COOPERATING TEACHER GUIDE
STUDENT TEACHING IN DANCE

DANCE EDUCATION PROGRAM
DEPARTMENT OF MUSIC AND PERFORMING ARTS PROFESSIONS
THE STEINHARDT SCHOOL OF EDUCATION
NEW YORK UNIVERSITY
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AIMS OF THE STUDENT TEACHING EXPERIENCE:

• The aim of the student teaching experience is to prepare the Student Teacher for the realities and expectations of professional teaching while also helping them maintain reasonable idealisms that serve to progress the field of teaching (realistic idealism). Student Teachers should have the opportunity to cope with the challenges and responsibilities of teaching while also having the opportunity to taste the many satisfactions of teaching and learning.

• The aim of the student teaching experience is to also experience a mentor relationship. It is important for them to understand what contributes to the decisions you make so that they can reflect upon this in their first professional teaching experiences. Cooperating teachers also supply emotional support for their Student Teachers; reminding them that responsibilities do become more and more integrated with experience and that one does not need to know everything all at once. An aim of the student teaching experience is to grow a professional relationship with the Student Teacher so that as they move on in their careers, they can continue to draw upon your expertise and experience to guide them.

• Another aim of the student teaching experience is to grow the Student Teacher’s own intellectual, emotional and artistic development into contextual thinking through significant engagement with the various viewpoints within the school culture and community. We aim to develop dance teachers who move beyond black & white thinking into situated understandings that require reflective practice.

• The Cooperating Teacher as a learner is also a consideration in the student teaching relationship. Each Student Teacher has a proclivity, strength or expertise they have to offer to you and your community. The Cooperating Teacher should model the “teacher-as-learner” through their interactions with their Student Teacher as well as take advantages of the professional development opportunities available to them in the Dance Education Program and at NYU in general.
REQUIRED STUDENT TEACHING HOURS:

- The Dance Education Program as a New York State Department of Education accredited Certification Program requires at minimum, the equivalent of twenty-five (25) full-time days (6.5 hours) in each an elementary school (PK-5) and a secondary school (6-12). The total upon application for certification should be at minimum, fifty (50) full-time days.

- The Cooperating Teacher will be responsible for verifying that the Student Teacher has completed the minimum required hours at their sight by affixing their signature to the student teacher’s Student Teaching Log.

- The Student Teacher is allowed to determine how they will achieve the minimum State requirement in consultation with you, the Cooperating Teacher. **Full days are strongly recommended**, as they best simulate the expectations of professional teaching. Please read the section on **Structuring Student Teaching Experience** to strategize your Student Teacher’s placement with you.

- In fall placements, it is best if the student teacher can begin during the first week of school. Given that the student teacher will need to manage his/her own classroom in only 1 year, it is important that they experience the realities and challenges involved in setting up routines, rituals and expectations.
STRUCTURING THE STUDENT TEACHING EXPERIENCE:

• **Dance Education Program:** Make sure you are familiar with the mission and vision of the Dance Education Program. You can visit our new website, launched in February 2006 at: [http://www.steinhardt.nyu.edu/music/page.php?page_id=507](http://www.steinhardt.nyu.edu/music/page.php?page_id=507)

• **Interview Your Student Teacher:** NYU Dance Education Program Student Teachers have a wide range of pre-existing experience in teaching. Some are novice, others have experience in studio or conservatory contexts and not educational cultures, while some have already worked as teaching-artists in schools. In addition, they also come with a wide range of administrative and instructional planning experience. As such, it is up to each Cooperating Teacher, in collaboration with their Student Teacher, to determine the most effective course of action for the Student Teacher and for your pupils.

• **Customizing Placements:** In most placements, our NYU Dance Student Teachers are given a “focus class” or one specific group of pupils (*see Student Teaching Course Assignments*). Some cooperating teachers assign the curricular objectives to be met in this focus class and allow the student teacher to implement a self-designed unit. Other cooperating teachers want their objectives to be met through specific methodology and thus the focus class is the place where the student teacher apprentices the methodologies used by the cooperating teacher. Either way, it is important for the student teacher to ultimately progress to having the responsibility of teaching as they will be supervised and evaluated (See *Student Teacher Evaluation*.) Most placements progress from working as a **participating observer**, to assisting portions of classes, to teaching portions of a lesson, to teaching a full lesson, to implementing a unit of instruction and finally toward teaching a full-day or full-week.

• **Participating Observer:** It is extremely important that throughout the placement that the student teacher participate along with the students in your class instead of only sit on the side-lines to observe. While it may be effective for the student teacher to conduct some solitary observation, in general, they should be participating with the class. As stated above this should be shifted into assisting and then teaching tasks.

• **Outline Your Expectations:** The Cooperating Teacher should give the Student Teacher a clear outline of what he/she expects. This includes when and where to report to on student teaching days, whom to call if they will be absent, how to address you, your principal and the pupils, what attire is expected and acceptable, etc.
• **Outline Procedures:** Teach your Student Teacher any emergency procedures they should know. For example, they should know the location and phone number for security, the nurses office and the main school office. Outline your policies on the use of touch with the pupils and how to proceed if they encounter physical fights or dance injuries/accidents. Please remember that Student Teachers, as unlicensed, should never be left alone with a group of students.

• **Give Feedback:** Your Student Teacher’s growth benefits from a supportive environment where descriptive feedback is used to help them develop their teaching repertoire. Your Student Teacher will also need your feedback on projects they are required to do for their student teaching course. Your student teacher may also ask you for a letter of recommendation at the culmination of their semester with you. Letters of recommendation are a privilege and completely under the discretion of the Cooperating Teacher.

• **Reveal Additional Responsibilities:** Student Teachers are expected to practice and model the behavior of the professional teacher. As such, they should be exposed to all the responsibilities beyond the actual contact hours with the pupils. Students should arrive when you arrive at the school and leave when you leave and have the opportunity to experience all the procedures that structure your day. In addition your preparation periods can also be used to expose Student Teachers to a variety of tasks that will help them gain confidence in working independently in a school. Student Teachers are expected to keep a *Plan Book* where they record the tasks they completed during each day of their student teaching placement. Some examples of additional experiences Student Teachers should be expose to include (where applicable):

  - Morning line-up
  - Home Room duty
  - Leading classes in hallways and stairwells
  - Leading classes to lunch procedures
  - Line up classes after recess
  - Leading a class during a fire drill
  - Discharging young elementary students to caregivers
  - Shadow you when you plan instruction, conduct administration, phone parents, etc.
  - Giving the Student Teacher tasks and assignments that network them with other classrooms, offices, and school specialists (psychologist, physical therapist, speech therapist, etc.)
  - Linking the ST to instructional and professional-development materials in the teachers’ resource room,
  - Attend meetings (faculty meetings, staff-development, committee meetings, PTA, UFT, etc.)
  - Invite your ST to dance staff-development
  - Have the student observe activity in the school office, cafeteria, study hall, security desk, library, playground, etc.,
  - Aid the ST in setting up observation opportunities with the other arts, PE or classroom teachers you recommend,
- Ask the ST to design an instructional material or to prepare a dance bulletin board or interactive instructional chart or poster,
- Include your ST in preparations and procedures governing fieldtrips and ask your ST to escort pupils on a fieldtrip with you (ordering busses, fieldtrip procedure, subway procedure, etc.),
- Get the ST familiar with accident and other reports,
- Liaison your ST with a classroom teacher who could show them how to cover a classroom in the event of a sick, late or absent teacher (awareness of morning/afternoon routines on elementary level in particular),

Student Teachers can also use down-time such as preps to take observation notes, make plans for classroom observations, and to sit one-on-one with you to get feedback or discuss their assignments.

**Administrative Responsibilities:** When appropriate, student teachers should shadow you during your administrative responsibilities and can be asked to assist in these responsibilities. However, any administrative tasks you give to your student teacher should be limited to the prep times and should be directly related to the function of the dance program. Student teachers should not be doing administrative duties for other teachers, the principal or other administrators or staff.

**Preparing for the Supervisory Visit:** The Student Teacher will be observed teaching at least one time during the placement. A clinical supervisory model is used. In this model, students help to develop the focus of the observation, and then partake in a post-supervisory conference with the Supervisory Teacher from NYU. Beginning in Fall/Spring 2007 an evaluation rubric will also be applied by a NYU supervisor hired to observe the student teacher. Your Student Teacher will need your assistance in planning and scheduling the visit. It is especially important that a video-camera be available on the supervisory visit day in the event that the Supervising Teacher does not arrive. Continuous video footage should be taken; avoiding stopping or pausing the camera.

**Providing Closure:** Both your pupils as well as your Student Teacher will need your assistance in bringing closure to their placement. Take a moment to discuss this with your Student Teacher as the placement draws to an end. You may also want to make plans to keep your Student Teacher connected to the school after their placement has ended through hiring them to substitute teach or asking for their help during your performances (see Cooperating Teacher Benefits).
STUDENT TEACHING COURSE ASSIGNMENTS

• Student Teachers attend a year-long course at NYU during their student teaching placement. Prior to their student teaching placement, the Student Teachers have completed most of the 100 hours of fieldwork in K-12 schools required by the State. These fieldwork experiences are integrated into nine (9) required courses at NYU.

• Student Teachers will have a series of assignments to conduct during their placement with you. These assignments address six (6) major tasks during the student teaching year:

  1) Interviewing you and gathering observations and data that help the student develop a picture of your school community, the school’s educational ideology and your vision for your dance program (understanding teaching as culturally situated),
  2) Gathering observations that aid them in building a realistic management profile for establishing a program at the beginning of a year or semester,
  3) Determining a “teaching goal,” or a teaching skill/concept that they would like to practice toward developing their teaching repertoire. Progress towards achieving the “teaching goal” is the focus of the supervisory visit (engaging them in the process of independently developing their teaching practice),
  4) Determining how they might adapt a previously developed unit of pupil dance learning for your specific school context (understanding how content relates to student development and cultural setting),
  5) Learn how to develop and implement student learning objectives, both planned and in response to schedule changes, as well as develop/pilot assessment tools and devises that correspond to student learning objectives,
  6) Develop a curricular model that embodies their personal visions for teaching and learning and is supported by a review of literature (learning how to implement a vision),
  7) Develop professional materials that contribute to their Teaching Portfolio (preparing for the job market).

• Keep in touch with your Student Teacher regarding the assignments they need to complete for their student teaching course. Planning a regular meeting time or email/phone communications aids the Student Teacher immensely in developing a rich learning experience.

• In addition to NYU assignments, Student Teachers should come prepared to your school site. They should take initiative in developing learning objectives and multiple methods of achieving them. If a student is coming un-prepared for assisting and teaching it may be a sign that they need a discussion to determine what is contributing to this. Sometimes a simple re-examination of your expectations is helpful.
• **National Accreditation:** As of Spring 2006, all of the Teaching & Learning programs in the NYU Steinhardt School of Education are accredited with the Teacher Education Accreditation Council (TEAC). As a part of the accreditation process, new evaluative methods are being implemented across Steinhardt. These evaluation criteria and method will be implemented incrementally and we will do our best to keep cooperating teachers updated with any changes in the evaluation procedures that will be used at NYU.

• **On-Site Supervision:** Student teachers will be visited by a supervisor for evaluation of their teaching toward the end of the NYU academic semester. Supervisors are either NYU faculty or hired consultants such as retired dance teachers.

• **DRSTOS-R:** Beginning in 2006 or 2007, NYU supervisors will be using an evaluation rubric called the Domain Referenced Student Teacher Observation Scale – Revised (DRSTOS-R). All students in the teaching & learning programs in Steinhardt will be evaluated using the same measures, thus providing the college with comparable data across programs. We have attached the criteria for the DRSTOS-R so that cooperating teachers can use this pedagogically in aiding the student teacher in developing competencies.

• **Cooperating Teacher Feedback:** Giving students feedback on what they do well as much as you give them feedback on what they need work on helps to grow realistic practitioners who are less likely to lose their enthusiasm for a teaching career. Student teachers are advised to keep a list of feedback in their Student Teaching Journal. The DRSTOS-R criteria can help focus student teachers’ efforts.

• **Student Identified Teaching Goals:** NYU student teachers in dance are required to formulate goals for their teaching. These goals are focused around building their teaching skills. The student’s self-identified goal for developing their teaching skills should be one of the main achievements that evaluative talk is centered around. However, it is also important for the cooperating teacher to point out other issues the student teacher may need to be aware of or other skills he/she may want to develop during their succeeding semester or as they begin their professional teaching career.

• **Recommendations:** If you are significantly confident of your student teacher’s growth and ability, a letter of recommendation that they may use when searching for jobs would be most appreciated. However, a letter of recommendation is a privilege for high achieving student teachers, not an expectation placed upon the cooperating teacher.
PHOTOGRAPHY, VIDEO & STUDENT WORK:

- NYU is very stringent about the use of photos, video or the work of children. You will not often see children in our promotional materials. However, it is helpful if the student teacher can collect photos, videotape and student work associated with the instruction they have implemented with your pupils. This material will be used for educational purposes such as a method of documenting their experience and as a part of the portfolio they will be developing. Please inform your student teacher if you do not have consent for particular students. If student teachers want to use any photos, video or pupil work in particular beyond educational use and for advertising or promotion, they will need to secure a consent form from the parents for any students for a particular photo/video/work.
COOPERATING TEACHER BENEFITS

• Cooperating Teachers receive 3 points of tuition remuneration per Student Teacher sponsored. Up to two Student Teachers can be sponsored in per semester. Eligibility for the credit begins after the 10th week of the NYU semester. Letters explaining the procedures for obtaining the credit and the expiration policies are processed and mailed out after the 10th week of the NYU semester. Eligibility is reported to and maintained by administrators on the Dean’s level and not within the program.

• Student Teachers are required to develop a “Reciprocity Plan” as a courtesy to your community for sponsoring them. The “Reciprocity Plan” is determined by your student teacher via their observations about what might be helpful to you and your school. Past “Reciprocity Plans” have included volunteering to assist performances, dubbing videos for your dance library, and developing a photo album or iMovie of your students working on dance projects for parent meetings and advocacy. In all cases, the “Reciprocity Plan” is highly dependent on each Student Teacher’s special abilities and their scheduling constraints.

• Cooperating Teachers may request priority reservations for the NYU Dance Education Program M.A. Student Concert and the Distinguished Faculty Concert. A Friday morning concert occurs annually every November and April.

• Cooperating Teachers will be invited to the annual Student Teacher Celebration held each April or May.

• Cooperating Teachers have priority in reserving a date to join us on-campus for the NYU for the Kaleidoscope Dancers Program or may request an off-campus visit. The Kaleidoscope Dancers Program is available annually from January through May.

• Cooperating Teachers who are alumni of the NYU Dance Education Program are also invited to participate in our K-12 Professional Seminar, to audition and perform in our concerts, and to attend other NYU Dance Education Program events.
For questions or issues regarding the student teaching placement, please contact:

Prof. Barbara Bashaw – Coordinator of Dance Teacher Certification
barbara.Bashaw@nyu.edu or 212-998-5406
1. **Pedagogical Content Knowledge**
   Pedagogical practices reflect current research on best pedagogical practice within the discipline and the anticipation of potential pupil misconceptions. Student teacher makes connections with or to other disciplines.

2. **Knowledge of Content Standards**
   Student teacher displays a strong understanding of the city/state content standards and makes connections to other standards within and/or beyond content area.

3. **Long/Short Term Planning**
   Planning for instruction connects to longer term goals and effectively uses pedagogical content knowledge of the subject, the pupils, or the standards.

4. **Constraints on Teaching & Learning**
   Student teacher thoroughly understands the curricular and resource possibilities and constraints of the context and uses them effectively in planning or teaching.

5. **Criteria and Standards**
   Assessment criteria and standards are well developed and explicit.

6. **Feedback, Reflection and Use for Planning**
   Student Teacher uses assessment results to plan for individuals and groups of pupils as well as the class as a whole and uses pupil input in assessment planning.

7. **Student Teacher Interaction with Pupils**
   All students are valued and actively nurtured and validated within the classroom environment.

8. **Classroom Interaction**
   Classroom functions as a genuinely polite, caring and mutually respectful community.

9. **Functioning of Learning Groups**
   Tasks for group work are well organized, and groups are managed so most pupils are engaged at all times.

10. **Transitions**
   Transitions occur smoothly, with almost no loss of instructional time.

11. **Material and Supplies**
    Routines for handling materials and supplies are consistently efficient

12. **Mutual Expectations**
    Standards of conduct are clear to all pupils, and there is evidence of some student participation in their formulation.

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13. **Awareness of Pupil Behavior**  
   Student teacher is alert to pupil behavior at all times and pupils participate in the monitoring process.

14. **Clarity of Goals**  
   Goals are highly sufficient in their selection of content and level of expectations as well as clear and suitable for most pupils in the class.

15. **Knowledge of Students: Pupil’s Skills, Cultural Heritage, Knowledge, Interests, Learning Styles Instructional Needs**  
   Student teacher demonstrates a strong knowledge of pupils skills, knowledge and learning styles for groups of pupils and recognizes the value of this knowledge including those with special needs.

16. **Student Teacher/Pupil Communications**  
   Student teacher’s spoken and written language is clear, correct, and enhances the learning of the subject. Pupils are mastering the standard written language as writers and readers.

17. **Discussion Patterns**  
   Classroom interaction represents true discussion, with student teacher stepping, when appropriate, to the side so pupil-pupil talk dominates.

18. **Relationships with Adults: Supervisor, Cooperating Teacher, School Staff and Parents/Guardians**  
   Student teacher is able to maintain positive relationships with adults and functions effectively as part of a team.

19. **Cultural Context of School and Community**  
   Student teacher demonstrates an expanding knowledge of the cultural context of the school and the community.

20. **Use in Future Teaching**  
   Student teacher is a reflective practitioner, is able to learn from mistakes and successes and adjusts accordingly.