Field Experience and Student Teaching Handbook

Office of Clinical Studies
Frank Pignatosi, Director

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steinhardt.nyu.edu/teacher_education
Dear Students:

As you embark upon your experiences in the field, beginning with course-based observations and culminating with student teaching, we would like to welcome you and congratulate you on your decision to become teachers.

Student teaching is a challenging and dynamic process. You and your students will learn together as you become immersed in the daily life and culture of your school and its community. You will encounter the school’s curriculum, a source of information that is continually modified and adapted and revitalized by emerging theory, practice and research. You will work in the “real” world while reflecting on how to move toward the ideal of what might or should be. You will come to recognize that you, your students, their families and your colleagues all have relevant and important knowledge to contribute to the learning process. All participants in the educational process must acknowledge their own uncertainty, beliefs, practices, thoughts and feelings, and use these as a source of learning. In order for schools to succeed, teachers, students and families must build an educational community rooted in the authentic practice of education for all.

Sincerely,

Frank Pignatosi, Ph.D.  
Director  
Office of Clinical Studies

Prof. Richard Magill  
Chair  
Department of Teaching & Learning
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The Department of Teaching and Learning’s Office of Clinical Studies is responsible for:

- Identifying, evaluating and contracting course-based field placements and student teaching assignments;
- Orienting and placing students in appropriate assignments;
- Evaluating schools and personnel involved in field placement and supervision;
- Assigning grades to student teachers based on recommendations by university supervisors; and
- Maintaining a database that tracks students and placements, and that may be used in research.

**Staff**

**Director**
Frank Pignatosi  
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E401

Responsible for meeting and evaluating the office’s goals and supervising all field staff. Dr. Pignatosi serves as chief departmental liaison to school superintendents and principals at all field sites, and coordinates the alignment of the clinical experiences with the faculty.

**Associate Director**
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Responsible for meeting and evaluating the office’s goals and supervising all field staff.

**Coordinators of Field Placements**
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Responsible for placing students in schools; working with school contacts, supervisors, and cooperating teachers; and ensuring that each person receives a high quality student teaching experience.

**Office of Clinical Studies Faculty**
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Responsible for developing and implementing student placement procedures, developing school partnerships, and providing direct services to students as supervisors and instructors.
Certification Procedures Office
Andrea Villani (212) 998-5507 amp1@nyu.edu E200B

Responsible for providing students with information needed to apply for certification; processing applications (for students certified by the school) with the NY State Department of Education; and helping students acquire their New York City teaching licenses.

Student Teaching Coordinating Center Site
The Student Teaching Coordinating Center is a web site located at: steinhardt.nyu.edu/teacher_education/.

This site offers the latest information from the Office of Clinical Studies including current schools NYU is working with.

Apprentice
www.steinhardt.nyu.edu/apprentice

Database that Student Teachers will use to track and coordinate their student teaching experiences at NYU Steinhardt.

Moses Center for Students with Disabilities
The Henry and Lucy Moses Center for Students with Disabilities exists to facilitate equal access for students with disabilities at NYU. It is the University’s policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. The mandate for equal inclusion comes primarily from the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws require the inclusion of otherwise qualified people with disabilities in all University-sponsored programs and activities.

FERPA Statement
Among its several purposes, the Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called directory information about that student. Students have the right to file complaints with the Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA. In accordance with the statute and the FERPA regulations issued by the Department of Education, New York University (“NYU” or “the University”) has adopted the policies and procedures.
The Steinhardt School of Culture, Education and Human Development

“NYU Steinhardt advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School's faculty and students evaluate and redefine processes, practices, and policies in their respective fields and, from a global as well as community perspective, lead in an ever-changing world”.

The Department of Teaching and Learning: Mission Statement

Teacher education can no longer be limited to the preparation of professionals whose knowledge is solely concerned with the teaching and learning process. Our teachers must be educated to confront directly the lives of today’s students, their families, the school, and the community. Teacher education must be dynamic. Our students must be informed, and our curricula must be continually reformed and revitalized by emerging theory and research in a broad range of specific subjects and foundational disciplines.

The Department of Teaching and Learning has organized its courses, developed its programs, integrated university course work with school-based experiences, and designed research, demonstration, and training grants to achieve five goals:

1. to build a department that prepares educators, broadly defined, with a coherent vision of change and of their roles in achieving it;

2. to build an educational community with common themes and understandings that cross traditional conceptions of levels of study, faculty/student roles, academic areas of specialization, and cultures, while recognizing the particular requirements of diverse specializations;

3. to build programs that prepare educators with a solid grasp of the historical forces that have shaped schools, of the philosophical positions that shape ideologies, and of the complexities of learning and teaching in a multicultural, multiethnic world that is constantly subject to change from social, political, and technological forces;

4. to build a scholarly community rooted in reality and firmly committed to improving urban education;

5. to build a relationship with our students, alumni, field-based professionals, and community that creates support groups and networks that will serve them as they meet the difficulties and challenges of teaching.
Chapter I: Preparing to Student Teach

In this chapter you will learn about your first field experiences and about the steps you must take before receiving a student teaching placement.

All students will be asked to create an account with the Apprentice system upon entry into the program. This system enables access to the field experiences required for completion of all degrees.

PRE-STUDENT TEACHING FIELD WORK

New York State requires that all students seeking teacher certification complete 100 hours of field work in a variety of educational settings prior to student teaching. Those enrolled in a Dual Certificate program must complete 150 hours. This initial field work will expose you to different approaches to teaching and different curricula, as well as to a spectrum of educational philosophies and school cultures. Students in their pre-student teaching stages of their course of study are known as Learning Partners.

Undergraduate Programs

Beginning from your very first semester, each year one or more courses will bring you into the field in a variety of ways. Students will visit different educational settings, engage in discussions of educational topics with faculty and school-based personnel, interact with students at different age levels, and gain a greater understanding of curriculum and methods in their disciplines, prior to engaging in their student teaching experiences.

Graduate Programs

In the first semester of studies, students will enroll in TCHL – GE.2005: Field Work in Schools and Other Educational Settings (N.B. There is one exception: Students in Early Childhood programs enroll in ECED-GE.2255: Field Placement in Early Childhood).

Students will be assigned to a field site and be expected to attend two to three mornings a week for the duration of the semester. While the majority of the time will be spent in classrooms in your subject area, you will also be required to familiarize yourself with the school as a whole by visiting other subject areas, special needs services, non-curricular activities. Since students may be assigned to the same classroom, this mobility across subject areas will also prevent overcrowding in the same classroom.

Depending on the requirements of each single course and the opportunities provided by the school, students will be engaged in a variety of activities which may include, but are not limited to:

1) observations of one or more classrooms
2) assisting teachers
3) looking at curriculum and discussing curriculum with teachers
4) sitting in on planning sessions or staff development meetings
5) looking at students’ work samples
6) visiting classrooms outside of your subject area
7) discovering what resources and services the schools offer: special education, auxiliary programs, etc.
8) shadowing a student in all or most of her/his classes throughout the school day

The Field Administrators of the Office of Clinical Studies will assign you to schools where you may satisfy field requirements. In most cases, you will receive a Fieldwork Request Form from the Office of Clinical Studies. Once you complete the form and submit it to the Office of Clinical Studies in Teaching and Learning, you will receive an e-mail notifying you of your field placement, and the appointment date and time of your first meeting. You should receive this e-mail 3-4 weeks after the submission of the request form. Once you attend the initial appointment, you will arrange your own schedule with the school.

You must log your attendance on the appropriate Field Work Time Sheets, the Graduate Fieldwork Time Sheet if you are in a Master’s program or the Undergraduate Program Field Work Time Sheet, if you are in an undergraduate program. These forms are available on the 2nd floor of the East Building at 239 Greene Street. Completed time sheets will be submitted at the end of the semester directly to the Office of Clinical Studies on the 2nd floor of the East Building at 239 Greene Street, Room 229. If you total fewer than 100 or 150 hours before you student teach, please continue to use the same sheet in the following semester when you begin your student teaching. Log the initial hours of your student teaching on the same sheet until you reach the total. Then switch to the Student Teaching Time Sheet. Please make a copy for yourself before submitting any time sheet.

STUDENT TEACHING

Before Receiving a Student Teaching Placement

This section introduces you to health clearance requirements, the student teaching site selection process, and the first meeting with your cooperating teacher.

Health Clearance

Without health clearance, you cannot student teach. A delay in its submission may affect your evaluation or result in a removal from the placement.

Before you can begin your student teaching assignment, you must have an up-to-date health examination report, a record of valid immunizations against tetanus and tuberculosis screening on file in the Office of Clinical Studies. Submit this information directly to room 229 of the East Building. This report is valid for two years.
Please note that the examination submitted with your admissions application cannot be used for student teaching clearance.

You can get a health examination at the University Health Services (726 Broadway, 993-1000), or from a private physician if you prefer. Please ask the examining certified nurse or physician to complete the Annual Student Teaching Health Assessment form (Appendix 1).

***Students assigned to Early Childhood Centers that are under the authority of the NYC Board of Health may require additional clearance to access specific sites. The Office of Clinical Studies will assist them in this process.

**Fingerprinting**

The New York City Department of Education requires that all student teachers register with the NYCDOE in order to be cleared to student teach. As part of this registration process, all students **must be fingerprinted**. The Office of Clinical Studies will facilitate all students in the necessary steps towards satisfying this requirement.

A delay in complying with this requirement may affect the timing of your placement or result in a removal from the placement.

**Site Selection**

The Office of Clinical Studies has established relationships with a large number of schools in New York City to assist in mentoring your development as teachers. The sites have been visited by Office of Clinical Studies staff along with program faculty to ascertain the quality offered and the opportunities for productive field experiences. These sites are the **only** sites available to student teachers.

**Information about Cooperating Schools**

You can find the names and locations of schools that are placement sites on the Student Teaching Coordinating Center Web site. There is also a link to the NYC Department of Education web site (schools.nyc.gov). Private schools will either have links to their own Web sites or brief descriptions of whom to contact for more information. Study the information to know more about the kinds of schools which may interest you.

Please be aware that student teaching sites change from semester to semester. To be sure you have the most current list, go to our website:

http://steinhardt.nyu.edu/teacher_education/schools/

**N.B.** NYU faculty require students to have diverse experiences during their student teaching. At least half of your student teaching experiences must be in a school
serving an under-resourced population, i.e. at least 50% of the student population is eligible for free or reduced lunch. Please check the statistics of a school on the NYC Department of Education web site (schools.nyc.gov) before listing it as a possible site.

**Student Teaching Information Sessions**

Two information sessions are held each semester, one for Childhood, Early Childhood and Special Education; and the other for Secondary Education programs. They take place in the middle of the semester prior to your upcoming placement. Exact dates are posted throughout the department, specifically on the department bulletin board.

Most of our programs will be represented at the information sessions by NYU supervisors and faculty. After the convocation, you will be asked to go to Apprentice (steinhardt.nyu.edu/apprentice) and create a profile (if you have not done so already), the system we use to manage our student teaching placements. Once the office places you in a placement cycle, you will have access to the student teaching request form through Apprentice. Please fill out completely, describing the kind of school you prefer, as well as information regarding your background, geographic considerations and previous placements. Please note, if you have a lengthy commute one semester we will make every effort to insure a shorter commute the following semester. **A 75-minute commute to any of our sites is a very feasible commute.**

**Placement**

You will be placed directly by the Office of Clinical Studies based on the information you submit online. You will receive an e-mail communicating initial reporting date and the contact person at your assigned school. A subsequent e-mail will assign you a university supervisor.
Chapter II: Student Teaching and the Roles of Key Participants

In this chapter you will learn about the roles and responsibilities of the cooperating teacher, the university supervisor, and the on-site school contact. Finally, you will learn about your role and responsibilities as a member of the student teaching team.

University Supervisor

Throughout your student teaching placement, a teacher-educator will supervise you, serve as your advocate, and be your liaison to the cooperating school and the University. He/she will arrange three-way conferences at the beginning and end of each semester to discuss your goals, expectations, concerns, progress and outcomes. Your supervisor will observe you on a regular basis, and will maintain e-mail communication with you.

You can help to ensure a successful and productive experience by keeping your supervisor informed of your goals, interests, needs and concerns throughout the semester. As professionals engaged in a cooperative effort, you, your cooperating teacher and your supervisor will work together to foster an environment conducive to learning in and out of the classroom.

It is the responsibility of your supervisor to:

- Contact you and arrange your first three-way meeting.
- Help you clarify the goals and expectations of your field experience to the cooperating teacher and school administration. This will include reading and discussing your student teaching responsibilities contract. (Appendix 2)
- Clearly communicate in writing his/her criteria for grades.
- Observe you in your classroom, and confer with you at least three times each semester about your experience and practice.
- Clarify any questions you may have.
- Read and respond to your student-teaching journal to help you reflect on your teaching and learning.
- Provide evaluations of your work.
- In addition, in Childhood, Early Childhood, and Special Education, supervisors in schools will hold a required weekly on-site seminar with a cohort of student teachers. In these seminars, you will discuss on-going issues of your placement, as well as topics of interest and importance to your professional topics.
At the end of each semester, you will be asked to submit an on-line End-of-Term-Feedback form evaluating your supervisor. The Office of Clinical Studies values your feedback in assessing the overall performance of your supervisors and discusses this feedback with the supervisors on a regular basis.

**Cooperating Teacher**

Once you are in the field, no one is more central to your professional preparation than your cooperating teacher. He/she is an experienced classroom teacher who has agreed to be your on-site mentor and to involve you in the daily life of the classroom. It is with the support of this educator that you will begin to apply what you are learning in your courses to the world of the school, the classroom, and the teaching of students. It is very important that you arrange to meet as early as possible with your cooperating teacher in order to introduce yourself and set up a schedule. During the fall, this should be no later than the first day of school. If possible, take this opportunity to learn about setting up a classroom, and to participate in the early stages of preparing to teach. This will also be an opportune time to address questions about your cooperating teacher's philosophy and approach, about his/her classroom, and about your role in it. Review parts of this handbook regarding your responsibilities as well as those of the cooperating teacher and the university supervisor. If you have done previous student teaching, consider the areas where you would like more or different experiences, and be sure to share these with your cooperating teacher.

Specifically the cooperating teacher has agreed to:

- Read your contract and assist you in fulfilling your requirements.
- Brief you on procedures and routines of the school and classroom.
- Share instructional philosophies and methodologies used in the classroom and school.
- Introduce you to other faculty, school resources and facilities.
- Inform you of those staff development opportunities on site which may be available to you.
- Introduce you to the students as a co-worker and professional, and continue that support throughout the year.
- Talk with you about your professional growth.
- Provide information regarding student diversity and its implications for teaching.
• Participate in three-way conferences with you and your university supervisor.
• Sign your time sheets.
• Provide a written evaluation at the end of the semester.

At the end of each semester, you will be asked to submit an on-line End-of-Term-Feedback form evaluating your cooperating teacher. We use this feedback along with similar feedback from your supervisor to monitor the performance of your cooperating teacher. This information is useful in our discussion with schools when they send us their list of cooperating teachers. We review the evaluations with the school prior to confirming the use of a cooperating teacher for the following semester.

The Role of the School Contact

Your contact person is a member of the school staff, often an assistant principal who, along with the school's principal, has agreed to partner with NYU in preparing future teachers. He/she may lead a tour for those coming in the next semester to student teach, conduct an orientation to the school, and include you in professional development days. In the absence of the university supervisor, the contact person is the one to speak with should any immediate problems arise during the school day. However, it is preferable to contact your supervisor first, if feasible.

You, the Student Teacher

The role and responsibilities of the student teacher will vary from site to site, from classroom to classroom, and from discipline to discipline. In addition, each student teacher differs in his/her experience, confidence, goals and beliefs. Regardless of the differences, you are the key to your own success. As soon as you enter the classroom, assume the role of a professional. You will demonstrate this in your attendance and punctuality, your demeanor, your dress, your respectful initiative. While you will begin by observing, you will gradually expand your responsibilities. See the following chapter for the details of your role and responsibilities.
Chapter III: Beginning Student Teaching

At the beginning of your placement you will take some time to observe and become acquainted with class content, routines and procedures, classroom climate, and expectations and the community within which the school is located. You should begin taking on responsibilities—starting with the first day when possible. Find appropriate moments to engage in what will become ongoing dialogue with the cooperating teacher.

Below are some cues to help you in this process:

- Learn as much as possible about the schools and classrooms in which you will teach or observe. For example, you may want to take time during your student teaching semesters to attend faculty and parent meetings, as well as after-school activities and conferences supported by your cooperating school.

- Make the effort to learn students' names right away; work to develop appropriate rapport with them and, when possible, with their parents. Learn about their interests and their concerns.

- Learn about the curriculum materials used in the classes where you teach.

- Begin assembling the instructional materials you plan to use in your student teaching.

- Participate as fully as possible in the classroom. You can be an effective resource for your cooperating teacher and your students.

- Familiarize yourself with your cooperating teacher's schedule. Apprise your cooperating teacher and university supervisor of your schedule, and notify them of any changes.

- Maintain a journal to record impressions, ideas, and questions. These notes may be the basis for some of your reflections and discussions with your cooperating teacher and university supervisor.

- Acquaint yourself with members of the support staff and their services. (i.e., Guidance Counselors, Social Workers)

- Familiarize yourself with the community in which the students live as well as the neighborhood of the cooperating school. Teachers must be sensitive to the fact that in the NYC public school system, students often attend schools outside of their immediate home neighborhoods. Consider the implications of this for particular students and parents.
Progressive Responsibilities for Student Teaching

Our expectation is that you will increase your responsibilities, beginning by working with individuals and small groups, and moving on to managing whole-class activities, and eventually taking over the classroom for a period of time agreed upon with your cooperating teacher and university supervisor.

While we recognize that there are many mundane obligations in a teacher's day such as photocopying, making bulletin boards etc., it is the more professional responsibilities of planning and teaching that should be the primary focus of your student teaching. If you are concerned about the amount of time that is being spent on clerical activities please speak to your university supervisor and/or cooperating teacher immediately.

*In the event that you have any concerns regarding your placement please notify your student teaching supervisor as soon as possible. Your supervisor will address the problem in the most appropriate manner.*

Three-Way Conferences

At the beginning and end of each semester, you will meet with your supervisor and cooperating teacher in a three way conference. The purpose of the initial conference is to discuss your goals, objectives and requirements. It is designed to support you by clarifying your role and addressing your concerns. During this first conference, you will sign the Student Teaching Responsibilities Contract. At the final conference, you will discuss your progress and final evaluation.

Planning

As a student teacher, regardless of the practice and routines of the cooperating teacher, you are expected to have lesson plans. Whenever possible, plans should be shared with the cooperating teacher before their implementation. Successful teachers plan thoughtfully and carefully base their lessons on their knowledge of content area, pedagogy, standards, and the knowledge of the skills of their students. As a student teacher, you are expected to have lesson plans prepared when you are teaching children. You must submit a lesson plan at every formal observation by your supervisor. The plans will help your supervisor understand your goals, and help you reflect upon whether you have achieved them.

Reflection

We know that teachers experience the greatest growth when they take the time to reflect on their experiences in the classroom. Therefore, throughout your student teaching experiences, you will be asked to provide evidence of reflection in various forms. These may include journals, lesson reflections, or other
documentation of your growth over the course of your field experiences. (Appendix 4) We suggest that you begin by keeping a personal journal of your thoughts, experiences, questions, analysis, and growing understandings of the teaching and learning dynamic. A list of questions important for reflection is included in Appendix 3.

In addition, you will have regular conferences with your cooperating teacher and university supervisor. Not only do these conferences serve a formative, supportive evaluation process, they also play a critical role in your professional growth. The conferences model the collaborative professional relationships that we see as critical to teaching.

**Formal Observations**

At least three times each semester your supervisor will visit you to conduct a scheduled observation of your teaching. On these occasions, you and your supervisor will meet to reflect together on your lesson. Subsequently, your supervisor will provide you with a written response to your teaching. Please remember you are expected to submit a lesson plan for each formal observation.

**On-Site Seminars in Primary Education**

In all Childhood, Early Childhood and some Special Education field experiences there will be weekly on-site seminars, led by your university supervisor, at the school where you are assigned. You will receive the date, time and place of the seminars in the email that notifies you of your placement.

The content of seminars can vary depending on the university supervisor and the experience and interests of the cohort of student teachers. Seminars might include discussions around classroom environment, differentiated instruction, curriculum, lesson planning, on-site support services, parents and family community, special education, union issues, etc. You may also discuss problems you encounter or issues affecting the school. The seminar allows you to share your experiences with other students.

The seminars are part of a course requirement. Your attendance is mandatory, and your level of participation is factored into your grade for the entire student teaching experience. The day of your seminar, MUST be on a day you are student teaching, preferably for a full day.
**Professionalism**
Your role in the school is that of a developing professional. Your dress, demeanor, language and fulfillment of responsibilities reflect who you are as a professional. Take your cues from your cooperating teacher and the culture of the school at large. Any clothing that is revealing or inappropriate being male or female sends the message that you are less than a professional.

**Attendance and Time Sheets**
Professional responsibilities begin with attendance and punctuality. You are expected to report to your placement at the time agreed on by you and your cooperating teacher and NEVER after the arrival of the students. In the event of absence you must call your cooperating teacher or at least leave a message for her/him at the school and you must call or email your supervisor. You can arrange to make this day up with your cooperating teacher and then inform the supervisor.

Be sure to record the hours you spend in the school on your Time Sheet (Appendix 5). Ask your cooperating teacher to sign it. At the end of the term give the form to your university supervisor; it will become part of your permanent record.

Time lost due to absences has to be made up.

Please understand that your Student Teaching calendar is different from your academic calendar. Schools often require student teachers to report before NYU classes begin. Also, some NYU programs require student teachers to attend beyond the end of NYU classes.

Please remember that you are required to observe the vacation/holiday calendar of the school. If your school is open:

- You are required to be there as scheduled, even if it is an NYU holiday.

- NYU spring break generally does not coincide with NYC Department of Education spring recess. You are required to student teach during this period.

- The only exceptions to this are Undergraduate Childhood and Early Childhood Programs. Although you may take Spring Break, you must let your Cooperating Teacher and Supervisor know by the third week and must submit a schedule to make up those days and times. Also, if you are missing an On-Site Seminar that week you should obtain all of the materials from someone else and make up any work you might have missed.
**Professional Portfolio**

You should begin the process of creating a portfolio before you student teach and during your student teaching which you will take with you when you begin to go on interviews. It is important that you begin right away to collect evidence of your work with children and of your growth as a teacher. The evidence may take the form of lesson plans and reflections, student work samples, photographs of you and of your students, notes written to families, curriculum unit plans, or teaching resources (i.e. books, websites and etc.) and other evidence of your professional development. In your final semester, you should select the most significant artifacts to create a coherent portfolio which will give prospective employers evidence of your experience, your competence, your philosophy of teaching and learning, and your knowledge of children, content and pedagogy.

**Safety Issues**

Be prudent where safety is involved. First consider accident prevention when planning and conducting activities. Ask your school contact and cooperating teacher about policies, procedures, and limitations related to safety and accidents. Any school accident involving a student teacher must be reported not only to the appropriate cooperating school personnel and the university supervisor, but also directly to the Director of the Office of Clinical Studies. This must be done at the earliest opportunity, and certainly before the next school day.

You cannot assume unsupervised responsibility for a class, which means you, **cannot be** in charge of students without a certified teacher present, even for a short time.
Student Teacher Protocol for Reporting
Suspected Child Abuse, Misconduct or Harassment

If you witness a suspected incident of physical, emotional, or verbal abuse or harassment involving classroom students or adults, you must take the following steps:

*IF ASKED TO SUBMIT ANYTHING IN WRITING TO YOUR SCHOOL, PLEASE DO NOT DO SO WITHOUT CONFERRING WITH THE OFFICE OF CLINICAL STUDIES.*

- Report the incident to the cooperating teacher and/or school building administrator immediately.
- Immediately contact one of the following people in the Office of Clinical Studies. Make sure you speak with someone; do not simply leave a message.

  - **Field Placement Coordinator of Early Childhood, Childhood, & Special Education students**
    
    Beth Markowitz  
    Phone: (212) 998-5291  
    Email: bm71@nyu.edu

  - **Field Placement Coordinator of Middle School & High School students**
    
    Carla Gourdine  
    Phone: (212) 992-9482  
    Email: cg91@nyu.edu

  - **Director/Associate Director of the Office of Clinical Studies**
    
    Frank Pignatosi  
    Phone: (212) 998-5481  
    Email: fp6@nyu.edu
    Pat Romandetto  
    Phone: (212) 998-5538  
    Email: pr57@nyu.edu

- Contact your NYU supervisor and provide a brief, verbal description of what you observed.
- Prepare a confidential written report of what you observed that is fact-driven and unbiased to be shared with the Office of Clinical Studies immediately.
Assessment and Grades

Evaluation of the student teaching experience is like teaching itself--an ongoing and multi-faceted collaborative process. The focus of the evaluation process is not the scrutiny of a final performance, but rather the reflective and critical analysis of the whole substance of your teaching. The type of teacher you become depends on your integration of theory and practice, something that can only be developed over time. When you finish your student teaching experience, it is our hope that you will enter the profession prepared to engage in the lifelong learning that is the hallmark of effective teaching.

Your university supervisor assigns grades based on his/her observations of your practice, including your professionalism, and based on the input of your cooperating teacher. In primary education programs this grade will include the quality of participation in the on-site seminar and any related assignments. In secondary education programs, this MAY include, depending on the programs, the performance in the on-campus integrating seminar.

Evaluation of Your Cooperating Teachers and University Supervisors

At the close of the semester you will be required to go onto the Apprentice website to complete an End-of-Term Feedback form. This form asks you to evaluate both your NYU supervisor and your cooperating teacher. You do not need to identify yourself on these forms. Your input is important to the strength of our program, so we ask you to consider the questions carefully. The form will be seen solely by the Office of Clinical Studies and not by any of the two parties involved. Feedback for the purpose of supervisor growth will be provided in a manner that ensures confidentiality.

Applying for Certification

At least one year prior to graduation, make an appointment with Andrea Villani (212-998-5507), who is the Certification Officer for the Department of Teaching & Learning, to begin the process for NYS certification and NYC license. She will advise you on the steps that you need to take in order to be eligible to teach. If you are planning to take an out-of-state certification contact Mark Perez (mark.perez@nyu.edu), Certification Officer for the Steinhardt School of Education. In Appendix 6 you will find procedures for NYS certification. Please see Appendix 7 if you are applying for out-of-state certification.
STUDENT TEACHERS SHARE THEIR EXPERIENCES

Beginnings

• “The first thing I did when I found out what classroom I would be student teaching in was to go and meet the teacher and observe her for a day before I started my internship. During this time, I took in all the sights and sounds of her classroom, tried to get a feel for her style of teaching, and began to set my own goals for what my role in the classroom would be. Most importantly, I took some time to sit down with my cooperating teacher to discuss the initial questions and ideas I had.”

• “Early on in my student teaching placement, my cooperating teacher and I set up a weekly planning meeting for both of us. I learned that although planning takes place throughout the day, we needed a separate and distinct time when she and I could sit and discuss my goals for the week, focusing on what lessons I would teach. This was also a time when we could voice our concerns about specific students who we thought needed additional help, and when I could ask the questions I had about curriculum and teaching.”

• “For me, the most beneficial part of my student teaching experience has been observing my cooperating teacher and learning from the experience that she has. For the first two weeks of the semester, I mostly sat back and watched what was going on in the classroom. I took notes on what was hanging on the wall, on how the cooperating teacher had things organized, and what the schedule was for each day. I think that there is so much to learn just from sitting in someone’s classroom and taking note of your surroundings. My cooperating teacher invited me to sit in on reading and writing conferences and to read the lesson plans that she had for the day. This observation time helped me to settle into the classroom and to slowly assume the role of another teacher in the classroom. As this role developed, I joined my cooperating teacher as she planned for the week. This certainly helped me to make a connection with her and to become more involved in the classroom. It also gave me a chance to talk to her about the class and the students I had questions about.”

Content and Conflicts with Pedagogy

• “Yesterday I taught them about Monocots and Dicots. I had planned what I wanted to do with them to get the ideas across. There was one point in the lesson when the students were taking notes of what I had said and it was dead silent! I looked over to Lyn and we were just amazed! I assigned them homework based on the information I gave them to see how well I got the ideas across. They all did well on the homework which made me feel great about it! What was also good was the fact that about the same amount of
kids that usually hand in their homework did the homework I assigned them. It showed me that they took me and what I was teaching them seriously, just as seriously as they take Lyn.”

• “Today we went over the history of catapults and other technological advances in machinery and weapons and medicine, looking at good/bad aspects. While discussing nuclear weapons, I asked why “kills more people” appeared under the “good” column on the board. The kids thought for a moment and then decided it was good because even though it killed many people, they won the war. I have to admit I was upset with their logic but didn’t go deeper because we had to move on.”

Pointers

• Don’t keep problems to yourself. Let your supervisor know early on if you need some support developing your role in the classroom or your relationship with your cooperating teacher.

• One thing that really helped me was writing in my journal. Especially when I saw something take place that I thought I would do differently, I would write how and why. Instead of just thinking about what I didn’t like, I tried to look for solutions.

• One of the most important things I have learned as a student teacher is always be prepared. Before teaching a lesson, I always wrote up my lesson plan and gathered the materials necessary at least the day before I was to teach.

• Don’t be afraid to make mistakes. Remember: the most important thing is not being a “perfect student teacher.” You are just starting out in the field, so don’t be hard on yourself. Gaining the skills of a teacher will occur only with patience, time and dedication. What you can do now is learn from any mistakes you make by reflecting on what you think you can improve next time. It’s all about trial and error and reflection.

• Take the initiative and offer to help the teacher and students in any way you can. Don’t wait for your cooperating teacher to suggest that you teach a lesson. Find out what you can begin to take on and teach a variety of small and whole group lessons in all subject areas.

• If it’s your second semester, go in with confidence and professionalism. Introduce yourself and tell the teacher that you are excited to be there and are ready to work. I think it is great to tell them if you will be graduating soon, so that you can take on more responsibility as soon as you are ready. Don’t wait too long, as the semester goes by fast. Bring in the ideas that you are learning in your courses and try them out.
• The best advice I can give an incoming student teacher is to keep their eyes and mind open. Teaching is an ongoing and reciprocal experience of learning. Early on in my own teaching career, someone said to me “those who dare to teach must never cease to learn.” This has stayed with me throughout my student teaching experience.
Appendix 1

STUDENT TEACHING HEALTH ASSESSMENT FORM

To be completed by student:

Name_________________________I.D. # __________Date of Birth__________

Degree Code: ___B.S. ___M.A. ___Post M.A. Certificate ___Major ________________

I understand that the placement to which I am assigned may require more health data than listed below. I hereby authorize New York University to release the information below to any health care provider which may require same in connection with my participation in a clinical course or fieldwork.

Signature________________________________________Date__________________

To be completed by health care provider:

In addition to your MMR Immunization record we require that all student teachers submit the following assessments:

Check required tests:

_______ A.    PPD (Mantoux): ____________(Must be done within the past six months)

(Date)

_____ Negative PPD.

_____ Positive PPD. If positive, has a normal chest X-ray been documented within the last two years.

_____ Yes, Date__________________

_____ No. If not, documentation of a normal chest X-ray is required.

_____ Patient was treated with prophylactic medication.

_____ Patient is currently being treated with prophylactic medication.

Comments________________________________________________________

Signature of examining certified nurse practitioner or physician

__________________________Type or print name

__________________________Date of examination

Address

Telephone

*PLEASE SUBMIT TO ADDRESS BELOW PRIOR TO STUDENT TEACHING*

239 Greene Street, Room 229
If you do not have a primary care physician you can go to the NYU Health Clinic or one of the walk-in clinics below to get these tests done.

Please call ahead to verify days and times of operation.

<table>
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<tr>
<th>CLINIC</th>
<th>POPULATION SERVED</th>
<th>DAYS/TIMES OF OPERATION</th>
<th>TRAVEL DIRECTIONS</th>
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<tr>
<td><strong>Tremont Health Center</strong></td>
<td>Children 4 years of age and over, and Adults</td>
<td>Monday, Tuesday, Thursday and Friday 8:30 AM to - 2:30 PM</td>
<td>#2 or #5 train to East Tremont Ave-West Farms Square, or # 4 train to Burnside Ave, then #40 or #42 bus to Arthur Ave</td>
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<td>1826 Arthur Avenue - 1st Fl. Bronx, New York Btwn: Cross Bronx Expwy &amp; Tremont Ave. (718) 918-8700</td>
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<td><strong>Chelsea Health Center</strong></td>
<td>Children 4 years of age and over, and Adults</td>
<td>Monday, Tuesday, Wednesday, Thursday and Friday 8:30 AM to - 2:30 PM</td>
<td>C or E train to West 23rd Street or #1 train to West 28th Street</td>
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<td>303 Ninth Avenue - 1st Fl. Manhattan, New York Btwn: 27th &amp; 28th Sts. (212) 239-1718</td>
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<td><strong>Corona Health Center</strong></td>
<td>Adults</td>
<td>Tuesday, Wednesday and Thursday 8:30 AM to - 2:30 PM</td>
<td>#7 train to Junction Boulevard</td>
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<td>34-33 Junction Blvd - Basement Level Queens, New York Btwn: 34th Ave. &amp; 34th Rd. (718) 476-7645</td>
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<td><strong>Homecrest Health Center</strong></td>
<td>Children 4 years of age and over, and Adults</td>
<td>Monday, Wednesday and Friday 8:30 AM to - 2:30 PM</td>
<td>B or Q train to Kings Highway, or Q train to Ave. U</td>
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<td>1601 Avenue S - 1st Fl Brooklyn, New York Btwn: East 16th &amp; E 17th Sts. (718) 787-9537</td>
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Student Teaching Responsibilities Contract

As I begin my field experience, I understand the importance of using every opportunity to make my student teaching a constructive learning moment. I am committed to maintaining a professional demeanor in doing so. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in my final evaluation. Therefore, I agree to:

- Read the student teaching handbook and know its content.
- Follow the calendar for student teaching provided by the Office of Clinical Studies, i.e. to start and end on the dates indicated in the calendar and to follow the NYC Public Schools calendar in between. Any variation to the calendar must be approved by my cooperating teacher, supervisor and faculty advisor.
- Report allegations of child abuse, misconduct or student harassment promptly.
- Submit my Student Teaching Health Assessment Form prior to beginning my placement.
- Exchange phone numbers and e-mail addresses with my cooperating teacher and supervisor as soon as my placement is confirmed.
- Be punctual and prompt in all my appointments and with all my assignments.
- Be mindful of the appropriate dress and appearance commensurate to my role as a teacher.
- Be professional in my relationship with the teaching community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher and university supervisor.
- Confer regularly with my cooperating teacher and university supervisor regarding professional concerns, interests, questions, or problems.
- Notify my NYU supervisor immediately when a problem arises.
- Make regular entries in my student-teaching journal and submit them in a timely fashion.
- Learn my students’ names and work to develop an appropriate rapport with them.
- Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences and after-school activities.
- Participate in professional development days with the school faculty.
- Familiarize myself with the community in which the students live, as well as the neighborhood of the cooperating school.
- Take initiative for assuming increasing teaching responsibilities appropriate to the expectations of my program and level of study.
- Become acquainted with the existing curriculum and materials.
- Strive to implement the methods and strategies I have learned in my courses.
- Write lesson plans for all lessons I teach and make them available to my supervisor and my cooperating teacher.
Three-Way Conference

• Please list all specific roles and responsibilities of the student teacher in the classroom and in the school:

• Please list any specific dates or time frames when the student teacher will assume specific roles (e.g. when the ST will engage in small-group instruction, when the ST will take over the class, etc.)

I have read and understand the requirements stipulated in this contract and discussed at the three-way conference.

Student’s Name ___________________________ Date________________

Student Signature ___________________________ CT Signature__________________________

University Supervisor Signature__________________________
Appendix 3

Help With Reflection

Below are some questions that will guide you in reflection:

- On a typical day, how much voice do my students have in the classroom?
- How often do I use open-ended, exploratory questions and responses that encourage searching and creating?
- How often do my students get to tell, write, share, and read their own and others’ stories?
- How often do I use informal writing --personal journals, autobiographical pieces, dialogue journals, etc.?
- How often do my students get the opportunity to critique and reconstruct an author’s viewpoint?
- When doing formal writing, how often do my students write multiple drafts or write for different audiences?
- How often do I include divergent viewpoints (e.g., guest speakers, reading materials with different viewpoints)?
- How often do my students have the opportunity to reflect on their work and to engage in critical self-reflection on their own learning?
- How are students’ self-expressed interests, ideas, and needs integrated into my class plans?
- How test-driven is my curriculum planning and my classroom teaching?
- How much is my classroom curriculum dependent on published materials and worksheets?
- How inclusive is my classroom, i.e., to what degree do I build my curriculum on students’ voices, cultures and experiences?
- How often do I affirm and draw out the rich cultural diversity of my students’ lives?
- How often are cultural diversities integrated into my curriculum? When are students’ values and beliefs used as the foundations of discussions?
- To what extent is curriculum integrated across the various disciplines?

(These questions were adapted from the Committee of Reading and Language Arts Conference materials by Robert Ahlquist and Michael O'Loughlin) (1990.)
Appendix 4

Why is Journal Writing Essential to Your Professional Development?

- Reflecting on one’s experience leads to self-understanding.
- The journal becomes a record of your growth as a professional.
- It will become a resource for you when you have your own class.
- It helps you to relate real events to the ideas discussed in your classes and readings.
- It will be your primary source of anecdotal evidence for your self-assessments.

**Guided Writing Strategy** by Professor M. Krasnow, Adapted from Lyman (1986)

A student teaching journal should be rich with observations and experiences. It should provide you with numerous vantage points of school and classroom life. It should be written from many perspectives. Visions from the eyes and minds of teachers, students, administrators and parents should permeate your pages. Most important, should be the reflections of your vision.

You should be making daily entries in your journal. Your supervisor will inform you of how many entries he/she will require you to hand in. For these you will choose one topic or event to expand upon in greater detail. Use the following strategy to analyze a teaching episode:

Briefly describe the teaching episode: What happened? Why is this episode worthy of discussion?

1. Identify some consequences of the event. Describe the positive and/or negative outcomes of the teaching episode.
2. What valuable conclusions can be drawn from this episode? Were any valuable lessons learned by you and/or the students?
3. Describe some causes of success and/or failure regarding this episode.
4. What steps might you take next time to remedy the episode or to further improve and enhance it?
5. Can any educational or behavioral principles be evolved from this episode?
6. Can you relate this episode to your past as either a student or a teacher? What feelings do you recall? Are they the same or different? Why and how might these feelings have or have not changed?
7. What new questions or avenues of thought have the analysis of this episode stimulated?
8. Is there something that inspired, challenged, confused, or enlightened you?
   - Group dynamics; relationships, gender, race, class, diversity of abilities.
   - School culture: leadership, decision-making, and roles of the administration, union, students and teachers.
9. Who are your students? What neighborhoods do they come from? What cultures are represented in your school and classroom? How is this reflected in your teaching?
Appendix 5
Student Teaching Time Sheet

UNDERGRADUATE and GRADUATE PROGRAMS

Name: ___________________________________________ Student I.D. No.: ___________________________________________

Cooperating Teacher: ___________________________________________ School: ___________________________________________

Supervisor’s Name: ___________________________________________ Grade/Level: ___________________________________________

In the space provided, indicate the time in, time out and number of hours you spent at your student teaching placement.

Have your cooperating teacher sign this form designating that you completed the actual time. Make a copy of the completed sheet. Keep it for yourself and submit the original form to Office of Clinical Studies, 239 Greene Street, 2nd Floor East Building.

One School Day = 6.5 hrs. To convert hours into days, calculate total hours spent (# of hours) ÷ 6.5 = Total # of Days Spent

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Sub-Total Hours Spent

Total Hours Spent

Total No. Days Spent
# Student Teaching Time Sheet

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**Sub-Total Hours Spent**

**Total Hours Spent** | **Total No. Days Spent**

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One School Day = 6.5 hrs. To convert hours into days, calculate total hours spent (# of hours) ÷ 6.5 = Total # of Days Spent
Appendix 6

NYS Certification

I. Initial Certificate (Valid for five years)
   A. Completion of approved teacher education program including
      • Child Abuse Identification Workshop
      • School Violence Prevention Workshop
   
   B. New York State Teacher Certification Exams
      • Liberal Arts and Sciences Test
      • Assessment of Teaching Skills – Written
      • Content Specialty Test

   C. Fingerprint Clearance

II. Professional Certificate (Valid for five years)
   A. Completion of master's degree

   B. Three years of teaching experience including one year of mentored teaching experience

III. Professional Certificate (Renewal every five years)
   A. Holders are required to complete 175 hours of professional development every five years to renew certificate
Appendix 7

Out-of-State Certification

If you wish to teach out of state, contact Mark Perez, Certification Advisor, 82 Washington Square East, 2nd floor, (212) 998-5033. He is responsible for individual state requirements. You may also visit the web sites of the education departments of each state linked to the Department of Education web site:

http://www.recruitingteachers.org/doe.html
Appendix 8

Guidelines for Student Teaching Placements I and II
Secondary Programs

In response to New York State requirements that now require two student teaching experiences for individuals earning certification, students in the Secondary Education Programs at NYU will now complete two student teaching placements in consecutive semesters.

Please note that these are the minimum guidelines and will be modified and adapted during your three-way meeting (which should occur by the third week) with the cooperating teacher, supervisor and yourself.

Student Teaching Placement I:

- Individuals enrolled in Student Teaching I will begin their experience by OBSERVING the teaching and learning that is taking place in the classrooms of the cooperating teachers to which they have been assigned.

- In the first month or so, students enrolled in this placement will observe their cooperating teachers as they teach, will assist with curriculum development and class planning, will help run group work and other activities, and will slowly become integrated into the daily functioning of the class.

- In the second month, student-teachers will begin to assume greater responsibility for the day-to-day conduct of their classes. This may include:
  1) writing lesson plans and submitting them in advance to the cooperating teacher for feedback and critique
  2) teaching large blocks of material each week
  3) taking on primary control of teaching for designated meetings of the class
  4) responding to student work

- Once both the cooperating teacher and the student-teacher feel the time is right (by the sixth week, certainly), student-teachers in Placement I should assume full responsibility for the class until their student teaching placement ends, including:
  1) researching and writing lesson and unit plans
  2) planning day-to-day activities
  3) designing and evaluating assessments, including student grading
  4) dealing with student conduct
  5) managing disciplinary issues as needed
  6) consulting with parents and specialists as needed (with the backing and support of the cooperating teacher).

- Throughout the semester, students enrolled in this placement should:
  1) submit all lesson plans, hand-outs, and other materials to their cooperating teachers for feedback and critique, and to supervisors during formal observations.
  2) work closely with their cooperating teachers to ensure that appropriate material is covered
  3) consult with the cooperating teachers on a regular basis for suggestions on curricular issues, classroom management, and disciplinary issues
  4) keep in regular touch with and respond to suggestions and critiques offered by their supervisors and Practicum instructors
Student Teaching Placement I ends on the following days:

- For students enrolled during the fall semester, the last day of student teaching shall be no earlier than the last day the public schools are in session in December. (Some programs may have different requirements).
- For students enrolled during the spring semester, the last day of class coincides with the last day the public schools are in session in June.

Student Teaching Placement II

- Individuals enrolled in Student Teaching II will be expected to take over full responsibility for the classes to which they have been assigned by their cooperating teachers after only a short period (one to two weeks) of observation and integration into the classroom culture. By the third week of class, the student-teacher should assume full responsibility for the class, including:
  1) researching and writing lesson and unit plans
  2) planning day-to-day activities
  3) designing and evaluating assessments and assignments
  4) dealing with student conduct
  5) managing disciplinary issues as needed
  6) consulting with parents and specialists as needed (with the support of the cooperating teacher)

- Throughout the semester, students enrolled in this placement should:
  5) submit all lesson plans, hand-outs, and other materials to their cooperating teachers and to supervisors during formal observations for feedback and critique
  6) work closely with their cooperating teachers to ensure that appropriate material is covered
  7) consult with the cooperating teachers on a regular basis for suggestions on curricular issues, classroom management, and disciplinary issues
  8) keep in regular touch with and respond to suggestions and critiques offered by their supervisors and Practicum instructors

Student Teaching Placement II ends on the following days:

- For students enrolled during the fall semester, the last day of class coincides with the last day the public schools are in session in December. (Some programs may have different requirements).
- For students enrolled during the spring semester, the last day of class coincides with the last day the public schools are in session in June.
Appendix 9

NYC Department of Education Chancellor's Regulations
http://www.nycboe.net/Administration/ChancellorsRegulations/default.htm

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<th>Regulation Name</th>
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<td>Sex Offender Notification</td>
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<td>Pupil Behavior and Discipline-Corporal Punishment</td>
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<tr>
<td>A-845</td>
<td>Fingerprinting Volunteers (Release Pending) until further notice please continue to refer to the hard copy of Chancellor's Regulation A-845, dated 6/29/1993</td>
<td>7/01/01</td>
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<td>D-130</td>
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<td>Suicide Prevention/Intervention</td>
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Student Teacher Protocol for Reporting Suspected Child Abuse, Misconduct or Harassment

If you witness a physical or verbal altercation, or are made aware of a suspected incident of physical, emotional, or verbal abuse or harassment involving classroom students or adults, you must take the following steps:

1. Report the incident to the cooperating teacher and/or school building administrator immediately.

2. If asked to submit anything in writing to your school, please do not do so without conferring with the Office of Clinical Studies.

3. Immediately contact one of the following people in the Office of Clinical Studies. Make sure you speak with someone; do not simply leave a message.

   - **Field Administrator - Early Childhood, Childhood, & Special Education programs**
     
     Kate Legnetti
     
     (212) 998-5291
     
     cel343@nyu.edu

   - **Field Administrator - Middle School & High School programs**
     
     Amanda Roth
     
     (212) 992-9482
     
     als300@nyu.edu

   - **Field Administrators - Art & Performing Arts Education programs**
     
     Ira Shankman (Music Ed)  Ted Hannan (Art, Dance, Ed Th.)
     
     (212) 998-5244  (212) 998-5624
     
     is37@nyu.edu  th5@nyu.edu

   - **Director/Associate Director of the Office of Clinical Studies**
     
     Frank Pignatosi  Pat Romandetto
     
     (212) 998-5481  (212) 998-5538
     
     fp6@nyu.edu  pr57@nyu.edu

4. Contact your NYU supervisor and provide a brief, verbal description of what you observed.

5. Prepare a confidential written report of what you observed that is fact-driven and unbiased to be shared with the Office of Clinical Studies immediately.