone. Your voicemail answering message needs to be professional and respectful of people’s time.

Personal email addresses should be appropriately named. It is Roberts Wesleyan College policy to communicate with students, faculty, and staff using yout Roberts email accounts.

You are in a position of responsibility as a student preparing to be a professional educator. You do not want to say or do anything that could implicate you in a situation of inappropriate contact with students, parents, or colleagues—or even given the appearance of inappropriate contact.

**If you have questions regarding any student-related policy, refer to your host or master teacher for the school policy—for example, reporting any suspected abuse or neglect of students.**