



“ Education for a Lifetime of Learning”

**UNDERGRADUATE STUDENT,
COURSE PRACTICA & STUDENT TEACHING
HANDBOOK**

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EDUCATION DEPARTMENT MISSION

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 exceptionalism; and professional skills necessary for reflective practice. We believe that we graduate community minded, lifelong learners/teachers who, like all Daemen graduates, are prepared for life and leadership in an increasingly complex and interdependent world.

EDUCATION DEPARTMENT COMMITMENT AND VISION STATEMENT

We are committed to employing highly qualified faculty who model the liberal arts education core, the content core, and the pedagogical core through exemplary teaching methods and practices. We envision preparing teacher candidates to become competent, effective, and reflective practitioners who are responsible to the diverse needs of all learners. Our teacher candidates will enhance all learners' human development in a standards-based environment. Driven by the missions of both our department and our college, we are committed to achieving our learning goals through the Department's adoption of INTASC standards, the National Educational Technology Standards, the National Board for Professional Teaching Standards, the National Association for the Education of Young Children (NAEYC) Standards, the Standards of the Division for Early Childhood of the Council for Exceptional Children, the USNY Early Elementary Resource Guide to Integrated Learning Standards, and our commitment to preparing candidates to teach to mastery of the NYS Learning Standards.

EDUCATION DEPARTMENT PHILOSOPHY

The Philosophy of the Education Department at Daemen College is to promote faculty and teacher candidate commitment to an established paradigm for life-long learning. The Education Department's learning community is committed to the mastery of all appropriate standards.¹ We believe that an active discourse regarding the general education core in the liberal arts and sciences, the content core and the pedagogical core can be utilized to instill knowledge and professionally prepare teacher candidates. This discourse also fosters community understanding regarding equity and the needs of diverse and exceptional students. We further believe that practical opportunities to apply the learning community's knowledge and understanding must be provided to all community members. Reflection within the learning community upon the results of assessment, in turn, inspires personal and collective growth. Our learning community exists within the Daemen College learning community and its wider constituencies, where resources, technology, support services, information, and due process rights empower both faculty and candidate.

¹ *The faculty has adopted the Standards for Teacher Educators and has committed to an adapted version of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards, and the National Education Technology Standards as guiding standards for the Education Department of Daemen College in an effort to prepare teacher candidates to teach to the NYS learning standards. The above philosophy is derived in part from Section 4-2.5 Standards for Regents Accreditation of teacher education programs/ Standards of quality*

INTASC STANDARDS

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:

Goal 1 – Knowledge of Subject Matter

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.

Goal 2 – Knowledge of Human Development and Learning

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

Goal 3 – Instructional Strategies for Diverse Learners

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

Goal 4 – Multiple Instructional Strategies

Teacher candidates will understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Goal 5 – Motivation and Management

Teacher candidates will encourage an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Goal 6 – Communication and Technology

Teacher candidates will use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom and across learning communities.

Goal 7– Instructional Planning

Teacher candidates will plan instruction based on knowledge of students, subject matter, the community, and curriculum goals.

Goal 8 – Assessment of Learning

Teacher candidates will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Goal 9 – Professional Development

Teacher candidate, as reflective practitioners, will continually evaluate the effects of their choices and actions on others (students, parents, and other professionals) and actively seek opportunities to grow professionally.

Goal 10 – School/Community Involvement

Teacher candidates will foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being

UNDERGRADUATE DEGREE PROGRAMS

- Childhood Education (Grades 1-6)
- Early Childhood Education/Special Education (Birth – Grade 2)
- Childhood Education/Special Education (Grades 1-6)
- Bachelor of Science in Visual Arts Education (Grades K-12)
- Bachelor of Science in Adolescent Biology (Grades 7-12)
- Bachelor of Arts in Adolescent English (Grades 7-12)
- Bachelor of Arts in Adolescent French (Grades 7-12)
- Bachelor of Arts in Adolescent Mathematics (Grades 7-12)
- Bachelor of Arts in Adolescent Social Studies (Grades 7-12)
- Bachelor of Arts in Adolescent Spanish (Grades 7-12)

FINGERPRINTING

In order to gain certification, you must be fingerprinted by your local police station or the service offered at the College. It is important to call and schedule an appointment for this process. For more information, visit: <http://www.highered.nysed.gov/tcert/ospra/index.html>

PROJECT SAVE

This is a mandatory workshop for education majors to complete prior to student teaching. Project SAVE stands for Safe Schools Against Violence in Education Act. It is offered at no charge at Daemen College the day before your student teaching experience begins. If you are not able to attend on this date, you may schedule the workshop through the local BOCES center; be advised there is a charge for this.

CHILD ABUSE WORKSHOP

This is a mandatory online workshop that discusses the warning signs and procedural steps to take if child abuse is suspected. This course must be completed in order to become certified. It can be found at: <http://www.childabuseworkshop.com/>. There is a fee for taking this course. A hard copy of the results must be submitted to the Daemen College Education Department.

STUDENT ORGANIZATIONS

EDUCATION CLUB is designed especially for all education majors. The goals of the club are centered about projects dealing with children and different types of community service. All education students are welcome.

Special Education Honorary: Sigma Pi Epsilon Delta

This organization is to honor high achievement in the special education major. Candidates are selected by certain requirements. Letters are sent at the beginning of the fall and spring semester to eligible students and a formal induction is held. The honorary completes two service projects to benefit children; past projects include: SABA, assisting the Literacy Volunteers of Buffalo, Museum of Disabilities, making valentines for ASPIRE and collaboration with faculty to complete this handbook.

UPPER DIVISION CLASS REQUIREMENTS:

REMEMBER to save all graded papers; you will need them for the upper division portfolio.

In order to be admitted to upper division (this allows you to take upper division classes), the teacher candidate must meet the following requirements:

- An overall GPA of 3.0 or better for all completed college courses.
- A GPA of 3.0 or better in all Education courses.
- A grade of “B” or better in EDU 203 Learning Theory
- A grade of “B” or better in EDU 237 Instructional Design.
- A grade of “B” or better in SED 270 Introduction to the Nature and Educational needs of Students with Disabilities
- Compile and submit a Teaching Portfolio for review by department during Spring Semester of Sophomore Year. *Upper Division Rubric available @ DS 144.*

TRANSFER STUDENTS

Transfer students must apply for upper division by March during the semester in which they are completing either EDU 267 or ECSE 280. Transfer students who enter Daemen College with an Associate of Arts or an Associate of Science degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.

PRACTICUM/OBSERVATION STUDENT HOURS

A practicum is a "guided field experience" for all education majors at Daemen College. Undergraduate students at Daemen College begin having practica experiences beginning in their freshman year of schooling.

Childhood Education

- | | |
|------------------------|------------------------|
| ___ EDU 217 ~ 45 hours | ___ EDU 320 ~ 45 hours |
| ___ EDU 267 ~ 40 hours | ___ SED 364 ~ 20 hours |
| ___ EDU 316 ~ 25 hours | ___ SED 371 ~ 15 hours |

Early Childhood/Special Education

- | | |
|-------------------------|-------------------------|
| ___ EDU 217 ~ 45 hours | ___ ECSE 325 ~ 25 hours |
| ___ EDU 303 ~ 25 hours | ___ SED 270 ~ 6 hours |
| ___ EDU 320 ~ 30 hours | ___ SED 371 ~ 15 hours |
| ___ ECSE 222 ~ 30 hours | |

Inclusive Education/Childhood

- | | |
|------------------------|------------------------|
| ___ EDU 217 ~ 45 hours | ___ EDU 316 ~ 25 hours |
| ___ EDU 267 ~ 40 hours | ___ EDU 320 ~ 30 hours |
| ___ SED 371 ~ 15 hours | ___ SED 401 ~ 45 hours |

Visual and Performing Arts Department

- ___ EDU 301 ~ 30 hours
- ___ EDU 311 ~ 30 hours
- ___ EDU 402 ~ 20 hours

Mathematics Department

- ___ MTH 103 ~ 50 hours

English Department

- ___ LNG 337 ~ 50 hours

Course Practica Guidelines

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 preparing the education major or the internships which will follow.

Placement expectations of supervising teachers (course practica)

Each teacher to which students have been assigned should understand the expectations of the practicum experience. On the first visit, a discussion with your assigned teacher candidate(s) regarding various activities they might perform and your expectations of them would be helpful. Expectations might include such things as tutoring, working as an instructional aide, working with a small group of students, making bulletin boards, or working as an assistant while others are teaching.

Placement requirements of students in course practica

Each school/agency to which teacher candidates have been assigned has various expectations of the practicum experience. Discuss with the cooperating teacher on the first visit the assigned activities that you will perform. Expectations might include such things as tutoring, working as an instructional aide, working with a small group of students, assisting in making bulletin boards or working as an assistant while others are teaching. During your placement, you will be expected to participate in daily activities of the program. Each student with the assistance of the practicum teacher/supervisor must also fulfill course requirements related to the practicum, for example, maintaining a personal log, developing and teaching lessons, developing a portfolio, etc. Each course may have different requirements.

Attendance Policy

Each student must attend the practicum site to which (s)he has been assigned. Any student who is unable to attend the practicum site due to illness must:

- a) contact the practicum site, and
- b) contact the appropriate Daemen College instructor on the day of the absence before noon.

***** ONLY ABSENCE FOR LEGITIMATE REASONS WILL BE EXCUSED *****

Teacher candidates who fail to contact their instructor may be withdrawn from their practicum site at the request of the cooperating teacher or college supervisor.

Absences shall be made up to ensure visits and practicum hours are completed.

COURSE PRACTICA & STUDENT TEACHING GUIDELINES

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 caution.*
8. *The Daemen College teacher candidate may NOT refuse to accept any practicum or student teaching placement to which he or she is assigned.*

DIVERSITY ISSUES IN RELATION TO PRACTICUM OR STUDENT TEACHING PLACEMENTS

Students involved in a practicum or student teaching placement should expect to experience at least one diversity placement during their time as an undergraduate education major at Daemen College. These placements will take place in urban areas (e.g., Buffalo, Lackawanna, etc). These experiences will allow Daemen College students to partake in real life teaching experiences with children from various socio-economic cultures and different ethnicities.

The Daemen College student should look at this experience as a positive one and should do everything in her/his power to meet the challenges and professional opportunities of growth in that classroom environment. This should be done with the realization that all children want to learn when they are motivated, nurtured, and treated with respect and compassion. ***The Daemen College teacher candidate may NOT refuse to accept any practicum or student teaching placement to which he or she is assigned.*** Daemen College Education professors and the Daemen College practicum/student teaching placement coordinator have diligently worked together to secure this placement. Placements will be successful because our Daemen College students are open minded and willing to expand their educational horizons to benefit themselves, their class peers and the community at large. It is incumbent on the Daemen College teacher candidate to take on the challenges that an urban placement may provide and strive to make this practicum or student teaching placement a successful one.

THE DAEMEN COLLEGE STUDENT TEACHING EXPERIENCES

If we want to grow in practice, we have two primary places to go: to the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft.

-Parker Palmer, 1998, p. 141

The student teaching experience offered at Daemen College involves self-assessment by the student teacher and external formative and summative assessment by the cooperating teacher and university supervisor:

- Opportunities for student teachers to examine and direct their professional development through reflective conferencing with their cooperating teachers and College supervisors.
- Formative assessments and summative evaluations aligned with the INTASC Standards, conducted by both the cooperating teacher and the College supervisor.
- Development of professional teaching portfolios by student teachers as a form of self-assessment aligned to the INTASC Standards and to encourage lifelong learning and continuing professional development.

Roles and Responsibilities

The Cooperating Teacher will:

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).

The College Supervisor will:

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 student teacher's progress with the cooperating teacher on a regular basis.
6. Complete interim and final evaluation forms.
7. Participate in the exit interview.
8. Assign the grade with input from the cooperating teacher.
9. Assure that all forms and program evaluation instruments have been completed and returned to the Coordinator of Student Teaching immediately following the conclusion of the placement.

For the Student Teacher

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).
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 be modified as time goes on.
11. The college supervisor assigned will discuss other specifics, such as evaluations, observation times/dates or other matters.
12. It is hoped that except when there are sensitive issues to be discussed, the student teacher will be allowed to attend faculty meetings, departmental meetings or parent-teacher conferences. In most cases, the student teacher should participate in all phases of teaching, along with the cooperating teacher.
13. The student teacher is required to follow and successfully complete the general and specific objectives outlined in the student teaching and conferences syllabus.

SUGGESTIONS FOR WEEK ONE OF THE DEVELOPMENTAL SEQUENCES FOR STUDENT TEACHING:

1. Become familiar with school policies (accidents, discipline, homework, library, fire drills, duplicating, visits to the nurse).
2. Locate books, materials, equipment.
3. Examine courses of study and curriculum guides.
4. Observe and begin to function in classroom management, routine, and organizational procedures.
5. Observe teacher's lessons. Note procedures, and question the teacher after lessons.
6. Observe pupils, know their names.
7. Assist in daily routine (distribution of materials, attendance, movement from one location to another).
8. Assist cooperating teacher in responding to the needs of individual pupils.
9. Observe a small group with the intention of assuming responsibility for teaching the group.
10. Become involved in brief, total group presentation, i.e. teach a capsule lesson.
11. Develop plans with your cooperating teacher to determine how you will:
 - assume responsibility for full-time teaching for at least two weeks prior to the end of placement
 - prepare or acquire all necessary materials (lesson plans, multimedia equipment, etc.).
 - assume responsibility for management of the classroom.
 - complete unit(s), and evaluate total experience.
 - align the work completed in your student teaching experience with EDU 327 - Teaching to the Standards which is the capstone course for the Undergraduate program at Daemen College.

STUDENT TEACHER EVALUATION PROCEDURES AND SAMPLE FORMS

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).

Please Note:

As stated on page 13, Roles and Responsibilities of Cooperating Teachers, a final letter of recommendation MUST be provided to the student teacher by the cooperating teacher(s) as soon as possible after completion of the placement. This letter will become part of the student teacher's career placement folder and should be forwarded, if not to the student teacher, to the student teacher's college supervisor, the Placement Coordinator, or to the Chairperson of the Education Department.

If at any time you have questions or concerns regarding the placement situation(s), please contact the Cooperating Teacher, Placement Coordinator, or Chairperson of the Education Department.

EXPECTED OUTCOMES OF THE DAEMEN COLLEGE STUDENT TEACHING EXPERIENCE

Daemen College and the Role of the INTASC Standards

The INTASC Standards play a crucial role in the development of the teacher intern on the journey to becoming a competent professional. These standards provide the framework for the standards expected of the competent professional teacher.

Summary of the INTASC Standards

Refer to page 4.

How the INTASC Standards Align with EDU 327 – Teaching to the Standards

EDU 327 is a capstone course taken concurrently with student teaching. This course along with student teaching prepares teacher interns who are reflective facilitators of learning centered on the developing the knowledge, skills, and dispositions of effective teachers based on the principles of : Equity, Teaching and Learning, Data Strategies/Assessment, and Technology.

The conceptual framework is supported by the INTASC Standards as outlined below;

- Equity (INTASC Standard 3)
- Reflective Teaching and Learning (INTASC Standard 1, 2, 4, 5, 7, 9, and 10)
- Data Strategies/Assessment (INTASC Standard 8)
- Technology (INTASC Standard 6)

Student Teachers as Reflective Practitioners

Cooperating teachers and College supervisors are in the unique position to model and encourage reflective teaching practice. Regular opportunities for pre- and post-conferencing should be planned to engage and assist student teachers in reflection on their practice. These reflections should be framed about the 10 INTASC Standards. Below are some additional suggestions for helping student teachers reflect on their teaching performance:

- On a regular basis, share your own assumptions, intentions, and reactions as a teacher.
- Build trust by listening carefully, remaining non-judgmental, and maintaining a supportive position.
- Help the student teacher examine metaphors and analogies used in thinking and talking about teaching and learning.
- Formulate questions that help the student teacher clarify or probe the issues or problems that she/he may experience.
- Assist the student teacher in using a portfolio as a springboard for reflection and the development of personal and professional goals.
- Encourage the student teacher to record teaching experiences, including insights, affirmations, issues, problems, etc.
- Encourage the student teacher to do a simple action research project and examine the results.

STUDENT PROFESSIONAL DISPOSITION

Proper Professional Image for the Student

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?
9. How do teachers view themselves?
10. How do teachers view and react to current affairs?

Almost everything you see will help to mold the kind of professional person you ultimately become.

Student Knowledge

1. Characteristics and qualities for effective teaching (including the decision-making process model).
2. Communication skills in speaking, listening, reading, and writing.
3. Effective skills of interpersonal communication with pupils, teachers, and school administrators.
4. Techniques of classroom management.
5. Subject matter being taught.
6. Principles of learning theories which can be used to develop appropriate, instructional strategies in an assessment/instruction/evaluation/intervention approach.
7. Social, emotional, physical and psychological characteristics of all pupils (including those from different cultures and ethnic backgrounds as well as those who are mainstreamed).
8. Techniques of student and self-evaluation as a means of determining teaching effectiveness.
9. The influences our culturally pluralistic society has upon education in America.
10. Instructional strategies appropriate to developmental level of student, and specific content areas which are based on current research findings.
11. Formal and informal methods of student assessment, both process and product.
12. Teaching and assessment strategies for at-risk students.
13. Effective classroom management techniques.

Student Skills

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 Board policies, negotiated agreements and school law.
11. Read and use Course of Study.
12. Demonstrate subject area knowledge.
13. Demonstrate skill in classroom management and discipline.

Student Attitudes & Values

1. Exhibit concern, appreciation and respect for all pupils, teachers, administrator, and other school personnel.
2. Demonstrate a realistic acceptance of attitudes, abilities, interests and physical conditions which may differ from her/his own.
3. Demonstrate confidence and emotional control in responding to pressure and problems in the teaching situations.
4. Demonstrate an awareness and sensitivity to contemporary issues in education and the legal, financial and ethical relationships of the school.
5. Appreciate the role of decision-making in teaching.
6. Value the benefits of collaborative interaction.
7. Appreciate the importance of keeping current with developing theory and research.
8. Appreciate the ever-changing possibilities of instructional technology and embrace technology applications in delivering instruction to diverse learners.
9. Accept the responsibility for pupil learning.
10. Value the formal-informal assessment/evaluation/intervention process and their influences on evaluation.

CREDENTIAL INFORMATION: STUDENT TEACHING REFERENCES

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

Opening a File:

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.

File Contents:

A file contains references written by persons who have supervised you in either work or academic settings. You may have as many references kept in a file as you desire. Resumes and Transcripts are not housed in the file. This information is provided to employers by the job candidate. For education majors you need to include student teaching evaluations, which are obtained from the Teaching Resource Center (TRC).

The Reference Form:

Give the [Reference](#) (form B) to all persons from whom you are requesting a reference.

The Buckley Amendment:

The Family Education Rights and Privacy Act of 1974 states that candidates have the right of access to any references filed for them after January 1, 1975. This includes seeing them or having copies. This law also provides for WAIVER of this right by offering the option of having confidential references if a candidate so desires. All references written before January 1975 by law are considered confidential.

Confidential References:

All confidential references MUST be written on the Co-op/Career Development Reference form and must include your signature. To be considered confidential, references written on official company stationery must be attached to [Reference](#) (Form B). The forms must be mailed or hand delivered by the person writing the reference. If you are submitting the reference, it must be in a sealed envelope with the signature of the author written across the seal. If you waive the right to access, the contents of the letter cannot be read or given to you at any time.

Non-Confidential References:

Non-confidential references must be written on the Co-op/Career Development Reference form or official company stationery, with the waiver of confidentiality statement unsigned. You or the author may mail or hand deliver the letter to our office. You have access to read the contents of any non-confidential references written and receive one unofficial copy.

Checking On File Contents:

All materials submitted to our office will be recorded and dated when received. You may check the contents of your file at any time during operating hours of the office by calling or stopping in. You may read any of the non-confidential letters in your file by stopping in the office. You must show identification. No letters will be

read over the phone. References submitted to our office are owned by the college and cannot be removed. You do, however, have complete control over how your file is utilized. You may add reference letters at any time. If you wish to remove a reference, you must do so in writing and it will become inactive but still remain in your file.

Sending Files:

Fill out the [Credential Release](#) (Form C) or submit the request in writing. Phone requests will not be taken. You may send a maximum of eight (8) documents which may be a combination of reference letters and student teaching evaluations. Please indicate the names of the references you want sent. If you do not specify, all references in your file will be sent or the eight (8) most recent. Every effort is made to process all reference requests within a 24-48 hour period.

Fee:

Students and alumni can send out 12 credential file requests at no charge. These requests can be made at any time, with no final expiration date. After twelve (12) free requests have been utilized, students and alumni will be charged a \$3.00 fee per each request. (Please note: credential requests using an on-line application system such as WNYRIC may be subject to higher fees- please ask staff) Checks can be made payable to Daemen College. Our office will not process requests made without payment or requests made for students with an outstanding bill.

Retaining Credentials:

Reference letters are considered outdated after five (5) years. We strongly urge you to use updated letters in your file, should you wish to use your credential file and keep it active. All credential files will be destroyed if they have had no activity for a period of 20 years. The term "activity" means that you have updated your file with letters of recommendation or have had your file sent out for employment or graduate school purposes in the last 20 years. If the credential file has had no activity for a period of 20 years, your file is considered inactive and will be destroyed. Should you wish your inactive file retained or your non-confidential letters returned to you and your file is 20 years old or more, please complete the [Credential File Status form](#) and return it to the Co-op & Career Development Center.