

“How for a Lifetime of Learning”

UNDERGRADUATE STUDENT,  
COURSE PRACTICA & STUDENT TEACHING  
HANDBOOK

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The Mission of the Education Department at Daemen College is to ensure that our graduates participate in active discourse and practical opportunities, thereby enhancing personal and professional growth. These opportunities enable our graduates to possess the following: knowledge, understanding and skills in the liberal arts and sciences; content core knowledge; pedagogical core knowledge; understanding regarding equity, diversity and exceptionalty; and professional skills necessary for

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*During the 2005-06 academic year, faculty members adopted INTASC standards as our teacher candidate learning goals, creating a one-to-one correspondence between the teacher candidate learning goal number and the INTASC standard number. Each of our syllabi reflects one or more of the standards. The goals and the INTASC standard numbers are as follows:*

*Teacher candidates will understand the central concepts, tools of inquiry, and structure of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.*

*Teacher candidates will understand how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

Teacher candidates will understand how students differ in their approaches to learning and create instructional opportunities that are adapted to







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*Interaction with children is of prime importance in preparing to teach. Through actual experiences in classroom situations, under the guidance of experienced teachers, participants shall begin to learn and understand the roles and responsibilities of a teacher.*

*Experiences at this point in the preservice training program move the participant away from the role of the student, toward the role of the teacher. It is an invaluable first step in*

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1. *Teacher candidates are expected to dress according to the expectations of the staff of the school/agency to which they have been assigned. Dress professionally; avoid extremes in dress, hair style and make up.*
  2. *In the building, faculty lounge and cafeteria; make yourself aware of the rules and regulations, the customs and mores of the faculty.*
  3. *Avoid criticism of what you see. Things may be different from what you expected, but remember that you are there to learn. Keep an open mind. Also remember – you are a guest.*
  4. *As a practicum student or student teacher, you are a guest of the agency/school to which you have been assigned. You are expected to act in a professional manner at all times. This includes working as requested by the teacher to whom you have been assigned, volunteering to complete tasks that need to be done, and demonstrating enthusiasm and a positive attitude during your placement. Maintain a professional attitude and manner. It is also important to maintain a discreet balance between friendliness and familiarity with all staff members.*
  5. *Honor client confidentiality. Never discuss students except with your cooperating teacher(s) or the principal(s). Never discuss your students, your cooperating teacher, or your college supervisor with other teachers. If there are problems or questions, talk to your college supervisor first.*
  6. *Attendance is mandatory. If absences must occur, it is imperative that you notify your cooperating teacher(s) as soon as possible. Additional days may be necessary to complete the requirements of the placement. This will be at the discretion of the college supervisor and cooperating teacher. If absences cannot be made up and/or if excessive absences occur (more than 3 days), the student may be asked to withdraw or will be assigned a grade of Unsatisfactory (U).*
  7. *In the event of Snow Days/School Closings. Students should listen to local radio stations or TV broadcasts for school closings. If your school has been closed, the assigned visit and hours will need to be made up. Obviously with inclement weather, you should use your own personal judgment and*



1. Assist student teacher in developing a practicum plan for completing all practicum competencies.
2. Observe and evaluate the student teacher using the appropriate forms (interim and final evaluation forms) at least six to ten times.
3. Use appropriate supervisory techniques, including planning regularly scheduled meetings with the student teacher, to review progress.
4. Document demonstration of competencies on the Professional Competency Assessment Instrument.
5. Document demonstration of all program competencies.
6. Complete interim and final evaluation forms.
7. Participate in the exit interview.
8. Provide the student teacher with a final letter of recommendation as soon as possible after completion of the placement. This letter must be written on school letterhead and signed by the cooperating teacher(s).

1. Conduct initial visit of placement of each student teacher.
2. Observe and evaluate the student teacher using the appropriate forms (interim and final evaluation forms) at least three (3) times.
3. Use effective supervisory techniques, including planning regularly scheduled meetings with the student teacher, to review progress.
4. Maintain a log of observations.
5. Review the

*We hope the following suggestions will help you feel more secure in your first few days as a student teacher. This compilation is gleaned from the experiences of the many people who have preceded you in this activity.*

1. Before the date your assignment begins, find out what time teachers are expected to arrive and secure directions if necessary. It would be advisable to take a test drive to the school before the day you begin. Take morning traffic delays into consideration when timing your trip.
2. On the first day, report to the office of the principal. Introduce yourself to the secretary indicating the name of your cooperating teacher.
3. All you need to have for the first few days is a notebook to record important information. Once you begin teaching, it will be necessary for you to bring books and supplies. College texts or notebooks related to courses you may be taking should not be brought to school. The time you are in school should be devoted to your teaching assignment only.
4. Ask where to put your coat and personal items. In most cases you are invited to use the faculty lounge, though in some schools there are special rooms for student teachers.
5. From the beginning, take advantage of the guidance and the facilities that are offered to you in this situation. The teachers, administrators, and supervisors are concerned and willing to assist in the progress and success of their future colleagues.
6. Be sure you understand your responsibilities. Ask questions, and volunteer when you think it is appropriate. Learn names of faculty and students, schedules, routines and room numbers, as quickly as possible.
7. Sit in on your cooperating teacher's classes to learn his/her expectations – assist in seatwork, grading papers, and circulate among students when possible and/or appropriate.
8. Discuss with your cooperating teacher what material will be taught during the seven weeks of student teaching. Refer to suggestions for getting started on page 16. (Suggestions for Week One of the Developmental Sequence for Student Teaching). ~~the~~ college
9. Discuss which classes will be your responsibility. This will depend on whether you are an elementary or a secondary education major. Generally, the minimum will be full responsibility for two classes and active participation in all others. If it is possible to become more involved in three, four or even five classes, plus clubs or other activities, so much the better.
10. Lesson plans should be developed and discussed with the cooperating teacher at least two to three days before the lesson is to be taught. The plans should be quite detailed initially, but with the approval of the cooperating teacher and the college supervisor, may



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The college supervisor(s) and cooperating teacher(s) assume major responsibility for the grading and final evaluation of the student teacher's performance. The sample forms included in this handbook will give you an indication of what is expected in the way of evaluation.

Midway in each placement, a comprehensive interim evaluation is completed by the cooperating teacher. A conference regarding same is facilitated by the college supervisor(s). Additionally, periodic evaluative conferences between the student teacher, cooperating teacher(s), and/or college supervisor(s) follow formal lesson presentations or when deemed warranted and necessary.

The final grade of P/U (Pass or Unsatisfactory) is the direct result of the student teacher's ability to successfully demonstrate the cognitive knowledge, behaviors, and skills specified in the behavioral objectives of the course appraised through the assessment of written teaching learning experiences, self made teaching aids, supervised lesson presentations, and conferences with the cooperating teacher(s) and college supervisor(s). presentations,



This will be your first opportunity to observe how teachers actually work as professionals. The exposure you get to attitudes and behavior will be very important in terms of your own professional development. Hopefully you will find the answers to the following kinds of questions regarding “professionalism”:

1. Do teachers govern themselves? How do they do it?
2. How do teachers treat confidential information about their pupils?
3. How do teachers work together to meet the goals of teaching?
4. How do teachers resolve the problems met in their daily work?
5. How do teachers keep abreast of developments in their field?
6. How do teachers incorporate recent research findings into their teaching?
7. How do teachers cooperate with the administration and the public to meet the broad goals of education?
8. How do teachers implement a philosophy of education?



1. Demonstrate effective communication skills in speaking, listening, reading, and writing.
2. Demonstrate effective interpersonal communication skills when interacting with pupils, parents, teachers, and other school personnel.
3. Develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of the students.
4. Develop assessment/instruction/evaluation/intervention plans for implementation in the educational program.
5. Select, prepare, administer a variety of assessment tests and evaluative instruments, techniques, and material appropriate to the needs of children.
6. Synthesize knowledge and apply principles of learning theories and research to develop appropriate instructional strategies including the use of media and technology.
7. Adjust teaching style and strategies to meet the needs of students regardless of multicultural background, gender, learning style, at risk condition and/or handicapping condition.
8. Use decision making skills in developing appropriate strategies for self evaluation as a means of determining the teacher effectiveness.
9. Assess and instruct without influence or bias.
10. Follow guidelines established by School r

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<http://www.daemen.edu/offices/career/informationforstudents/Pages/CredentialFormsandInformation.aspx>

*Fill out and return the Credential Request (form A). This immediately opens your file. When reference letters are received, they will be dated and placed in your file.*

