



2013-2014

Field Experience &
Student Teaching Handbook



WARNER
SCHOOL OF EDUCATION
UNIVERSITY *of* ROCHESTER

Dear student teaching candidates and contributors:

Welcome to the Warner School of Education's field and student teaching experiences! This is an exciting time for our students as they embark on the hands-on phase of their education and have the chance to more deeply understand the joys and opportunities of teaching. While the student is the main ambassador of their individual journey, the success of the student teaching program depends on the collaboration of a group of people committed to guiding current students to be future leaders in their field. The opportunity afforded to our students through this experience can be a valuable beginning to their success in the classroom. We are grateful for the contributions of the cooperating teachers, University supervisors and Warner School faculty and commend our students for their efforts throughout this experience.

This handbook was developed to assist everyone involved in the process and serve as an initial resource for your reference. At the Warner Graduate School of Education, it is our ultimate goal to prepare teachers who can become agents for change in schools and who are committed to higher standards in teaching and learning. Through the material in this handbook, we hope you see that this is truly a joint effort and whatever your role in this experience, we thank you for your time and energy and wish you luck in your education endeavors.

Sincerely,

Joanne Larson
Michael W. Scandling Professor of Education
Chair, Teaching and Curriculum
Director, Genesee Valley Writing Project

INTRODUCTORY INFORMATION

- HANDBOOK PURPOSE
- THE WARNER SCHOOL MISSION AND VISION
- TEACHING & CURRICULUM CONCEPTUAL FRAMEWORK
- GETTING STARTED
 - Health Insurance Coverage
 - Fingerprinting
 - FAQ-Getting Started
- LEGAL ASPECTS OF STUDENT TEACHING
 - Financial protection
 - Safety and reporting obligations
 - Immunity from liability
 - Penalties for failure to report

GENERAL INFO

- PROFESSIONAL CONDUCT
 - Attendance
 - Placements
 - Confidentiality
 - Dress professionally
 - Email address
 - Personal grooming
 - Punctuality
 - Social networking sites
- PHYSICAL RESTRAINT OF STUDENTS
- CANDIDATE ABSENCE
- COOPERATING TEACHER ABSENCE
- WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

INTERNSHIP REQUIREMENTS

- ADOLESCENCE & MIDDLE CHILDHOOD SPECIALIST: GRADES 5-12
- ADOLESCENCE SPECIALIST: GRADES 7-12
- CHILDHOOD: GRADES 1-6
- EARLY CHILDHOOD PROGRAM: BIRTH TO GRADE 2
- MIDDLE CHILDHOOD SPECIALIST: GRADES 5-9
- STUDENTS WITH DISABILITIES SECONDARY GENERALIST
- TESOL: GRADES K-12
- INCLUSIVE EDUCATION ADDENDUM
- URBAN TEACHING AND LEADERSHIP PROGRAM ADDENDUM

ROLES AND RESPONSIBILITIES

- ROLES AND RESPONSIBILITIES OF THE CANDIDATE
- ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER
- ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF STUDENT TEACHING
- ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR
- ROLES AND RESPONSIBILITIES OF WARNER FACULTY
- FAQ-ROLES AND RESPONSIBILITIES

LETTER OF EXPECTATIONS

- LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS
- COVER LETTER FOR LETTER OF EXPECTATIONS

DIRECTORY OF WARNER FACULTY AND UNIVERSITY SUPERVISORS

HANDBOOK PURPOSE

This handbook has been developed to provide a flexible structure within which the cooperating teacher, university supervisor, the candidate, and the university professor can combine their knowledge and interests in developing an experience that is rewarding to all. By clarifying expectations at the outset and evaluating the process throughout the experience, our program ensures that:

Candidates systematically improve their teaching knowledge over the course of their field experience and student teaching by gradually increasing their responsibility and independence in a supportive environment.

Cooperating teachers benefit from the energy and ideas of the candidate, allowing for innovative instructional approaches within the constraints of the curriculum and the procedures at the school.

University supervisors and Warner Faculty develop a better understanding of teaching and teacher preparation by maintaining open and honest relationships with the candidate and the cooperating teacher. This strengthens the relationship between the teacher education courses and the field experience and student teaching experiences.

This handbook outlines what we believe to be a unique approach to the mentoring and supervision of candidates. Before the beginning of the field experience and/or student teaching experience, candidates and cooperating teachers should familiarize themselves with the handbook.

Cooperating teachers should focus especially on:

1. The overview of the program
2. The roles and responsibilities of the cooperating teacher
3. Information regarding the letter of expectations

Candidates should focus especially on:

1. The overview of the program
2. The roles and responsibilities of the candidate
3. Information regarding the letter of expectations

The goal of the program is to develop reflective teachers through a flexible structure involving:

1. Clear expectations.
2. Regular observations by both the cooperating teacher and the university supervisor.
3. Regular meetings to review the progress of the candidate and the process as a whole.

While the candidates are doing their field experiences and student teaching, they are also taking concurrent, complementary university courses. The purposes of the courses are to provide the candidates with an opportunity for reflection on their field experiences and student teaching, and for guided practices as they interact with Warner faculty, their peers, and the university supervisor who attends these courses.

THE WARNER SCHOOL MISSION AND VISION

At the Warner School of Education and Human Development, we believe that education can transform lives and make the world more just. This vision informs our teaching, research and service as a graduate professional school in a research institution, as we strive to:

- Prepare knowledgeable, reflective, skilled and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change;
- Generate and disseminate knowledge to lead to new understandings of development, learning and change, on which more effective educational policies and practices can be grounded;
- Collaborate across disciplines, professions and constituencies -- to promote change that can significantly improve and transform education and support positive human development.

Our diverse work in each of these domains is informed by the underlying beliefs that: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the socio-historical contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as theory and research are informed by practice.

TEACHING & CURRICULUM PROGRAM PHILOSOPHY

At the Warner School, we are committed to educating teachers and researchers who have the courage and conviction to lead struggles for social justice. We prepare teachers who have in-depth knowledge of the subjects they teach and the skills and understanding of teaching and learning needed to help all students develop their potential. Our students learn to approach curricular and pedagogical decisions as thoughtful practitioners with knowledge of the social, cultural, historical, and political contexts of schooling and curriculum. It is our ultimate goal to prepare teachers who can become agents for change in schools and who are committed to higher standards in teaching and learning. Our doctoral students (PhD, EdD, and Accelerated EdD) develop deep understandings of the complex relationship of ontology, epistemology, and theoretical frameworks to research design and interpretation. This rich preparation promotes the construction and use of knowledge for the benefit of human society.

More specifically, Teaching and Curriculum teacher preparation programs are characterized by the following elements:

Integration of content and pedagogy.

Effective teachers need to have a solid understanding of the subject matters they teach. They need to confront the fundamental questions of what they should teach, why they should teach it, how it should be taught, and for what purpose. In addition, future teachers need to know what is appropriate for the age/grade level they teach and for the children, families, and communities in which they teach. Therefore, “teaching methods” are not taught in isolation, but grounded in a research-based understanding of the relationship between content and pedagogy and child development. At the core of each of the Warner School teacher preparation programs are two or more courses that emphasize reflection on the nature of the subject matter to be taught, the goals for teaching it, and the assumptions and implications of choosing specific teaching methods at varying levels.

Integration of theory and practice.

At the Warner School, we believe that theory and practice are deeply and inseparably intertwined. We believe that future teachers should be able to use knowledge gained through both research and practice to construct environments where quality teaching and learning can take place. Warner pre-

service teachers have a unique opportunity to understand the relationship between theory and practice throughout their course of study, as field experiences and student teaching take place concurrently with the courses about the teaching and learning of specific subject matters. While challenging for both students and faculty, this approach encourages students to bring insight and questions from their classroom experiences into their course, and vice versa, and to develop the habits of a reflective practitioner.

A commitment to social justice.

Underlying all of our teacher preparation programs is an understanding that social justice concerns are related to processes and relationships that privilege particular groups and marginalize others. Warner School candidates understand that social justice is both an ideology and a goal; that is, both theoretical and practical. Teacher candidates come to see learning as a social practice that is ideological (Street, 1995) in that social meanings and power relationships are enacted through constructing meaning and knowledge. We believe that there is a knowledge base to which one needs to have access to in order to be effective as an agent for social change (social justice requires more than good will and good intentions). In addition, our candidates understand their role in the maintenance or transformation of social and educational practices that engender inequality. We strive to encourage candidates to develop a sense of social responsibility through reflections about themselves as raced, classed, gendered and abled individuals. Through their interactions with others whose background is different from their own, candidates develop cross-cultural understandings of the construction and discourse of difference. Courses across our curricula develop candidates' recognition of the connections between power/knowledge, education, and teaching and learning and understand that all forms of difference are interrelated, interlocking, and interactive; that is, they are not isolated variables. Coursework promotes the understanding of difference described above and actively engages candidates in understanding difference and explicitly exposes candidates to pedagogical theory and practices designed to promote meaningful student learning.

A commitment to inclusion of students with disabilities.

We believe that all teachers should be prepared to recognize the diverse needs of their students and they should have strategies to differentiate instruction so as to meet those needs. We believe that all students bring rich and meaningful experiences to school and that those experiences should be resources for curriculum development. Warner School graduates lead efforts to advocate for

the full inclusion of all students, particularly students with disabilities, as part of their efforts to reform schools. We view inclusion as a commitment to the education of all students in heterogeneous schools and classrooms within environments that value the various backgrounds and experiences of all students and to maintaining high expectations based on student's individual strengths, needs, and interests. Inclusion promotes and requires collaboration among school, family, and community while providing students and teachers with the necessary supports and services. All our teacher preparation programs include at least one course designed to develop knowledge of how to facilitate the learning, participation, and belonging of students with disabilities and an understanding of meaningful inclusion. We also make conscious efforts to offer pre-service teachers the opportunity to conduct their field experiences and student teaching in inclusive settings.

A sociocultural-historical perspective on learning and human development.

The Warner School holds a deep commitment to understanding the diversity of human development in order to maximize student learning in schools. We believe that children and youth learn through active engagement in culturally organized activities involving knowledgeable others (Lave & Wenger, 1991; Rogoff, 1994, 2003; Vygotsky, 1962, 1978; Wertsch, 1991). Communities of practice or communities of learners emerge as organizational systems within which learning is achieved in the context of social relationships. Learning (knowledge) is thus socially constructed. It therefore involves more than acquiring new knowledge; it also involves participating in communities through which knowledge and the processes of generating it are built and negotiated collectively. We see children as active agents who are not only constructed by social and cultural practices and institutions, but who also construct and change the world. Learning involves more than receiving knowledge; it involves constructing new knowledge, in both the declarative sense (knowing that) and the procedural sense (knowing how). Course assignments and experiences model the construction of a community of learners within which candidates develop an understanding of how to construct meaningful contexts for learning and development.

Assessment in context of multiple forms of continuous assessment and the role of assessment in informing instruction.

Warner School teacher candidates explore assessment as an integral part of meaningful instruction that maximizes student learning and supports development. Candidates learn that assessment should be embedded in

authentic learning activities for real audiences and real purposes. Assessment should also be tailored to the specific purposes and contexts of learning, so as to support student expression, inquiry, and meaning-making processes. Candidates interrogate the climate of high-stakes testing and the limitations of using single-point-testing instruments to make decisions about student aptitudes and abilities. In response, they develop a variety of assessment modes, including formal and informal, summative, formative, and cumulative. Candidates explore assessments as ways to both develop curriculum and better meet student needs as well as to provide students a variety of ways to demonstrate learning, risk-taking, and growth. Student self-assessment and critical reflection are integral to this model. Carefully crafted assessments should provide both guidelines and feedback for students. Candidates will learn the importance of multiple forms of continuous assessment and the role of assessment in informing instruction.

A commitment to enhance student learning through technology.

At the Warner School we believe that a variety of technologies must be an integral part of students' pedagogical content knowledge in the twenty-first century. In our courses technology is viewed and used in distinct ways to enhance students' understanding of the themes and concepts inherent in each of the disciplines and across the curriculum. Candidates interrogate the ways in which technology can both transform and reproduce traditional pedagogical practices and the unequal distribution of resources and knowledge. Thus, we view technology as a social practice that has the potential to change social and power relations in classrooms for good or ill (Knobel & Lankshear, 2010; Larson & Marsh, 2005). Through experiences focused on communicating, collaborating, conducting research, solving problems and disseminating information and knowledge by using technology, candidates learn to use and problematize the various technologies available to support content-specific and cross-curricular learning while enhancing their ability to effectively integrate technology into their teaching. Candidates also become familiar with the various technologies as well as technology integration strategies used to facilitate communication and learning for students with disabilities. These strategies draw on varied resources students bring to bear. They also embody teachers' responsibility to provide access to participation and communication in service of a community of learners that benefits from all students' contributions. Candidates must be prepared to promote ethical, equitable, legal, literate and humane uses of technology resources among their students as means of empowering learners as active citizens in a global society.

A commitment to use our research and service to improve education.

As a Teaching and Curriculum program within a research institution, we believe that research, teaching, and service are intertwined and reinforce each other in the work for social change. We define these mutually constituted practices as our *praxis*. The faculty conducts basic and applied research that builds new knowledge within our fields. This research includes ethnographic studies, qualitative studies, experimental and quasi-experimental studies, and non-empirical or theoretical research. All the above-described characteristics of our conceptual framework are embedded in our research, teaching, and services activities.

References:

- Knobel, M. & Lankshear, C. (Eds.). (2010). *DIY media: Creating, sharing, and learning with new technologies*. New York, NY: Peter Lang.
- Larson, J., & Marsh, J. (2005). *Making literacy real: Theories and practices for learning and teaching*. London, England: Sage.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, England: Cambridge University Press.
- Rogoff, B. (April 1994). Developing understanding of the idea of communities of learners. *Mind, Culture, and Activity*, 1(4), 209-229.
- Rogoff, B. (2003). *The cultural nature of human development*. New York, NY: Oxford University Press.
- Street, B. (1995). *Social literacies: Critical approaches to literacy in development, ethnography, and education*. London, England: Longman.
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA: MIT Press.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wertsch, J. (1991) *Voices of the Mind*. Cambridge, MA: Harvard University Press.

GETTING STARTED

There are many types of questions that may come up prior to the start of field experience and student teaching experiences. This section of the handbook is designed to anticipate some of those questions and serve as a guide to answering them.

Prior to beginning the field experience, candidates should:

1. Determine if you are going to select Inclusion or Urban Teaching and Leadership (UTL) as these programs have additional requirements
2. Meet with your program advisor and develop a Program of Study
3. Attend student teaching orientation. The dates for student teaching orientation can be found in the upcoming events of the [News and Events](#) on the Warner School website
4. Send an updated resume to the Director of Student Teaching

Health Insurance Coverage

All candidates enrolled in a teacher preparation program are required to provide proof of health insurance. This is both for the protection of the candidate as well as for those with whom the student comes in contact. If student teachers do not have their own family health insurance policy, full time matriculated students (those registered for 12 or more credit hours or those with a graduate assistantship and registered for 9 or more credit hours) are eligible for UR health insurance. For more information or to enroll in this program, visit <http://www.rochester.edu/uhs/studentinsurance/index.html>. Pre-service teachers should be prepared to provide proof of health insurance coverage to the school district.

Fingerprinting

Fingerprinting is **not required** for student teachers; however, New York State requires a fingerprint-supported background check for applicants for certification in teaching, counseling, and administration. The State Department of Education encourages all pre-service teachers to be fingerprinted early in their programs (i.e., **in the first semester if possible**) in order to expedite the clearance process. Please note, this is something you must do independently; the Warner School is not responsible for your fingerprinting.

All fingerprint applications must be completed online using the TEACH system. Please access <http://www.highered.nysed.gov/tcert/ospra/>. The side link “Fingerprint Process from Start to Finish” will guide you through the entire fingerprint process. The Warner School has prepared information that can be used in conjunction with the second paragraph of item 2 (Get Fingerprinted), which you will find at <http://www.rochester.edu/Warner/student-services/fingerprinting.html>. This document contains locations in Rochester and the surrounding area that will “roll” fingerprints—along with service times, fees, and contact information for these locations. You will need two fingerprint cards, which are available from Student Services. Regardless of which location you select for fingerprinting, it is best to call the site to confirm the hours of availability and whether you’re eligible for fingerprinting at their location.

Livescan Digital Fingerprinting in the Rochester area is offered at Monroe 2-Orleans BOCES, Career & Technical Educational Center, 3589 Big Ridge Road, Room A-100, in Spencerport (*enter through side door*);

AND

at Pittsford Central School District, Barker Road District Office, 75 Barker Road, Room 409, in Pittsford (*District Office has its own entrance and parking lot, separate from the Middle School*).

Dates

- In Spencerport:

September 4, 2013 – June 26, 2014

Wednesday & Thursday *only*

3pm-5pm

No appointment necessary

- In Pittsford:

September 3, 2013-June 24, 2014

Monday & Tuesday *only*

2:30pm-4:30pm

No appointment necessary

Dates closed

Monday, October 14, 2013 (Columbus Day)
Monday, November 11, 2013 (Veteran's Day)
November 27 – 29, 2013
December 23, 2013 – January 3, 2014
Monday, January 20, 2014 (Martin Luther King Jr. Day)
February 17-21, 2014
April 14-18, 2014
Monday, May 26, 2014 (Memorial Day)

Before arrival

At least 24 hours prior to arriving for fingerprinting, you must register, complete the applicant information, and pay the \$91.50 NYSED fee on the TEACH System at <http://www.highered.nysed.gov/tcert/>. Please note that BOCES cannot assist with website questions. Therefore, if you have difficulties with TEACH, please contact the NYSED Technical TEACH Help Line at 518.486.6041 or call the NYSED OSPRA office at 518.473.2998.

In winter weather, dry hands are not easily printable. Please use lotion or soak dry hands two days prior to arriving.

What to bring and fees

- Cash (no large bills, please), check, or money order ONLY payable to Monroe 2-Orleans BOCES in the amount of \$26. (Credit cards will not be accepted.) The \$26 fee is a BOCES 2 fingerprinting fee, separate from the NYSED \$91.50 fee.
- Know your Social Security Number! The TEACH registration data can be accessed only by keying in your Social Security Number.
- TEACH login and password
- Photo Identification

Exempted from this requirement are individuals who are applying for a permanent certificate and hold a valid provisional certificate (applied for prior to July 1, 2001) in the same title for which the permanent certification is sought.

FAQ-Getting Started

1. The program seems a bit intense. How will I do it all? Use the summer sessions to take as many classes as you can. Also, effective time management and a lighter course load while you are doing your full time student teaching placement can help to ease the feeling of being overwhelmed. Also, use the built-in collaborative support system of the cooperating teacher, university supervisor and your fellow classmates to help navigate the experience. The cooperating teacher was once in your shoes and he or she may be able to shed some light on how they managed the demands on their time. The weekly seminar is a great place to reflect on your experiences and learn how others are coping with similar challenges.
2. How many times will I be observed? Each student teaching experience is unique in that everyone has different needs and the number of observations needed to successfully complete the program varies by candidate. For program standards, consult the program overview section of this handbook.
3. Can I get my own placement or choose where I student teach? No. While we do take into consideration the proximity to your home, we find that candidates get the most out of the student teaching experience if they are placed at a site where they don't have previous involvement. Also, districts have protocols that must be followed, and there are many colleges trying to place students. Individual requests from students are not considered by districts.
4. Can I be guaranteed a placement in a specific district or on a bus route? No. It is up to the candidate to have reliable transportation, as they may have a suburban or rural placement that is not on accessible to a bus route.
5. Can I be placed where my child attends? No. The placements are made to ensure that candidates are exposed to a variety of students and schools. While we do take into consideration the proximity to your home and appreciate the convenience of being in the same building as your child, pre-service teachers get the most from the student teaching

- experience if they are placed at a site where they don't have previous involvement.
6. Can I be placed where I attended school? No. Pre-service teachers and cooperating teachers will be able to be more objective and have a more enriching experience if the placement is at a site where the candidate has no previous involvement.
 7. Will I be teaching right away? While candidates will be expected to be active participants in the classroom during their field experience, they are not expected to start teaching right away. The important thing is to not panic. During the conversation with the cooperating teacher where you review the requirements for the letter of expectations, you will cover what is expected of you in terms of when you will begin teaching responsibilities.

LEGAL ASPECTS OF STUDENT TEACHING

Graduate students at the Warner School are expected to become familiar with the information provided in the University of Rochester's Regulations and University Policies Concerning Graduate Studies (often referred to as the "Red Book"), which is available online at the University of Rochester website (<http://www.rochester.edu/GradBulletin/PDFbulletin/Regulations10-12.pdf>). It is important that student teachers also adhere to federal, state and local laws as well as policies at the field placement site. This section of the handbook is intended to be an abridged guide to NYS laws that apply to student teaching placement and what your legal obligations are in terms of reporting child abuse or maltreatment.

Financial protection

As explained in more detail below, student teachers, which NYS law refers to as a practice, cadet, or pre-service teacher, are financially protected from claims of wrongdoing provided that the student teacher was acting within the scope of their responsibilities at the time of the incident.

New York State Education Law Section 3023

§ 3023. Liability of a board of education, trustee, trustees or board of cooperative educational services. 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 of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties 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 educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state, or in any insurance company authorized by law to transact 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, board of 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, authorized participant in a school volunteer program, 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, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, board of trustees, or board of cooperative educational services.

Safety and reporting obligations

A student teacher is considered to be a “mandated reporter” under New York State Social Service Law. Mandated reporters are required to report instances of suspected child abuse or maltreatment to the New York State Office of Children and Family Services (OCFS) when they are presented in their professional roles with reasonable cause to suspect child abuse or maltreatment.

If a student teacher suspects that a child is being or has been abused—by a family member, acquaintance, school staff, or stranger—the student teacher must adhere to the following procedure:

- 1) File an oral report **immediately** to the Mandated Reporter Line at 1-800-635-1522.
- 2) Report your suspicions to the school principal and make a statement in writing about what was seen/heard. This must be done within 24 hours of the occurrence.
- 3) Call your advisor and University Supervisor to report your suspicions to the university. Regardless of what your school decides to do, a university faculty member must be informed so that we can make a responsible decision ourselves given you and your involvement. This must be done within one hour of the occurrence.

- 4) File a signed, written report (LDSS-2221A Report of Suspected Child Abuse or Maltreatment) within 48 hours of the initial oral report. Written reports are submitted to the County Department of Social Services (DSS) where the abused/maltreated child resides. For students that are residents of Monroe County, submit the original, signed form to: Monroe County DSS; 111 Westfall Road; Rochester, NY 14620-4686. For students who reside in another county, please visit <http://www.ocfs.state.ny.us/main/localdss.asp> to obtain the address of the local DSS office.

For clarification on the definition and signs of child abuse and maltreatment, as well as other useful information on this topic, student teachers can consult <http://www.ocfs.state.ny.us/main/> and can also check with their university advisor.

New York State Social Services Law Section 413

§ 413. Persons and officials required to report cases of suspected child abuse or maltreatment. 1. (a) The following persons and officials are required to report or cause a report to be made in accordance with this title when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, or when they have reasonable cause to suspect that a child is an abused or maltreated child where the parent, guardian, custodian or other person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child: any physician; registered physician assistant; surgeon; medical examiner; coroner; dentist; dental hygienist; osteopath; optometrist; chiropractor; podiatrist; resident; intern; psychologist; registered nurse; social worker; emergency medical technician; licensed creative arts therapist; licensed marriage and family therapist; licensed mental health counselor; licensed psychoanalyst; hospital personnel engaged in the admission, examination, care or treatment of persons; a Christian Science practitioner; school official, which includes but is not limited to school teacher, school guidance counselor, school psychologist, school social worker, school nurse, school administrator or other school personnel required to hold a teaching or administrative license or certificate; social services worker; director of a children's overnight camp, summer day camp or traveling summer day

camp, as such camps are defined in section thirteen hundred ninety-two of the public health law; day care center worker; school-age child care worker; provider of family or group family day care; employee or volunteer in a residential care facility defined in subdivision four of section four hundred twelve-a of this title or any other child care or foster care worker; mental health professional; substance abuse counselor; alcoholism counselor; all persons credentialed by the office of alcoholism and substance abuse services; peace officer; police officer; district attorney or assistant district attorney; investigator employed in the office of a district attorney; or other law enforcement official.

(b) Whenever such person is required to report under this title in his or her capacity as a member of the staff of a medical or other public or private institution, school, facility or agency, he or she shall make the report as required by this title and immediately notify the person in charge of such institution, school, facility or agency, or his or her designated agent. Such person in charge, or the designated agent of such person, shall be responsible for all subsequent administration necessitated by the report. Any report shall include the name, title and contact information for every staff person of the institution who is believed to have direct knowledge of the allegations in the report. Nothing in this section or title is intended to require more than one report from any such institution, school or agency.

(c) A medical or other public or private institution, school, facility or agency shall not take any retaliatory personnel action, as such term is defined in paragraph (e) of subdivision one of section seven hundred forty of the labor law, against an employee because such employee believes that he or she has reasonable cause to suspect that a child is an abused or maltreated child and that employee therefore makes a report in accordance with this title. No school, school official, child care provider, foster care provider, residential care facility provider, hospital, medical institution provider or mental health facility provider shall impose any conditions, including prior approval or prior notification, upon a member of their staff specifically required to report under this title. At the time of the making of a report, or at any time thereafter, such person or official may exercise the right to request, pursuant to paragraph (A) of subdivision four of section four hundred twenty-two of this title, the findings of an investigation made pursuant to this title or section 45.07 of the mental hygiene law.

(d) Social services workers are required to report or cause a report to be made in accordance with this title when they have reasonable cause to suspect that a child is an abused or maltreated child where a person comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child.

2. Any person, institution, school, facility, agency, organization, partnership or corporation which employs persons mandated to report suspected incidents of child abuse or maltreatment pursuant to subdivision one of this section shall provide consistent with section four hundred twenty-one of this chapter, all such current and new employees with written information explaining the reporting requirements set out in subdivision one of this section and in sections four hundred fifteen through four hundred twenty of this title. The employers shall be responsible for the costs associated with printing and distributing the written information.

3. Any state or local governmental agency or authorized agency which issues a license, certificate or permit to an individual to operate a family day care home or group family day care home shall provide each person currently holding or seeking such a license, certificate or permit with written information explaining the reporting requirements set out in subdivision one of this section and in sections four hundred fifteen through four hundred twenty of this title.

4. Any person, institution, school, facility, agency, organization, partnership or corporation, which employs persons who are mandated to report suspected incidents of child abuse or maltreatment pursuant to subdivision one of this section and whose employees, in the normal course of their employment, travel to locations where children reside, shall provide, consistent with section four hundred twenty-one of this title, all such current and new employees with information on recognizing the signs of an unlawful methamphetamine laboratory. Pursuant to section 19.27 of the mental hygiene law, the office of alcoholism and substance abuse services shall make available to such employers information on recognizing the signs of unlawful methamphetamine laboratories.

Immunity from liability

When a student teacher, as a mandated reporter, makes a report of child abuse or maltreatment, it is reasonable to assume that he or she has acted within the scope of their student teacher role and has immunity from any civil or criminal liability, except if the report is an act of willful misconduct or gross negligence.

New York State Social Services Law Section 419

§ 419. Immunity from liability. Any person, official, or institution participating in good faith in the providing of a service pursuant to section four hundred twenty-four of this title, the making of a report, the taking of photographs, the removal or keeping of a child pursuant to this title, or the disclosure of child protective services information in compliance with sections twenty, four hundred twenty-two and four hundred twenty-two-a of this chapter shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions. For the purpose of any proceeding, civil or criminal, the good faith of any such person, official, or institution required to report cases of child abuse or maltreatment or providing a service pursuant to section four hundred twenty-four or the disclosure of child protective services information in compliance with sections twenty, four hundred twenty-two and four hundred twenty-two-a of this chapter shall be presumed, provided such person, official or institution was acting in discharge of their duties and within the scope of their employment, and that such liability did not result from the willful misconduct or gross negligence of such person, official or institution.

Penalties for failure to report

Failure to report suspected abuse or neglect could result in the mandated reporter being convicted of a crime and/or being personally liable to the victim.

New York State Social Services Law Section 420

§ 420. Penalties for failure to report. 1. Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who willfully fails to do so shall be guilty of a class A misdemeanor.

2. Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who knowingly and willfully fails to do so shall be civilly liable for the damages proximately caused by such failure.

GENERAL INFORMATION

PROFESSIONAL CONDUCT

As a pre-service teacher, you are representing the Warner School and the University of Rochester, and the impressions you are creating are of yourself, the Warner School and the University. Candidates are expected to conduct themselves in a professional manner and use good judgment at field placement sites. This section of the handbook is designed to outline what is expected in terms of professional conduct from Warner School students.

Attendance

Candidates are permitted three absences per placement. More than three absences require that the candidate make up the missed days. Whenever an absence is necessary, the candidate is expected to notify the cooperating teacher as soon as possible. Candidates will follow the school schedule, not the Warner schedule for days off. An absence form must be submitted to the field supervisor.

Placements

A good deal of time and effort go into confirming field experience and student teaching placements. Placements are often negotiated at district levels and involve several levels of administration. At no time should a candidate leave a placement that has been confirmed without the prior knowledge and approval of the Warner School. If you encounter any difficulties or uncomfortable issues during a placement, contact your field supervisor and the director of student teaching. We will address the issue as quickly as possible. If it is deemed necessary, we will remove you from the placement.

Confidentiality

During field placements, candidates will be coming in contact with confidential information that is protected by privacy laws. Unless there is a reason to share such information, i.e., for the educational benefit of the student, candidates should not repeat, or share in any format, any confidential data.

Dress professionally

How a candidate dresses is a reflection of the candidate, the Warner School and the University. Candidates should check with their cooperating teacher and/or principal on what the dress code is for their placement site. First

impressions can only be made once and how you dress can greatly influence how students and colleagues view you. As a general rule, observe the cooperating teacher and others within the building and dress one level above the norm.

Men should wear dress shoes and socks, slacks, a dress shirt and tie. Casual attire such as jeans and a t-shirt may be appropriate for certain activities. If casual attire is allowed, be sure that t-shirts do not have offensive language. Check with the cooperating teacher if you are unsure if an upcoming activity would be appropriate for casual attire. At no time is a hat acceptable.

Women should wear dress shoes, a suit or dress, dress pants or a skirt, and a blouse. During the winter, socks or stockings should be worn with shoes. During warmer weather, sandals without stockings may be appropriate. Casual attire such as jeans and a t-shirt may be appropriate for certain activities. If casual attire is allowed, be sure that t-shirts do not have offensive language. Check with the cooperating teacher if you are unsure if an upcoming activity would be appropriate for casual attire. Low-cut or see-through shirts, exposed midriffs, or mini-skirts, are not acceptable at any time.

Email address

During the course of the field placement, candidates may share their email address with administrators, cooperating teachers or staff. Candidates should take the time to consider if the email address they wish to share is appropriate, i.e., does it contain offending words or insinuate anything inappropriate. Candidates should use the email address provided by the University. This will be the address used by the Warner School to contact you.

Personal grooming

Candidates should have well groomed fingernails and facial hair. If open-toed sandals are worn, well groomed feet, including toenails are also expected. Hair should be neat, clean and well groomed.

Punctuality

Prior to beginning a field placement, candidates should familiarize themselves with the appropriate start time. It is a good idea to arrive 15 minutes ahead of the scheduled start time for the first few days until the candidate is more familiar with parking and navigating the building. Keep in mind your placements are professional development opportunities and your cooperating teacher and school administrators will expect you to be on time. If you must leave a site early

for any reason, be sure to communicate this information to your cooperating teacher.

Social networking sites

Administrators, cooperating teachers and students could be viewing what a candidate has posted on their social networking site. Candidates should take the time to view their social networking sites with this in mind and remove anything that may be considered inappropriate. Your field placements are professional development opportunities. As such, administrators or cooperating teachers may be interested in viewing web sites where you share information. Keep in mind your online presence can speak volumes about the “real” you—is it saying what prospective employers and colleagues want to hear?

PHYSICAL RESTRAINT OF STUDENTS

The safety of the students is ultimately the responsibility of the cooperating teacher. Candidates are responsible for gaining an understanding of school and classroom discipline policies, but are ***never*** allowed to restrain (to hold back using physical force) a student; this can only be done by someone who has completed the necessary training. Candidates are ***not*** to participate in physical restraint of students under any circumstance. Candidates ***are*** required to provide appropriate assistance in the maintenance of a safe learning environment through the use of techniques such as verbal de-escalation or getting help from appropriate school staff. The cooperating teacher should proactively develop a plan that will allow the candidate to appropriately provide support to the classroom when physical restraint procedures are deemed necessary. If the candidate chooses to ignore these clear directives, such actions may be cause for review of their status in the university program and/or discipline, which may include separation from the program.

ABSENCES

Candidates are permitted three absences per placement. More than three absences require that the candidate make up the missed days. The absence form below is required for ALL absences. Any absences that result in the candidate not fulfilling the required hours/days for field experience or student teaching must be made up with additional time.

ABSENCE REPORT

Candidate Name: _____

Date/s of absence: _____ Date of return: _____

Reason for absence:

Candidate signature: _____ Date: _____

Cooperating teacher signature: _____

Submit a copy of this form to the Coordinator of Student Teaching and to the Warner faculty responsible for your program.

COOPERATING TEACHER ABSENCE

Candidates **cannot** be left alone in a classroom; when the cooperating teacher is absent or assigned elsewhere, the cooperating teacher must make arrangements for appropriate supervision. These arrangements must be approved by school administration. If someone (e.g., a substitute teacher, a classroom aide, and other school personnel) is designated as a substitute due to the cooperating teacher's illness, the cooperating teacher may determine that this would provide an excellent opportunity for the candidate to take responsibility for the bulk of the teaching. This would include covering or preparing lesson plans, and handling classroom matters relating to disruptive behavior, but not at the level where physical restraint is required. In an instance such as the absence of the cooperating teacher, all involved—the substitute and school administration—must understand that the designated substitute is liable and responsible for the safety of the students. If the substitute and school administration do not adhere to this obligation, the candidate, after ensuring that there is an adult in the classroom, can exit the classroom and go to the office or leave campus.

Warner School Principles and Targeted Proficiencies

WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

NOTE:

- Each principle is one of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, “augmented” with additions and/or qualifiers derived from our Warner School Teaching and Curriculum framework and National Council for the Accreditation of Teacher Education (NCATE) Standards. Note that each principle addresses a key area/component within teaching (as suggested by its title) and essentially states what we think is most important within that area/component for our teacher candidates.
- The “candidate proficiencies” listed after each principle are more concretely what we want candidates to achieve by the end of our program with respect to that particular area/component of teaching. Each principle has been articulated in such a way that it can be measured, and includes a combination of knowledge (K), skills (S), and dispositions (D).
- In wording candidate proficiencies (and related holistic rubrics) we have been careful to keep in mind that these principles articulate what we value in teaching as we would hope to see in the practice of experienced practitioners—yet here we are dealing with teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: have developed a certain set of understandings and dispositions; have learned a sub-set of what they eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently (e.g., candidates “are able to ...” means that they have shown us at least once that they can do something).

1. Content Principle

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Related candidates' proficiencies:

- 1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards. (K)
- 1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area. (K)
- 1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions. (K)
- 1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. (S)

2. Learning Principle

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Related candidates' proficiencies:

- 2.1. Candidates understand human development and how it is affected by context. (K)
- 2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background. (K)
- 2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live. (S)

3. Equity Principle

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

Related candidates' proficiencies:

- 3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others. (K)
- 3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning. (D)
- 3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and disabilities their students may present and their implications for the classroom. (K)
- 3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students. (S)

4. Pedagogy Principle

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

Related candidates' proficiencies:

- 4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals. (K)
- 4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards. (S)

- 4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction. (K)
- 4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas. (S)

5. Learning Community Principle

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 for all students.

Related candidates' proficiencies:

- 5.1. Candidates understand what may encourage or hinder student's motivation and engagement in learning, based on an analysis of research and practice. (K)
- 5.2. Candidates are able to construct comfortable and safe classroom environments for all students. (S)
- 5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners." (S)

6. Communication Principle

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Related candidates' proficiencies:

- 6.1. Candidates understand the role of language in teaching and learning. (K)
- 6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students. (K)
- 6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry. (S)
- 6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts. (S)

7. Planning Principle

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Related candidates' proficiencies:

- 7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards. (S)
- 7.2. Candidates are able to implement lessons according to a well-defined and high quality plan. (S)

8. Assessment Principle

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Related candidates' proficiencies:

- 8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses. (K)
- 8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess, and provide guidance to student learning over time. (S)
- 8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data. (S)
- 8.4. Candidates are able to have a positive effect on their students' learning. (S)

9. Professional Practice Principle

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, including staying up to date with research, theories, and best practices in his/her field.

Related candidates' proficiencies:

- 9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career. (D)
- 9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning. (S)
- 9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards). (D)

10. Community Principle

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

Related candidates' proficiencies:

- 10.1. Candidates value and seek out parental and community involvement. (D)
- 10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues. (S)



INTERNSHIP REQUIREMENTS

ADOLESCENCE & MIDDLE CHILDHOOD SPECIALIST: GRADES 5-12

FALL

EDF 410/411 Field Experiences in Middle Childhood (Grades 5-6)

- Time: At least 100 hours – about 10 hours per week for 10 weeks, the dates and times to be arranged in conjunction with the cooperating teacher
- + About 50 hours of observation and other activities in the setting of the first spring student teaching experience
- Students should increase their instructional activity to the point of teaching a series of innovative lessons in his/her subject during the 100 hours in 5-6 grade setting
 - Other activities vary depending on subject matter specialization
- Observations: 1 by university supervisor during one of the innovative lessons
1 by Warner faculty

SPRING

EDF 418/419 Student Teaching in Secondary School A (Grades 7-9 or 10-12)

- Time: Full time for at least 4 weeks
- Observations: At least 2 by university supervisor

ED 420/421 Student Teaching in Secondary School B (Grades 10-12 or 7-9, opposite previous student teaching placement)

- Time: Full time for about 8 weeks
- Observations: At least 3 by university supervisor
1 by Warner faculty
- Responsibilities for each student teaching experience:
 - Gradually assume responsibilities of the classroom teacher for at least three classes involving at least two preparations.
 - Design and implement at least one innovative unit (this unit may be the subject of a paper in one or more courses).

At least one placement must be in a high-needs district. All UTL students must complete both placements in an urban district.

Candidates seeking dual certification in teaching students with disabilities must do ALL internships in inclusive settings (odd course numbers) and additional field experience hours.

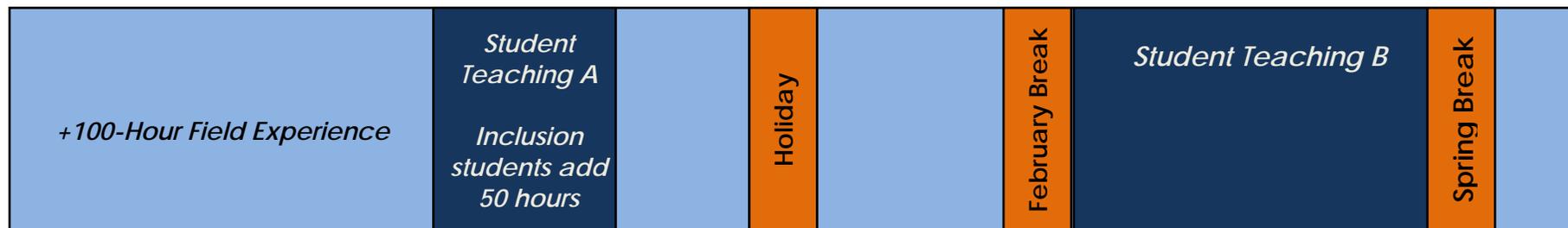
Internship Experience – M.S. in Adolescence Education (Adolescence Specialist: Grades 5 – 12)

Warner School of Education, University of Rochester

<p>+100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit each by university supervisor, and faculty member if needed. • Assist with all classroom activities • Increase instructional activity to the point of teaching a series of innovative lessons in his/her subject • Other activities vary depending on subject matter specialization • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 20 instructional days (4 weeks) following +100-hours Field Experience, in the same placement. • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for multiple class sessions • 2 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations:</p> <ul style="list-style-type: none"> • 40 instructional days (8 weeks) in a second placement school • If first placement was grades 10 – 12, second placement should be grades 7-9, or vice versa • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for at least three class sections, involving at least two preparations • Design and implementation of a full innovative unit of study • 3 field visits by university supervisor, and 1 observation by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FALL SEMESTER

SPRING SEMESTER



September October November December January February March April May



INTERNSHIP REQUIREMENTS ADOLESCENCE SPECIALIST: GRADES 7-12

FALL

EDF 416/417 Field Experiences in Secondary School (Grades 7-12)

- Time: At least 100 hours – about 10 hours per week for 10 weeks from September to November, the dates and times to be arranged in conjunction with the cooperating teacher
- Students should increase their instructional activity to the point of teaching a series of innovative lessons in his/her subject
 - Other activities vary depending on subject matter specialization
- Observations: 1 by university supervisor during one of the innovative lessons
1 by Warner faculty

WINTER/SPRING

EDF 418/419 Student Teaching in Secondary School A (Grades 7-9 or 10-12, possibly same placement as fall)

- Time: Full time for at least 4 weeks (same placement as fall)
- Observations: At least 2 by university supervisor

ED 420/421 Student Teaching in Secondary School B (Grades 10-12 or 7-9, opposite previous student teaching placement)

- Time: Full time for about 8 weeks
- Observations: At least 3 by university supervisor
1 by Warner faculty
- Responsibilities for each student teaching experience:
 - Gradually assume responsibilities of the classroom teacher for at least three classes involving at least two preparations.
 - Design and implement at least one innovative unit (this unit may be the subject of a paper in one or more courses).

At least one placement must be in a high-needs district. All UTL students must complete both placements in an urban district.

Candidates seeking dual certification in teaching students with disabilities must do ALL internships in inclusive settings (odd course numbers) and additional field experience hours.

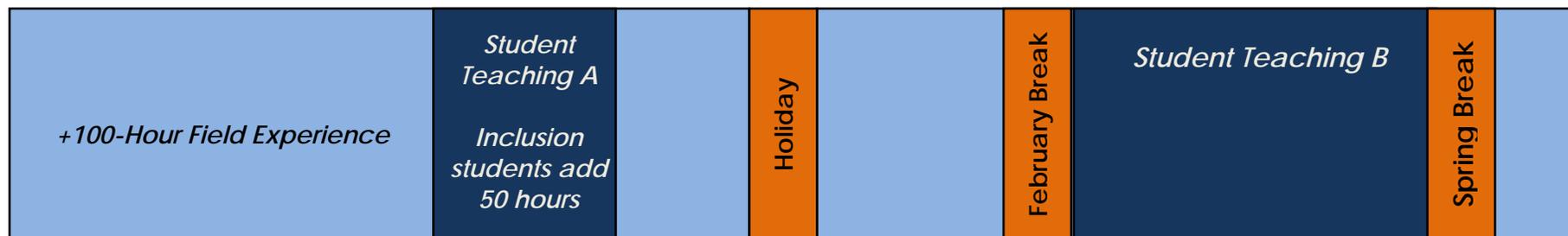
Internship Experience – M.S. in Adolescence Education (Adolescence Specialist: Grades 7 – 12)

Warner School of Education, University of Rochester

<p>+100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit each by university supervisor, and faculty member if needed. • Assist with all classroom activities • Increase instructional activity to the point of teaching a series of innovative lessons in his/her subject • Other activities vary depending on subject matter specialization • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 20 instructional days (4 weeks) following +100-hours Field Experience, in the same placement. • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for multiple class sessions • 2 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations:</p> <ul style="list-style-type: none"> • 40 instructional days (8 weeks) in a second placement school • If first placement was grades 10 – 12, second placement should be grades 7-9, or vice versa • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for at least three class sections, involving at least two preparations • Design and implementation of a full innovative unit of study • 3 field visits by university supervisor, and 1 observation by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

F A L L S E M E S T E R

S P R I N G S E M E S T E R



September October November December January February March April May



INTERNSHIP REQUIREMENTS
CHILDHOOD: GRADES 1-6

FALL

Primary or Intermediate Grade:

EDF 404/405 Field Experiences in Elementary School

Time: At least 100 hours (17 hours a week over a 6 week period) beginning of September to early October

EDF 406/407 Student Teaching in Elementary School A

Time: 6 weeks, beginning of October to end of November

- Assume partial responsibility of classroom teacher
- Design and implement at least one innovative unit

Observations: 3 by university supervisor
1 by Warner faculty

SPRING

Primary or Intermediate Grade: (Opposite of fall)

EDF 408/409 Student Teaching in Elementary School B

Time: 10 Weeks, 5 days each week

- Assume full responsibilities of classroom teacher as soon as possible
- Design and implement at least one innovative unit

Observations: 4 by university supervisor
1 by Warner faculty

At least one placement, fall or spring, must be in a high-needs district. All UTL students must complete both placements in an urban district.

Candidates seeking dual certification in teaching students with disabilities must do ALL internships in inclusive settings (odd course numbers) and additional field experience hours.

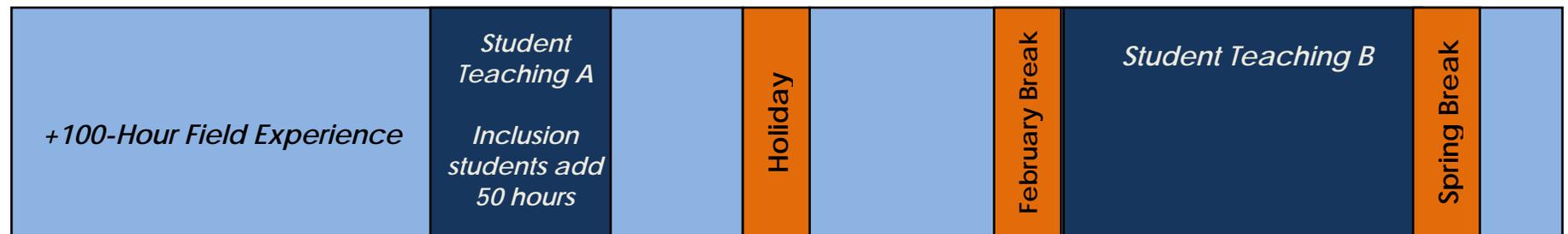
Internship Experience – M.S. in Childhood Education (Grades 1 – 6)

Warner School of Education, University of Rochester

<p>+ 100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit by university supervisor • Assist with all classroom activities • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 6 weeks • Assume partial responsibility of classroom teacher • Design and implement at least one innovative unit • 3 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations:</p> <ul style="list-style-type: none"> • 10 weeks, 5 days per week in a second placement • If first placement was in primary grades (1 – 3), second placement should be in intermediate grades (4-6, or vice versa) • Assume full responsibilities of classroom teachers as soon as possible • Design and implement at least one innovative unit • 4 field visits by university supervisor, and 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FALL SEMESTER

SPRING SEMESTER



September October November December January February March April May



Internship Requirements

EARLY CHILDHOOD PROGRAM: BIRTH TO GRADE 2

SUMMER

EDF 440/441 Field Experience with 0-3 year olds

Time: At least 50 hours field experience in a birth to 3-year-old setting

Observations: 1 by university supervisor

FALL

EDF 404/405 Field Experiences in Elementary School (Grades K-2)

Time: At least 100 hours (17 hours a week over a 6 week period) beginning of September to early October

EDF 406/407 Student Teaching In Elementary School A (Grades K-2)

Time: 6 weeks, beginning of October to end of November

- Assume partial responsibility of classroom teacher
- Design and implement at least one innovative unit

Observations: 3 by university supervisor
1 by Warner faculty

SPRING

EDF 442/443 Student Teaching Experience in Preschool

Time: At least 8 weeks full-time

Observations: 2 by university supervisor
1 by Warner faculty

At least one placement must be in a high-needs district.

Candidates seeking dual certification in teaching students with disabilities must do ALL internships in inclusive settings (odd course numbers) and additional field experience hours.

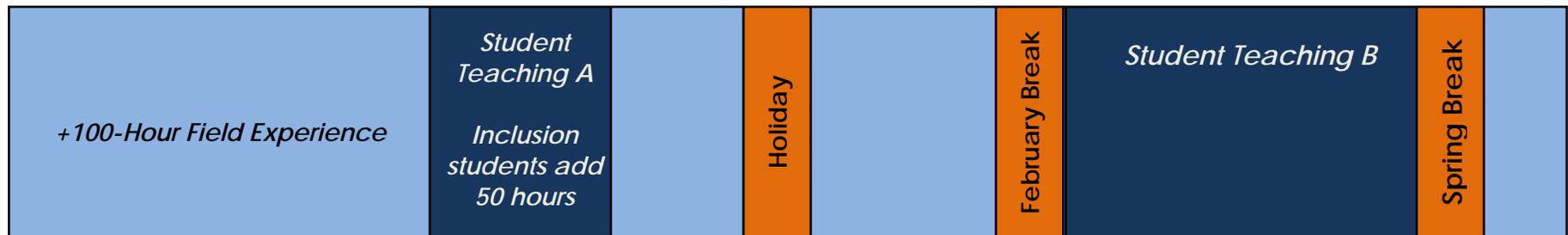
Internship Experience – M.S. in Early Childhood Education

Warner School of Education, University of Rochester

<p>+100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit each by university supervisor • Assist with all classroom activities • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 6 weeks • Assume partial responsibility of classroom teacher • Design and implement at least one innovative unit • 3 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations (Pre-School):</p> <ul style="list-style-type: none"> • 10 weeks • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for at least three class sections, involving at least two preparations • Design and implementation of a full innovative unit of study • 2 field visits by university supervisor, 1 and additional observations as needed by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities 	<p>Student Teaching B Expectations (Pre-School):</p> <ul style="list-style-type: none"> • 6-8 weeks • 1 field visit by university supervisor or faculty • Assist with all classroom activities • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FALL SEMESTER

SPRING SEMESTER



September October November December January February March April May



INTERNSHIP REQUIREMENTS

MIDDLE CHILDHOOD SPECIALIST: GRADES 5-9

FALL

EDF 410/411

Field Experience in Middle Childhood (Grades 5-9)

- Time: At least 100 hours – about 10 hours per week for 10 weeks from September to November, the dates and times to be arranged in conjunction with the cooperating teacher.
- Students should increase their instructional activity to the point of teaching a series of innovative lessons in his/her subject
 - Other activities vary depending on subject matter specialization
- Observations: 1 by university supervisor during one of the innovative lessons
1 by Warner faculty

WINTER/SPRING

EDF 412/413

Student Teaching in Middle Childhood A (Grades 5-6 or 7-9)

- Time: Full time for at least 4 weeks (same placement as fall)
- Observations: At least 2 by university supervisor

EDF 414/415 Student Teaching in Middle Childhood B (Grades 7-9 or 5-6, opposite previous student teaching placement)

- Time: Full time for about 8 weeks
- Observations: At least 3 by university supervisor
1 by Warner faculty
- Responsibilities for each student teaching experience:
 - Gradually assume responsibilities of the classroom teacher for at least three classes involving at least two preparations.
 - Design and implement at least one innovative unit (this unit may be the subject of a paper in one or more courses).

At least one placement must be in a high-needs district. All UTL students must complete both placements in an urban district.

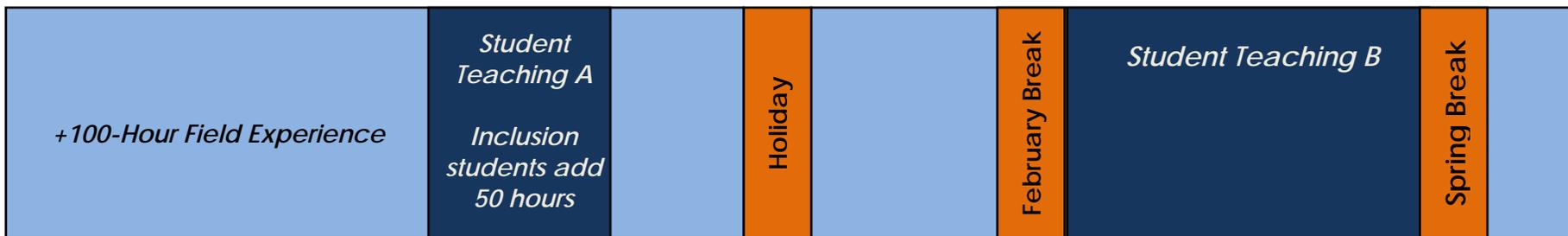
Candidates seeking dual certification in teaching students with disabilities must do ALL internships in inclusive settings (odd course numbers) and additional field experience hours.

Internship Experience – M.S. in Adolescence Education (Middle Childhood Specialist: Grades 5 – 9)
Warner School of Education, University of Rochester

<p>+100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit each by university supervisor, and faculty member if needed. • Assist with all classroom activities • Increase instructional activity to the point of teaching a series of innovative lessons in his/her subject • Other activities vary depending on subject matter specialization • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 20 instructional days (4 weeks) following +100-hours Field Experience, in the same placement. • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for multiple class sessions • 2 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations:</p> <ul style="list-style-type: none"> • 40 instructional days (8 weeks) in a second placement school • If first placement was grades 10 – 12, second placement should be grades 7-9, or vice versa • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for at least three class sections, involving at least two preparations • Design and implementation of a full innovative unit of study • 3 field visits by university supervisor, and 1 observation by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

F A L L S E M E S T E R

S P R I N G S E M E S T E R



September October November December January February March April May



INTERNSHIP REQUIREMENTS STUDENTS WITH DISABILITIES GENERALIST: GRADES 7-12

FALL

EDF 417D Field Experiences in Inclusive Secondary School Settings (Grades 7-12)

Time: At least 100 hours—about 10 hours per week for 10 weeks,
the dates and times to be arranged in conjunction with the
cooperating teacher

- Students should increase their instructional activity to the point of co-teaching a series of innovative lessons in the content area of placement
- Other activities vary depending on content area placement

Observations: 1 by university supervisor during one of the co-taught lessons
1 by Warner faculty

WINTER/SPRING

EDF 419D Student Teaching In Inclusive Secondary School A (Grades 7-9 or 10-12, same placement as fall)

Time: Full time for at least 4 weeks (same placement as fall)

Observations: At least 2 by university supervisor

EDF 421D Student Teaching in Secondary School B (Grades 10-12 or 7-9, opposite previous student teaching placement)

Time: At least 8 weeks full-time

Observations: At least 3 by university supervisor
1 by Warner faculty

- Responsibilities for each student teaching experience:
 - Gradually assume responsibilities of the classroom teacher for at least three classes involving at least two preparations.
 - Design and implement at least one Continuous Teaching Cycle.



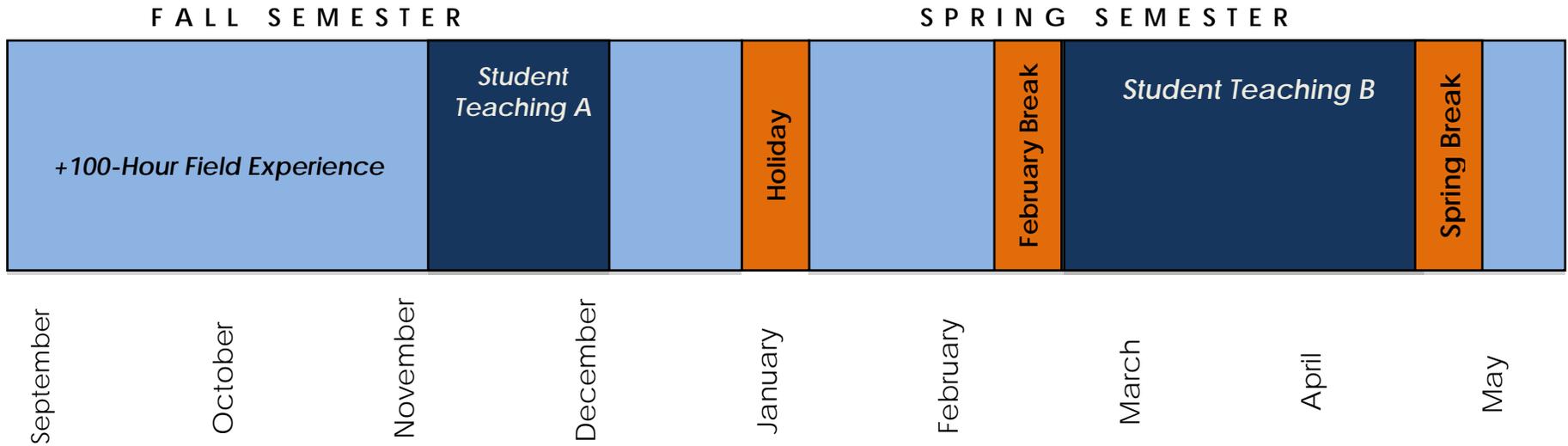
At least one placement must be in a high-needs district. All UTL students must complete both placements in an urban district.

Candidates seeking dual certification in a content area must do ALL internships in inclusive settings (odd course numbers), at least ONE internship that affords the opportunity to work with a content teacher, and additional field experience hours.

Candidates seeking the NYS Annotation in Multiple and Severe Disabilities must do additional field experience hours and do Student Teaching B in the next fall during EDE 445, Teaching Students with Significant Disabilities.

Internship Experience – M.S. in Teaching Students with Disabilities in Secondary School as Generalist
Warner School of Education, University of Rochester

<p>+100-Hour Field Experience Expectations:</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit by university supervisor • Assist with all classroom activities • Field Experience Evaluation Form 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 20 instructional days (4 weeks) following + 100 hour Field Experience, in the same placement • Assume lesson planning and instructional responsibility for multiple class sessions • 2 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form 	<p>Student Teaching B Expectations (Pre-School):</p> <ul style="list-style-type: none"> • 40 instructional days (8 weeks) in a second placement school • If first placement was grades 10-12, second placement should be grades 7-9, or vice versa • Assume lesson planning and instructional responsibility for at least three class sections, involving at least two preparations • Design and implementation of a full Continuous Teaching Cycle (unit of study) • 3 field visits by university supervisor, and 1 observation by faculty member • Student Teaching Evaluation Form
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





INTERNSHIP REQUIREMENTS

TESOL: GRADES K-12

FALL (in limited cases for the NT1 program, summer placements are available)

EDF 425 Field Experience in TESOL (Grade K-12) (Any level possible, but ideally should be same as 4-week student teaching placement.)

Time: For pre-service teachers, at least 100 hours – about 10 hours a week for 10 weeks from September to November, the dates and times to be arranged in conjunction with the cooperating teacher

- Students should increase their instructional activity to the point of teaching a series of innovative lessons in his/her subject
- Other activities are described in the syllabus for this course

For in-service teachers doing the NT1 program, 50 hours

Observations: 1 by university supervisor during one of the innovative lessons
1 by Warner faculty

WINTER/SPRING

EDF 428 Student Teaching in TESOL in Elementary School (Grades K-6) or Secondary School (Grades 7-12)

Time: Full time for at least 20 days (usually the same placement as in the fall)

Observations: At least 2 by university supervisor

EDF 432 Student Teaching in TESOL in Secondary School (Grades 7-12) or Elementary School (Grades K-6)

Time: Full time for about 8 weeks

Observations: At least 3 by university supervisor
1 by Warner faculty

- Responsibilities for each student teaching experience:
 - Gradually assume responsibilities of the classroom teacher for at least three classes involving at least two preparations.
 - Design and implement at least one innovative unit (this unit may be the subject of a paper in one or more courses).



At least one placement must be in a high-needs district. All UTL students must complete both placements in an urban district. There is NO dual certification option for TESOL for inclusion, but qualified candidates may pursue other content area certifications (e.g., foreign language), which require additional placements and coursework.

Internship Experience – M.S. in Adolescence Education (TESOL: Grades K – 12)

Warner School of Education, University of Rochester

<p>Field Experience Expectations (50-100 hours):</p> <ul style="list-style-type: none"> • 4 weeks • 1 field visit each by university supervisor, and faculty member if needed. • Assist with all classroom activities • Increase instructional activity to the point of teaching a series of innovative lessons in his/her subject • Other activities vary depending on subject matter specialization • Field Experience Evaluation Form • INCLUSION STUDENTS: will be required to complete 50 additional hours and a series of activities for the inclusion portfolio 	<p>Student Teaching A Expectations:</p> <ul style="list-style-type: none"> • 20 instructional days (4-5 weeks) following Field Experience, usually in the same placement. • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for multiple class sessions • 2 field visits by university supervisor, 1 by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a number of activities for the inclusion portfolio 	<p>Student Teaching B Expectations:</p> <ul style="list-style-type: none"> • 40 instructional days (8 weeks) in a second placement school • If first placement was grades 10 – 12, second placement should be grades 7-9, or vice versa • Assumption of lesson planning and instructional responsibility (co-teaching or individually) for at least three class sections, involving at least two preparations • Design and implementation of a full innovative unit of study • 3 field visits by university supervisor, and 1 observation by faculty member • Student Teaching Evaluation Form • INCLUSION STUDENTS: will be responsible for a continuous teaching cycle for students with disabilities
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FALL SEMESTER

SPRING SEMESTER



September
October
November
December
January
February
March
April
May

INCLUSIVE EDUCATION ADDENDUM

FOR CANDIDATES PURSUING DUAL CERTIFICATION IN TEACHING STUDENTS WITH DISABILITIES

Candidates who opt to complete internships in inclusive settings (i.e., register for the “odd course number” option for their field experiences and/or student teaching) are expected to:

1. Complete the courses ED 447 Disability and Schools and ED 451 Teaching and Learning in Inclusive Classrooms **BEFORE** the semester they register for their field experience. For full-time students who plan to complete their programs in 15 months, this usually means they have to take ED 447 and ED 451 their first summer in the program.
2. Early Childhood candidates must complete one of the following courses **BEFORE OR DURING** the semester they register for their field experience in Birth–3 or student teaching in preschool: 1) ED 403 Disability and Early Childhood, 2) EDU 476 Early Intervention for Children 0-3 with Disabilities, 3) EDU 475 Early Intervention for Preschool Children with Disabilities.
3. Participate in additional meetings/seminars with our inclusion faculty over the school year. We expect these meetings to include:
 - a) a half-day/day-long session to take place prior to beginning each internship
 - b) 6-7 one hour-long seminars over each semester
4. Be observed at least four times during field experience and both student teaching experiences by Warner faculty and/or university supervisor with expertise in disabilities and inclusion:
 - Field experience: 1 by university supervisor
 - 4-week placement: At least 1 by university supervisor and 1 (4-wk OR 8-wk) by Warner faculty
 - 8-week placement: At least 1 by university supervisor and 1 (4-wk OR 8-wk) by Warner faculty

Academic Year Field Experience and Student Teaching Experiences

For candidates seeking additional certification in teaching students with disabilities (i.e., inclusive certification), ALL field experience and Student Teaching experiences MUST be inclusive. Those candidates seeking this additional certification will also complete 150 hours of field experience rather than the 100 hours required for those seeking early childhood through adolescent certifications alone. The 50 additional hours of field experience MUST be completed with the inclusion cooperating teacher. The candidate should observe, increase instructional activity, and complete other activities as

described in the syllabus for the corresponding inclusion course. The additional requirements listed on the following page must be completed.

Definition: An inclusive placement is one in which the candidate is responsible for working with **all** children within environments that value diversity and maintain high expectations based on students' individual strengths, needs, and interests. In inclusive field experiences this would minimally include observing students with and without disabilities in their educational setting(s). An inclusive student teaching experience includes planning, teaching, and assessing the direct instruction of students with and without disabilities. In all placements candidates will have a minimum of two cooperating teachers, one who is certified and contracted to teach the general education curriculum and one who is certified and contracted to teach students with special needs at the grade level of certification.

Placements: The content area faculty makes Candidate placements with these inclusive placement criteria in mind in collaboration with inclusive education faculty as needed. The Coordinator of Student Teaching formalizes placements.

Inclusive Education Faculty: The inclusive education faculty, Julia M. White, Susan Hetherington, and Martha Mock, provide ongoing support to students within inclusive placements and observe each candidate a minimum of once in each student teaching experience.

The inclusive education faculty and university supervisors with expertise in disabilities and inclusion will evaluate the candidate's inclusive field experience and student teaching experiences in collaboration with methods faculty.

Candidates in inclusive placements must attend additional pre-placement meetings; include inclusive program requirements in their letter of expectations, and complete additional portfolio requirements. Candidates are informed of these requirements in their pre-placement meetings and are provided ongoing support and assessment of these activities and portfolio documentation by the inclusive education faculty.

URBAN TEACHING AND LEADERSHIP PROGRAM ADDENDUM

FOR FIFTH YEAR IN TEACHING SCHOLARSHIP RECIPIENTS AND UTL CANDIDATES

Urban Teaching and Leadership Program Description:

UTL Program provides the opportunity for teacher candidates and practicing teachers with Initial New York State teacher certification to earn professional certification in a master's program with an urban education concentration. Teachers who already possess professional certification may complete courses in the UTL Program and receive a certificate in urban teaching and learning.

This program is designed to prepare teachers to work in high-needs urban schools and classrooms, and to use research, innovative practice, and the expertise of mentors to help inform and improve their practice. In addition to the requirements of the master's programs in early childhood, childhood, middle childhood, and adolescence, UTL candidates complete a 6-credit urban education concentration, which includes EDE 446: Introduction to Urban Education (1 credit), ED 468: Leadership in Urban Schools (3 credits), and ED440 and ED441: UTL Seminars (1 credit each). UTL candidates are also encouraged to take EDU 442: Race, Class, Gender, and Disability in American Education (3 credits) as one of their electives.

Placements:

UTL candidates must complete their field experience and both student teaching placements in a Rochester City School District school or an early childhood program or charter school located within the city of Rochester.

UTL Faculty:

Professor Ed Brockenbrough, the UTL program director, as well as the candidate's advisor and Karen McCarthy, Director of Student Teaching, should be contacted if there are any difficulties related to the candidate's work in the field.

ROLES AND RESPONSIBILITIES OF THE CANDIDATE

There are two major aspects to the candidate's role during the field experience and student teaching experiences: his/her activities in the classroom or school, and participation in the weekly seminar on teaching in his/her subject area. Only the activities in the classroom are discussed here. **Also, please read the entire student teacher handbook.**

At the beginning of the field experience and student teaching experience the candidate should:

1. Discuss with his/her cooperating teacher(s):
 - a. The school layout, its resources, and the overall philosophy of the school.
 - b. The nature of the community in which the school is located and the ways in which parents are involved in school affairs.
 - c. Personal philosophies of teaching and personal/professional backgrounds.
 - d. Curriculum content and curriculum materials.
 - e. Individual students.
 - f. The classroom schedule, routines, and procedures.
 - g. The decision making process as it will affect the candidate.
 - h. How the candidate will be introduced to the class.
2. Within the first week of the placement, write the letter of expectations in conjunction with the cooperating teacher(s) and the university supervisor and submit to Warner faculty member and the Coordinator of Student Teaching.
3. Give the university supervisor a detailed schedule for the field experience and/or student teaching experience before the end of the second week of the experience. Make sure to be able to contact the supervisor/faculty in the event of a school closing day in which an observation is scheduled (e.g., a snow day).

Required experiences for student teaching¹:

1. Classroom responsibility: Gradually assume the responsibilities for the classroom activities, but leaving sufficient time for thorough preparation and reflection. Initially, the candidate should spend time observing, researching, and assisting in class. The requirement to take over classroom instruction varies by certification area. Elementary candidates are expected to take over classroom responsibilities in their 10-week spring placements only. Secondary candidates are expected to take over responsibility in both student teaching placements, but the number of times varies by content area.
2. Lesson plans: The cooperating teacher and/or the university supervisor will require written lesson plans according to the Warner School format. Make sure to plan lessons that are in accordance with the Warner School lesson plan requirements.
3. Innovative unit: Each candidate is required to plan and implement at least one innovative unit. Elementary candidates are required to complete multiple units in each of their content area courses. Secondary candidates complete units primarily in their spring courses.

Recommended experiences:

1. Teaching in one-to-one, small group, multiple small group, and large group settings.
2. Planning and teaching lessons in all relevant content areas that are taught by his/her cooperating teacher.
3. Designing and implementing lessons using a variety of instructional techniques and instructional media.
4. Constructing, administering, and interpreting teacher made tests, and in keeping records of student growth.
5. Participating in parent/teacher conferences, teacher/specialist conferences, and in open-house programs.
6. Observing teachers in the same and other subjects.

¹ Experiences required for the field experience will be identified in the concurrent seminar.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

At the Warner Graduate School of Education and Human Development, a cooperating teacher's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and university supervisors, cooperating teachers play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

General:

1. Help make the student teaching experience enjoyable and productive for all involved.
2. Discuss ideas, make suggestions, and provide practical information to aid the candidate.
3. Make arrangements for the candidate to visit other classes and to participate in various school meetings.
4. Evaluate lesson plans before the candidate delivers the lessons and provide constructive feedback.
5. Understand that the participant/candidate is taking methods courses in conjunction with their field experience and student teaching.
6. Provide time for the candidate to implement field-based assignments required in the concurrent methods courses.
7. Read the Student Teaching Handbook and sign the letter of expectations accordingly.

Specific:

At the beginning of the placement:

1. Develop a letter of expectations with the candidate within the first week of the placement. This required letter outlines the expectations of the candidate, the cooperating teacher, the inclusion cooperating teacher, if applicable, the university supervisor and Warner faculty for the field experience and/or student teaching experience. (See the section of this handbook titled “Letter of Expectations” for format.)
2. Give the candidate a clear understanding of your classroom procedures and curriculum as well as relevant school and district policies and procedures.
3. Plan instruction with the candidate.
4. Discuss what choices were made about the curriculum and classroom procedures so the candidate understands the rationale for these choices.
5. Discuss the mechanics of the position (e.g., absences, fire drills, substitutes).

During all placements:

1. Use your ideas and experiences to help the candidate develop his/her thinking about teaching and learning.
2. Give the candidate a variety of classroom activities to observe, analyze, and discuss.
3. Observe the candidate's performance with the students.
4. Allow the candidate to develop his/her own style.
5. Provide the candidate with the opportunity to teach his/her own lessons. Allow the candidate to teach solo when being observed by university supervisor/faculty member.
6. Confer with the university supervisor and/or faculty member as appropriate.
7. Complete and return all assessments to the Coordinator of Student Teaching. Rubrics are included in this handbook. Returning the assessment rubrics triggers your payment from the Warner School.
8. Monitor candidate absence and tardiness, and report concerns to the university supervisor or Warner faculty.

During the student teaching placements¹:

1. Specify in the letter of expectations when the candidate will take up full responsibility for teaching, assessing, fulfilling administrative assignments, and maintaining contact with parents for up to five of your classes.
2. Support the development of and approve candidate's lesson plans/units, including the Innovative Unit candidates are required to implement during student teaching. Candidates may need to supplement required textbooks or materials in order to fulfill the requirements of their concurrent methods courses.
3. Plan to leave the classroom in the candidate's hands frequently enough so students understand that the candidate is in charge, especially when the candidate is being observed by university supervisor/faculty.
4. Return Warner School assessment rubrics by specified dates in order for candidates to be assessed by university faculty and for your payment to be triggered.

¹ The requirement to take over classroom instruction varies by certification area. Elementary candidates are expected to take over classroom responsibilities in their 10-week spring placements only. Secondary candidates are expected to take over responsibility in both student teaching placements, but the number of times varies by content area.

ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF STUDENT TEACHING

At the Warner Graduate School of Education and Human Development the Director of Student Teaching's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers, university supervisors, and Warner faculty, the Director of Student Teaching plays a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

The Director of Student Teaching is responsible for leading the placement of all T&C masters students in collaboration with faculty, supervisors, cooperating teachers and district personnel. The Director of Student Teaching will:

1. Collect and maintain accurate candidate contact information and placement requirements.
2. Maintain candidate files.
3. Collaborate with Warner faculty and university supervisors to identify appropriate cooperating teachers.
4. Set and implement field experience and student teaching placement calendar.
5. Handle all procedures required by local schools districts associated with finalizing placements.
6. Maintain constant communication between the Warner School, local districts, building principals, candidates, and cooperating teachers.
7. Ensure Warner faculty are aware of communications related to placements.
8. Organize and host the summer "Foundations in field placements and student teaching" workshop.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

At the Warner Graduate School of Education and Human Development a supervisor's primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with Warner faculty and cooperating teachers, university supervisors play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

1. Negotiate the required Letter of Expectations with the candidate and the designated cooperating teacher(s) at the beginning of each placement.
2. Formally observe each candidate as indicated in the relevant "Internships Requirements" section.
3. Arrange appointments for each observation. Before the classroom observation, discuss objectives and outcomes with the candidate, and meet with the candidate after the lesson to debrief it.
3. Write a formal evaluation narrative after each observation that includes strengths, weaknesses and recommendations for improvement. Include criticisms and observations to help the candidate become a reflective teacher and improve her/his practice. Give a copy of this to the candidate, the cooperating teacher, the Director of Student Teaching, and to the methods course professor.
4. Facilitate candidate placement and troubleshoot problems that may arise. Alert the Director of Student Teaching and Warner faculty responsible for the concurrent methods course of any problems that may need intervention.
6. Meet with Warner faculty responsible for the concurrent methods course separately to discuss candidate progress. Provide the professor with the final formal evaluation of each candidate observed.
7. Attend the weekly reflective seminar.
8. Read the Student Teaching Handbook and sign the letter of expectations accordingly.



9. If requested by the candidate, write a letter of recommendation at the end of the semester.
10. Make certain the Director of Student Teaching receives copies of all observations and evaluations.

ROLES AND RESPONSIBILITIES OF WARNER FACULTY

At the Warner Graduate School of Education and Human Development the faculty who teach the concurrent methods courses and reflective seminars' primary role is to serve as a vital member of a community of pre-service teacher educators. In collaboration with cooperating teachers and university supervisors, Warner faculty play a critical role in achieving the first part of the Warner vision, which is to:

Prepare knowledgeable, reflective, skilled, and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change.

To this end, the following activities have been outlined:

1. Facilitate candidate placement in coordination with university supervisors and Coordinator of Student Teaching and be available to mediate problems that may arise.
2. Observe each candidate at least once during field experience and student teaching.
3. Maintain communication among university supervisors, cooperating teachers, and the coordinator of student teaching.
4. Teach the concurrent Theory and Practice and/or Implementing Innovation courses.
5. Lead the Reflective Seminar in collaboration with the university supervisors.
6. Evaluate candidate progress and performance in coursework, field experience, and student teaching experiences. Make final determination about candidate advancement.
7. If requested by candidate, write a letter of recommendation at the end of the candidate's program.

Roles and Responsibilities-FAQ

1. As the cooperating teacher, how do I handle issues with the behavior of the candidate? It is best to recognize an issue when it is at its beginning stages, rather than wait until the problem has escalated. If there is an issue with the behavior of the candidate, the cooperating teacher first needs to discuss the issue with the candidate. If after that conversation, the issue continues or is not resolved, the cooperating teacher needs to contact the university supervisor and clearly identify what the issue is and what has been already been done in an attempt to resolve it.
2. As the university supervisor, I have changed the candidate's field placement. Who do I notify? When a candidate's field placement changes, the university supervisor needs to notify the Coordinator of Student Teaching and the candidate's advisor.
3. I want to change my field placement. Who do I talk to about this? Every effort is made not to disrupt the original field placement. If you are in a situation where you want to change your field placement, you must first discuss this with your university supervisor.
4. What if I have a problem with the cooperating teacher? It is best to recognize an issue when it is at its beginning stages, rather than wait until the problem has escalated. If you have a concern with the cooperating teacher, consult with your university supervisor.

Letter of Expectations

LETTER OF EXPECTATIONS: SPECIFIC REQUIREMENTS

The Letter of Expectations is designed to ensure that all parties' needs and expectations are met during field experiences and student teaching. The Letter of Expectations is written by the candidate and approved by the university faculty. Please be sure to include all sections outlined below, answering the question in each heading. Inclusion candidates: You must consider both your content area and inclusion expectations when you complete the Letter of Expectations.

- I. **General Expectations:** What do the cooperating teacher(s) and the candidate expect to occur during the field experience and/or student teaching experience?

- II. **Specific Requirements:** In as detailed language as possible, explain the duties of each participant in the field experience and/or student teaching experience.
 - A. **Candidate:** What will the candidate do in terms of observation, lesson planning, teaching, evaluation and assessment, parent contact, administrative contact, working with other teachers (or candidates), one-on-one student instruction, administrative duties, after school duties, etc.?
 - B. **Cooperating teacher(s):** What will the cooperating teacher(s) do in terms of observation, assisting with unit and lesson planning, modeling teaching, critiquing and advising, and acting as a liaison between the candidate and other teachers, administrators, and parents?
 - C. **University supervisor:** The university supervisor will be available to the candidate and the cooperating teacher to facilitate the field experience and student teaching processes. The supervisor will observe as indicated in the relevant "Internship Requirements" section. Detail times when the university supervisor will meet with the cooperating teacher and candidate after each observation to discuss the observation and the candidate's progress.

- III. **Schedule:**
 - A. What time is the candidate expected to arrive? Until what time is the candidate expected to stay?
 - B. Specific commitments for the student teaching experience¹:
 1. When will the candidate begin to assume partial or full responsibility for teaching duties?
 2. Which classes will the candidate co-teach with the cooperating teacher?
 3. Which classes will the candidate observe?
 4. In which week of the Field Experience will the candidate teach a series of lessons?

¹ Experiences required for the field experience will be identified in the concurrent seminar.

C. Include a timeline of responsibilities over the course of the placement.

IV. Lesson Plans: How often will the candidate review his or her learning activity or lesson plans with the cooperating teacher(s)? When will the cooperating teacher and candidate review lesson plans?

V. Meetings:

- A. How often will the candidate and cooperating teacher(s) meet? When will these meetings take place? What will be the focus of these meetings (review lesson plans, problem solve, critique, advice, etc.)?
- B. Will the candidate and cooperating teacher(s) be able to meet at other times if the need arises? How will these meetings be arranged?
- C. The candidate, cooperating teacher(s), and university supervisor will meet as soon as possible after each observation by the supervisor.

VI. Observations:

- A. When will the cooperating teacher(s) observe the candidate (e.g., before the university supervisor/faculty come to observe)?
- B. When will the university supervisor observe the candidate teaching the series of lessons during the Field Experience, or teaching in general during Student Teaching?

VII. Possible Situations:

- A. What will the candidate do if the cooperating teacher(s) is absent? *
- B. What will the cooperating teacher(s) do if the candidate is absent?
- C. How will each party inform the other of absences?
- D. What will be done in case of snow days or emergencies?

*Note: Candidates are not legally allowed to substitute for cooperating teachers during their Field Experience internships.

****Note: A copy of the completed Letter of Expectations must be submitted to the Director of Student Teaching within the first two weeks of the placement.***

COVER LETTER FOR LETTER OF EXPECTATIONS

Candidate name: _____

Candidate phone number: _____

Candidate email: _____

Cooperating teacher name: _____

Cooperating teacher phone number: _____

Cooperating teacher email address: _____

Inclusion Cooperating teacher name: _____

Inclusion Cooperating teacher phone: _____

Inclusion Cooperating teacher email: _____

School name and address: _____

School telephone number: _____

University supervisor name: _____

University supervisor phone number: _____

University supervisor email: _____

PLEASE FILL OUT ALL PARTS OF THIS FORM!

All parties have read and agree with the objectives and requirements outlined in this Letter of Expectations and have read the entire Student Teaching Handbook.

Candidate: _____ Date: _____

Cooperating Teacher: _____ Date: _____

Inclusion Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Inclusion University Supervisor: _____ Date: _____

Department Leadership			
Teaching and Curriculum Department Chair	Joanne Larson	585-275-0900	jl Larson@warner.rochester.edu
Director of Student Teaching and Candidate Support	Karen McCarthy	585-273-5142	kmccarthy@warner.rochester.edu
Early Childhood			
Faculty	Martha Mock	585-276-3363	mmock@warner.rochester.edu
Supervisor	Jeanne Galbraith		jeannegalbraith@gmail.com
Early Childhood/Elementary			
Faculty	Lynn Gatto	585-276-5714	Lynn.Gatto@warner.rochester.edu
Supervisor	Lorrie DeSiena	585-225-4814	Lorried1@aol.com
Elementary Literacy			
Faculty	Lynn Gatto	585-276-5714	Lynn.Gatto@warner.rochester.edu
Elementary Mathematics			
Faculty	Stephanie Martin	585-273-4915	smartin@warner.rochester.edu
Elementary Science			
Faculty	Lynn Gatto	(o)585-276-5714 (h)585-624-9449	Lynn.Gatto@warner.rochester.edu
Elementary Social Studies			
Faculty	David Hursh	585-275-3947	dhursh@warner.rochester.edu
Elementary Student Teaching			
Faculty	Lynn Gatto	(o)585-276-5714 (h)585-624-9449	Lynn.Gatto@warner.rochester.edu
Foreign Language, TESOL			
Faculty	Mary Jane Curry	(o) 585-273-5934 (h) 585-442-9242	mjcurry@warner.rochester.edu
TESOL Supervisors	Mary Aman	(585) 323-1928	mary_aman@hotmail.com
	Nancy Ferington	(c) 585-298-2334 (h) 585-225-1967	Dfg51@yahoo.com
FL Supervisor	Beth Slocum	585-750-5978	eslocum@warner.rochester.edu
Inclusive Childhood Education			
Faculty	Susan Hetherington	585-275-6608	shetherington@warner.rochester.edu
Inclusive Early Childhood Education			
Faculty	Martha Mock	585-276-3363	mmock@warner.rochester.edu
Supervisor	Jeanne Galbraith		jeannegalbraith@gmail.com
Reading and Literacies			
Faculty	Carol St. George	585-275-0967	cstgeorge@warner.rochester.edu
Secondary English			
Faculty	Jayne Lammers	585-276-6020	jlammers@warner.rochester.edu
Supervisor	Katie Cloonan	585-789-0889	katiecloonan@gmail.com
	Valerie Marsh	585-820-0173	valerie.marsh@me.com
Secondary Mathematics			
Faculty	Jeffrey Choppin	585-273-4913	Jchoppin@warner.rochester.edu
Supervisor	Zenon Borys	585-704-8329	zenon.borys@warner.rochester.edu

Secondary Science			
Faculty	April Luehmann	585-275-3010	aluehmann@warner.rochester.edu
	Michael Occhino	585-275-0048	mocchino@warner.rochester.edu
Supervisors	James Davidson	585-704-7734	jdavids2@rochester.rr.com
	JoAnn Morreale	585-473-8401	joannmorreale@frontiernet.net
	Dawn Shumway		dawnshum@rochester.rr.com
	Mort Stein	(h)585-442-6828 (c)585-766-3073	scidoc@rochester.rr.com
	Sue Wyand	585-746-0606	Sue_wyand@live.com
Secondary Social Studies			
Faculty	Kevin Meuwissen	585-273-5940	kmeuwissen@warner.rochester.edu
Supervisor	Andrew Thomas	585-261-9469	andrewlesliethomas@gmail.com
Secondary Special and Inclusive Education			
Faculty	Julia M. White	(o) 585-273-5090 (c) 585-732-1659	jwhite@warner.rochester.edu
Supervisors	Kim Garrison		kingarrison19@gmail.com
	Gina Plattos	585-273-4916	gplattos@warner.rochester.edu