

Office of Educator Preparation 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 Clinical Experiences. The most pertinent information can be found in sections:

- III (Supervised Teaching)
- V (Responsibilities of the Teacher Candidate)
- VII (Responsibilities of the Mentor 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 parentheses reference pages in a larger document which can be found at : ed.buffalo.edu/edprep/field-experience/cooperating-teachers.html



Overview of Clinical Experiences

The Office of Educator Preparation emphasizes high expectations for professionalism (p. 4). Our approach to clinical experience is rooted in the Liaison School Model. Within this model, students complete a field experience component in the fall and a supervised teaching component in the spring. The Office of Educator Preparation offers students a unique view of education, effectively bridging theory and practice throughout 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. 38) and Teacher Education Associates (p. 27) 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. 3) 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. 19).

Supervised Teaching

Supervised 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 teacher candidate to the classroom and the school (p. 29)
- Beginning and end dates for supervised teaching placements (p. 9)
- Expectations of the teacher candidate prior to, during, and at the end of placement (p. 22)
- The suggested progression of teacher candidate responsibilities and activities throughout the placement (p. 23)
- Required components of teacher candidate lesson plans (p. 13) and MT and TEA provided assistance (p. 33)
- The process used to provide assessment of the teacher candidate (p. 26)
- The process used to provide feedback to the teacher candidate (p. 33)
- The assessment form the TEA will use to document and support teachers candidates' placement progress (p. 43)

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.