

Student Teacher Handbook Childhood Education Program

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Dear Student Teacher:

You are about to begin the capstone course in your teacher education program. Student teaching is an opportunity to apply the theory and concepts you have learned in previous classes. You will gain experience working with diverse student populations, meeting the challenges of planning and implementing curriculum, and developing the skills of a self-reflective teacher.

This handbook is intended to help guide you toward a rewarding and successful experience. Please be mindful of the following instructions:

- Carefully read the student teaching procedures, objectives, and recommended experiences outlined in this handbook.
- On the first day at your assigned school, please give your cooperating teacher a copy of the handbook since it contains a section addressed to him or her regarding our presence and work in the classroom.
- While the cooperating teacher is the person in charge of your classroom experience and will play a role in deciding your readiness to teach lessons and work with students, do participate in the classroom early in the semester. Show initiative and responsibility. Observe carefully. Keep a journal.
- Review the cooperating teacher's evaluation form. Your teacher will use this form at times designated by your supervising professor. Be sure the teacher sees it in advance so he or she can become familiar with the criteria of the evaluation. When completed, give the form to your professor. During conferences with your professor and your cooperating teacher your strengths will be discussed and recommendations made to enhance your development as a teacher candidate.
- You are required to attend weekly seminars with your Brooklyn College supervising faculty. You will need to also attend Child Abuse and Violence Prevention workshops or complete this requirement on-line.
- Keep accurate records of your attendance in the school. A sheet will be provided. You must complete 40 days or 300 hours.
- The Brooklyn College faculty members are confident in your ability as a professional, as a representative of the Childhood Education program, and as a role model for children. You are encouraged to discuss any concerns or questions with your supervising faculty.

Best wishes for a successful student teaching experience!

BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

GUIDELINES FOR STUDENT TEACHING

Becoming an effective educator is developmental in scope and a variety of field and student teaching experiences in diverse settings will influence this part of the teacher candidate's journey. Student teaching provides the most intensive supervision, feedback and experience of the pre-service teacher education program. Student teaching presents varied opportunities to acquire and further refine the knowledge, skills and dispositions you have acquired and developed as a teacher candidate in the School of Education at Brooklyn College. By the end of student teaching candidates should be able to demonstrate the abilities and competencies that are needed to enter the teaching profession and to teach diverse students in urban settings.

The student teaching experience is carefully designed and aligned with the School of Education's Conceptual Framework themes:

Diversity - Collaboration - Social-Justice and Critical Self-Reflection & Reflective Practice

The student teaching experience is developed in close collaboration with schools that embrace values and beliefs similar to the Conceptual Framework themes as expressed in their school mission and vision statements and evident in the behaviors of teachers and school building leaders. These schools are chosen as settings where the candidate will see and teach diverse students, observe collaboration between educators and parents, understand the importance of collaboration with community resources and organizations, observe collaboration among teachers and with their administrators to ensure fairness and equity in the educational opportunities offered to all students regardless of race, ethnicity, gender, language, religion, sexuality, exceptionality and socio-economic origin.

Student teacher candidates must follow the rules and accepted procedures of both the college and the assigned school. In addition, specific regulations governing Initial New York State certification have been established by the New York State Education Department and must be adhered to strictly.

Student Teaching Schedule

Student teaching takes place during one semester. Student teachers are required to complete experiences in two grade levels relative to the Childhood certificate: grades 1-3 and 4-6. A weekly two-hour seminar with your Brooklyn College faculty supervisor is required. Student teachers are expected to be present at the student teaching site every day in order to experience the daily activities and events that take place within classrooms, to understand the life of classroom teachers, and to understand school and community cultures and their relationship to one another. All together, the experience complies with the 300 hours or 40 days of student teaching that are mandated by the New

York State Education Department.

Student teachers are expected to attend professional development workshops in the public schools where they are assigned. It is recommended that they attend events such as parent-teacher conferences. Experiences that offer the opportunity to understand the many roles and responsibilities of a teacher in and outside the classroom can be coordinated in collaboration with the student teacher, the cooperating teacher and the Brooklyn College faculty supervisor.

Student teachers must report to their assigned school on days when Brooklyn College is closed, but the public school is open. Attendance and participation at assigned school functions are required through the last day of the Brooklyn College semester. Student teachers are excused from student teaching during final exam periods at the college but may, if they wish and with their supervisor's permission, return to student teaching after final exams and continue until the end of the school term.

Student teachers must dress professionally and comply with the assigned school's rules and regulations regarding professional and ethical conduct. They must contact their cooperating teacher if will be late or when they cannot attend on a given day. They must also inform their college supervisor. Student teachers must arrange with their cooperating teachers to make up all absences.

Time Sheet/ Record of Attendance

A set of time sheets will be provided by the instructor to keep track of contact hours. Contact hours include time spent at the school from 8:00 a.m. to 3:00 p.m., excluding a half-hour lunch. Hours spent at staff development workshops or parent-teacher conferences should be included. Many school schedules reflect regional policies for extended day hours and student teachers should discuss with their Brooklyn College faculty supervisor whether they may, or are expected to, be present in the school during those hours.

Student teachers are required to arrive at the school punctually at the time designated by their college supervisor in collaboration with the cooperating teacher and they are strongly encouraged to arrive earlier to prepare for the school day.

Student Teacher Responsibilities in the Public Schools

In collaboration with Brooklyn College, the public schools usually provide an orientation for student teachers at the school building. At this time, school policies, curriculum, and class assignments are given. After a few days of observing, the cooperating teachers should increase the student teachers' responsibilities slowly and incrementally, and if possible, in collaboration with the college supervisor. Student teachers should ask the cooperating teacher to discuss their expectations of the candidate in the classroom, and for the entire experience. Aim for clear understanding of the classroom teaching responsibilities that will be taken on by the student teacher, including the number of classes and the subject matter that will be taught.

The experience should include opportunities to work with individual children, small

groups and the entire class, and include opportunities to teach all content areas. By the end of the experience, student teachers should be allowed to teach the full class for extended periods of time, even a full day.

Student teachers are responsible for planning, implementing and evaluating a variety of pedagogical and curricular activities. The student teacher should have the opportunity to discuss and plan classroom lessons and activities with the cooperating teacher on a regular basis. They should ask the cooperating teacher for suggestions, feedback and guidance on lesson planning and lesson implementation.

Collaborative and Reflective Practice

Student teaching is designed to enable the teacher candidate to collaborate with professionals and to develop their ability to engage in reflective practice. For example, such experiences as planning in consultation with the cooperating teacher, receiving feedback on classroom activities the candidate is involved in, and collaboration with classmates in seminar discussions all provide opportunities to develop a reflective, self-analytical approach to pedagogy and practice. In addition, consultation with school leaders, visits to other teachers' classrooms, talking with school support staff, e.g. the school psychologist, guidance counselor, parent coordinator, and others as well as attendance at professional development workshops, faculty meetings and community events, all serve as rich opportunities for reflection and for personal and professional growth and development. Reflective behaviors include conferring with the college supervisor, seminar instructor and cooperating teacher, keeping a journal with questions, problems and successes that occur during the experience, tape recording or video recording lessons, walking through the community and talking with people in the community, and debriefing with the cooperating teacher after lesson implementation.

Journal Reflections

It is important to engage in reflection even if no immediate opportunity exists to discuss thoughts and experiences. A journal facilitates reflection in personal and ongoing ways. The journal provides the opportunity to raise questions, concerns, and alternative approaches in understanding the relationship between theory and practice. A minimum of two journal entries should be written each week. The following illustrates topics that may be included:

1. Observations about the growth and development of individual children
2. Descriptions of children who puzzle or concern you
3. New accomplishments or progress in student teaching, class work or in seminar
4. Issues or questions about classroom practices, interactions or management
5. Realizations or insights about teaching/learning processes
6. Reflections about issues that need to be discussed in seminar
7. Reflections about how decisions and choices were made and reflection on their implementation and outcome
8. Disappointment or frustration with performance
9. The joys, successes and surprises that are experienced
10. The small steps that lead to increased confidence and growth

The student teacher should demonstrate respect to the cooperating, students and parents. Disagreements over teaching methods and teaching style should be discussed with the college supervisor in seminar or in collaborative planning meetings where the student teacher, the cooperating teacher and the college supervisor are present. Discussion of students, school personnel and school business should only be conducted in private and in a professional manner.

At the end of the student teaching experience it is important to prepare the children for the impending departure of the teacher candidate and this time can be an opportunity to express mutual appreciation for the experience.

Assessment and evaluation of the student teaching experience

Evaluation of the student teacher is a collaborative process that involves the college supervisor, the cooperating teacher, and most importantly, the student teacher's own ability to reflect on his or her actions. Each person judges the extent to which the objectives stated in lessons, and in collaborative meetings, are fulfilled.

This handbook includes the rubric that the cooperating teacher and the college supervisor use to assess and evaluate the performance of the teacher candidate at different points in time during the experience. The rubric is aligned with the School of Education's Conceptual Framework and the Association of Childhood Educators International (ACEI) professional and pedagogical standards for teachers.

The cumulative evaluation of the college supervisor is based upon:

- Observation of student teacher lessons
- Post observation conferences
- Discussions with cooperating teachers and school administrators
- Student teacher performance during weekly seminars
- Assessment of the professional quality of all written work and artifacts created by the student teacher

The evaluation of the Cooperating Teacher is based upon:

- Regular discussions with the student teacher regarding all classroom curricular and personnel issues and decisions
- Observation of student teacher behaviors and interactions with students
- How well the student teacher engages in collaborative work
- Overall performance of the student teacher regarding such school activities as staff development meetings, grade level team meetings, parent conferences, and other activities

The student teachers' self evaluation is also important and includes:

- Analysis of his or her own strengths and needs in teaching
- Conferences and discussions with the college supervisor and cooperating teacher
- Self analysis of audio or video taped teaching
- Analysis of written work
- A completed teaching portfolio

Responsibilities of the Cooperating Teacher

Legal responsibility for the student teacher rests in the public school. The cooperating teacher is responsible for:

- Providing a space for journal writing and personal belongings.
- Familiarizing the student teacher with the instructional program of the school.
- Modeling best practice and effective teaching for the student teacher.
- Suggesting visiting other classrooms to observe other teaching styles and assist with introductions to other teachers in the building.
- Explaining in detail the policies and philosophy/mission of the school. Providing a handbook or school publications where this information is written.
- Orienting the student teacher to the background of the students, the weekly and daily class schedules, materials and equipment in the room, school regulations, the school calendar, typical examples of reports to parents and any extra-curricular activities that take place in the building for students.
- Working with the college supervisor in planning a well-balanced program of learning activities for the student teacher to participate in that will increase their readiness for whole class teaching for extended periods of time.
- Planning with the student teacher the steps to demonstrate readiness and for assuming responsibility in the classroom.
- Involving student teachers in faculty conferences, parent-teacher conferences and other non-teaching activities.

Classroom Activities

The following recommendations for participation during the student teaching experience should be applied flexibly, taking into account the specific school situation, the persons involved, and the strengths of the individual student teacher.

Arrange to meet with the cooperating teacher at a convenient time when the students are not in the classroom. You should initiate participation in all classroom activities, in coordination with the cooperating teacher, and should take on increased responsibility as the semester progresses. Student teachers, under the supervision of their cooperating teachers will:

Keep informed of long-term curriculum plans.

Know the instructional plan and assignments for students each day, so they can assume the role of teacher at any time.

Plan specific lessons of various types and submit them to the cooperating teacher and college supervisor for critical discussion and informal evaluation.

Teach selected lessons or conduct classroom activities based on careful planning with the cooperating teacher.

Participate in classroom routines such as checking students' work and preparing attendance reports.

Participate in instruction by assisting individual students, helping to administer tests, supervising work periods, conducting brief drills, etc.

Participate in locating and setting up materials for class use, such as overhead projectors, VCR's , and computer materials.

Check students' worksheets and a variety of work samples when instructed on how to use grading rubrics.

Work with a number of pupils on a short-term basis to teach specific skills or supervise their work in cooperative groups and in special projects.

Assist in planning and/or supervising field trips.

Guided Observation

Student teachers should:

Observe from a variety of vantage points rather than from only the back of the room.

Observe instruction in all major curriculum areas.

Discuss with the cooperating teacher the class session observed, and seek opportunities to discuss observations with the college supervisor.

Come to conferences with the cooperating teacher and/or college supervisor prepared to ask questions, present ideas, and receive advice, suggestions and assistance.

Arrange to observe several successful teachers other than the cooperating teacher, with the permission of the cooperating teacher and the school administrator.

After teaching and receiving suggestions for improvement, observe the cooperating teacher's demonstration of recommended procedures and apply these procedures in you own teaching.

Planning and Instruction

Student teachers should:

Analyze their own teaching in conferences with the cooperating teacher and the college supervisor; consider suggestions for improvement and set new goals accordingly. Sustain a continuous process of reflection and analysis.

Teach two or more pre-planned consecutive lessons daily, and teach a sequence of lessons or facilitate whole class activities.

Plan units or comparable blocks of work or as much of this as is feasible within the time schedule of the student teaching experience.

Teach entire mornings from time to time, gradually moving toward an entire week of teaching by the end of the semester.

Keeping and Using Records

Student teachers should request the opportunity to keep an attendance register for an extended period of time and should become familiar with all pertinent attendance records. Student teachers should become familiar with other routine record keeping procedures.

Changes to the Assignment of Student Teachers in NYC Public Schools for 2007

Important changes to the assignment of student teachers in NYC public schools have gone into effect as of January 15, 2007. These changes include NYC on-line registration for school placement, fingerprinting, assignment reporting to NYCDOE, and cooperating teacher requirements. These changes appear in www.teachnycprograms.net. You are strongly encouraged to access this website to keep up to date with these and possible other coming changes.

Policy on Academic Integrity

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Brooklyn College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Brooklyn College Student Handbook for a fuller, more specific discussion of related academic integrity standards. Faculty members are encouraged to discuss with students the application of these standards to work in each course. Academic dishonesty is punishable by failure of the "test, examination, term paper, or other assignment on which cheating occurred." (Faculty Council, May 18, 1954). In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

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