

STUDENT TEACHING IN NEW YORK CITY: Selection Procedures

Eligibility

Secondary

To be considered for placement, students in 7-12 certification programs must be enrolled in initial or advanced teacher preparation programs and must be eligible for full-time student teaching in the fall semester following submission of the application. An invitation to participate is contingent upon successful completion of candidacy student teaching and related professional coursework (SED 413-613, SED 409-613) in the previous spring semester.

Elementary

To be considered for placement, students in the undergraduate inclusive elementary and special education program, graduate childhood education program, or graduate inclusive special education (1-6) program must be eligible for full-time student teaching in the semester for which they apply. An invitation to participate is contingent upon successful completion of current semester professional coursework and field experience.

Submission Deadlines

Eligible students are required to submit an application no later than November 30 for fall placements (all students) and March 31 for spring placements (Childhood, Inclusive Special Education, and Inclusive Elementary and Special Education students only).

Application Components

Eligible students will submit the following:

- Transcripts for all coursework related to education and relevant disciplines to be taught (may be unofficial)
- Recommendations (see attached form) from two faculty or staff members familiar with the candidates' educational achievement and/or performance in field settings
- A letter of interest (not to exceed 500 words) discussing the candidate's commitment to urban teaching and reason(s) for seeking a student teaching placement in New York City

The selection committee may also seek additional information from the student's program coordinator and/or faculty advisor, including evaluations from mentor teachers and/or field supervisors (if available) and scores from relevant assignments tied to the School of Education's common proficiencies. Selection committee members will include Professor Louise Wilkinson, director of the Teaching for Leadership program; Assistant Dean Amie Redmond; at least one staff member working with field placements; at least one faculty member associated with the elementary programs; and at least one faculty member of the Secondary Education Program Group.

Criteria for Selection

The selection committee members will meet to consider the following criteria:

1. Overall academic performance
2. Commitment to urban teaching
3. Organizational ability/attention to detail
4. Ability to adjust easily to new or changing situations and environments
5. Ability to work effectively and respectfully with students, peers, university and school staff, etc.
6. Commitment to inviting and responding respectfully to feedback and suggestions from others

STUDENT TEACHING IN NEW YORK CITY: Recommendation Form

This form is due by November 30 for Fall placements and by March 31 for Spring placements.

Student's name _____

I am applying for student teaching in New York City for the Fall 20__ or Spring 20__ semester.

Under the provisions of the Family Education Rights and Privacy Act (check one),

I have retained my right of access to this recommendation.

I have waived my right of access to this recommendation.

Student's signature _____ Date _____

TO THE RECOMMENDER: The student named above is applying for a Syracuse University program to student teach in New York City. Students are selected on the basis of academic ability, personal maturity, and commitment to urban teaching. We would appreciate your honest opinion as to the student's qualifications.

1. How long and in what capacity have you known the student?

2. Please rate the student on the following dimensions:

	1 (inadequate)	2 (developing)	3 (satisfactory)	4 (exemplary)	Unable to judge
Overall academic performance					
Commitment to urban teaching					
Organizational ability/attention to detail					
Ability to adjust easily to new or changing situations and environments					
Ability to work effectively and respectfully with students, peers, university and school staff, etc.					
Commitment to inviting and responding respectfully to feedback and suggestions from others					

3. Summary comments:

4. Overall recommendation:

I strongly recommend this student for student teaching in New York City.

I recommend this student for student teaching in New York City but have some reservations as noted above.

I cannot recommend this student for student teaching in New York City for the reason(s) noted above.

Name of recommender: _____ Position: _____

University/Organization: _____

Address: _____

E-mail: _____ Telephone: _____

Signature: _____ Date: _____