New York State requires two student teaching experiences for individuals earning certification. Therefore, students in the TESOL and Foreign Language certification-track programs at NYU will complete two student teaching placements in consecutive semesters.

Please note that these are basic guidelines for your student teaching placement and may be modified and adapted during your three-way meeting with the cooperating teacher, supervisor and yourself.

**Weeks 1 – 4: Active Observation**
Students will engage in active observation and slowly become integrated into the life of the school and daily functioning of the class. Students may reflect upon the following, in student teaching journals and in conversations:

- Classroom management procedures including first-day procedures, daily routines, physical arrangement of room, norms for behavior
- Instructional methods and strategies (content, types of lessons, group work, workshop model, etc.)
- Observation of students: homogenous vs. heterogeneous grouping, grade level or mixed grades, second-language learners, special education students

Students enrolled in this placement slowly become integrated into the daily functioning of the class by:

- observing their cooperating teachers as they teach
- assisting with curriculum development and class planning
- helping run group work and other activities
- with individual students
- teaching segments of lessons (motivation, Do Now, homework assignment)

***We do not recommend that student teachers in their first placement take over a class before the first three weeks of their placement or at least prior to the three-way conference.***

**Weeks 5 – 9: Active Participation and Early Instruction**
Student teachers assume greater responsibility for the day-to-day conduct of their classes. This may include:

- writing lesson plans and submitting them in advance to the cooperating teacher
- teacher for feedback and critique
- teaching blocks of material each week
- responding to student work
- Begin planning fully-designed unit for implementation in weeks 10-14

**Weeks 10 – 14: Responsibility for Planning and Instruction**
Student teachers, under the guidance of the cooperating teacher, assume responsibility for the planning and implementation of a fully-designed unit, and take over the class for the remaining of the semester. Those responsibilities include:
• researching and writing lesson plans
• planning day-to-day activities
• designing and evaluating assessments, including student grading
• managing disciplinary issues as needed
• consulting with parents and specialists as needed (with the guidance and
  support of the cooperating teacher)

Throughout the semester, students enrolled in this placement should:
• submit all lesson plans, handouts, and other materials to their cooperating teachers for feedback and critique
• submit lesson plans and handouts to supervisors prior to formal observations.
• work closely with their cooperating teachers to ensure that appropriate material is covered
• consult with the cooperating teachers on a regular basis for suggestions on curricular issues, classroom management, and disciplinary issues
• submit a weekly journal to supervisors, keep in regular touch with and respond to suggestions and critiques offered by their supervisors
• Complete all coursework as required for the accompanying student teaching seminar, keep in regular touch with and respond to suggestions and critiques offered by their seminar instructors
• observe other classes/teachers at the school

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 three 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.

ALL student teaching placements end 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.
• 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. (This may vary for graduating students.)
(revised 9/12)