

# Clinical Experiences Handbook

Initial Certification Programs  
Ralph C. Wilson, Jr. School of Education  
St. John Fisher University

2024 – 2025



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# Introduction

## Objective

This handbook is intended for all initial certification candidates, both undergraduate and graduate, for our partners in K-12 schools, our School Based Educators (SBEs), and University Supervisors. It provides a framework of our clinical experiences, guidelines, policies, procedures and frequently asked questions. All candidates are required to read this handbook. We encourage SBE's to read their section, beginning on page 16. If there are any questions or concerns, reach out to the Director of Clinical Experiences.

## Conceptual Framework

Our overarching theme as a School of Education is “Educator as Advocate,” a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenants. This theme emphasizes a central philosophy of social justice, the related tenets of diversity, achievement, compassion, knowledge, and service and a constructivist instructional approach to help define who we are and what we are about as faculty, staff and candidates in the school. The theme, philosophy and tenets also provide a context for: (1) the work we do in collaboration with the Fisher community, P-12 schools and broader community; (2) our collective efforts to provide high-quality faculty, programs, services and experiences that prepare candidates to work effectively with all students; and (3) continuous improvement in programs, practice, scholarship and service.

## Mission

The mission of the SoE is to provide quality educational experiences that prepare professionals for distinguished careers and leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to prepare highly capable and ethically and morally responsible candidates who:

- Embrace diversity and are committed to improving educational conditions, opportunities, and outcomes for all people.
- Believe that all individuals can and will learn.
- Understand how to use theory, research, best practices, and the various technologies to enhance their own and others' learning.
- Effectively apply content and pedagogical knowledge in diverse settings to help all individuals learn.
- Meet college, state, and national standards and requirements.
- Are lifelong learners and contributors to the profession and community.

## Guiding Principles

Teachers as **advocates** see human difference as an asset to learning.

Teachers as **theorists** derive meaning through intellectual and personal interactions.

Teachers as **practitioners** provide opportunities for all students to engage in learning.

Teachers as **researchers** utilize data to inform instruction.

Teachers as **leaders** have the capacity to recognize and not tolerate social inequities.

## Contact Information

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## Partnerships

Effective partnerships and collaboration with K-12 schools and community organizations are central to the learning objectives of the School of Education. We value the key role our partners play in the development of our programs and curriculum and our candidates' knowledge, skills and dispositions.

### Collaborative Education for Equity Teacher Pipeline Partnership

The mission of this program is to create a teacher pipeline program that contributes to advances equity in education by preparing, supporting, mentoring, and graduating BIPOC teachers, drawn from urban, suburban, and rural districts, into the teaching workforce. A list of the twelve partners can be found here: <https://www.sjf.edu/schools/school-of-education/programs-and-departments/teacher-pipeline-partnership/>

### Middle School Professional Development Schools

The focus is middle school philosophy, interdisciplinary teams, academic clusters, exploratory curriculum and developmentally appropriate instruction. Partnership schools are Bay Trail Middle School in the Penfield CSD and Johanna Perrin Middle School in the Fairport CSD.

### Noyce INSPIRE Scholarship

Provides students enrolled in STEM disciplines up to \$21,750/year and is connected to high-needs rural school districts. Districts represented are Bloomfield CSD, Geneva CSD, Manchester-Shortsville CSD, North Rose Wolcott CSD, Palmyra Macedon CSD, Penn Yan CSD, Sodus CSD and Wayland-Cohocton CSD. <https://www.sjf.edu/admissions-aid/financial-aid/types-of-financial-aid/scholarships-and-grants/noyce-grant/>

### Teacher Immersion Fellows Program

Candidates can participate in the Teacher Immersion Fellows Program. This is a unique partnership that offers any college student the opportunity to gain classroom experience while substitute teaching in local districts. Get paid \$115/day while gaining experience! This is a great fit for a graduate student's schedule and may also be applicable to undergraduates with at least one full day free of classes. Visit this website for information

<https://www.monroe2boces.org/TeacherImmersionFellowsProgram.aspx>

## CAEP Accreditation

The Ralph C. Wilson, Jr. School of Education at St. John Fisher University received a full six-year accreditation from the Council for the Accreditation of Education Preparation (CAEP) in Spring 2020. We will undergo our next CAEP review in 2025.

# Information for Candidates

## Clinical Experiences (Field Experience & Student Teaching)

### Overview

Clinical experiences provide opportunities to explore and reflect on a candidate's content, professional, and pedagogical knowledge as well as skills in a variety of classroom settings. In collaboration with our area K-12 partners, develop the knowledge, skills and dispositions to become effective novice teachers. Working with high-quality teachers in area schools, candidates will have opportunities to interact with students and families from diverse backgrounds and in a range of grade levels in meaningful ways. The New York State Department of Education (NYSED) clinical experience requirements for certification are met by completing all field experience and student teaching experiences successfully.

### Policies and Procedures

#### Assignment of Clinical Experiences

All field experience and student teaching placements are secured by the Director of Clinical Experiences in collaboration with our P-12 partners. Notification for field experience placements is conveyed through Fisher email and sent in the first few weeks of each semester and during finals week the semester prior for student teaching. Candidates are required to attend a Student Teaching Information session the semester prior and are notified of their placements during finals week.

#### Syllabi

- All field experience placements are connected to specific coursework and have an accompanying syllabus that outlines the learning activities aligned to course assignments. Candidates must discuss the syllabus with their SBE at the initial meeting in order to establish a plan for the experience.
- University Supervisors in student teaching share their syllabi with their student teachers. The syllabus contains all expectations, assignments and deadlines for the semester.

#### Professionalism

Is of the utmost importance and includes but is not limited to:

- Arrive on time to placement sites.
- Be respectful in relationships with students, faculty, families, non-teaching staff, administrators and University Supervisors.
- Be responsive to feedback and constructive criticism.
- Demonstrate respect for diversity and multiple perspectives.
- Put away your cell phone while at your placement unless it is for a classroom related activity (even if your SBE does not).
- Professional attire is expected and required.
- Maintain confidentiality (never discuss student situations with others)
- Maintain a professional relationship with students (be their teacher not their peer).
- Do not communicate on any social media platform with students.

- Never meet with students alone in a closed or non-school setting.
- *Violations may result in referral and/or dismissal.*

### Schedules / Absences / Late Arrivals

- Field Experience candidates are expected to commit to an agreed upon schedule with their SBE at the beginning of the experience. If there is an illness or emergency, the SBE must be notified as soon as possible, prior to the established time you are expected to be in the classroom.
- Student teachers must be present in school every day. Illness and religious holidays are the only excusable absences from student teaching. Student teachers will inform both their SBE and Supervisor as soon as they know they will be late or absent. A student teacher who is absent more than three days in a semester will need to extend the experience to make up those days.
- *Excessive absences or tardiness may also cause the clinical experience to be extended or terminated.*

### Substitute Teaching

- May not be counted towards required field experience hours.
  - Extenuating circumstances may be granted after consultation with the Director of Clinical Experiences.
- May be allowed during student teaching; see page \_\_\_.

### Transportation

Candidates are ultimately responsible for finding their own transportation to off-campus placements/programs/civic engagement sites. SJF has no liability for any transportation method used by any student, other than transportation on official SJF vehicles. Please plan accordingly. There is an RTS bus stop on campus and the campus center provides students with free bus passes. Inform the Director of Clinical Experiences if you need to be placed on a bus line.

### Withdrawal / Removal / Termination

If a candidate withdraws voluntarily during his or her clinical experience, he or she must:

- Report the withdrawal via email to the Director of Clinical Experiences and advisor the same day of the withdrawal.
- Make an appointment to meet with the Director within one week of the withdrawal to review the circumstances and discuss next steps.
- When a candidate withdraws from his or her clinical experience after the assignment has begun, it is the candidate's responsibility to drop the course.
- A candidate wishing to be reinstated after withdrawing from a clinical experience must file a written request with the Director. The Director and Department Chair will review the circumstances to determine if the candidate should be considered for reinstatement or dismissal from the program. If the candidate is considered for reinstatement, when appropriate, a plan of improvement for the candidate will be formulated by the Director, their advisor and the Program Director and signed by the candidate. The plan will include, but not be limited to, the strategies to address any deficient areas and the outcomes and timelines that must be adhered prior to and/or during the next clinical experience placement.

- If the candidate is not reinstated and chooses to appeal the decision, they must follow the SJF process for appealing a grade.

In some circumstances, a candidate may need to be removed from a clinical field experience or a student teaching placement. Situations for removal may include, but are not limited to:

- The appropriate school authority, for just and explained reasons, requests that the candidate be removed.
- The University Supervisor believes circumstances prevent the development of a satisfactory learning environment for the students.
- The candidate has exhibited unethical and/or unlawful behavior.
- A decision has been reached and documented that the candidate cannot receive a satisfactory grade due to a failure to satisfactorily perform teaching duties or failure to comply with the established rules and requirements for student teaching.

### Frequently Asked Questions about Field Experience and Student Teaching

#### **Can I get my own placement?**

No, school districts have specific policies and do not want to be contacted by individual students. The Office of Clinical Experience will secure all candidate placements.

#### **Can I be placed at a school that my child attends or where someone in my family works?**

No, we do not place candidates in schools where a family member is a student, staff or faculty member. Inform the director if this situation pertains to you.

#### **Can I be placed at a school that I attended?**

No, we do not typically place candidates back in schools they attended. The teacher pipeline program is an exception.

#### **May I request a specific teacher/school/district for field experience or student teaching?**

Yes, candidates may make a request, however there is no guarantee as placements are made in conjunction with the school district and are sometimes connected to a partner school.

#### **I do not have transportation.**

Candidates are responsible for securing their own transportation. If you need to be placed at a school on the bus line, or are car-pooling, inform the Director.

#### **I have concerns about my SBE or school, what do I do?**

Contact the Director of Clinical Experiences as soon as possible.

#### **I am having trouble getting to my school and am unsure of meeting the required hours.**

Contact the Director of Clinical Experiences as soon as possible.

#### **How should I manage my time to complete a minimum of 50 hours of field experience by the end of the semester?**

Coordinate with the school-based educator to set up a mutually agreed upon schedule that provides consistent visits during the semester – typically 4-6 hours each week.

#### **What do I do if I have an emergency or am sick the day of a scheduled visit?**

Contact your SBE immediately. Staying in communication with your SBE is important.

#### **Who gives the final grades for field experience?**

The Director of Clinical Experiences. An approved time log and satisfactory outcome on an evaluation are required for a passing grade. The courses are graded S/U.



### Who gives the final grades for student teaching?

The University Supervisor and SBE work collaboratively to mentor you throughout the semester providing at least five formal observations, and mid and end-point evaluation meetings. The University Supervisor is the course instructor and will assign the final grade. Satisfactory outcomes on the CFAST, the Fisher TPA and all seminar assignments and participation must be attained to receive a satisfactory grade. Student Teaching is graded S/U.

### Which calendar do I follow for student teaching?

Candidates follow Fisher’s calendar for the beginning and last day of finals week dates of the semester and follow the school calendar during the 14-week semester.

### What do I do if I have an emergency or am sick during student teaching?

Contact your SBE and University Supervisor immediately. If more than three days are missed, time will need to be made up at the end of the semester. If you have a significant illness or circumstance, reach out to your supervisor and the Director of Clinical Experiences to discuss options. We are here to support you in the student teaching process.

## Field Experience Information (150 + Hours)

### Overview

All candidates will complete a minimum of 150 hours of field experience in a variety of school settings prior to student teaching. Candidates can expect to complete many tasks, including but not limited to helping with daily recordkeeping, preparing materials, grading papers, transitioning students, tutoring, working with small groups, teaching whole group lessons, reflecting on classroom management, helping at open houses and curriculum events, participating in subject/grade level meetings and professional development, creating bulletin boards and special projects. Candidates are encouraged to engage fully with the entire school community, including families.

### Placement Dates

Semester	Start Date	End Date
Fall 2024	9/9	12/13
Spring 2025	1/20	5/2

### Placement Requirements

The table below outlines grade level requirements for each certification level.

PROGRAM (UG & GR)	50 HOURS (min)	50 HOURS (min)	50 HOURS (min)
Inclusive Childhood	1 – 3	4 – 6	1 – 6 SWD
Inclusive Adolescence	7 – 9	10 – 12	7 – 12 SWD

*If adding early childhood certification, you will also complete 25-hour placements in Pre-k and grades 1 - 2 as well as a 12-day practicum in kindergarten. You will be required to complete a full-semester student teaching placement in a grade 1 or 2 inclusive classroom.*

### Contacting the School Based Educator (SBE)

Candidates receive placement information via email from the Director of Clinical Experiences. Candidates should email the School Based Educator (SBE) within 48 hours of receiving the notification. Here is some helpful information to include in an introductory email:

- Introduce yourself.

- Explain who you are, that you attend Fisher and why you are emailing or calling.
- Thank the SBE for volunteering to work with you.
- Include your telephone number in your email.

Sample email: “Hello, my name is Jane Smith, and I am an Inclusive Childhood Education major contacting you from St. John Fisher University. Thank you very much for agreeing to mentor me. The purpose of my email is to set up a time for an initial meeting to visit and discuss my clinical experience for this semester. You can reach me at 585.555.1234 or at abc01234@sjf.edu. Thank you very much for your time, and I look forward to hearing from you soon.”

During the first communication, exchange contact information, set up the first meeting and discuss procedures for your initial school visit, such as required identification, sign-in procedures, and parking.

### Orientation to the School

It is imperative that you research the district and school before beginning your experience so that you have a comprehensive understanding about their curriculum, programs, community, size, and mission. The websites for both the district and the school will provide the necessary foundation of background information that is needed before the first meeting.

### Expectations of Field Experience Candidates

- Report to the main office every time when entering the building.
- Create a mutually agreed upon schedule with the SBE for the full semester.
- Arrive promptly on all scheduled days and adhere to the agreed upon schedule.
- Ensure that the SBE has received the field syllabus (field experiences).
- Review the syllabus and expectations with the SBE to plan for the semester.
- Discuss the expectations and your progress regularly throughout the semester.
- Become familiar with building and emergency procedures. (fire, lock down drills)
- Be active and proactive in the classroom to learn and experience as much as possible.
- Be open-minded and inquisitive.
- Know, understand, and appreciate diversity, and demonstrate this by creating learning experiences that honor diversity.
- Protect P-12 student confidentiality. You may not share personally identifiable information about any student or discuss student information with anyone other than the SBE.
- Foster collaborative relationships with school colleagues and families to support students’ learning and well-being.
- Be prompt, reliable, courteous, and professionally dressed.
- Seek and implement constructive criticism and suggestions from the SBE and others in the school community. Ask for feedback!
- Contact the Director of Clinical Experiences if there are any concerns regarding the placement, the school, or the SBE.
- Understand and comply with all requirements, responsibilities, and expectations outlined in this handbook.

- Through a constructive conversation, complete the evaluation with your SBE. The opportunity to reflect on constructive criticism from an experienced teacher is an important component of our field experiences.

## Student Teaching (Full Semester)

### Overview

Student teaching is a semester-long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. School Based Educators must be tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. University Supervisors mentor student teachers, are the course instructors, conduct at least five formal observations during the semester and hold seminars weekly with their student teaching cohort. Candidates are placed in the grade levels and subject areas for which they are seeking certification.

- Childhood/Special Education candidates will be placed in any grade 1-6; preferably in an inclusive/integrated setting.
- Adolescence candidates will be placed in their content area in any grade 7-12; preferably in an inclusive/integrated setting.
- All candidates will complete a required set of special education experiences.
- Candidates will either complete one placement for 70 days or two placements for 35 days each. This is dependent upon program requirements and classroom situations. This will be discussed at the candidates required meeting with the Director the semester prior to student teaching.

Candidates are required to attend an information session the semester prior to student teaching where they will be provided with the application link and recommendation requirements.

Candidates are also required to submit a professional resume. The CCAP office provides resume support, it is highly suggested that candidates meet with a CCAP advisor to review their resume.

### Placement Dates for Student Teaching

Semester	Full Semester Placement Dates	Two Placements 1 <sup>st</sup> Half	Two Placements 2 <sup>nd</sup> Half
Fall 2024	9/3 – 12/13	9/3 – 10/18	10/21 – 12/13
Spring 2025	1/13 – 5/2	1/13 – 3/7	3/10 – 5/2

### Eligibility

- Completion of all education coursework.
- Successful completion of at least 150 hours of field experience
- Candidates must have a grade of “C” or higher for undergraduates and a grade of B or better for graduates in all courses required for teacher certification.
- Minimum GPA of 3.0
- Two positive recommendation forms from Fisher faculty.

## Expectations of Student Teachers

- Work with the School Based Educator (SBE) and University Supervisor to create a timeline and review expectations for the experience.
- You are expected to follow the local school calendar as well as building and district policies. You will function as a regular staff member in terms of arrival and departure times, team/grade level/ faculty meetings, open houses, parent-teacher conferences and (if possible) professional development opportunities.
- Participate in midpoint and endpoint CCAST evaluation discussions.
- Complete tasks given by both the SBE and the University Supervisor.
- Attend all student teaching seminars and workshops.
- Be active, proactive and open-minded to learn and experience as much as possible.
- Demonstrate dispositions, behaviors and social skills that reflect professionalism and good moral character.
- Know, understand, and appreciate diversity, and demonstrate this by creating learning experiences that honor diversity.
- Foster collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Become familiar with the school, classroom climate, and educational philosophy of the district, school, and classroom in which the student teacher is to teach.
- Follow all the rules and regulations of the district, school, and classroom.
- Be prompt, reliable, courteous, and professionally dressed.
- Be present in school every day. Illness and religious holidays are the only excusable absences from student teaching. A student teacher who is absent more than three days in a semester due to illness will need to extend the experience to make up those days.
- Develop constructive relations with the SBE, administration, faculty, staff, parents, and students.
- Demonstrate professional conduct at all times both inside and outside of the school and act as a role model for students.
- Reach out to your University Supervisor immediately if you have concerns about your experience or have extenuating circumstances that may impact your student teaching.
- Plan diligently for all responsibilities. Written plans for each lesson are expected (length and detail of the plans are determined by mutual agreement and the objectives of the unit). University Supervisors expect to see plans for each lesson they observe.
- Seek and implement constructive criticism and suggestions from the SBE, University Supervisor, and others in the school community.
- During student teaching, you are expected to follow the school calendar of your host school, not the SJF calendar.
- Complete the student teaching survey at the end of the experience.
- All student teachers must successfully complete the Fisher TPA to successfully complete the program and receive a passing grade.

- All student teachers must successfully complete the CCAST Evaluation to successfully complete the program and receive a passing grade.
- Understand and comply with all requirements, responsibilities, and expectations outlined in this handbook.

### Suggested Progression of Student Teaching Placement

Each placement is unique; therefore, we do not require a specific progression for the placement. Candidates, the School-Based Educator, and the University Supervisor collaborate to plan a progression that meets the needs of the classroom students, the required curriculum and student teaching goals. The timeline below is meant to guide the conversation and plan.

Phase	Week	Teaching Experience Progress
I	1-2	Orientation/acclimation to the school/classroom environment: <ul style="list-style-type: none"> <li>• Have the candidate observe and become familiar with all procedures</li> <li>• Discuss and plan the assumption of responsibilities throughout the placement with the candidate and University Supervisor</li> </ul>
II	3-4 OR 3 - 7	Gradual assumption of teaching responsibility by the candidate: <ul style="list-style-type: none"> <li>• Assume some classroom responsibilities (for example, lunch, calendar, dismissal).</li> <li>• Begin teaching lessons—gradually increase responsibility for planning, instruction and assessment. Co-teach whenever possible.</li> <li>• Complete mid-placement evaluation with the candidate and University Supervisor at mid-semester.</li> <li>• Videotape lessons for the TPA.</li> </ul>
III	5-6 OR 7-10	Intensive teaching responsibility: <ul style="list-style-type: none"> <li>• When possible, the candidate assumes full teaching responsibilities for planning, instruction and assessment for a minimum of five days. Co-teach whenever possible.</li> </ul>
IV	7 OR 11-14	SBE gradually resumes total teaching responsibility <ul style="list-style-type: none"> <li>• Allow candidates opportunities to observe other professionals in the school.</li> <li>• Complete the final evaluation with the candidate and the University Supervisor.</li> </ul>

### CPAST Evaluation

The CCAST is a formative and summative assessment containing two sections; pedagogy and dispositions and is rated using four levels of performance. The candidate, SBE and supervisor meet to complete a mid and end point consensus as well as setting goals. Student teachers pass if all ratings are a 1, 2 or 3 (no 0 ratings/does not meet expectations) at the end-point evaluation meeting. The University Supervisor is responsible for orienting the SBE about the evaluation, guiding the three-way conversation and the final determination of the student teacher’s grade.

### Fisher Teacher Performance Assessment (TPA)

The Fisher TPA is a multi-measure assessment where candidates will demonstrate their pedagogical knowledge and skills, content knowledge and skill in teaching, as identified by the New York State (NYS) Teaching Standards and aligned with the four principles of the New York State Culturally Responsive-Sustaining Education Framework. This assessment is completed by the student teacher and evaluated by the University Supervisor. Student teachers pass the assessment if there are no ratings of not acceptable.

### Job Embedded Student Teaching

This is only applicable to graduate level students. The teaching position must be full-time and match the grade level(s) and content areas of the candidate's certification program area. The candidate must be the full-time classroom teacher. A candidate may not complete a job-embedded student teaching placement if they are hired as a Teacher's Assistant or paraprofessional. Candidates must apply for this option and are encouraged to speak with the Director of Clinical Experiences early and often if this is pursued. An application must be completed and returned to the Office of Clinical Experiences for approval.

### Substitute Teaching Policies

#### During Field Experience

Undergraduate Students: Substitute Teaching does not replace or "count for" a field experience.

Graduate Students: Substitute Teaching does not replace a field experience. It may count towards a portion of a field experience, if the grade levels and content area align to the candidate's certification area, if it is a current position and it has been reviewed and approved by the Director of Clinical Experiences.

#### During Student Teaching

During student teaching, an undergraduate or graduate candidate may be permitted to substitute teach if all the following requirements have been met:

- The candidate must be hired by the district before subbing.
- The candidate may only sub in their student teaching classroom.
- The scope and duration of the position must be clearly defined and agreed upon by the Director of Clinical Experiences, the University Supervisor, the SBE and the district.
- The candidate must be at minimum half-way through their student teaching experience in that setting.
- The school agrees to designate a teacher or administrator who will be available to the candidate and the University Supervisor for observations, conferences about their teaching, evaluations and any issues that arise.
- The candidate reserves the right to turn down the request to substitute without fear of negative professional judgment or consequences.

## New York State Certification & Helpful Links

### Helpful Links

- K-12 Resource Center from Lavery Library: <https://libguides.sjfc.edu/education/K12RC>
- St. John Fisher University Certification Information: <https://www.sjf.edu/schools/school-of-education/certification/>
- NYSED TEACH Certification Information: <http://www.highered.nysed.gov/tcert>
- Link to the NYSED instructions on applying for a certificate: <https://www.highered.nysed.gov/tcert/certificate/apply.html>
- Test Information (test registration, preparation guides): <https://www.nystce.nesinc.com/>
- TEACH Account Issues: [tcert@nysed.gov](mailto:tcert@nysed.gov) or (518) 474-3901
- New York State Education Department: <http://www.nysed.gov/>
- NYS Student Learning Expectations: <https://www.nysed.gov/curriculum-instruction>

- Next Generation Learning Standards: <http://www.nysed.gov/next-generation-learning-standards>
- NYS Culturally Responsive Sustaining Education Framework: <https://www.nysed.gov/crs>

### TEACH, Certification and Testing

- All candidates set up a TEACH account, are fingerprinted and complete the required workshops in EDUC 101 or GEDU 501.
- All information for certification and links to the NYSED website can be found at <https://www.sjf.edu/schools/school-of-education/certification/>
- Speak with your advisor to establish a timeline for taking the necessary tests. Do not wait to register as testing spots are often limited.
- Review the NYSED testing site and utilize the practice tests.
- Each test costs between \$102.00 to \$300.00 – Plan ahead so that the cost is manageable!
- Student Teachers will receive detailed information regarding certification.
- The New York State Education Department often make changes to certification requirements, it is ultimately each students responsibility to stay informed.

### Mental Health Resources

For your benefit, below are various free and confidential resources to support you:

- Fisher Care is a 24/7 telehealth platform. Through this service, any full-time undergraduate student can connect with medical care or brief counseling support. We encourage all students to create an account now, in case there is a need to use in the future:  
<https://timely.md/fag/fishercare/>
- The Counseling Center page on [sjfc.edu](http://sjfc.edu) includes information on how students can schedule a first-time appointment.
- Other educational resources and services can be accessed at:  
<https://www.sjfc.edu/student-life/health-and-wellness-center/services/>
- If you are looking for non-professional, peer to peer support, NAMI (National Alliance on Mental Illness) is our on campus mental health club. For more information reach out to the Office of Student Engagement and Inclusion, [campuslife@sjf.edu](mailto:campuslife@sjf.edu)

For more information reach out to the Health and Wellness Center, [healthcenter@sjf.edu](mailto:healthcenter@sjf.edu)

### Information for School Based Educators (SBEs)

#### General Information

##### Professionalism

Candidates will always demonstrate professional behavior with students, faculty and school staff. They should demonstrate respectful, inclusive practice. Candidates will maintain student and family confidentiality and privacy according to edLaw 2-d and special education laws. They are expected to dress, speak and act in a professional manner while in the field. If you have any concerns about professionalism, please contact the Director of Clinical Experiences.

## Substitute Teaching Policies

In Field Experience - Graduate Students: Substitute Teaching does not replace a field experience. It may count towards a portion of a field experience, if the grade levels and content area align to the candidate's certification area, if it is a current position and it has been reviewed and approved by the Director of Clinical Experiences.

In Field Experience - Undergraduate Students: Substitute Teaching does not replace or "count for" a field experience.

In Student Teaching - An undergraduate or graduate candidate may be permitted to substitute teach if the following requirements have been met:

- The candidate must be hired by the district before subbing.
- The candidate may only sub in their student teaching classroom.
- The scope and duration of the position must be clearly defined and agreed upon by the Director of Clinical Experiences, the University Supervisor, the SBE and the district.
- The candidate must be at least half-way through their student teaching experience in that setting.
- The school agrees to designate a teacher or administrator who will be available to the candidate and the University Supervisor for observations, conferences about their teaching, evaluations and any issues that arise.
- The candidate reserves the right to turn down the request to substitute without fear of negative professional judgment or consequences.

## Field Experience (50-hour Placements Prior to Student Teaching)

### Overview

Clinical experiences provide our candidates with opportunities to explore and reflect on content, professional, and pedagogical knowledge and skills in a variety of classroom settings, in order to best evaluate their impact on student learning. Working with high-quality teachers in area schools provide opportunities for our candidates to work with students in meaningful ways putting theory into practice in a classroom. All candidates complete 150 hours of clinical experience prior to student teaching. These experiences are completed in a variety of settings and grade levels.

### Placement Dates

Semester	Start Date	End Date
Fall 2024	9/9	12/13
Spring 2025	1/20	5/2

### Participation

Candidates are expected to work out a mutually agreed upon schedule with the SBE so that they are in the classroom for 4 – 6 hours per week for the duration of the semester. Candidates are required to be active participants and demonstrate initiative. Please provide opportunities for them to assist you in any way possible. Some examples are daily record keeping, preparing materials, grading papers, working 1:1 with students, preparing classroom activities, assisting with transitioning students to other classrooms, facilitating routine procedures (e.g. bell work, calendar), tutoring students who need extra support, working with small groups and attending meetings if appropriate. Candidates should not be left unsupervised in the classroom.



## Field Syllabi

All field experience placements are connected to candidates' specific coursework and have an accompanying syllabus that outlines the learning activities aligned to course assignments. Candidates should discuss the syllabus with their SBE at the initial meeting to establish a plan for the field experience.

### Expectations of the School Based Educator:

- Welcome the candidate to the school community by introducing them to students and colleagues.
- Provide a building tour, class list, seating chart and daily schedule.
- Create a mutually agreed upon schedule for the semester.
- Review the field syllabus and its expectations with the candidate to plan for the semester.
- Help them become familiar with the building and all emergency procedures.
- Encourage candidates to be active and proactive participants in the classroom.
- Candidates should be active participants, not observers.
- Encourage candidates to assist with other school duties such as bus/hallway supervision, transitions, tutoring, etc.
- Encourage candidates to participate in after-school activities, open houses, family nights, faculty meetings, etc. where appropriate.
- Encourage candidates to understand, and appreciate diversity, and to demonstrate this by creating learning experiences that honor diversity.
- Provide honest and specific feedback frequently. Constructive criticism and praise are important in laying the groundwork for a candidate to improve their teaching skills.
- Complete the evaluation that is emailed at the end of the semester.
- Approve or disapprove the candidates time log.
- Contact the Director of Clinical Experiences if there are any concerns or questions.

## Student Teaching

### Overview

Student teaching is a semester-long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. School Based Educators must be tenured, rated effective or highly effective, and/or are a mentor in their district. SBEs and the University Supervisor collaborate to guide the student teacher in becoming an effective, inclusive educator.

### Placement Dates

Semester	Full Semester Placement	Two Placements - 1 <sup>st</sup> Half	Two Placements - 2 <sup>nd</sup> Half
Fall 2024	9/3 – 12/13	9/3 – 10/18	10/21 – 12/13
Spring 2025	1/13 – 5/2	1/13 – 3/7	3/10 – 5/2

### Suggested Progression of Student Teaching Placement

Each placement is unique; therefore, we do not require a specific progression. Candidates, SBEs and the University Supervisor work together to plan a progression that meets the needs of the classroom students, and the required curriculum. Below is a suggested phase in plan.

Phase	Week	Teaching Experience Progress
I	1-2	<p>Orientation/acclimation to the school/classroom environment:</p> <ul style="list-style-type: none"> <li>• Have the candidate observe and become familiar with all procedures</li> <li>• Discuss and plan the assumption of responsibilities throughout the placement with the candidate and University Supervisor</li> </ul>
II	3-7	<p>Gradual assumption of teaching responsibility by the candidate:</p> <ul style="list-style-type: none"> <li>• Assume some classroom responsibilities (for example, lunch, calendar, dismissal).</li> <li>• Begin teaching lessons—gradually increase responsibility for planning, instruction and assessment. Co-teach whenever possible.</li> <li>• Complete mid-placement evaluation with the candidate and University Supervisor at mid-semester.</li> <li>• Videotape lessons for the TPA.</li> </ul>
III	7-10	<p>Intensive teaching responsibility:</p> <ul style="list-style-type: none"> <li>• When possible, candidate assumes full teaching responsibilities for planning, instruction and assessment for a minimum of five days. Co-teach whenever possible.</li> </ul>
IV	11-14	<p>SBE gradually resumes total teaching responsibility</p> <ul style="list-style-type: none"> <li>• Allow candidates opportunities to observe other professionals in the school.</li> <li>• Complete the final evaluation with the candidate and the University Supervisor.</li> </ul>

#### Expectations of the SBE

- Welcome the candidate to the school community by introducing them to students and colleagues and establish a supportive environment.
- Provide a building tour, class list, seating chart and daily schedule.
- Meet with the University Supervisor regularly.
- Review the student teaching expectations with the candidate and supervisor to plan for the semester.
- Help them to become familiar with the building and all emergency procedures. (fire, lock down drills).
- Encourage candidates to participate in after-school activities, open houses, family nights, faculty meetings, etc. where appropriate.
- Encourage candidates to understand, and appreciate diversity, and to demonstrate this by creating learning experiences that honor diversity.
- Provide honest, specific and constructive feedback frequently. Constructive criticism and praise are important in laying the groundwork for a candidate to improve their teaching skills.
- Complete the mid and end point CPAST evaluations and meet with the supervisor and student teacher to create the consensus scores.
- Alert the University Supervisor and/or the Director of Clinical Experiences if there are any concerns or questions or difficulties develop.

#### SBE Qualifications for Mentoring a Student Teacher

- Full-time, tenured members of the teaching staff.
- Certified in the subject area in which the candidate is seeking certification.
- Recommended by a school administrator.
- Engages in reflective practice with open, honest and culturally sensitive dialogues.

- Is willing to co-teach and allow the student teacher full responsibility for the classroom.
- Is flexible, provides constructive feedback and is willing to continually develop their mentoring skills.

### CPAST Evaluation

The CPAST is a formative and summative assessment containing two sections; pedagogy and dispositions and is rated using four levels of performance. The candidate, SBE and supervisor meet to complete a mid and end point consensus as well as setting goals. Student teachers pass if all ratings are a 1, 2 or 3 (no 0 ratings/does not meet expectations) at the end-point evaluation meeting. The University Supervisor is responsible for orienting the SBE about the evaluation, guiding the three-way conversation and the final determination of the student teacher's grade.

### Fisher Teacher Performance Assessment (TPA)

The Fisher TPA is a multi-measure assessment where candidates will demonstrate their pedagogical knowledge and skills, content knowledge and skill in teaching, as identified by the New York State (NYS) Teaching Standards and aligned with the four principles of the New York State Culturally Responsive-Sustaining Education Framework. This assessment is completed by the student teacher and evaluated by the University Supervisor. Student teachers pass the assessment if there are no ratings of not acceptable.

### Honorarium

SBEs are compensated for mentoring a student teacher. The required forms and instructions are emailed to SBEs by the fourth week of the semester and processed through the business office. Processing may take up to 30 days.

### New York State Code of Ethics for Educators

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers. Click on the link and read the six principles.

<https://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf>

### Professional Organizations

Below is a list of links to professional organizations for teachers and teachers-in-training. Please note that this is not a comprehensive list.

- NEA – National Education Association <http://www.nea.org/>
- AFT – American Federation of Teachers <https://www.aft.org/>
- NYSUT – New York State Teachers Union - <https://www.nysut.org/>
- NCTE – National Council of Teachers of English <http://www2.ncte.org/>
- NSTA - National Science Teaching Association <https://www.nsta.org/>
- NCSS – National Council for the Social Studies <https://www.socialstudies.org/>
- NCTM – National Council of Teachers of Mathematics <https://www.nctm.org/>
- CEC – Council for Exceptional Children <https://www.cec.sped.org/>
- ILA - International Literacy Association <https://www.literacyworldwide.org/>