

BROOKLYN



COLLEGE

**Graduate Programs in Special Education**

**C**ollaboration ⇔ **S**elf-Reflection ⇔ **D**iversity ⇔ **S**ocial Justice

**Field and Clinical Practice Handbook**

**I. Field Experiences**

**II. Seminar and Student Teaching**

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## Field and Clinical Practice

### INTRODUCTION

The field experiences and student teaching are the two components of the Field and Clinical Practice in the Graduate Special Education program. They provide opportunities to understand the impact of cultural diversity, social justice and language variation on designing learning environments, assessment tools, behavioral interventions and curriculum strategies that are developmentally appropriate. You will be expected to consider and demonstrate how constructs of collaboration can also inform addressing the individualized needs of the children you teach. The field and clinical experiences provide opportunities to consistently develop, refine, and reflect upon the knowledge, skills and dispositions acquired throughout the course of study. These experiences occur across a range of ages, ability levels and diverse needs:

*Field experiences provide candidates with experiences in a variety of communities and across the range of student development levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities {Regulations of the Commissioner of Education, 1999\_\_\_ 52.21(C)}.*

The field and student teaching experiences are selected and planned to promote the teaching-learning process in least restrictive instructional environments. The knowledge, skills and dispositions acquired throughout the course of study are consistent with recommendations for best practice, special education professional organization competencies (Council for Exceptional Children, National Association for the Education of Young Children), *New York's Standards for Teachers* (see Appendix) and *New York State Code of Ethics for Educators* (see Appendix). The progression from field experiences within coursework to student teaching, and then to the research project permits reflection and action between practice, pedagogy and research. This planned sequence of work broadens your professional knowledge base, skills and dispositions that will improve the teaching-learning process, hence the evolving improvement of learner outcomes.

### I. FIELD EXPERIENCE

You will progress through a series of developmentally sequenced field experiences for the range of ages, ability levels, and collaborative opportunities that are appropriate to the Professional Certificate type for which you are preparing, i.e. Special Education: Early Childhood or Childhood. Field experiences are attached to specific courses and are identified on the syllabi for those classes.

You will gain knowledge, skills, and dispositions within the range of ages and functional levels within your specialty area, i.e. Middle Childhood, Childhood or Early Childhood. For example, the field experience for the literacy course (Ed.712.33 or Ed.750.6 or Ed.727.11) provides differentiated pedagogy for Middle Childhood, Childhood and Early Childhood, respectively.

## A. Placement

All field experiences occur in local schools and relevant settings such as hospitals, health care facilities, home-based and center-based facilities, pre-schools, and daycare. Field placements are assigned and/or approved by the course instructor, who will provide letters of introduction, and coordinate all placements. Field placements begin with the first paired courses in your course of study (Ed. 726.2 and Ed. 750.1). A Field Placement Letter of Introduction is provided (Appendices). The number of hours attached to specified courses are outlined in Table 1.

## B. Attendance

Candidates in the 33 credit course sequence already hold certification in an area of teaching and complete a minimum of fifty (50) hours across all courses that require field placement. Candidates in the 45 credit course sequence without certification in an area of teaching must complete a minimum of one hundred (100) field placement hours. You must document your attendance and teaching related activities by maintaining a **Field Observation Log** (Appendices) that must be co-signed by the Building/Field Supervisor and the course instructor. (*Co-signatures may vary based on the individual course assignments. Check with your Instructor.*) These logs must be submitted to the course instructor.

**Table 1: Courses that require field experience.**

| Course Number                       | Course Title   | Hours (minimum) |       |
|-------------------------------------|--|-----------------|-------|
|                                     |  | 33cr.           | 45cr. |
| Ed. 750.1                           | Students with Special Needs  | 10              | 20    |
| Ed. 726.2                           | Teaching in the Least Restrictive Environment  | 10              | 20    |
| Ed. 750.2                           | The Family & Community of Students with Special Needs  | 5               | 20    |
| Ed 750.5                            | Educational Assessment of Young Children and Students with Special Needs   | 10              | 20    |
| Ed. 750.6/*Ed.727.11<br>**Ed.712.33 | Teaching Literacy to Students with Special Needs<br>Instructional Strategies for Middle Childhood<br>Students with Special Needs | 10              | 20    |
| Ed. 717.33/*Ed.717.32               | Special Problems in Education: Communication and Young School Aged Students with Special Needs                                   | 5               | 20    |

\* Early childhood

\*\*Middle Childhood

## C. Role of the Course Instructor

The course instructor coordinates the placement and activities that lead to achieving the professional standards outlined in the course objectives. The course instructor will also provide guidelines within the course outline for the settings, activities and assignments related to the required field experiences, including the monitoring and evaluation.

## D. Evaluation

The course instructor assigns, monitors and evaluates the activities and assignments that result from the placements and are reflected in the respective course syllabus. Your overall Field assignments will be reviewed prior to the completion of the Program to ensure that minimum competencies were achieved.

## II. CLINICAL / STUDENT TEACHING EXPERIENCE

The student teaching component culminates the field experiences that occur within the course of study. It includes a Seminar and structured, college-supervised classroom teaching at specific developmental levels (Table 2). These experiences support and transform the knowledge, skills, and dispositions acquired in your earlier coursework into pragmatic classroom use. Your student teaching experiences will also facilitate the development of your teacher-as-researcher course work (Edu.750.7 & Edu.703.32/703.33) that occur concurrently.

**Table 2: Seminar and College Supervised Clinical/Student Teaching Experience**

| Course                       | Course Title   | Level                       | Assigned Time   |
|------------------------------|--|-----------------------------|---|
| ED 750.8                     | Seminar & Student Teaching Students with Special Needs | Birth–2 <sup>nd</sup> grade | Seminar = 15 hrs.<br>Student Teaching = 40 days or 20 days (150) hrs. if employed as a teacher within the range of grades and subject area of the certificate sought<br><a href="http://ohe32.nysed.gov/tcert/certificate/req">http://ohe32.nysed.gov/tcert/certificate/req</a> . |
| ED 750.8                     | Seminar & Student Teaching Students with Special Needs | 1st-6 <sup>th</sup> grade   |   |
| ED 750.8<br>OR<br>ED. 764.21 | Student Teaching Practicum: Middle Childhood           | 5-9 <sup>th</sup> grade     |   |

**NOTE:** It is possible to complete the course requirements over two semesters with approval of your College For teachers with Initial Certification who are candidates for Professional Certification, your workplace can become an assigned placement if this site meets the required standards as outlined in The Appendices. However, the majority of students in this classroom must be students with disabilities who are within the age range for which you are seeking Professional Certification (Table 3). The student teaching experiences should also reflect a range of student ages and abilities.

**Table 3: Student Teaching Placement Ranges**

| Early Childhood                      | Childhood                               | Middle Childhood                        |
|--------------------------------------|---|---|
| Birth – 2.9 & 3-5 yr. old            | Kindergarten – 2 <sup>nd</sup> grade    | 5 <sup>th</sup> – 6 <sup>th</sup> grade |
| Kindergarten – 2 <sup>nd</sup> grade | 3 <sup>rd</sup> – 6 <sup>th</sup> grade | 7 <sup>th</sup> – 9 <sup>th</sup> grade |

Student teaching occurs after the mid-point of the course of study. As such, competencies for beginning teachers of special education – CEC standards must be evident in your teaching: foundations of special education, learner differences, planning, instructional strategies, assessment, learning environments, social interaction, ethical and professional practices, communication, and collaboration. These competencies are introduced in the course – Teaching in the Least Restrictive Environment (Edu.726.2).

It is expected that you will demonstrate that you have considered and integrated skills and knowledge acquired in previous and current coursework into your classroom practices. For example, from your portfolio you could apply your *Checklist of Considerations for Effective Inclusive Classrooms* (Ed. 726.2), *Teacher Attributes and Strategies database* (Ed.750.4), *Scope and Sequence with Modifications database* (Ed 750.4 & 725.11), *Instructional Strategies for Middle Childhood Students with Special Needs* (Ed.712.33) *Discipline Problem Analysis Inventory* (Ed 750.3) or issues of cultural reciprocity (Ed 750.2), in addition to other assignments from various courses.

You are required to demonstrate that you are effectively aligning theoretical constructs with pragmatic and self-reflective classroom practices that consistently yield improved learner outcomes.

### A. Assignments and Hours

New York State certification regulations minimally require 40 days college supervised student teaching when not employed as a teacher within the range of grades and subject area of the certificate sought. As a teacher (30 & 35 cr.), the programs minimally require 20 days/150 hours of student teaching in two developmental levels within your specialty program (i.e. Middle Childhood, Childhood or Early Childhood). Student teaching time is defined for this purpose as active engagement in the teaching-learning processes with students with disabilities in an educational context. Hours are to be documented on the ***Student Teaching Placement Log*** (Appendices). In most cases, the majority of those hours will be reflected in your current classroom if it is within the appropriate developmental level of your program and involves students with IEPs (inclusive or self-contained, etc.). This placement will be approved by your College Supervisor in collaboration with the Coordinator of Field Placement.

The ***Student Teaching Placement Log*** (Appendix) must be completed by you and signed by your *On-Site Instructional Mentor* or the building administrator's designee. This log registers the required student teaching time of 20 or 40 days (minimum), and acknowledges that if you are a full-time teacher completing student teaching at the level of certification sought, it is understood that this is done in addition to your appointed teacher assignment. The documented hours reflect the supervised and guided time for the student teaching experience that focuses on the development, self-reflection and refinement of the skills, knowledge and disposition embedded in the professional standards for special educators.

The assigned time for each developmental level will be discussed at your **Initial Conference**. It is also acknowledged that the running of a quality classroom extends to related areas (*e.g. parent meetings, work with related professionals and other teachers and community members, etc.*). These aspects will be reflected in your **Self-Reflective Journal** requirements (see below).

A *maximum of five (5) hours* will be allowed for attendance/participation in professional development activities that occur during this semester(s) that might be specifically related to your work in various developmental levels. This needs to be approved by your **College Supervisor** with appropriate documentation included.

**Note:** Students who are not currently teaching or are not in a classroom that reflects the age group of students with disabilities in which you are pursuing your Masters degree and Professional Certification (i.e. Middle Childhood, Childhood, Early Childhood) must clearly identify this status when completing the Student Teaching Survey (Appendices). This survey will be provided in the semester prior to the start of student teaching (Ed.750.8). Upon registration for student teaching, such candidates must notify their Program Advisor of the need to determine alternative placements. In addition, if the current teaching assignment (*regardless of appropriate age*) is evaluated by your College Supervisor who determined that this setting does not provide you with adequate, quality experiences for this course, you will be guided to alternative placement options.

## B. Requirements

**1. Seminar.** A mandatory fifteen (15) hour seminar is a co-requisite to the student teaching experience. The seminar uses plenary, forum, colloquium and individual conference formats to provide opportunities to correlate and align classroom practices with the required teaching competencies. The timing and activities of the seminar will be detailed in your course syllabus. All fifteen (15) hours of seminar must be completed to fulfill the requirements of Student Teaching. Failure to attend any of the sessions, or extreme lateness, requires approved “make-up” time in consultation with the **Seminar Instructor**.

**2. Observations and Evaluation.** You will be formally observed **twice** in your classroom, and **once** through your submitted videotape (*see below, Videotape #5 procedures below*) during your student teaching experiences there are three instruments which will be used to consider and rate your performance: **Student Teaching Supervisor Evaluation, On-Site Instructional Mentor Feedback, and Student Teacher Self-Evaluation** (see Appendix). These evaluation tools are aligned with the competencies of CEC:NCATE professional standards and New York State Teacher Standards (Appendices). They are used to fully consider your performance and professional growth and provide target specific feedback.

**3. On-site Instructional Mentor** Through collaborative arrangements with your placement school and/or program, an On-site Instructional Mentor guides and facilitates your professional growth as it occurs at the student teaching site. S/he provides feedback to you and the College Supervisor, who will conduct the formal observations. Together, they will provide you with the opportunity for continuous guidance, support and feedback about effective teaching-learning processes.

In addition, you will be provided with additional feedback and evaluations on your Self-Reflective Journal, Unit/Lesson planning and Videotape (see below). These will include written feedback, and individual conferencing with College Supervisor/Seminar Instructor and On-Site Mentor.

**4. Self-Reflective Journal.** Self-reflective journals have been included in many of the courses you have completed throughout the Graduate Special Education program. This type of activity supports not only the overall Conceptual Framework of the School of

Education at Brooklyn College, but is a hallmark of “best practices” in special education as 87} one develops into a self-reflective practitioner. The journal requirements will be detailed in your course syllabus and will incorporate not only your formal feedback, integration of standards, but will also allow you to refine your ethos statement for your final portfolio submission.

**5. Unit and Lesson Plans.** You will maintain a student teaching file in an accessible location at your placement site, with portability to the Student Teaching Seminar. This file should include all lesson plans, feedback from On-Site Instructional Mentor and College Supervisor, and related information for the semester(s) during which Student Teaching occurs. For your completed portfolio, you will be required to submit a comprehensive content area instructional Unit for your primary placement, a unit sketch and/or adapted lesson plan for your secondary placement. The details of these units will be explained and discussed in your course syllabus and Seminar.

**6. Videotape submission.** You will be asked to submit a videotape that presents yourself as a practitioner whose behaviors closely matches your Ethos statement or demonstrates a classroom session that effectively illustrates the progress you have made in your identified goal or priority area. Development of this videotape will be discussed with your College Supervisor during your Initial Conference, with a final assessment provided at the end of your Student Teaching experience. This assessment will include your self-reflection and formal feedback from your College Supervisor and On-Site Mentor. Excerpts from the videotape will be shared for feedback with your Seminar small group during the final session.

## **C. Roles and Responsibilities**

### **(1) Student Teacher**

- a. Complete the **Student Teaching Survey** (Appendix) the semester before student teaching begins and maintain it's accuracy until graduation.
- b. Become familiar with the range of resources and technology available at your student teaching site and at the College that can enhance your teaching effectiveness. Internet and e-mail access is required.
- c. Schedule meetings and observation times with your College Supervisor and On-Site Instructional Mentor as required.
- d. Maintain a student teaching file in an accessible location in your classroom. This file should include copies of lesson plans, student teaching forms, formal and informal feedback from instructional mentor and college supervisor, and other related information from the student teaching seminar.
- e. Be aware of the schedules of classroom related personnel who impact on the teaching-learning process in your classroom e.g. related service providers, other 'push-ins'.
- f. Be aware of scheduled school-wide teaching, holidays or functions that may impact on your teaching-learning process in your classroom.

**(2) College Supervisor** *(In some instances, this is also the Seminar Instructor)*

- a. Orient student to the guidelines and expectations outlined in *the Field and Clinical Practice Handbook*.
- b. Hold an Initial Conference with the student in order to establish observation schedule, identified priorities and review/discuss first Self-Reflective journal entry (see Self-Reflective Journal and course syllabus).
- c. Determine the assigned student teaching time for each developmental level.
- d. Work with the placement site(s) to identify an On-Site Instructional Mentor and coordinate a meeting to review the procedures.
- e. Establish an observation schedule and complete at least two student teaching observations and a videotaped lesson (*Student Teaching Evaluation* (Appendices)).
- f. Review lesson plans and provide feedback especially related to required Unit and lesson plans (see syllabus for Ed. 750.8).
- f. Coordinate Final Conference with student, On-Site Mentor to provide feedback on experiences and assessment of video submission.\*
- g. When required, coordinate the Student Teaching Seminar and provide schedule of sessions and topics.\*

**(3) On-site Instructional Mentor**

- a. Participate in an initial meeting with the College Supervisor to discuss procedures.
- b. Facilitate two formal visits for the student teacher in collaboration with the College Supervisor (*Observations should be done within the same month*).
- c. Complete three (3) **On-Site Instructional Mentor Feedback** forms (Appendices) to formalize feedback to the College Supervisor.
- d. Throughout the semester(s) provide appropriate mentorship feedback to the student teacher (e.g. observe, co-teach, peer coach, consult).
- e. Correlate appropriate in-school professional development activities for the student.
- f. View and complete Video Assessment rubric on the student's final submitted video.
- g. Attend the Final Conference with the student and College Supervisor to discuss work completed throughout the semester along with feedback on the video.
- h. Contact the College Supervisor if needed.





**Brooklyn College School of Education**

**Criteria for Selection of a School Site for Student Teaching**

The selected school site for student teachers promotes an exemplary environment for teaching and learning for Brooklyn College teacher candidates, as observed by qualified School of Education faculty. The selection of a school site to collaborate with the Brooklyn College School of Education in preparing its teacher candidates is determined by six overall criteria that are evaluated by faculty. Please indicate how well the site meets the following criteria and provide evidence for your decision in the appropriate box.

Rating: 1= Acceptable 2= Unacceptable

| CRITERIA   | RATING<br>1 or 2 | EVIDENCE |
|--|------------------|----------|
| <p><u>Criteria 1:</u> he school includes opportunities to observe teachers and practitioners <b>reflecting critically</b> on their own practices, as well as opportunities for our candidates to <b>reflect on their own experiences</b>.</p>  |                  |          |
| <p><u>Criteria 2:</u> The cooperating teacher/practitioner provides <b>equal educational opportunities for all students</b> including students with special needs and English language learners and creates a classroom and/or school environment in which issues of equality and justice are valued and promoted. The cooperating teacher/practitioner provides the candidate with opportunities to integrate understandings of social justice into the curriculum, classroom and/or his or her own practice.</p> |                  |          |
| <p><u>Criteria 3:</u> The cooperating teacher/practitioner models <b>collaboration</b> with colleagues, the student teacher or intern, administrators and parents and creates <b>collaborative</b> learning experiences for students.</p>  |                  |          |
| <p><u>Criteria 4:</u> The cooperating teacher/practitioner is sensitive to and has an understanding of <b>diversity</b>, and instantiates this sensitivity and understanding in his or her practice, curriculum and/or pedagogy.</p>   |                  |          |
| <p><u>Criteria 5:</u> The cooperating teacher/practitioner makes use of <b>technology</b> in their practice and provides opportunities for the student teacher or intern to do so also.</p>  |                  |          |
| <p>Criteria 6: The cooperating teacher/practitioner’s knowledge, skills and dispositions are conducive to a positive and rewarding leading experience for the teacher candidate.</p>   |                  |          |
| <p>Criteria 7: The cooperating teacher/practitioner is <b>New York State certified</b> or has the equivalent qualification, and is recommended by the building principal.</p>  |                  |          |

**Appendix B<sup>137</sup>**  
**Field Experience Introductory Letter**



Date: \_\_\_\_\_

Dear Ms. Schlissel:

I, \_\_\_\_\_ am the \_\_\_\_\_ of  
(Name) (Principal/ Program Director/ Coordinator/ Other)  
\_\_\_\_\_. This letter informs that \_\_\_\_\_ s  
(School Name and number {PS#, MS# or IS#}) (Student name)  
is completing fieldwork as a requirement for your Master's Program in Special Education  
The following is a list of information related to my school.

- Type of institution : (Circle one) (public / private/ other \_\_\_\_\_)
- Age range of students served: Aged \_\_\_\_\_ to \_\_\_\_\_ years
- Grades of students served: Grade \_\_\_\_\_ to \_\_\_\_\_
- Approximate number of the student population: \_\_\_\_\_
- Approximate number of teachers: \_\_\_\_\_
- Percentage of certified teachers: \_\_\_\_\_
- Types of special programs in the school (indicate all)
- \_\_\_\_\_ Self-contained Sp. Ed. \_\_\_\_\_ Inclusion/ Integrated \_\_\_\_\_ Bilingual Sp. Ed. \_\_\_\_\_ ESL/ELL
- Other (Describe: \_\_\_\_\_)
- Technology is used in the classroom and/or for teacher preparation in the following way(s):  
\_\_\_\_\_

Ethnic diversity of the school or institution

\_\_\_\_\_ White \_\_\_\_\_ Afro-American \_\_\_\_\_ Hispanic American \_\_\_\_\_ Asian-American Other: \_\_\_\_\_

Based on performance data or New York State required exams in Reading, Math or Regents, this school classifies as a (circle one): high/ low performing school.

Thank you for your cooperation. If you have any questions, please contact me at \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Administrator's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature as appears on time log

**Brooklyn College  
Special Education Department  
Field Experience Log**

**Course No.** \_\_\_\_\_ **Course Title** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Student Name** \_\_\_\_\_ \* **Select program:** \_\_\_30/33cr \_\_\_45 cr

**Course Instructor Name** \_\_\_\_\_

\***Note:** Please review the Field and clinical Handbook to determine the number of hours for 30, 33, 45 cr. program

*Report time in intervals of hours and 1/2 hours using the following key*

*O = Observing a lesson    A = Assisting with other School Activities (list type of assistance)    T = Teaching*

| Date of Field Visit | Site (School No. & Name)* | Building/Address | Field Supervisor | Site Phone Number | Grade & Class No. | Class Type (Inclusion, etc.) | No. of Hours | Type of Activity (See O,T,A above) | Activity in Detail |
|---------------------|---------------------------|------------------|------------------|-------------------|-------------------|------------------------------|--------------|------------------------------------|--------------------|
|                     |                           |                  |                  |                   |                   |                              |              | O<br>T<br>A                        |                    |
|                     |                           |                  |                  |                   |                   |                              |              | O<br>T<br>A                        |                    |
|                     |                           |                  |                  |                   |                   |                              |              | O<br>T<br>A                        |                    |

Revised 9/06

**Comments (continue on reverse side if needed):** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Total Number Hours for Semester** \_\_\_\_\_

**Course Instructor** \_\_\_\_\_

Signature

**Building Supervisor** \_\_\_\_\_

Signature & Title

## New York's Standards for Teachers

Retrieved: Dec 20, 2003

<http://www.nysed.gov/facmtg/071698.pdf>

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These standards, introduced in the report *Teaching to Higher Standards: New York's Commitment*, identify the knowledge and skills teachers must have to meet the learning needs of students.

- The teacher promotes the well-being of all students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.
- The teacher has a solid foundation in the arts and sciences, breadth and depth of knowledge of the subject to be taught, and understanding of subject matter pedagogy and curriculum development.
- The teacher understands how students learn and develop.
- The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.
- The teacher uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
- The teacher promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
- The teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.
- The teacher is of good moral character.

## New York State Code of Ethics for Educators

Retrieved: Dec 20, 2003

<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>

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### Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

### **Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.**

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

### **Principle 2: Educators create, support, and maintain challenging learning environments for all.**

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

### **Principle 3: Educators commit to their own learning in order to develop their practice.**

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

**Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning. 177}**

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

**Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.**

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

**Principle 6: Educators advance the intellectual and ethical foundation of the learning community.**

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

**This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.**

## On-Site Instructional Mentor Feedback

### BROOKLYN COLLEGE GRADUATE PROGRAMS IN SPECIAL EDUCATION On-Site Instructional Mentor Feedback

Student Teacher \_\_\_\_\_

College Instructor \_\_\_\_\_

On-Site Instructional Mentor \_\_\_\_\_

School, Class/Instructional Setting \_\_\_\_\_

Year \_\_\_\_\_ Spring ( ) Fall ( ) Summer ( )

Observation #. \_\_\_\_\_

The following list of competencies are related on a scale of 1 to 4:

**4 = Superior:***Exemplary/full mastery ability to model and effectively sustain the identified skill.***3 = Adequate***Partial mastery - Clearly understands and can reasonably demonstrate the identified skill.***2 = Marginal***Beginning acquisition - Appears to understand, and demonstrate the identified skill to meet minimum expectations,***1 = Inadequate***Appropriateness not defined - The relevance of the identified skill is not clearly evident.***0 = Not applicable***The identified skill is not relevant.*

| CF Theme   | Superior | Adequate | Marginal | Inadequate | Comments |
|--|----------|----------|----------|------------|----------|
| _____ Quality of interaction with students   |          |          |          |            |          |
| _____ Effective planning of individualized and group instruction that reflects NYS Learning Standards.   |          |          |          |            |          |
| _____ Effective implementation and evaluation of instruction that accommodates learner's differences     |          |          |          |            |          |
| _____ Effectiveness of classroom management  |          |          |          |            |          |
| _____ Sense of efficacy – ability to self-reflect on teaching practices                                  |          |          |          |            |          |
| _____ Building professional relationships: home, school, community.                                      |          |          |          |            |          |
| _____ Willingness to acquire additional knowledge and skills that improve the teaching-learning process. |          |          |          |            |          |
| Overall Evaluation (Check one box)   |          |          |          |            |          |
| _____ Special abilities and areas of strength (describe). ⇒  |          |          |          |            |          |
| _____ Challenges deficiencies to be remedied (describe). ⇒   |          |          |          |            |          |

bynoe.pb.1997: 2<sup>nd</sup> Revision Jan'04Univ. Virginia:COMRISE

Please use the reverse side if additional space is needed to comment on any of the above areas.

Signature: On-site Instructional Mentor \_\_\_\_\_

Date \_\_\_\_\_

Brooklyn College  
City University of New York

Date: \_\_\_\_\_

Dear On-Site Instructional Mentor

Thank you for collaborating with Brooklyn College to prepare our teacher education candidates. Please provide the following information for your *On-Site Instructional Mentors* that assists us in ensuring quality student teaching experiences.

Graduate Programs in Special Education  
718-951-5995

**I am an On-Site Instructional Mentor for Special Education teacher candidates at:**

---

**School:** \_\_\_\_\_ On-Site Mentor's Name: \_\_\_\_\_  
Print

Teacher Candidate's Name \_\_\_\_\_  
Print

**Ethnicity {Optional}**

\_\_\_ White \_\_\_ African-American \_\_\_ Hispanic American \_\_\_ Asian-American

\_\_\_ Other = Describe: \_\_\_\_\_

**Relationship to the Teacher Candidate:**

\_\_\_ Supervisor \_\_\_ Overall school administrator  
\_\_\_ Content consultant \_\_\_ School colleague/Teacher expert  
\_\_\_ Other: (Explain): \_\_\_\_\_

**Higher Education:**

| <b>1) Degrees</b> | <b>Institution</b> | <b>Degree and Major</b> | <b>Date Conferred</b> |
|-------------------|--------------------|-------------------------|-----------------------|
|-------------------|--------------------|-------------------------|-----------------------|

**2) Licenses and certificates**

**3) Work Experience**

a) Current Position: \_\_\_\_\_ Year(s): \_\_\_\_\_

b) Teaching:

c) Consultant/Support:

d) Administrative:

**BROOKLYN COLLEGE**  
**GRADUATE PROGRAM IN SPECIAL EDUCATION**  
**Student Teaching Placement Log**

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

|                                      |               |   |  |
|--------------------------------------|---------------|---|--|
| School/Instructional Setting 1 _____ |               | Address _____                                       |  |
| On-Site Instructional Mentor _____   |               | Site contact phone no. _____                        |  |
| Grade/Level _____                    | Class # _____ | Class type (General, Special Bilingual, etc.) _____ |  |
| Mentor Title _____                   |               | Mentor Signature _____                              |  |
| School/Instructional Setting 2 _____ |               | Address _____                                       |  |
| On-Site Instructional Mentor _____   |               | Site contact phone no. _____                        |  |
| Grade/Level _____                    | Class # _____ | Class type (General, Special Bilingual, etc.) _____ |  |
| Mentor Title _____                   |               | Mentor Signature _____                              |  |
| School/Instructional Setting 3 _____ |               | Address _____                                       |  |
| On-Site Instructional Mentor _____   |               | Site contact phone no. _____                        |  |
| Grade/Level _____                    | Class # _____ | Class type (General, Special Bilingual, etc.) _____ |  |
| Mentor Title _____                   |               | Mentor Signature _____                              |  |

Report time in intervals of hours and 1/2 hours using the following key:

*T = Teaching*

*R = Related teaching activities (explain on reverse side, indicating dates) Tot Hrs.. = Total amount of hours per day*

*O = Other placements (explain on reverse side, indicating dates)*

| <i>Dates (Week)</i> | <i>Mon.</i> | <i>Tues.</i> | <i>Wed.</i> | <i>Thurs.</i> | <i>Fri.</i> |           |             |           |             |           |
|---------------------|-------------|--------------|-------------|---------------|-------------|-----------|-------------|-----------|-------------|-----------|
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | T<br>R<br>O | Tot. Hrs.    | T<br>R<br>O | Tot. Hrs.     | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. | T<br>R<br>O | Tot. Hrs. |
|                     | Tot. Hrs.   |              | Tot. hrs    |               | Tot. Hrs..  |           | Tot. hrs    |           | Tot. Hrs.   |           |

Student Signature \_\_\_\_\_ Total Time \_\_\_\_\_

College Instructor: Print Name \_\_\_\_\_ Signature \_\_\_\_\_

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BROOKLYN COLLEGE  
GRADUATE PROGRAMS IN SPECIAL EDUCATION  
Student Teacher Self-Evaluation

Student Teacher

College Instructor

On-Site Instructional Mentor

School, Class/Instructional Setting

Year \_\_\_\_\_ Spring ( ) Fall ( ) Summer ( )

Observation No. \_\_\_\_\_

The following list of competencies are related on a scale of 1 to 4:

- 4 = Superior: Exemplary/full mastery ability to model and effectively sustain the identified skill.
- 3 = Adequate Partial mastery - Clearly understands and can reasonably demonstrate the identified skill.
- 2 = Marginal Beginning acquisition -Appears to understand, and demonstrate the identified skill to meet minimum expectations,
- 1 = Inadequate Appropriateness not defined - The relevance of the identified skill is not clearly evident.
- 0 = Not applicable The identified skill is not relevant.

Conceptual Framework Themes: (C)ollaboration (D)iversity (S)elf-reflection (S)ocial (J)ustice

Using the above rating scale, reflect on your instruction, then rate and discuss your performance below.

|        |               |
|--------|---------------|
| Rating | C.F. Theme(s) |
|--------|---------------|

\_\_\_\_\_ *Quality of interaction with students* \_\_\_\_\_

\_\_\_\_\_ *Effectiveness in planning individualized and group instruction that reflects NYS Learning Standards.* \_\_\_\_\_

\_\_\_\_\_ *Effectiveness in the implementation and evaluation of instruction that accommodates learner's differences.* \_\_\_\_\_

\_\_\_\_\_ *Effectiveness of classroom management.* \_\_\_\_\_

\_\_\_\_\_ *Sense of efficacy – ability to self-reflect on teaching practices.* \_\_\_\_\_

\_\_\_\_\_ *Building professional relationships: home, school, community.* \_\_\_\_\_

\_\_\_\_\_ *Special abilities and areas of strength.* \_\_\_\_\_

\_\_\_\_\_ *Challenges, deficiencies to be remedied.* \_\_\_\_\_

**Overall Self-Rating** \_\_\_\_\_

\_\_\_\_\_ *Willingness to acquire additional knowledge and skills that improve the teaching-learning process..* \_\_\_\_\_

Student's Signature:

NOTE: Use the reverse side if additional space is needed for any category.

**BROOKLYN COLLEGE**  
**GRADUATE PROGRAMS IN SPECIAL EDUCATION**  
**Student Teaching Evaluation – College Supervisor**

STUDENT'S NAME \_\_\_\_\_ College Instructor: \_\_\_\_\_

| School | Grade | Instructional Setting | Semester |
|--------|-------|-----------------------|----------|
|--------|-------|-----------------------|----------|

|                              |                          |
|------------------------------|--------------------------|
| On-Site Instructional Mentor | Placement Log Supervisor |
|------------------------------|--------------------------|

Lesson Topic and type: (1) \_\_\_\_\_

Lesson Topic and type: (2) \_\_\_\_\_

Lesson Topic and type: (3) \_\_\_\_\_

Lesson type= a) Whole Class b) Group c) Individual d) Other – include in 'Comments'

The following list of competencies are related on a scale of 1 to 4:

|                           |  |
|---------------------------|--|
| <i>4 = Superior:</i>      | <i>Exemplary/full mastery ability to model and effectively sustain the identified skill.</i>                             |
| <i>3 = Adequate</i>       | <i>Partial mastery - Clearly understands and can reasonably demonstrate the identified skill.</i>                        |
| <i>2 = Marginal</i>       | <i>Beginning acquisition - Appears to understand, and demonstrate the identified skill to meet minimum expectations,</i> |
| <i>1 = Inadequate</i>     | <i>Appropriateness not defined - The relevance of the identified skill is not clearly evident.</i>                       |
| <i>0 = Not applicable</i> | <i>The identified skill is not relevant.</i>   |

**PLANNING**

1. Indicates understanding of planning and content

2. Indicates knowledge of affective teaching procedures

3. Relevant to student needs and ability level

4. Appropriate use of learning standards

5. Accurate knowledge of characteristics of the student's cultures to enhance learner outcomes

Comments: \_\_\_\_\_

**OBSERVATIONS**

**I          II          III/ Video**

—          —          —

—          —          —

—          —          —

—          —          —

—          —          —

**IMPLEMENTATION OF LESSON**

6. Transition from preceding lesson(s) / prior knowledge

7. Logical unfolding of lesson

8. Stimulating students and maintaining on-task behavior

9. Provides and monitors practice and feedback

10. Use of varied learning approaches to accommodate learner differences

11. Questioning and discussion techniques - range and type

12. Opportunities for concomitant learning: encourages student to extend thinking

Comments: \_\_\_\_\_

**I          II          III/Video**

—          —          —

—          —          —

—          —          —

—          —          —

—          —          —

—          —          —

—          —          —

Name \_\_\_\_\_

Student Teaching Evaluation (page 2/4)

**EVALUATION****I****II**

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**III/Video**

13. Demonstrates satisfactory achievement of objective(s)

— — —

14. Appropriate follow-up activities

— — —

15. Appropriate pacing

— — —

16. Adequate method(s) of evaluation

— — —

Comments:

---



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**INSTRUCTIONAL MATERIALS AND ENVIRONMENT****I****II****III/Video**

17. Provides, uses and supervision of materials appropriately

— — —

18. Arranges learning environment.

— — —

19. Competent consideration of cultural variances of all students

— — —

20. Effective use of technology

Comments:

---



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**CLASSROOM MANAGEMENT****I****II****III/Video**

21. Indicators of effective learning environment

— — —

22. Handles unexpected situations appropriately

— — —

23. Quality and quantity of mechanisms for behavior management

— — —

Comments:

---



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**INTERACTIONS WITH STUDENTS****I****II****III/Video**

24. Engaged learning

— — —

25. Quality of interaction (student-student, student-teacher)

— — —

26. Accommodates learner differences

— — —

27. Communicates clearly and accurately

— — —

Comments:

---



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**PROFESSIONAL RELATIONS**

**I      II      III/Video**

Interacts productively with:

28. On-site instructional leaders

—      —      —

29. Families

—      —      —

30. Develop professional relationships with colleague to optimize learning

—      —      —

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**POST OBSERVATION SELF-EVALUATION**

**I      II      III/Video**

31. Ability to evaluate strengths and weaknesses of lesson

—      —      —

32. Ability to evaluate and assimilate suggestions for growth

—      —      —

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**OVERALL PERFORMANCE RATING EACH OBSERVATION**

**I      II      III/Video**

—      —      —

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Initials after each post-observation      —      —      —      —

Final Grade: \_\_\_\_\_

\_\_\_\_\_  
Signature: Student teacher      Date

\_\_\_\_\_  
Signature: College Supervisor      Date

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Univ. Virginia: COMRISE

*Use following page for additional comments within each section of the observation*





**STUDENT TEACHING SURVEY**  
**Ed 750.8 Seminar & Student Teaching Students with Special Needs:**

Student's Name: \_\_\_\_\_

6a. Classroom Information of your primary teaching placement:

- a) Type of class (explain)
- b) How many students? \_\_\_\_\_ Ages: \_\_\_\_\_
- c) How many students have IEPs? \_\_\_\_\_
- d) Describe their disability:

**6b. List all special education classes at your school:**

| <u>Class/Disability categories</u> | <u>Grade Levels</u> |
|------------------------------------|---------------------|
|------------------------------------|---------------------|

**7. As a part of NYS regulations, you need to have student teaching “experiences”** with different developmental age groups if you are in the Middle Childhood sequence (5<sup>th</sup> – 6<sup>th</sup> & 7<sup>th</sup> – 9<sup>th</sup>) Childhood sequence (1<sup>st</sup>-3<sup>rd</sup> & 4<sup>th</sup> -6<sup>th</sup>); or three different developmental age groups if you are in Early Childhood (EI, CPSE and CSE).

Select the level for which you seek certification, and indicate if you have access for student teaching to students with disabilities and/or types of programs for your :

|  | <u>Yes</u> | <u>Maybe</u> | <u>No</u> |
|--|------------|--------------|-----------|
| <b>A) Middle Childhood</b>               |            |              |           |
| 5 <sup>th</sup> – 6 <sup>th</sup> grades | _____      | _____        | _____     |
| 7 <sup>th</sup> – 9 <sup>th</sup> grades | _____      | _____        | _____     |
| <b>B) Childhood</b>                      |            |              |           |
| 1 <sup>st</sup> -3 <sup>rd</sup> grades  | _____      | _____        | _____     |
| 4 <sup>th</sup> -6 <sup>th</sup> grades  | _____      | _____        | _____     |
| <b>C) Early Childhood</b>                |            |              |           |
| Birth – 2.9 years old                    | _____      | _____        | _____     |
| 3 – 4.9 years old                        | _____      | _____        | _____     |
| K – 2 <sup>nd</sup> grade                | _____      | _____        | _____     |

**8. You will also be participating in a Student Teaching Seminar (15 hours).** Answer the following questions related to your personal computer skills: (*Circle your responses*)

- a) Have you ever participated in an (interactive) course e.g. *BlackBoard/Taskstream*? Yes/No
- b) Do you have access to a computer at home? Yes/No  
Type (PC/MAC, etc.): \_\_\_\_\_
- c) Do you have access to a computer at work? Yes/No  
Type (PC/MAC, etc.): \_\_\_\_\_
- d) Have you ever participated in an online chat, discussion forum? Yes/No

*Please use the reverse side if needed to provide additional information.*