



**New York Institute
of Technology**

School of Education

Teacher Education Program

Student Teaching Handbook

2015-2016

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PREFACE

"A journey of a thousand miles begins with a single step."
Confucius

Good preparation to be an effective teacher in the 21st century classroom is essential to developing the knowledge, skills, technology and dispositions.

An effective student teaching experience requires the cooperation of the student teacher, cooperating teacher, school administrators, and college supervisor. Under the supervision of this collaborative team, the student teacher accepts increasing independence and responsibility as a beginning teacher. Probably at no other time will the student teacher have available the combined resources of the personnel of the school building and district and New York Institute of Technology. Engaging these resources will help the student teacher to grow professionally.

The vital role of student teaching is evidenced by the focus on clinical experience by the New York State Education Department through current requirements for a teaching certificate as outlined in New York State Regulations and Statutes relative to Teacher Certification. The Teacher Education faculty of New York Institute of Technology has also prepared this handbook containing policies and regulations for students planning to teach. Future teachers are encouraged to review the information in this document periodically and contact the Director of Field Placement and Certification, if further clarification is needed.

NEW YORK INSTITUTE OF
TECHNOLOGY

SCHOOL OF EDUCATION
TEACHER EDUCATION
PROGRAM

Dr. Shiang-Kwei Wang

Associate Dean

Dr. Hui-Yin Hsu

Chair, Teacher Education

Luz Minaya

Director of Field Placement
and Certification



TO THE STUDENT TEACHER

Congratulations!

On being accepted to the student teaching semester! Student teaching is the most rewarding part and culminating semester for the entire program. We are very proud that you have achieved important learning goal to become teachers.

Student teaching is a teaching and learning process. You will immerse in the daily activities and culture of your school and its community. You grow and learn together with your students. You will teach in the real classroom and work with school's curriculum to incorporate educational research, theory, and practice you've learned throughout the program.

In order for schools to succeed, teachers, students and families must build a learning community rooted in the authentic practice of education for all. Good luck with your student teaching and enjoy a wonderful semester of teaching in the real classroom.

Sincerely,

Dr. Hui-Yin Hsu

Chair of Teacher Education

Professor Luz Minaya

Director of Field Experience and Certification



STATEMENT OF COMMITMENT

New York Institute of Technology is committed to the development and nurturing of a culturally diverse global community. The philosophy is grounded in the belief that cultural awareness and sensitivity stimulates creativity, promotes exchange of ideas, and enriches life.

New York Institute of Technology is committed to maintaining a community which recognizes the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. The College also accepts the responsibility of providing support of a continuous improvement model that is evidence-based, and that evaluates the effectiveness of its completers.

Entry to the professional semester of student teaching includes, review of the Student Teaching Application committee and final approval from the Chair, as well as an application received on the NYIT published due dates (Oct 1 for spring and March 1 for fall). The essay in the application packet will serve as qualitative evidence of a candidate's dispositions. This is referred to as Gateway 2 and will show the developmental growth of the candidate from their first semester in EDPC 603, to their self-rating in the Exit Survey.

Nondiscrimination Statement

It is the policy of New York Institute of Technology that all persons are to be viewed, evaluated and treated, in any college-related activity or circumstance in which they may be involved, solely as individuals on the basis of their personal abilities, qualifications, and other characteristics relevant to the situation.

No qualified person will be denied admission or employment, nor will any student be subjected to discriminatory treatment or be excluded from participation in any educational program or activity on the basis of race, religion, color, sex, sexual orientation, national origin, handicap, or status as a disabled person.

Questions and concerns regarding College policy and practice or protection afforded individuals against discrimination should be directed to:

Office of General Counsel
New York Institute of Technology
Old Westbury, New York 11568



SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Professional Semester Experience

New York Institute of Technology's Student Teaching Handbook was developed for the purpose of informing teacher candidates, cooperating teachers, school administrators, college supervisors and professors of the policies and procedures of the Teacher Education Program. When expectations, policies and procedures are made clear, all those involved with the Clinical Practice (Supervised Student Teaching) are able to perform to a higher standard of accomplishment and to excel in demonstrating knowledge, skills, and dispositions needed in teaching.

We believe it is essential to outline the conceptual framework of the School of Education and the Mission Statement for Field Experiences and Clinical Practices. The conceptual framework is a statement of core values that shape policy and practice in the education unit of NYIT.



Diversity: Our commitment to diversity is evident in all we do. Our candidates learn to recognize the individual needs of diverse P-12 student populations and to create and customize educational experiences necessary for success in the 21st century global environment.

Technology: Our commitment to technology integration is woven seamlessly through our beliefs and actions. Technology is an integral part of our curriculum, pedagogy and delivery systems. Our candidates learn to make meaningful connections between technologies and their applications for all learners.

Field Relations: Our commitment to collaboration with schools, agencies, community organizations, businesses, and policymakers enriches our programs, our candidates, our partners, and the educational community.



THE STUDENT TEACHING EXPERIENCE

With a strong commitment to the development and nurturing of a culturally diverse global community, our mission is to prepare teachers who understand the nature of schooling, are able to recognize and address deficit views of children, and possess the skills, knowledge and dispositions to advocate for all students.

However, learning to teach is much more than a technical process of acquiring strategies and techniques. Instead, teaching to meet the complex needs presented by a diverse student population demands the ability to ask critical questions, to innovate practice by learning from children and listening to them, and to operate from a perspective regarded by capacity and possibility, not limitations and low expectations.

As such, student teaching takes place in a wide variety of classroom settings located in an equally wide variety of schools including comprehensive public schools, alternative schools, schools within a school, theme or specialty schools, independent schools, urban and suburban schools and schools that are both large and small. Each student can expect to complete a minimum of **two student teaching placements**, each in a different grade level according to the requirements of the specific teaching certificate for which she or he is preparing. For example, if a student is working toward initial certification in childhood education--grades 1-6, one student teaching experience must be in grades 1-3, the other in grades 4-6.

During the student teaching experience, pre-service teachers are guided and instructed by two key individuals—the cooperating teacher, and the field supervisor. While both work collaboratively to support the growth and development of the student teacher, each assumes a very specific role.

Cooperating teachers serve as mentors, models and instructors to student teachers. By welcoming a novice into their classroom, they demonstrate their willingness to guide student teachers in planning and implementing curriculum, afford them many opportunities to develop their personal teaching style and full potential, encourage questions as well as open discussion and dialogue, monitor and assess the many aspects of each student teacher's growth, and challenge, re-direct, question and explain according to the needs of the pre-service student.

Field supervisors are resources for the student teacher as well as the cooperating teacher, and serve as liaisons between the college and the field. Supervisors act as critical friends by observing student teachers' work in classrooms with children/adolescents several times each semester, and providing feedback and suggestions to student teachers to help them improve, analyze or re-think their practice. In addition to providing oral and written feedback on lesson plans and their application, supervisors offer experienced and objective perspectives on overall classroom effectiveness, including classroom management, student response and the student teacher's presence and instruction in the classroom. In addition, supervisors work in collaboration with student teachers to identify specific areas of challenge or interest. In this way, student teachers are able to participate in their own learning and make decisions about particular goals they wish to address.

Teacher candidates, who have been fingerprinted during their observational fieldwork, are placed in cooperating schools by the Director of Field Placement and Certification. The teacher candidate's activities, responsibilities, and performance are assessed based on criteria used for evaluation which have been defined and agreed upon in advance by the Dean of the School of Education and the Chairperson of the teacher education division, and the school district personnel. The teacher candidate is under the close supervision of the cooperating school during the entire period of the clinical practice. College supervisors collaborating with the cooperating school



professionals provide assurance that the teacher candidate experiences awareness and growth in knowledge, skills, and dispositions consistent with program objectives.

The clinical practice experience of 15 weeks provides teacher candidates with opportunities to relate actual classroom instructional experiences with learned theory: **Theory into practice**. The content, activities and assignments in the education coursework coordinate with clinical practice.

The underlying philosophy of the School of Education is to guide discovery learning, to provide creative problem solving experience and to encourage reflective thinking considering the interaction among learner characteristics, content knowledge, and pedagogical skills.

Coursework incorporates recent evidence- based research regarding the content field, pedagogical knowledge, and classroom diversity. Clinical experience is designed to provide teacher candidates with the opportunity to learn the principles of exemplary practice in classroom settings by developing a range of effective teaching strategies in collaboration with master cooperating teachers, as well as preparation for licensure and certification exams.

Teacher candidates are oriented prior to field experiences and clinical practice regarding confidentiality of student records. Consent forms for videotaping will be given to all student teachers to distribute to their students after permission from the district office is official.



ROLES AND RESPONSIBILITIES FOR STUDENT TEACHING

The New York Institute of Technology School of Education Teacher Education Program has established relationships with schools to help support your professional growth. Based on this professional relationship, the school principal and teachers accept you into their classrooms. Remember you are a guest. Positive relations must be maintained with teachers, school personnel, students and their parents. In order to continue offering candidates quality experiences, it is imperative that you follow several guidelines. If you fail to adhere to any guidelines, the NYIT Teacher Education Program in collaboration with the school, reserves the right to terminate your student teaching experience. The case will be forwarded to the chair of the NYIT Teacher Education Program.

Punctuality and Attendance

Student teachers are required to arrive at the school punctually and stay at the school for the required time. Student teachers should arrive at the school at least 15 minutes before the beginning of their first period. You are expected to follow the schedule of your cooperating teacher, including extended hours. In case of an unavoidable absence or lateness, the school, your cooperating teacher, and the college supervisor must be notified. Any missed time must be made up at the end of the semester. Student teachers may wish to exchange home phone numbers with their cooperating teachers to notify them in a timely manner of any absence or lateness.

Dress Code

You are a professional in a professional setting. Remember that when you enter the classroom, you become a part of the learning environment. Appropriate dress and good grooming are essential. If the school follows a dress code, be respectful of it. If you are unsure what is appropriate, dress up for your first visit and then follow the cooperating teacher's advice.

Professional Conduct and Attitude

Proceed with student teaching an efficiently and with as little disruption to the class as possible. Remain objective during your experience. Generally speaking, negative criticism is unwarranted and should not be offered. Any concerns you may have regarding you placement or relationship with the cooperating teacher should be discussed with your college supervisor and the Director of Field Placement and Certification in a confidential setting. It will be considered on a case-by-case basis. Do not wait until the end of the semester to correct a lingering problem or misunderstanding. Avoid confrontations. The NYIT Teacher Education Program is your advocate and will support you when necessary. Become familiar with school rules. Be alert to standards set by the cooperating teacher. Display a highly professional attitude with respect to confidential information about children and parents and with respect to relationships and practices with colleagues and schools.

Your attitude, as well as your physical appearance, indicates your level of seriousness in the field. Having joined a professional community, it is also expected that you will speak and write in ways that are acceptable to this professional community.



Professional Relationships

Be a responsive person, who is genuinely interested in the teacher and the students, yet maintains enough emotional distance to be seen as a professional. It is expected that you will help in whatever is needed for classroom functioning or the school community. It is expected that you will attend faculty and parent meetings and professional development opportunities whenever possible. You may document classroom activities for methods course, seminars or your portfolio. It is appropriate to share this information with the cooperating teacher. It is also expected that you will ask questions about the school, children and the teacher's practice. The way in which you ask questions is critical. Do not give the impression of criticism or disapproval.

ESSENTIAL INFORMATION

The clinical practice experience (supervised student teaching) should be the most satisfying phase of your preparation for teaching. The opportunity to work directly with students in the classroom will provide laboratory experience with many characteristics similar to that of your own future classroom. Although you have had opportunities to observe, participate, and perhaps teach in a classroom, full time student teaching carries many additional responsibilities.

New York Institute of Technology is dedicated to preparing its students to meet the challenges of the classroom with a varied program of professional and academic studies infused with technology. It is impossible, however, to substitute course work for the actual experience of working with students. There will be periods of frustration and normal cycles of “lows” and “highs” during the student teaching period. How much is gained through this experience is largely up to the student teacher. The College Supervisor and the Cooperating Teacher, as well as the Chair of the Teacher Education Program and the Director of Field Placement and Certification, stand ready to assist with any problem affecting the student teacher. This cooperative approach is intended to make available the best possible teaching experience for all students.

Each student teacher should approach student teaching with a sincere desire to learn as much as possible about children and youth, the teaching profession, the teaching process, the school curriculum, and the culture of the community. To help “set the stage” for this meaningful experience, this handbook is dedicated to you, the student teacher.

Each student teacher should be aware of the protocol of their building regarding the hours of attendance, the professional dress code, and any other policies as described in their school handbook.

Student teaching is a full-time educational experience and as the culminating one, it is important that the student teacher understand his/her commitment to their 15 week internship.

Student teaching is comprised of two related but separate processes. First, each student teacher must complete **at least 110 clock hours of field observations** in schools and classrooms prior to student teaching.

Second, New York State certification regulations specify that each student teacher must complete **at least two college-supervised student-teaching experiences** of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. However, it is important to bear in mind that the 20-day requirement is merely a minimum; the amount of time each student teacher spends in each placement typically exceeds this minimum according to the requirements outlined by the program in which she or he is enrolled. As stated earlier, these placements should be in the appropriate subject area and grade level(s). For example, if students are completing a NYS approved certification program covering ALL GRADES, they should have at least one placement in grades K-6, and one in grades 7-12 in the appropriate subject area.

Each student teacher is assigned a field supervisor. This is typically an experienced teacher who is selected by the college to provide support, guidance and feedback to the student teacher over the course of the student teaching term. Supervisors visit and observe student teachers in their classrooms several times during the placement period. The number of **observations required are four (4) observations per student teaching experience**. Supervisors will want to observe student teachers working with children/students in a variety of grouping configurations, subject areas and at different times of the day and week. Supervisors also meet with student teachers prior to each



observation so lesson plans and instructional decisions can be reviewed and discussed, and they document and discuss their observations with the student teacher after each classroom visit as part of the feedback and assessment process.

The student teaching experience is the only time in a teacher's career when she or he works alongside a veteran teacher, receives constant guidance and feedback, and has the luxury to make mistakes/fail/falter/experiment/take risks without irreparable consequences for children/learners given the close support of a mentor. Thus, **paid teaching cannot be substituted in lieu of student teaching**, whether the student is working under an internship certificate or has secured employment on his/her own. Such substitutions will, unfortunately, create problems for students when they apply for certification through NYIT Teacher Education Program, because they will be assessed by NYS as not having completed all institutional state approved requirements.



GENERAL EXPECTATIONS

The expectations below represent general expectations across the NYIT Teacher Education Program. As the opportunity for incorporating and applying knowledge, skills and dispositions acquired through your program, student teaching should enable you to:

- Become an astute observer of students
- Develop strong, supportive relationships with students and their families
- Create rich learning environments and opportunities
- Demonstrate your content knowledge and your ability to convey this knowledge
- Develop facility with planning and curriculum decision-making
- Enact curriculum & instruction appropriate for diverse learners in multiple subjects and settings
- Differentiate instruction to meet the needs of individual students and ensure access to learning
- Assess learners using multiple means or methods, & in relation to different instructional purposes
- Use a variety of culturally relevant materials, resources and technologies to support learning and instruction
- Develop a repertoire of classroom management strategies and insights
- Develop strong communication skills
- Collaborate with your cooperating teacher, other teachers, and your students
- Reflect upon and analyze your own teaching
- Demonstrate professionalism and dependability

Satisfactory completion of requirements

You are expected to complete all program and college requirements in a satisfactory and professional manner. Students who do not satisfactorily meet all program and college expectations and standards cannot be recommended for certification. While teaching is not for everyone and candidates may decide during their program or student teaching experience to consider different career options, the overwhelming majority of student teachers at the NYIT Teacher Education Program successfully complete their programs and achieve certification. We have every confidence in your ability to become a thoughtful, skillful and caring educator, and faculty and supervisors alike will strive to give you the support you need to meet the highest standards.

Attendance Policy & Guidelines

The NYIT professional semester requires that student teachers remain at assigned schools for the full school day, five days per week for 15 weeks. They are required to follow their cooperating school's calendar. Any exception to this policy must be approved by the NYIT School of Education Office. Our absence policy is based on the normal teacher contract rules. In the event of absence, the student teacher is required to contact the cooperating school in keeping with standard procedures for that building. Additionally, the student teacher must contact the Director of Field Placement and Certification at the college. Such absence will be recorded in the daily log and monitored by the cooperating teacher and college supervisor.

The NYIT Teacher Education Program stresses the importance of a full internship experience and recommends that the student teacher be exposed to all aspects of the cooperating teacher's semester. The determination for an end date of placement will be made by the college supervisor, the education chairperson, and the cooperating school. Determination of the end date will include consideration of classroom testing, student grading, graduation,



and so on. All student teachers have been informed that they are to complete their cooperating school's semester, if feasible.

Record Keeping-Policy & Guidelines

Each student teacher must maintain a daily summary of activities. The summaries will be reviewed by the college supervisor and shared at a weekly seminar. The detail, quality, and comprehensiveness of the student summary will be a factor in evaluation of the student teacher performance at the semester's conclusion.

STANDARD GUIDELINES

NYIT School of Education Teacher Education Program is committed to its vision of excellence in educator preparation – for both initial and professional licensure programs that have an impact on P – 12 learners. Our program is fully grounded on preparing effective teachers for the 21st Century classrooms. Two governing backbones that reflect the voice of the education field on what makes a quality teacher are the Council for the Accreditation of Educator Preparation (CAEP) Standards and the InTASC Standards which articulate the content and pedagogical knowledge expected of teacher candidates.

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality Assurance and Continuous Improvement

Interstate Teacher Assessment and Support Consortium (InTASC)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.



Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PREPARING FOR STUDENT TEACHING

Our teacher education faculty views the student teaching professional semester experience as an important component in the overall sequence of teacher candidate activities to ensure that all candidates develop a deep understanding of the critical concepts and principles of their discipline. We have developed a series of checkpoints such as Gateways to assist the teacher candidate and the teacher education faculty in assessing the normative performance of each individual.

We believe that the teacher candidate's development and growth is a continuous process during their coursework, the field experience, and the student teaching semester. At the completion of these experiences, candidates are able to use evidence-based data to inform their decision making, thereby advancing students in their classrooms toward college and career-readiness standards.

We believe that each individual student teacher moves through transition phases or stages and assumes responsibilities, deepens his/her ability in classroom instruction, and assumes the role as the major facilitator of their classroom. These steps are suggestions:

- **Orientation** - to classroom and building- usually a brief period of 1-2 days during which the student teacher discusses and reviews building and classroom policies and procedures, meets other teachers, administrators, and support personnel, and organizes their schedule and record keeping responsibilities. The candidate reviews the edTPA Handbook with the Cooperating teacher to collaborate and design the first initial lesson plans.
- **Assistive Teaching** - usually a period of perhaps a week during which the Cooperating Teacher designs and shares the plans, prepares the materials, and conducts primary instructional activities, while a student teacher assists with classroom supervision, routine classroom procedures, checking student work and providing limited instructional guidance under close supervision;
- **Team Teaching** - a period of time when the cooperating teacher judges that the student teacher is ready to co-teach lessons, cooperatively plan and/or present material and activities, and share instructional responsibilities;
- **Reversal of Assistive Teaching** - a period of time when the cooperating teacher now serves as an assistant and support member of the team, and the student teacher has assumed the instruction and supervision of lessons;
- **Full Teaching Responsibilities** - hopefully achieved when the cooperating teacher and college supervisor have judged the candidate to be sufficiently confident and competent to plan, present, assess, and evaluate student learning based on lessons focused on a particular unit or series of related skills.

To assist the student teacher in preparing for his Professional Semester Experience NYIT Teacher Education Program has designed templates to include, planned instructional strategies, and developed assessment activities that are aligned with our institutional mission, our school mission, our conceptual framework, as well as Common Core, CAEP and INTASC standards.



Toward the end of the placement, the cooperating teacher will be asked to submit a summative evaluation of the student teacher's performance. The cooperating teacher's knowledge and guidance are essential to the student teachers' professional development; additionally, his or her impressions constitute a meaningful factor in the student teacher's assessment.

It is the policy of our Teacher Education Program to work cooperatively and in partnership with the school district and building personnel at all times. Consistent with this policy, we require student teachers to be under direct supervision of certified personnel at all times. Occasionally a situation may arise wherein the cooperating teacher may be absent for a day or for several days. We encourage the student teacher to assist in providing continuity to instruction at these times, by accepting responsibility as the cooperating teacher determines to be appropriate, and to instruct classes under supervision of a district-approved substitute teacher.



PREPARING FOR NYS CERTIFICATION

The goals you have been working toward are finally within your reach—graduation and teacher certification. Congratulations! Below are some steps you can take to ensure that you have all you need in place for the certification process to go smoothly. In addition, we have included **a certification checklist** below, as well as more detailed information about various certification types and regulations.

Candidates seeking to work in New York State must obtain certification in their specific teaching area as required by the New York State Education Department. Upon successful completion of the program, the NYIT Teacher Education Program will recommend the candidate for certification.

In order for you to receive Initial/Professional Certification from New York State, you **MUST** meet the following requirements:

- Conferred Master's Degree or completion of an Advanced Certificate program
- Required amount of academic credits for specific area of certification
- Required amount of professional education credits for specific area of certification
- College supervised student teaching experience
- Passing scores on the ALST, EAS, CST (multi subject 1-6) and edTPA exams
- 2 hour training seminar on the Identification and Reporting of Child Abuse and Maltreatment
- 2 hour training seminar on School Violence Prevention and Intervention
- 6 hour training seminar on Dignity For all Student Act (DASA Training)

Completing all applications: Graduation and certification are related but separate processes, each of which requires a specific application. See the timeline on the following pages for detailed information.



The table below identifies the new exams:

NEW EXAMS: APPLYING FOR CERTIFICATION ON OR AFTER MAY 1, 2014	
NEW YORK STATE CERTIFIED TEACHER	Teacher Performance Assessment (edTPA)
	Educating All Students Test(EAS)
	Academic Literacy Skills Test (ALST)
	Revised Content Specialty Test (CST)

Sample test questions and frameworks are available at:

http://www.nystce.nesinc.com/NY_annProgramUpdate.asp#TestMaterials

edTPA (Teacher Performance Assessment)

Authored and developed by a team of Stanford University researchers, with substantive advice from teachers and teacher educators, edTPA is designed to be used as a portfolio-based assessment for pre-service teacher candidates. Aligned with the Common Core and InTASC Standards, the edTPA assesses high leverage teaching behaviors that focus on student learning. The edTPA is intended as a multiple measure system to assess teacher quality.

The edTPA, identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment—3--5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from their actual teaching during a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on student learning strengths and needs. Candidates' evidence is evaluated and scored on multiple measures within five dimensions of teaching.

1. Planning Instruction and Assessment establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/assessments, as well as a planning commentary that justifies the plans based on the candidate's knowledge of diverse students' learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core), build upon students' prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.

2. Instructing and Engaging Students in Learning includes one or two **unedited video clips** of 15--20 minutes from lessons taught in the learning segment, and an instruction commentary analyzing how the candidate engages students in learning tasks and activities. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings.



3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.

4. **Analysis of Teaching Effectiveness** includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' use of language (subject specific vocabulary and processing and production of oral/written texts) to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples or video recordings of student engagement.

-Stanford Center for Assessment, Learning and Equity (SCALE) June 2012



APPLYING FOR CERTIFICATION

The following is a recommended process for completing a New York State Education Department (NYSED) Approved Teacher Preparation Program leading to Initial/Professional Certification

At the start of your program:

Consult with your program advisor to confirm that you have been admitted into a program leading to a NYSED approved initial/professional certificate. Requirements include (but are not limited to):

- ☐ Your program teacher preparation course outline
- ☐ Depending on program requirement: Student teaching/practicum placement

As you go along in your studies, keep in mind that there are certain certification requirements that also need to be addressed prior to completion of your program:

Complete 3 Training Sessions

- ☐ Child Abuse Identification and Reporting Training
- ☐ School Violence Prevention and Intervention Training
- ☐ Dignity for All Students Act (DASA)

Take required New York State Teacher Certification Exams (NYSTCE) – Exam requirement(s) will vary depending on your certificate title. Information regarding these tests can be found at: www.nystce.nesinc.com

- ☐ Academic Literacy Skills Test (ALST)
- ☐ Educating All Students Test (EAS)
- ☐ Revised Content Specialty Test (CST) (Check NYSED website for which test) (The previous CST will be accepted)
- ☐ edTPA (Teacher Performance Assessment) (Unless you already hold an initial certificate from New York State)

Special Note: A passing score on the ATS-W exam will be accepted toward certification if you did not obtain a passing score on the edTPA until June 30, 2016.

NYSED - TEACH Online Services System Process

Students are to:

- ☐ Go to the NYSED website: www.highered.nysed.gov/tcert/
- ☐ Create a TEACH account
- ☐ Apply electronically for certificate(s) through TEACH
- ☐ Pay for certificate(s).



The NYIT School of Education will:

- Enter in TEACH your NYS-institutional certification recommendation after:

☐ The Registrar's Office has granted you graduation clearance

☐ The NYIT School of Education has received all your supporting documents

- Upon having all of the abovementioned requirements fulfilled and after entering your institutional recommendation in TEACH, generate a letter to the student stating the completion of the NYSED approved teacher preparation program (to be used for possible employment purposes)(upon request)

You can track your certification status at www.highered.nysed.gov/tcert



Your field experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching and Evaluation/Conferring

I. Orientation--The Teacher Candidate's First Days

At the beginning of the field experience you will become acquainted with the school, the students, your cooperating teacher and other school personnel. Your effectiveness will be enhanced by your involvement. Meet with the cooperating teacher before you start the field experience to become acquainted with the school and relieve some anxiety you have for the first day.

1. Set up a meeting with your cooperating teacher and your college supervisor during which the college supervisor will orient both you and your cooperating teacher regarding NYIT expectations.
2. Become familiar with the school regulations. As a "co-teacher" in the system, you will be enforcing student regulations and observing teacher regulations just as a teacher under contract would.
3. Tour the school building to become familiar with its layout.
4. Familiarize yourself with the entire scope of your cooperating teacher's responsibilities.
5. Introduce yourself to the personnel in the school.
6. Become familiar with materials, equipment and aids available for your use, and learn the procedure for requisitioning those materials.
7. Know what to do in case of emergencies. Follow the district policy on whom to call, how to report, and what not to do.
8. Be familiar with fire drill procedures for each room in which you teach. If you are teaching in a special area such as physical education, family and consumer science, technology, or chemistry, note any special precautions.
9. Acquaint yourself with classroom routines used by your cooperating teacher. Note procedures used for such activities as taking attendance, distributing supplies, collecting papers, sharpening pencils, leaving the room, going to the library and dismissing the class. Observe how announcements are relayed from the office.
10. Obtain a schedule for required meetings—faculty, curriculum groups and school-wide gatherings; and attend these meetings.
11. Sit down with the cooperating teacher and work out a long- range curriculum showing the content to be covered, the areas for which you will be responsible, materials needed, etc. Consider the content and timeframe for the implementation of your TWS lesson sequence.
12. Become sensitive to the values and expectations of the community and school in which you work.
13. Be aware that a successful relationship between the teacher candidate and the cooperating teacher requires effort from both individuals. Some considerations are listed below.
 - a. Remember that the cooperating teacher is legally responsible for the class and for the students.
 - b. Be certain, at all times, to deal with your cooperating teacher in a flexible and courteous manner.
 - c. Check with your cooperating teacher before trying a new method or approach with the students.
 - d. Take the initiative in your relationship with your cooperating teacher. When you have questions or concerns don't wait passively, expecting your cooperating teacher to diagnose your needs.
 - e. Have all lesson plans prepared 48 hours ahead and checked by the cooperating teacher and college supervisor. Maintain a notebook for your lesson plans for the college supervisor.

- f. Consult your cooperating teacher when you have concerns in your field experience, and if concerns remain an issue, contact your college supervisor.
- g. Accept constructive criticism in a spirit of growth since your cooperating teacher is helping you develop as a teacher.

14. Model professional behavior. Some aspects to remember are listed below:

- a. Become familiar with the teaching profession code of ethics.
- b. Participate in professional organizations and keep current by reading professional literature.
- c. Know the legal responsibility of teachers.
- d. Keep all information about students confidential.
- e. Under no circumstances date your students.
- f. Be well groomed and dress as a professional teacher. You don't get a second chance to make your first impression.
- g. Be cautious about physical contact with students and remember that what may be appropriate depends on age, culture and gender.
- h. Manifest genuine pride in the teaching profession; consider yourself a member of the profession.
- i. Do not hold conferences behind closed doors or in secluded places because in case of accusation of misconduct, it will be your word against the student's.
- j. Remember, as a teacher you are a representative of a pluralistic society; never expound upon your religious or political views.
- k. Model appropriate use of the English language and avoid overuse of slang expressions such as "O.K.," "all right," "you guys," and "listen up."
- l. Maintain a proper teacher - student relationship. You are in a position of authority; you are not a peer to the students. Do not try to become "popular" with the students in order to maintain discipline; it will not work.
- m. Review the expectations and procedures for dealing with suspected child abuse or neglect.

15. Fulfill the requirements of the field experience.

- a. Complete 15 weeks (40 days) of teaching and professional in-service days.
- b. Notify both the cooperating teacher and the college supervisor if you will miss school.
- c. If you are absent due to illness for more than two days during the semester, those days must be made up.
- d. Fulfill your commitment to your field experience and the school. Do not request time off to attend other functions, e.g., weddings, travel, etc.

16. Know where your cooperating teacher's sub plans are and know how to use them.

II. Observation

Your initial orientation period will be followed by a time of observation in your placement classroom. This important phase of your field experience is designed for you to become acquainted with classroom procedures and materials. Your observations of other teachers and classrooms should be systematically and continually planned and are usually done near the end of your student teaching experience. After you have collected factual information on the observations, take time to analyze and evaluate the data you have collected and write about it in your journal. Be prepared to discuss this with your college supervisor.

During this time observe a wide variety of situations.



- a. Observe other teachers.
- b. Observe other subject areas and/or grade levels. Your building principal and cooperating teacher can assist you in planning observations.
- c. Interview both professional staff (counselors and librarians) and classified staff (school secretary or clerk and custodians).
- d. Interview a building level administrator.

III. Induction to Teaching

From the first day of your field experience, work with your cooperating teacher in structuring **activities** that will prepare you for full-time teaching responsibilities. Specific suggestions are in “Cooperating Teacher Packet”.

IV. Planning

Effective lessons in a classroom don't just happen; they are carefully planned. No adequate substitute exists for thorough planning. Thorough planning will help you to:

- a. Be poised and confident
- b. Tie in lesson plans to the goals of the school curriculum
- c. Take advantage of "teachable moments" and not cut off worthwhile discussions just to accomplish the specific lesson objectives
- d. Present materials logically and completely
- e. Ensure continuity with the preceding and following lessons
- f. Meet the goals of the established curriculum
- g. Understand thoroughly the subject to be taught
- h. Identify necessary instructional materials
- i. Incorporate a variety of appropriate teaching methods
- j. Construct clear and concise assignments
- k. Focus on closure in each lesson.
- l. Design pre-, formative, and summative assessments that will inform instruction and allow you to objectively document student achievement.

1. Teacher Work Sample (TWS): Instructional Sequence

- a. A unit/instructional sequence is a plan for sequential, related learning experiences and provides an overview for teaching. The Teacher Work Sample Guide will help you through this process. Please submit TWS lesson plans to the CT before teaching the sequence for approval. After instruction, submit revised lesson plans (red/green annotations) to the CT for a final assessment.

2. Daily Lesson Plan

- a. At the beginning of your experience, for all TWS lessons, and for all observed lessons, we ask that you create a detailed lesson plan (see TWS guide). Later in the field experience, a modified format can be worked out with the cooperating teacher that will be less time consuming, yet focus on the important areas that you need to emphasize in your planning and implementation.



- b. When writing plans, think primarily about what will happen to the students in the course of an activity or class period and what learning behavior you expect. The ultimate effectiveness of your lesson plan will be evident in the students' response during and after the presentation.

V. Teaching

Now that you have nearly completed your pre-service training, you are expected to have mastered the subjects you will teach and should be able to use a variety of teaching methods. You are also expected to provide a good learning atmosphere with effective classroom management. In order to establish effective management procedures, consult with your cooperating teacher.

1. Classroom management and good discipline are less likely to deteriorate if you follow the suggestions below:
 - a. Model your expectations for behavior.
 - b. Provide quality instruction so that students are successful and challenged at their learning level.
 - c. Remember, telling is not teaching, so avoid over-reliance on the lecture method because it is easy to lose students' attention if they seldom get to participate. Instead, develop quality questioning skills to involve students in discussion.
 - d. Be consistent and impartial in the enforcement of standards of behavior.
 - e. Never use sarcasm; rather foster a culture of respect and rapport.
 - f. Examine your reinforcement techniques carefully if the same behavior problems persist with the same student.
 - g. Make no demands you cannot enforce.
 - h. Remember that any discipline measures you use should conform to the policies of the school and the instructions of your cooperating teacher.
2. A positive classroom climate provides a good learning atmosphere and can be encouraged in the following ways:
 - a. Show high regard for each student and model enthusiasm for each area of the curriculum that you teach.
 - b. Be sympathetic and supportive toward all students.
 - c. Consider yourself a co-teacher and actively assume responsibility for the class. Take initiative! Do something constructive without being told. Consult your cooperating teacher first, and if approved, take action. Avoid having to be told everything you are to do.
 - d. Recognize that each student is an individual and take into consideration individual abilities, interests and capacities for learning.
 - e. Use proper grammar, spelling, and punctuation. Work to improve communications. Use professional language at all times. Avoid trite and slang expressions.
 - f. Use your time efficiently. Plan your day; organize everything you are to do. Plan for success!
 - g. Be well groomed and professionally dressed at all times.
 - h. Be prompt or early. Avoid absences. Notify your mentor teacher if you will be late or absent for any reason. Do not simply leave a message; if necessary call the office and talk with someone to assure that your mentor teacher receives your message. Let your college supervisor know of any absences.

VI. Evaluation and Conferring

1. Self-Evaluation

- a. As an effective teacher, you should continually reflect back on your performance, assessing your teaching plans and your teaching behaviors. After each lesson you should assess yourself in writing (journal) and with notes written on your lesson plan (See TWS guide). Follow your assessment by a conference with your cooperating teacher and college supervisor. (Three-Way Conference).
- b. A valuable source of feedback is the students in your classroom. Obtain information about your teaching by using a student survey or "exit slips."
- c. Video recording your own teaching can be an excellent source of assessment. Use some of the systematic observation instruments to assess your performance; do not simply watch it on a judgmental level. You need to focus on specific behaviors so you can identify your real strengths and weaknesses. NYIT suggests that you make at least six videos of your teaching—one early in the experience (suggested), two from your TWS sequence (required), and three late in the experience (suggested). Comparing these makes excellent reflective material for Section Four of your TWS and submission to the edTPA requirement.

2. Conferring with the Cooperating Teacher for Evaluation

Your cooperating teacher is encouraged to assume a collegial/coaching mode in relation to evaluation and conferring. Expect your cooperating teacher to:

- a. Provide feedback on a daily (informal) basis, especially during the early part of the experience
- b. Arrange a formal conference at least once a week with feedback
- c. Evaluate you using the summative evaluation of the student teacher's performance

3. Conferring with the College Supervisor

Your college supervisor is encouraged to be both a counselor and a supervisor. Contact your college supervisor as soon as you receive the contact information, and schedule an initial meeting for the college supervisor to orient you and your cooperating teacher.

EVALUATION INSTRUMENT

The NYIT Teacher Education faculty have carefully considered and planned the assessment process for evaluating student teacher performance. The process includes, but is not limited to, the following activities.

1. **Informal classroom** visits by the college supervisor, sometimes at the request of the cooperating teacher, but always with the purpose of verifying the nature and quality of the student teacher's experience and performance;
2. **Formal classroom** observations by the college supervisor, that include a pre observation conference, post observation conference and a written lesson observation report;
3. Completion of both **four Formative** and **one Summative** Evaluation Statements by the College Supervisor, and a separate Summative Evaluation Statement by the Cooperating Teacher;
4. Completion of **Teacher Work Sample (TWS): keystone assignment** to be given to supervisor on assigned due date and uploaded onto TaskStream.
5. Completion of ed/TPA Tasks as posted on Blackboard and GoReact.

The Teacher Work Sample (TWS) is a document which will demonstrate your ability to plan, to deliver and to assess a standards-based instructional sequence that facilitates the learning of P- 12 students. In order to understand the expectations of this TWS, you are asked to read the entire document/guide before deciding how to approach each of the required tasks. Creating an instructional sequence is not a linear task; and, thus, you will be moving between each of the sections in order to keep reviewing and revising the material which needs to be taught and documented.

This assignment is an important part of your final teaching experience, but it is only an assignment. The time you spend in the classroom teaching is the most important part of this field experience. This TWS is an instrument to document how well you understand standards based, aligned instruction; differentiation; and assessment-informed instruction.

Literacy

Candidate's Name:

Grade Level:

Title of the lesson:

Length of the lesson:

Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

Sample: Phonics and word recognitions (Grades K-1)

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

Sample: Phonemic awareness, phonological awareness, letters and alphabets, letter-sound correspondence

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

[Common Core Learning Standards for ELA and Literacy](#)

Sample: CCSS RF 1.3 (Reading: Foundational Skills, Phonics and Word Recognitions)

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Support literacy development through language (academic language)



- Identify one language function (i.e. analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)
- Identify a key learning task from your plans that provide students opportunities to practice using the language function.
- Describe language demands (written or oral) students need to understand and/or use.

Vocabulary

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment
- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

Sentence Level

- Sentence structure, transitions/connectives, complex verb tenses

Discourse

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Sample: Recognize and spell/and or write

Learning objectives

Sample:

1. Will know the spelling-sound correspondences for common consonant digraphs.
2. Will decode regularly spelled one-syllable words.
3. Will recognize and read grade-appropriate irregularly spelled words.

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Apply sound in context (guided reading with running record and miscue analysis to inform teaching effectiveness and student learning outcomes.

Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets
- research and/or theory
- developmental
- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Read-aloud, re-reading, sentence strip, word sort, reading-writing connection, invented spelling

Theory/research: Automaticity to develop fluency and comprehension.

Accommodations and modifications: ELLs/struggling readers: Visual and technology

Instructional resources and materials used to engage students in learning.

Sample: Use starfall.com (technology) website to reinforce the skills.

Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

NYIT Teacher Education Standardized Lesson Plan Format
Mathematics Re-Engagement

Candidate's Name:

Grade Level:

Title of the lesson:

Length of the lesson:

Central focus of the lesson (The central focus should align with the CCSS standards and support students to develop an essential mathematical understanding that will connect the mathematical practices with the content.)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

Sample:

Multiply a single-digit number by a multiple of 10 up to 90 using place value and properties of operations.

A number line can be used to find the product.

Understanding of place value

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

Sample: What they Know

Skip count by 10 up to 1000. (2.NBT.2)

Place Value for 3 digits (2.NBT.1)

What they Are Learning to Do -

Strategies based on place value and properties of operations to multiply one-digit whole numbers by multiples of 10.

Multiply a four-digit number by a one-digit number (4.NBT.5)
Divide single digit divisors into 4-digit dividends (4.NBT.6)

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)
Common Core Learning Standards for Math)

Sample: CCSS.Math.Content.3.NBT.A.3

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Mathematical Practice Standards

SMP.4 Model with Mathematics

SMP.5 Use appropriate tools strategically

Sample: Recognize that visual representation that can be used to solve a problem..

Learning objectives

Sample:

1. Will use a number line to multiply a single digit number by ten
2. Will understand that the commutative property is applicable in multiplication

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Students will demonstrate understanding by applying multiplication to solve word problems.

Example: The students in the third grade are taking a field trip to the zoo. There are ninety three students, three teachers, and three parents who will be going. There are three buses and each bus has forty seats. How many seats are available in all

Differentiation: There are 3 buses with 40 seats in each bus. How many seats are available?

Challenge: How many empty seats will there be?

Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets
- research and/or theory
- developmental appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Manipulatives, online simulations

Theory/research: There is controversy that multiplication not be taught using repeated addition. Repeated addition works well with integers but a problem develops in later years when multiplication is extended to fractions. Teaching multiplication through the use of the number line is a visual that can be extended in upcoming years.

Accommodations and modifications: Leveled worksheets, manipulatives and technology, video tutorials

Instructional resources and materials used to engage students in learning.

Sample: Use Explorelearning.com (technology) website to engage in online simulations

Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

Re-engaging students in learning mathematics

- Identify a targeted learning objective/goal based on the analysis of student work samples.
- Design a re-engagement lesson based on the targeted learning objective/goal.
- Teach the re-engagement lesson. The lesson may be planned for one-on-one, small group, or whole class implementation.
- Collect and submit 3 examples of student work from the same students from the re-engagement lesson that provide evidence of student mathematical understanding (e.g., formative assessment or exit ticket.)
- Analyze the effectiveness of the re-engagement lesson and consider its impact on student learning.

Barbara Knab Spring 2014



LESSON PLAN SELF-REFLECTION

STUDENT TEACHER: _____ **DATE:** _____

To self-assess your practice, consider these questions:

To what extent did I meet the instructional goals? What is the evidence of this?

What are the similarities and differences between what I planned and what actually happened?

What changes would I make if I were to teach this lesson again to the same group of students?

Thinking about the results I got, how did I design the lesson in a way that helped yield those results?

Did this lesson reveal any aspects of my practice that would benefit from focused professional development?

Once completed attach document to lesson plan for you records

Adapted from Charlotte Danielson's (2013) Implementing the Framework for Teaching in Enhancing Professional Practice.

Student Teacher's Responsibilities

As a student teacher candidate, I understand that I represent the New York Institute of Technology School of Education when I enter my student teacher school site. During my student teaching experiences, I will maintain a professional relationship with the school community as I strive to make the most of this learning experience.

I have reviewed the responsibilities listed below and understand that it is a summary of the minimum criteria necessary for a successful student teaching placement. I further understand that these are some of the key components that will be reviewed as part of my final student evaluation.

Therefore, I agree to the following responsibilities:

- Review the content of the NYIT School of Education's Student Teaching Handbook.
- Exchange phone numbers and email addresses with my cooperating teacher and college supervisor as soon as my school placement is confirmed by the Director of Field Placement and Certification.
- Be punctual for all my student teaching appointments and assignments.
- Be mindful of the appropriate dress and appearance required by my cooperating school site(s).
- Be professional in my relationship with my cooperating schools' educational community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher, college supervisor, cooperating school's staff, parents and students.
- Confer on a regular basis with my cooperating teacher and college supervisor regarding my professional concerns, interests, questions or problems.
- Immediately notify my college supervisor when a problem arises.
- Strive to learn my students' names and to develop an appropriate support with them.
- Strive to become involved in my cooperating school's educational community by attending faculty conferences, parents conferences, and after-school activities.
- Participate in professional development days with my cooperating school's faculty.
- Strive to become familiar with the community in which my students live as well as the neighborhood of my cooperating school.
- Strive to take the initiative for assuming increasing teacher responsibilities that are appropriate to the expectation of my program and in collaboration with my cooperating teacher.
- Make every effort to become acquainted with the curriculum, and materials for my grade level and/or subject area.

- Make every effort to implement the teaching methods, strategies and technology that I have learned in my teaching preparation courses.
- Write lesson plans for all lessons that I teach and make them available to my college supervisor and cooperating teachers.
- Strive to utilize various methods to assess for my students' learning.
- Strive to become a reflective student teacher by making adjustments to my teaching based upon my assessments of my learning.

I have read and understand the above responsibilities for a student teacher.

Student Teacher Candidate's Name (print): _____

Signature: _____ Date: _____ NYIT ID Number _____



A GUIDE FOR STRUCTURING YOUR CLASSROOM OBSERVATIONS

Introduction:

Your instructor will provide you with fieldwork assignments that may include many of the experiences listed on the Fieldwork Summary Form.

In order to prepare for your classroom observations, you may need to rethink how you observe an activity that is very familiar to you. Remember, you have spent many years as a student with a primary focus on the lesson's subject matter. The other "typical classroom distractions" may not have been important to you.

Some ideas to consider:

With fieldwork observations, you may now need to shift your focus from the content of the lesson to what the teacher and students are doing. **Some examples to consider are:**

1. What type of material is the teacher putting on the board? Examples: Summary of key ideas; vocabulary, lesson agendas; names of students for behavior related issues.
2. What are the students doing while the teacher is writing on the board? Examples: Students are writing in their notebooks; Students are talking to each other and not paying attention.
3. How is the classroom organized? Examples: Students' desks are in row vs. in groups; the teacher's desk location; Teacher's seating plan; Different seating for different lessons.
4. Note the teacher's movement about the classroom. Think about why the teacher stands in a certain location at a given time.
5. How would you describe the teacher-student and student-student interactions? Examples: Different students are called to participate; Students respond to each other's comments; Students constantly talk to each other without the teacher's permission.
6. What other important aspects of the classroom have you noticed? Examples: Students' work is displayed; there are resource centers; there are content specific charts and/or displays.
7. What strategies does the teacher use to manage students' behavior? Examples: Eye contact or a unique signal directed to a misbehaving student; Moving near a student; Writing students' names on the board as a disciplinary warning; a variety of positive reinforcements for good behavior.

Summary:

As you observe some of the classroom behaviors, you may find yourself agreeing or disagreeing with the teacher.

This is to be expected. You should reflect on these interactions and respond to them in your written fieldwork assignments by referring to your course readings and/or class discussions. Your fieldwork experiences should enable you to engage in critical observations and reflections that may lead you to understand that there are multiple levels of meaning in how we pursue the work of education.

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 _____

Cooperating Teacher Signature _____

College Supervisor Signature _____



Notes to the Cooperating Teacher

The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

Welcoming the student teacher to your classroom and school

All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. To make a successful transition into the field placement, student teachers need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as “real” teachers. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

- Talk to your students ahead of time about the second teacher who will be joining the class. Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.
- Encourage your student teacher to learn the names and important background information of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.
- Be prepared to spend some time talking with your student teacher. Share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, think aloud about the goals you have for your students that year. Encourage your student teacher to share in return...goals, fears, talents, previous experience, etc. Get to know one another.
- Introduce your student teacher to other faculty and personnel in the school.
- Provide a work area for your student teacher and a space for personal belongings.
- Acquaint your student teacher with curriculum materials, instructional supplies, teaching aids, and other available equipment or technology.
- Articulate the rules, regulations and practices of the school; share the school’s mission, as well as the services and programs that are provided.
- Add the student teacher’s name to the classroom door.
- Don’t forget to underscore confidentiality issues.

Gathering information and establishing channels of communication

- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- Review program documents and student teaching guidelines together.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been—and will be—going on in the classroom.
- Meet with your student teacher’s college supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the student teacher can discuss goals, needs and progress.

Planning for your student teacher's growth and development over time

Learning to teach is not only complex, but should be deliberate and gradual. Think about how you will scaffold your student teacher's learning and development over time so that she or he can gradually assume more and more responsibility and gain independence as a teacher. At the beginning of the experience, observation is particularly important so that student teachers learn to see classrooms and learners with new and ever more-informed eyes. Guide your student teacher to assume responsibilities in measured increments—beginning first perhaps by working one-to-one with students, then with small groups, on to larger groups or the whole class, moving on to the design and implementation of instructional sequences and unit plans and culminating in full or major responsibility for day-to-day teaching and long term/overall planning.

As you structure learning opportunities for your student teacher, consider your own role and how you will guide and assess her/his progress. Observe your student teacher regularly and offer feedback and suggestions designed to help him/her improve, reconsider, more deeply understand or revise practice. Share your own pedagogical decision-making with your student teacher so she/he can benefit from your “thinking” aloud. Finally, remain open to your student teacher's ideas and create spaces for your student teacher to experiment with possibilities.

Inducting your student teacher into the teaching profession

There are many aspects of becoming a teacher that extend beyond direct interaction with and instruction of students. Think about knowledge, skills and experiences your student teacher will need to participate fully and productively in the school and the profession. For example, you may consider sharing assessment and record keeping techniques, involving your student teacher in grade/department/school meetings, or, when appropriate, including your student teacher in conferences with parents. You may also want to encourage your student teacher to attend after-school activities or events, or to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.

Notes to the College Supervisor

We know that supervision is a difficult responsibility to take on, given the need to delicately balance support and guidance with critique and evaluation. Supervisors are critical to student teacher success because they guide pre-service teachers to think not only about the “what” or “doing” of teaching, but also the “why” or thinking of teaching. As a supervisor you are responsible for moving new teachers from a focus on themselves to a focus on student learning. NYIT Teacher Education Program depends on you—your careful observation, astute judgment, fair and candid feedback and informed assessment—to be able to confidently recommend our graduates for teacher certification. Below are some suggestions, guidelines and basic procedural information that we trust will support the important work you do with our students.

Elements of an observation

While NYIT Teacher Education Program does not necessarily subscribe to a particular model of supervision, nor do we tightly regulate the supervision process, we do feel that an observation should constitute:

- A **pre-observation conference** to discuss the student teacher’s lesson plan and any other details pertaining to the lesson. This discussion could take place at the school site or over the phone one or two days beforehand. We suggest reviewing the student teacher’s lesson plan prior to your discussion so you can offer feedback and suggestions from an informed perspective.
- The **observation of an actual lesson or teaching episode/interaction** where the student teacher is actively engaged with learners. Your observation should last the entire period so you are able to gather assessment data from lesson initiation to closure.
- A **post-observation discussion** should follow the lesson. This meeting gives you and your student teacher the opportunity to review, reflect upon, and assess the lesson together. Through the use of careful questioning, you can help student teachers think about what they did and why, the decisions and pedagogical choices they made, and the consequences of their instruction on students’ understanding. Again, this discussion could take place at the school site (if convenient), at NYIT School of Education, or over the phone.

Protocols and scheduling

Like our student teachers, supervisors are also guests in cooperating teachers’ classrooms and in schools and representatives of NYIT School of Education. Thus it is important for you to acquaint yourself with school protocols governing entry into the school, dress and professional demeanor and cooperating teachers’ expectations. It helps to get a sense of the rhythms and schedule of the classroom in which your student teacher is placed, and to meet with the cooperating teacher to explain your supervisory role and discuss how and when observations will occur.

Maintaining high quality supervision

Below are some guidelines for ensuring that the supervision you provide your student teachers is beneficial to their learning:



1. Observe the student teacher on a regular basis and in a variety of situations/subjects.
2. Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
3. Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
4. Encourage good planning and organization.
5. Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
6. Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
7. Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self-assessments for subsequent improvement.
8. Maintain a professional working relationship with the student teacher and cooperating teacher.
9. Encourage and support good rapport between the student teacher and her/his students.

Establishing channels of communication

Open communication between supervisors and cooperating teachers enhances and supports their work as colleagues and partners. Get to know the cooperating teacher. Exchange phone numbers to facilitate opportunities to touch base and discuss progress between observations. Encourage cooperating teachers to observe alongside you and to participate in subsequent post-observation conferences with student teachers. Share your insights and solicit theirs. While the observations you conduct are critical to student teacher development, they still represent snap-shots of practice. Developing a professional relationship with the cooperating teacher allows you to fill in the rest of the picture and triangulate observation data.

edTPA Guidelines for Acceptable Support

edTPA is a summative, subject--specific portfolio--based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Acceptable Forms of Support for Candidates

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission

- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.



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:

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 NYIT SCHOOL OF EDUCATION FACULTY.

3. Immediately contact one of the following people in the NYIT School Education:

Make sure you speak with someone; do not simply leave a message.

4. Contact your NYIT college 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 NYIT School of Education Faculty immediately.

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.

Student Teacher's File

Items found in a student teacher's file:

- Student teacher application, essay, reference letters, interview notes
- Student teaching monthly time sheets (Field Observations)
- Copy of the Student Teacher Responsibilities Agreement
- Copies of the Observations and Evaluations forms
- Copies of Certifications exams scores (according to specific certification requirements)
- Copies of the Seminars required for program completion and certification (according to specific certification requirements)
- Copies of Transcripts
- Copies of Correspondence
- Copies of medical clearance
- Copies of Fingerprinting request (if applicable)
- Fieldwork timesheets

In addition to the Student Teacher, the following individuals are allowed access to the student teacher's file:

- School of Education personnel
- Dean and Associate Dean of the School of Education
- Chair of Program
- Director of Field Placement and Certification
- College Supervisor

Problem Solving Protocols

GENERAL GUIDELINES FOR STUDENT TEACHERS

Your college supervisor is expected to be the first person you seek support from in cases where conflicts, concerns, or disagreements may exist in the placement.

If you are a **student teacher** with a problem with a **cooperating teacher**:

1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Meet with the Cooperating teacher
 - a. Present the problem
 - b. Listen to the cooperating teacher
 - c. Determine joint objectives and generate solutions
 - d. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
4. If the problem is resolved, acknowledge the cooperating teacher.
5. If a resolution is not possible, request help from your supervisor or Student Teaching Coordinator.

If you are a **Student teacher** with a problem with a **Supervisor**:

1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Meet with the Supervisor
 - a. Present the problem
 - b. Listen to the Supervisor
 - c. Determine joint objectives and generate solutions
 - d. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
4. If the problem is resolved, acknowledge the Supervisor.
5. If a resolution is not possible, request help from the Director of Field Placement and Certification for your program.

If you are a **Student teacher** with a problem with another **Student teacher**:

1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Ask for a meeting in person and privately.
4. Meet with the student teacher
 - a. Present the problem
 - b. Listen to the student teacher
 - c. Determine joint objectives and generate solutions
5. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
6. If the problem is resolved, acknowledge the student teacher.
7. If a resolution is not possible, request help from the Director of Field Placement and Certification for your program.

Frequently Asked Questions

Can I arrange my own placement?

No. All placements are arranged through the Director of Field Placement and Certification.

Is Student Teaching ever waived?

No. If you want New York Institute of Technology School of Education to nominate you for certification, you must fulfill the program's student teaching requirement.

How are placements decided?

The Director of Field Placement and Certification assigns candidates to a student teaching site based on the program enrollment and available sites for the program. **Students are never allowed to make their own arrangements.**

Can I change my placement once it has been arranged?

No. Only under exceptional circumstances will the Director of Field Placement and Certification reassign candidates.

How long the clinical experience is (supervised student teaching)?

The length of the clinical experience is 15 weeks.

In which grades will I be placed?

All candidates are placed in a setting within their certificate area (i.e. for Childhood Education 1-6, there is a placement in grades 1-3 and a placement in grades 4-6.)

Which vacation/holiday schedule will I follow with regards to student teaching?

With regards to your student teaching time, you will follow the schedule of the school district you are placed. With regards to on-campus classes, you will follow the schedule of the NYIT.

Will I have to make up for absences during student teaching?

Yes. That is to be arranged with the NYIT College Supervisor and the participating school.



How am I oriented to the school?

You will meet with your NYIT College Supervisor prior to the beginning of student teaching to receive information regarding your placement. This usually occurs at the student teaching orientation meeting.

Will I be required to develop a portfolio?

Yes. It highlights your performance and progress and is considered in your final assessment.

Am I required to have a lesson plan for every lesson?

Yes. You are required to have a written lesson plan for every lesson that you teach. Your cooperating teacher should approve your lesson plan before you implement it. After the lesson, you will receive valuable feedback from your NYIT College Supervisor and cooperating teacher. In this way, you can continually refine your teaching skills.

Can I substitute teach while student teaching?

No. As a full-time student, you cannot work in the schools full-time. **This is a New York State Education Department policy.**



Website Resources

Valuable information can be found at the following websites:

New York City Department of Education: <http://schools.nyc.gov>

(Includes NYC Performance Standards)

New York State Education Department: <http://www.highered.nysed.gov/tcert/>

Exam Study Information: <http://www.nystce.nesinc.com> for Framework/Samples

Workshops On-line: www.childabuseworkshop.com and www.violenceworkshop.com

Teaching Opportunities: www.teachnyc.net

Travel Directions: www.mapquest.com

NYC Bus and Subway Information: <http://www.mta.info/>

Note: The 'Google' search engine is an excellent resource for assistance with preparation of lesson plans, classroom activities, and searching for various publications and research.