

# Teacher Education Institute Clinical Experience

Thank you for partnering with the University at Buffalo (UB) to prepare the next generation of teachers. To orient yourself with the field experience and student teaching components of the teacher education program at UB, we encourage you to refer to the larger Guide to Field Experience and Student Teaching. The most pertinent information can be found in sections:

- III (Student Teaching)
- V (Responsibilities of the Student Teacher)
- VII (Responsibilities of the Cooperating Teacher)

The purpose of this document is to provide a brief overview of some key components of clinical experiences at UB; the pages listed in the parenthesis reference pages in a larger document which can be found at: [ed.buffalo.edu/tei/ct](http://ed.buffalo.edu/tei/ct)



## Overview of Clinical Experiences

The Teacher Education Institute (TEI) emphasizes high expectations for professionalism (p. 7) and clear guidelines for building foundational capacities (p. 10). Our approach to clinical experience is rooted in the Liaison School Model (p. 10). Within this model, students complete a field experience component in the fall and student teaching component in the spring. TEI offers students a unique view of education effectively bridging theory and practice through clinical experiences. Clinical experiences within the teacher education program work cumulatively to prepare intellectually curious, critically reflective, and practically-informed educators within the teaching profession. Expectations for liaisons (p. 48) and Teacher Education Associates (p. 37) are fully outlined in the guide.

## Field Experience

The field experience component aims to introduce students to and familiarize them with their liaison school. Students attend class once a week at their liaison school with their Teacher Education Associate (TEA) and cohort. Students will conduct 115 hours of active classroom observation (p. 15) that will both integrate them into their liaison school's environment and also provide the framework for the research conducted during their Reflective Inquiry Project (p. 28).

## Student Teaching

Student teaching allows students to gain valuable classroom experience while developing their identities as aspiring teachers. Please refer to the entire guide for more information on the following:

- Introducing the student teacher to the classroom and the school (p. 40)
- Beginning and end dates for student teaching placement (p. 18)
- Expectations of the student teacher prior to, during, and at the end of placement (p. 33)
- The suggested progression of student teacher responsibilities and activities throughout the placement (p. 20)
- Required components of student teacher lesson plans (p. 22) and CT and TEA provided assistance (p. 43)
- The process used to provide feedback to and/or assessment of the student teacher (p. 26)
- The process used to provide assessment of my student teacher (p. 26)
- The assessment form the TEA will use to document and support student teachers' placement progress (p. 68)

Teaching is an immensely rewarding career with potential to shape students' lives and engage with the communities schools serve. At the Graduate School of Education, we prepare students to be highly-qualified teachers in numerous fields, including high-need certification areas.