

Nazareth College

GRADUATE STUDENT TEACHING Information Packet

The following packet contains information for all graduate students who plan to student teach. In addition to reviewing this document, you are responsible for completing the *Graduate Student Teaching Application* and providing a resume. By completing the *Graduate 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 *Graduate Student Teaching Application Form* from the Office of Clinical Experiences and Partnerships on-line at:

<https://www2.naz.edu/school-education/office-clinical-experiences-partnerships/>
3. Return the *Graduate Student Teaching Application Form* and a copy of *your resume*, in the preferred Nazareth College School of Education format, to the Office of Clinical Experiences and Partnerships via email at fieldexp@naz.edu by the following dates:
 - ❖ November 1st if you are planning to student teach in the Fall semester.
 - ❖ March 1st if you are planning to student teach in the Spring semester.
4. 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 for Fall placements.
 - ❖ December 15th for Spring placements.
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 too!

1. Your resume should include the following things:
 - ❖ Name
 - ❖ Contact Information
 - ❖ Certification(s) *(note if they are anticipated)*
 - ❖ Education *(note your current degrees and pending degrees)*
 - ❖ Field Experience
 - ❖ Additional Categories
2. Follow the preferred School of Education resume format when creating your resume. You can 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
4. For a more personalized experience, make a career coaching appointment with [Center for Life’s Work](#). They provide:
 - a. Resume writing seminars.
 - b. Individual critiques by appointment.
 - c. Career preparation (including interview preparation, support with cover letter, etc.)
5. Be sure to keep your resume to one page. *(if at all possible)*

If your resume does not follow the preferred School of Education format or is not considered acceptable to the Office of Clinical Experiences and Partnerships (such as 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 resubmitted.

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 College 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 college.
 - ❖ Teacher candidates **are not permitted to 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 and/or expand teaching expertise. In order to minimize any potential conflicts of interest, it is strongly recommended that teacher candidates are **NOT** placed:
 - ❖ in schools in which family members are employed or attend,
 - ❖ 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. Teacher candidates may be required to travel up to an hour from Nazareth College to your placement.
 - ❖ 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 and submit it to the Office of Clinical Experiences and Partnerships.
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 3.0 or higher,
 - ❖ a positive recommendation of the education advisors for the student teaching placement.

7. 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.
 - ❖ Make good decisions for one's professional well-being.
8. Teacher candidates who have a unique need should notify their School of Education Program Director.
 - ❖ If you have a documented disability, and have signed a confidential release of information form, or other identifiable need, please discuss your situation in confidence with your School of Education Program Director.
9. Teacher candidates must have the following completed before they can begin their student teaching placement:
 - ❖ Blood Borne Pathogen Training Self-Enrollable Moodle Course
 - ❖ 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 your Blood Borne Pathogen Training will be out-of-date by the final day of your placement, please complete the Blood Borne Pathogen Training Self-Enrollable Moodle Course **prior to beginning the placement.**
 - ❖ EDU 593 Dignity for All Students Act (DASA) workshop
 - ❖ EDU 583 Health Education/Child Abuse & Violence Prevention
 - ❖ New York State Fingerprinting (*Highly Recommended*)
(<http://www.nysed.gov/educator-integrity/fingerprinting>)
10. It is the teacher candidate's responsibility to read and understand information regarding the **New York State Teacher Certification Examinations** and the **Nazareth College Guide To Student Teaching**
11. A teacher candidate who is currently employed in the area of certification being sought, may be able to complete the student teaching placement in their classroom. The following steps must be taken in order to be eligible for a job-embedded student teaching experience.
 - ❖ Submit the ***Graduate Student Teaching Application***, with a note about your intention to complete a job-embedded placement(s), and your **resume**.
 - ❖ Read the ***Job-Embedded Student Teaching Requirements and Guidelines*** document.
 - ❖ Meet with your School of Education Program Director to discuss the possibility of completing a job-embedded placement.
 - ❖ Complete the ***Job-Embedded Graduate Student Teaching Proposal***.

If the position does not satisfy all of the developmental levels and/or certification components required by the program and New York State regulations your placement may be denied or a second non job-embedded placement may be needed.

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 593 Dignity for All Students Act (DASA) workshop
- ❖ EDU 583 Health Education/Child Abuse & Violence Prevention
- ❖ 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 placed in schools as invited guests of the school and district or agency. As a guest, you are requested 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:

- ❖ of the guest/host relationship,
- ❖ 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 College's professional expectations.

Some important points to remember are:

1. Nazareth College 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. Contact your School-Based Teacher Educator (SBTE) as soon as you receive your placement letter to introduce yourself. **Provide your SBTE with your resume.**
3. Notify your Program Director, the 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:
 - ❖ Adhering to an appropriate dress code,
 - ❖ Communicating appropriately in both written and verbal forms,
 - ❖ Making yourself aware of a district, school and classroom policies and procedures,
 - ❖ Valuing each classroom student's right to safety, confidentiality and privacy.

For more information please refer to the "Essential Functions of a Professional Educator" on page 16 and 17 in *the Guide to Student Teaching*.