

Nazareth University

UNDERGRADUATE STUDENT TEACHING Information Packet

The following packet contains information for all students who plan to student teach. In addition to reviewing this document, you are responsible for completing the *Undergraduate Student Teaching Application* and providing a resume. By completing the *Undergraduate Student Teaching Application Form*, you agree that you have read and understand the information as outlined in this document.

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APPLICATION PROCESS

1. **Read everything in this document.**
2. Obtain the *Undergraduate Student Teaching Application* from the Office of Clinical Experiences and Partnerships website:

<https://www2.naz.edu/school-education/office-clinical-experiences-partnerships/>
3. Complete the *Undergraduate Student Teaching Application Form* and submit via email at fieldexp@naz.edu **by October 1st.**
4. Provide a PDF of ***your resume***, in the preferred Nazareth University School of Education format, to the Office of Clinical Experiences and Partnerships via email at fieldexp@naz.edu **by November 1st.**
 - ❖ You will be notified via email by the Office of Clinical Experiences and Partnerships of your placements and will be updated as placement status changes. Notification ***usually*** occurs **by August 1st.**
5. Notify the Office of Clinical Experiences and Partnerships in writing via email of any personal changes that may impact the placement process (change of address, desire to postpone student teaching, etc.).

RESUME INFORMATION

Your resume is your “calling card” to prospective school-based teacher educators and future employers!

We send your resume to several school districts in request of student teaching. You want your resume to be current, professional and presented in a format matching today’s standards. Your resume is your first impression in a school district! Prepare your resume as if you were preparing it for a job application. You never know if you will be applying to one of the districts that the Office of Clinical Experiences and Partnership sends your resume to!

1. Your resume should include the following things:
 - ❖ Name
 - ❖ Contact Information
 - ❖ Certification(s) (*note if they are anticipated*)
 - ❖ Education (*note your pending degrees*)
 - ❖ Field Experience
 - ❖ Additional Categories
2. Follow the preferred School of Education resume format when creating your resume. You can visit the [Office of Clinical Experiences and Partnerships website](#) for more information:
3. The Office of Clinical Experiences and Partnerships website provides the following things:
 - ❖ Templates to build your resume
 - ❖ *The Preferred School Of Education Format Requirements* document
 - ❖ *How Teachers Should Write Up Experiences for Resumes* document
 - ❖ *An Action Verb List To Help Tell Your Story*
 - ❖ *Sample Resume Descriptions* document
4. For a more personalized experience, make an appointment with the School of Education Career Coach by visiting the [Center for Life’s Work](#). The School of Education Career coach can provide:
 - ❖ Brainstorming content for your resume.
 - ❖ Reviewing your resume for content and grammatical errors.
 - ❖ Career preparation (including interview preparation, support with cover letter, etc.)
5. If your resume does not follow the preferred format or is not approved by the Office of Clinical Experiences and Partnerships (e.g., it contains grammar or spelling errors), it will be returned to you and your student teaching application will be considered incomplete until your resume is revised and re-submitted.

STUDENT TEACHING PROFESSIONAL SEMESTER POLICIES

The following are policies that pertain to all teacher candidates who participate in the Professional Semester. Please read them carefully. If you have specific professional concerns, other than those addressed below, please contact your Program Director.

1. Student teaching placements are determined by state certification requirements and may require a variety of developmental levels, student populations and educational settings.
2. Student teaching arrangements are coordinated through the Nazareth University Office of Clinical Experiences and Partnerships in conjunction with your School of Education Program Director.
 - ❖ The process of making placements follows a procedure through the appropriate channels that the schools districts, private schools and agencies have established with the University.
 - ❖ Teacher candidates **are not permitted make placement arrangements** on their own.
3. The purpose of student teaching placements is to provide an educational opportunity in which teacher candidates are able to develop their teaching expertise. In order to minimize any potential conflicts of interest, it is **highly** recommended that teacher candidates are **NOT** placed
 - ❖ In schools in which family members are employed or attend,
 - ❖ In schools where you are employed or attended,
 - ❖ With their former K-12 teachers,
 - ❖ And/or with persons with whom they have a personal relationship.
4. Teacher candidates are responsible for completing the following tasks:
 - ❖ Obtaining transportation to and from my assigned schools.
 - ❖ Teacher candidates may be required to travel **up to an hour** in the Greater Rochester Area from the address provided during the application process.
 - ❖ Notifying the Office of Clinical Experience and Partnership if their address changes between the time my application is submitted and the time placements are made.
 - ❖ Rearranging their schedule to ensure availability for all components of the student teaching experience. It is **strongly** recommended that outside work commitments be severely limited, if not discontinued.
 - ❖ Making arrangements for room and board (as applicable).
5. For certification programs where student teachers have two distinct placements during the course of the professional semester, **one of the placements must be in a public school system.**
 - ❖ If a student teacher has a preference for a placement in a private school, the student should put his/her request in writing on their Student Teaching Application.

6. As for all candidates for teacher certification, continuation in the program depends upon:
 - ❖ Successful and timely completion of all courses and paperwork,
 - ❖ Satisfactory performance (academic, interpersonal, professional),
 - ❖ An overall GPA of 2.7 or higher,
 - ❖ A positive recommendation of the education advisors for the student teaching placement.
7. Teacher candidates **must** have the following completed before they can begin their undergraduate practicum and student teaching placements:
 - ❖ Blood Borne Pathogen Training
 - ❖ Blood Borne Pathogen Training is valid for one year.
 - ❖ The training expiration date must be after the final day of your placement.
(*This date is exactly one year from the training completion date.*)
 - ❖ If the Blood Borne Pathogen Training will be out-of-date by the final day of the placement, the teacher candidate **must** complete the Blood Borne Pathogen Training Self-Enrollable Moodle Course again **prior to beginning the placement.**
 - ❖ EDU 475: Health Education/Child Abuse & Violence Prevention
 - ❖ EDU 485: Dignity for All Students Act (DASA) workshop
 - ❖ New York State Fingerprinting (*Highly Recommended*)
(<http://www.nysed.gov/educator-integrity/fingerprinting>)
8. It is the student's responsibility to read and understand information regarding the the **New York State Teacher Certification Examinations** and the **Nazareth University Guide To Student Teaching**
9. Teacher candidates who have a documented disability, and have signed a confidential release of information form, or other identifiable need, should notify and discuss their situation in confidence their School of Education Program Director.
 - ❖ The Program Director and Student Accessibilities Services Office will determine if there is a reasonable accommodation to assist in the completion of the professional semester.
 - ❖ Please note: teacher candidates are required to perform the essential functions for a professional educator and that there can be no exemption for performing tasks necessary and required during the professional semester. (Please see the *Essential Functions for a Professional Educator* in the *Guide to Student Teaching*)
10. Teacher candidates, who are also a student athlete, are responsible for reading and following the *Teacher Candidate Student Athlete Policy* found in the [Nazareth University School of Education Student Handbook](#). Specifically, the teacher candidate is responsible for the following tasks:

- ❖ Identify yourself as a student athlete in the Student Teaching Application that is submitted to the Office of Clinical Experiences and Partnerships.
- ❖ Contact your Program Director and coach prior to the start of the Undergraduate Practicum Semester and the Student Teaching Professional Semester in order to make them aware of any scheduling issues that may arise as part of athletic competitions.
 - ❖ Student athletes are permitted to leave their clinical placement early for games and tournaments only.
 - ❖ Team practices do not take precedence over student teaching or practicum obligations.
- ❖ As soon as you know your clinical placement school schedule (including expectations regarding in person instructional planning times, teacher meetings, and other professional responsibilities), please discuss this with your coach to make sure that they know how your arrival time and attendance at team practices may be affected.
- ❖ As soon as you know your athletic team competition schedule, please discuss this with your university-based teacher educator (UBTE) and school-based teacher educator (SBTE) to plan how you will attend competitions, and if you will need to leave early or miss any school days for travel.
- ❖ If you need to miss any classes that you are responsible for teaching, you must provide substitute plans and materials for the SBTE for those classes.
- ❖ All absences or early dismissals should be reported on the Attendance Verification Form.
 - ❖ Any teacher candidate who misses more than 1 full day of their undergraduate practicum placement will need to make up those days at the end of the semester, regardless of the reason.
 - ❖ Any teacher candidate who misses more than 3 full days of their student teaching placement (for a 6 credit-hour clinical experience) or 2 days (for a 3 credit-hour clinical experience), will need to make up those days at the end of the semester, regardless of the reason.
 - ❖ If the number of hours the teacher candidate misses by leaving early adds up to more than 7 hours, that will count as one full day missed.

11. Social Media: As student teaching approaches, it is wise to look at all on-line profiles.

- ❖ Determine if it is professional in nature.
- ❖ Remove content that should not be accessed by students, faculty and administrators in the schools.
- ❖ Change privacy settings so that the platform can only be viewed by those approved to view it.
- ❖ Think carefully before posting comments, pictures, etc., as boundaries between personal and professional space can come into question.

NEW YORK STATE TEACHER CERTIFICATION REQUIREMENTS

In order to be eligible for initial teacher certification in New York State, teacher candidates must complete the following:

- ❖ New York State Fingerprinting
(<http://www.nysed.gov/educator-integrity/fingerprinting>)
- ❖ EDU 475: Health Education/Child Abuse & Violence Prevention
- ❖ EDU 485: Dignity for All Students Act (DASA) workshop
- ❖ Achieve a satisfactory level of performance on the following certification exams:
 - ❖ Educating All Students Test (EAS)
 - ❖ Teacher Performance Assessment (edTPA)
 - ❖ Content Specialty Test(s) (CST)

For more information on the New York State Teaching Certification Requirements, please visit the following websites.

- ❖ go.naz.edu/cert
- ❖ www.highered.nysed.gov/tcert/teach/

OUT OF STATE TEACHING

If you are planning on teaching in a different state, please keep the following things in mind:

- ❖ State requirements differ.
- ❖ It is wise to maintain your New York State certification.
- ❖ Look up the specific state's education department for certification details.

PROFESSIONAL EXPECTATIONS

Teacher candidates are required to function within the guidelines of each district. Each school district/agency maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectations with regard to teachers and students.

Please be aware that acceptance of your student teaching assignment indicates an understanding:

- ❖ that teacher candidates are expected to abide by the regulations, procedures, philosophies and expectations of the district/agency, and
- ❖ that teacher candidates are expected to abide by Nazareth University's professional expectations.

Some important points to remember are:

1. Nazareth University follows specific processes for obtaining student teaching or practicum placements as determined in conjunction with school districts. **Teacher candidates are NOT permitted to investigate the option of making placements on their own.**
2. Immediately contact your School-Based Teacher Educator (SBTE) as soon as you receive your placement email to introduce yourself. **Provide your SBTE with your resume.**
3. Notify the Program Director, Office of Clinical Experiences and Partnerships, and the Registrar's Office in writing via email of any change in your application such as phone number, address, etc.
4. Notify your Program Director, the Office of Clinical Experiences and Partnerships, and the Registrar's Office in writing via email if you intend to postpone or cancel student teaching.
5. During the course of the professional semester, you are required to do all that is necessary to fulfill professional responsibilities as a student teacher. Therefore, **it is strongly recommended that outside work commitments be severely limited, if not discontinued.**
6. Remember to show respect for all administrators, teachers, staff and students by:
 - ❖ Making yourself aware of a district, school and classroom policies and procedures,
 - ❖ Valuing each classroom student's right to safety, confidentiality and privacy,
 - ❖ Communicating effectively in both written and verbal forms,
 - ❖ Participating in the school community in ways that honor families and respects community knowledge.

For more information please refer to the "Essential Functions of a Professional Educator" in *The Guide to Student Teaching*.