Dear Students:

Congratulations on your decision to become educators. We hope that your time in the field for your course-based field observations and your student teaching placements are the best possible experiences for you. This handbook was written to help you get the most out of your student teaching placements.

Student teaching is a dynamic process. You will learn and experience the dynamic culture of a school. You will experience 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 working toward an ideal - what might be 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. Each participant in the educational process must acknowledge their own uncertainty, their own beliefs, practices, thoughts and feelings and use it as a source of learning. In order for schools to succeed, teachers, students and families must build an educated community rooted in reality and firmly committed to the education of all its children.

We are here to help you with this important step in your professional development. Please don’t hesitate to talk to your Student Teaching Supervisor or visit the program office if you have any questions or concerns.

Sincerely,

Dipti Desai
Director, Art Education Program
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CONTACT INFORMATION

Art Education Office

The Program in Art Education is responsible for:
- Evaluating schools and personnel involved in field placement and supervision;
- Assigning grades to student teachers based on recommendations by university supervisors

Art Education Student Teaching Supervisors:

Dipti Desai  (212) 998-9022  dd25@nyu.edu
David Darts  (212) 998-5719  darts@nyu.edu
Rob McCallum:  (917) 860-7087  rm99@nyu.edu
Phoebe Zinman:  (212) 998-9022  psz1@nyu.edu

Arts Education Field Programs Coordinator:

Ted Hannan  (212) 998-5624  th5@nyu.edu

Certification Procedures Office

Certification Officer for Steinhardt:

Mark Perez  (212) 998-5033  mark.perez@nyu.edu

The Certification Officer is 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 Web Site

http://steinhardt.nyu.edu/teacher_education/
This site offers the latest information about Student Teaching including school information as well as dates of discussions, events, and convocations to which you are invited.

You will also find links to the Department of Teaching and Learning and Art Education at:

http://steinhardt.nyu.edu/teachlearn/
http://steinhardt.nyu.edu/art/education
FIELD OBSERVATION

All students must complete 100 hours of observation in educational settings prior to their first student teaching placement. Each semester, one or more courses will require observations in the field for a specified number of hours. Some of these courses are mandatory for all students, while others are part of a pool of electives. The courses listed below require field observation. Your advisor will keep you apprised of changes or additions.

Graduate Level Courses

- School Arts: Issues in Pedagogy and Curriculum (Elem) 45 hours
- School Arts: Issues in Pedagogy and Curriculum (Sec) 45 hours
- Inquiries into Teaching and Learning 15 hours
- Human Development in the Arts 15 hours
- Art Education in Alternative Settings 30 hours

STUDENT TEACHING

BEFORE ASSIGNMENT TO A SCHOOL

Register with NYC Department of Education

All prospective student teachers assigned to a NYC Public School are required to register online with NYC DOE by going to www.teachnyc.net and clicking on the “NYC Student Teachers” quick link located at the very top left of the home page. You will also receive information on this site about the fingerprinting process.

Fingerprinting

Fingerprinting is required by the Department of Education for student teaching in NYC schools. Even if a student intends to teach elsewhere after they graduate, they must be fingerprinted for student teaching.

Should you have questions regarding the fingerprinting process contact Ted Hannan, the Arts Education Field Programs Coordinator at 212-998-5624, th5@nyu.edu.

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 Art Education program office. Submit this information to your supervisor for inclusion in your records. 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).

SITE SELECTION

Information about Cooperating Schools

The Art Education program maintains a list of schools and cooperating teachers who have hosted NYU students in the past. This list is updated each semester and is distributed to students during the Student Teaching Orientation. This list will also be posted on Apprentice.

You can find the names and locations of additional cooperating schools, for other subject areas, on the NYU Student Teacher Center Web site
http://steinhardt.nyu.edu/teacher_education/schools/.

Department of Education School Report Cards with detailed information about each school are available as links from the Web site in addition to the public web sites

It is also possible to see public schools Arts Reports on the NYC Department of Education web site http://schools.nyc.gov/ (contact Ted Hannan if you have difficulty locating this report at 212-998-5624).

Private schools will either have links to their own Web sites or brief descriptions of whom to contact for more information.
Study the information and select the schools that interest you. Additional descriptions of school programs will be provided when available.

Please be aware that student teaching sites change from semester to semester, so be sure you have the most current list, which is available from the Art Education office.

In order to select a placement, you are encouraged to use the list of school sites to research the best placement for your interests and needs. Take into consideration the philosophy and practice of the art program and teacher, the location of the school, the grade levels and subjects/topics taught, and any potential scheduling issues you will need to adhere to. If you have done previous student teaching, consider the areas where you would like more or different experience.

Student teachers should contact cooperating teachers independently to set up a time to meet and visit the school, being mindful of the teachers’ time and schedule. Please note any special instructions for contacting schools or teachers included in the list of schools distributed by the Art Ed office. Students are welcome to approach schools or teachers that are not included on the list but should do extensive research to make sure that the fit is right. All cooperating teachers will receive 3 tuition credits.

After finding a placement, all student teachers should complete a Student Teaching Placement form (Appendix 2) indicating the school name and address, contact information for the teacher, and schedule of the days and hours when they are on site. Submit this form to your Student Teaching Supervisor within the first 2-3 weeks of the semester. This information will be used to send a formal letter from NYU acknowledging your placement and outlining the expectations for your work in the classroom.

Meeting Your Cooperating Teacher

Before you start your official time as a student teacher, make sure you visit and observe your cooperating teacher, as well as meet with them to address questions about your schedule, the classroom, and your role in it. Review parts of this handbook regarding your responsibilities as well as those of the cooperating teacher and the university supervisor.

ROLES & RESPONSIBILITIES FOR STUDENT TEACHING TEAM MEMBERS
This section outlines the duties of the university supervisor, the cooperating teacher, and your responsibilities as members 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 lead a weekly seminar where issues and resources to support your student teaching experience will be addressed.

It is the responsibility of your supervisor to:

- Assist you in the selection of your teaching placement site by providing relevant background information on schools and cooperating teachers as well as consult with you about your goals and expectations for your placement.

- Provide your cooperating teacher with an orientation letter and follow-up evaluation.

- Facilitate weekly seminars to talk about concerns and experiences as well as timely issues of interest to the teaching profession.

- Clearly communicate in writing the criteria for evaluation and grades.

- Observe you in your classroom, and confer with you at least two times each semester about your experience and practice, providing written and verbal feedback.

- Help troubleshoot problems that might arise during your placement.

- Read and respond to your student-teaching journal to help you reflect on your teaching and learning.

- Provide end-term evaluations of your work that integrate your supervisor and your cooperating teacher's assessment, your participation in the seminar, completion of all required assignments, and your own reflections on your experience.

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 have to work together to foster an environment conducive to learning in and out of the classroom.

**Cooperating Teacher**

The purpose of field placement is to provide a situation in which you can experience the real world of teaching in a supportive environment. No one is more central to that goal than your cooperating teacher, who is an experienced classroom teacher who has agreed to be your on-site mentor and to involve you in the daily classroom routine.

Specifically the cooperating teacher should:

- Brief you on procedures and routines of the school and classroom.
- Share instructional philosophies and methodologies used in the classroom and school.
- Share information about on-site staff development opportunities.
- Introduce you to the students as a co-worker and professional, and continue that support throughout the semester.
- Allow you to teach as often as possible over the course of the semester, ideally serving as the lead teacher for at least 8-10 classes.
- Introduce you to other faculty, school resources, and facilities.
- Inform you of staff development opportunities on site.
- Talk with you about your professional growth.
- Provide information regarding student diversity and its implications for teaching.
- Sign your time sheets.
- Complete a written evaluation provided by your Supervisor at the end of the semester.
- In addition to daily supervision and communication, we suggest you should establish a set time to meet with your cooperating
teacher to provide feedback on your practice and to plan instruction for which you will be responsible on a regular basis.

**Student Teacher Responsibilities**

You have read the responsibilities of your cooperating teacher and university supervisor. Ultimately, the final responsibility will be yours in ensuring a productive student teaching experience. You are encouraged to use every opportunity to make your student teaching experience a constructive learning moment. You are expected to maintain a professional demeanor in all aspects of your participation. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in the final evaluation:

- Read the student teaching handbook and know its content.
- Get fingerprinted at the DOE and make sure you have received clearance to teach in the public schools.
- Submit the Student Teaching Health Assessment Form for the current year to your student teaching supervisor.
- Submit the Student Teacher Placement form with all relevant information about your placement once it is confirmed to your student teaching supervisor.
- Exchange and keep phone numbers and e-mail addresses with your cooperating teacher.
- Be punctual and prompt in all appointments and with all assignments.
- Be mindful of the appropriate dress and appearance commensurate to my role as a teacher.
- Be professional in your 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 your cooperating teacher and university supervisor regarding professional concerns, interests, questions, or problems.
- Become acquainted with the existing curricula and materials.
- Strive to implement the methods and strategies learned in
courses.

• Write lesson plans for all lessons taught and make them available to your supervisor and cooperating teacher.

• Report allegations of child abuse, misconduct or student harassment promptly.

• Notify your NYU supervisor immediately when a problem arises.

• Make regular entries in your student-teaching journal and submit them in a timely fashion.

• 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 yourself 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 the program and level of study.

Additional expectations may be added by your supervisor. If you have any questions, please contact your university supervisor.

ON-SITE EXPERIENCE

This section is about getting started as a student teacher, progressive responsibilities, asking questions that help with self-reflection, keeping a journal, attending the seminars, attendance and time sheets, safety issues, evaluation and grades, and your assessment of the cooperating teachers and university supervisor.

Suggestions for Beginning Student Teaching

As you begin your placement, take time to observe and become acquainted with class content, routines and procedures, classroom climate, and expectations. Begin to find appropriate moments to engage in what will become an ongoing dialogue with the cooperating teacher and university supervisor. There may, on rare occasions, be a situation in which you feel that your needs are not being met. Advise your supervisor as soon as possible if this is the case. Your supervisor will address the problem
in the most appropriate manner. Other suggestions:

- Learn as much as possible about the school 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.

- 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 New York City, students often attend schools outside of their immediate home neighborhoods. Consider the implications of this for students and parents.

- Make every effort to get to know the students individually and when possible, their parent, including special skills and interests, extracurricular activities and responsibilities.

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

- Begin assembling lesson ideas, instructional materials, and resources you plan to use in your student teaching.

- Participate as fully as possible in the classroom. You will be an important 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.

- Keep a notebook 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.

**Progressive Responsibilities**

Our expectation is that you will begin by observing classes to become familiar with the philosophy, practice, and routines of your cooperating teacher. In negotiation with your cooperating teacher, 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 at least 8-10 sessions. 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 your primary focus. If you feel you are being asked to spend too much time with clerical activities, speak to your cooperating teacher and/or your university supervisor.

Reflection

Throughout your student teaching experiences, you will use writing, seminar discussion, classroom documentation through photographs and other means, and scheduled observations/discussions with your cooperating teacher and university supervisor as a way of reflecting on and evaluating your teaching. A list of questions important for reflection is included in Appendix 3.

Keeping a Journal

You should keep a journal of your thoughts, experiences, questions, analysis, and growing understandings of the teaching and learning dynamic. Your university supervisor may require that you submit such a journal as one means to share your thoughts and dialogue with your supervisor. In Appendix 4 you will find suggestions for your writing.

Seminars

Seminars, led by your university supervisor, are held weekly at NYU. The content of seminars can vary depending on the university supervisor and the experience and interests of the students. Seminars might include: assigned readings followed by discussion of topics such as students assessment, technology in the classroom, the job search, lesson planning, class climate, special education, union issues, certification applications, 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 a course requirement. Your attendance is mandatory, and your level of participation is factored into your grade for the entire student teaching experience.

Attendance and Time Sheets

You are expected to report to your placement at the time agreed on by you and your cooperating teacher. If you need to be excused, you must inform your cooperating teacher and your university supervisor. In case of emergency, contact the
cooperating teacher and university supervisor as soon possible regarding the problem. It is important to have the phone numbers of the school and the university supervisor.

Time lost due to absences has to be made up.

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.

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 this record to your university supervisor; it will become part of your permanent record for certification.

**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 Art Education Program Director. 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.

**Obligation to Report Child Abuse, Misconduct or Harassment**

You have the responsibility to immediately report suspicions of child abuse and neglect to the cooperating teacher and university supervisor.

You have the obligation to immediately report to your cooperating teacher or, if s/he is not available, to the assistant principal or principal any information concerning sexual abuse and/or misconduct involving students by Department of Education employees or others connected with school programs or services, whether on or off school premises. You must also
inform your university supervisor, and the Office of Field Activities.

If you witness student-to-student sexual harassment or have knowledge or information or receive notice that a student may have been the victim of sexual harassment by another student you must **immediately** report the alleged act to the cooperating teacher or assistant principal or principal. You must also inform your student teaching supervisor and university supervisor.

**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, the comments of the cooperating teacher and the quality of seminar participation and assignments.

In addition, you will be asked to complete a self-evaluation form at the end of the semester to be provided by your supervisor.

**Evaluation of Your Cooperating Teacher and University Supervisor**

At the close of the semester you will be asked to fill out evaluation forms for the seminar as well as your student teaching experience. The student teaching experience evaluation will be posted on Apprentice. You do not need to identify yourself on these forms. Your input is important to strengthen our program, so we ask you to consider the questions carefully.

**Applying for NYS Certification and NYC Public Schools Employment**

During your student teaching seminar, Mark Perez, Certification Officer will visit your seminar to provide an orientation to the certification process including all necessary paperwork and testing. In Appendix 6 you will find information about the
requirements for NY State Certification and New York City Public School Employment. Please see Appendix 7 if you are applying for out-of-state certification.

STUDENTS SHARE THEIR EXPERIENCES

Beginnings

• “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.”

Pointers

• “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 to 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.”

- “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.”

- “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.”

- “I’m pretty laid back, and I think that has worked to my advantage in terms of my student teaching. I follow the cooperating teacher’s lead, and talk to them about lessons I want to teach. At the end of the day, it is their class and as a student teacher you should respect that. You may have to be assertive when it comes to teaching—some cooperating teachers will push you to teach, while others will not unless you take the initiative—so do that. Ask your cooperating teachers for feedback—ask lots of questions in general.”
“Student teaching can be a little anxiety-causing in the beginning, but try to secure as many opportunities as possible to lead lessons (including planning, teaching, and assessing). It seems that most cooperating teachers tell you they want to give you as many opportunities as they can. You have to be a bit assertive, because unless you seem ready and eager, they’ll fall back on their own lessons. Best of all, try to establish a regular schedule or routine of lessons you will teach. Also, I would stress the importance of documenting student work throughout the semester.
STUDENT TEACHING HEALTH ASSESSMENT FORM

Appendix 1

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___________________________________________________________________________

___________________________________________________________________________

_____ B. Diphtheria Tetanus Toxoid administered within the last nine (9) years?

Yes, Date____________________

No. If no, DTT administration required Date____________________

Signature of examining certified nurse practitioner or physician_________________________

Type or print name_________________________________________ Date of examination________

Address___________________________________________________________________________

Telephone
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.

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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>Tremont Health Center</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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<tr>
<td>Chelsea Health Center</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>
</tr>
<tr>
<td>Corona Health Center</td>
<td>Adults</td>
<td>Tuesday, Wednesday and Thursday 8:30 AM to - 2:30 PM</td>
<td>#7 train to Junction Boulevard</td>
</tr>
<tr>
<td>Homecrest Health Center</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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Name ________________________________ ID#
_________________________________________________________________
Semester: Fall ___ Spring ___ Year: _________ Email: __________________
Type of student teaching: Secondary ___ Elementary ___
School name:
_________________________________________________________________
School address:
_________________________________________________________________
School location (cross streets/directions):
_________________________________________________________________
School phone:
_________________________________________________________________
Cooperating teacher:
_________________________________________________________________
Preferred mailing address:
_________________________________________________________________
Preferred Email: _____________________ Phone: _____________________
Classes/subjects student will work with:
_________________________________________________________________
Grade levels:
_________________________________________________________________
**Student Teaching Schedule** - Indicate days and times:

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Appendix 3

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 or artist’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’ interests, ideas, and needs integrated into my class plans? How inclusive is my classroom, i.e., to what degree do I build my curriculum on students’ voices, cultures and experiences?

- Do I integrate opportunities for student reflection and feedback into my planning?

- How much is my classroom curriculum dependent on published materials, existing models, and worksheets? How much is created from independent sources or my own ideas?

- How often do I affirm and draw out the cultural diversity of my students’ lives?
• How often are cultural diversities integrated into my curriculum? When are students’ values and beliefs used as the foundation of discussions?

• To what extent is curriculum integrated across the other 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

Keeping a Journal

Why is it required?

• Reflecting on one’s experiences 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.
• Journaling provides an opportunity to actively investigate and critically assess your experiences and expectations about being a teacher.

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

A student teaching journal should be rich with observations and experiences, as well as critical reflections and analysis. 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 make regular entries in your journal. Your supervisor will inform you of how many entries he/she will require you to hand in and the format they would like you to use. Following is one strategy used to analyze a specific 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 identified from this episode?

6. What ideas, concepts, or theories from my outside reading or research can I draw connections to?

7. 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?

8. What new questions or avenues of thought have the analysis of this episode stimulated?

9. What specifically 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.

10. 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 and/or in this particular episode?
Appendix 5

New York University – Art Education
STUDENT TEACHING LOG

Date/Semester: ________________________________

Student Info
• Name:

___________________________________________________________________________

• Student ID:

___________________________________________________________________________

• Course:  ___ Student Teaching (Elementary) E90.2406
          ___ Student Teaching (Secondary) E90.2407

Placement Info
Cooperating Teacher:

___________________________________________________________________________

School:

___________________________________________________________________________

Grade level(s):

___________________________________________________________________________

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Teacher’s Signature: _______________ TOTAL HOURS: ________
Appendix 6

New York State Certification
and
New York City Department of Education (NYC Public Schools)
Employment

New York State Certification

NYU will recommend you for Certification to the NYS Education Department in Albany upon graduation. You will first apply online. Online application packets with instructions are available from your department’s Certification Liaison. You will be recommended for an:

**Initial Certificate**, valid for **five** years. You must first:

A. Pass the following New York State Teacher Certification Exams
   - Liberal Arts and Sciences Test (LAST)
   - Assessment of Teaching Skills – Written (ATS-W) (Elementary or Secondary)
   - Content Specialty Test in your area (dual program completers will need two CSTs)

Register and download study guides at [www.nystce.nesinc.com](http://www.nystce.nesinc.com)

B. Have Fingerprints processed (required both for student teaching in NYC public schools and NYS certification)

You should have attended an on campus NYCDOE Fingerprint session or have been fingerprinted for student teaching by the NYCDOE at 65 Court Street, Brooklyn, NY 11201 for processing.

C. Complete our approved teacher certification degree program

The next level of certification in NYS is a:

**Professional Certificate**, valid for **five** years. You will again apply online and may request NYU to recommend you if you are completing your M.A. with NYU. You must first:

A. Complete master's degree (which you may have already done)
B. Complete three years of teaching experience including one year of mentored teaching experience (you will be assigned a mentor in your school)

The Professional Certificate must be renewed every five years by completing 175 hours of professional development (which is equivalent to 12 credit hours)

New York City Department of Education (NYC Public Schools) Employment

If you plan on working for New York City Public Schools (NYCDOE) you must apply at http://schools.nyc.gov/TeachNYC/

Upon completion of application for employment you will be asked to submit a letter documenting that you are currently enrolled in a teacher certification program and will be recommended for NYS certification upon completion.

You may request this letter from your department’s Certification Liaison.

You may fax this letter to the NYCDOE to 718-935-3532 Attn: Pending Documents.

You will not be issued a file number (payroll number) until you have been hired by a school.

Appendix 7

Out-of-State Certification

If you are interested in out of state certification requirements, contact Mark Perez, Certification Officer, 82 Washington Square East, 2nd floor, (212) 998-5033. He will assist you with the process.

You may also visit the web sites of the education departments of each state at: http://www.ed.gov

A direct link to states: http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SEA