

TEACHER EDUCATION PROGRAM

CLINICAL PRACTICE HANDBOOK *for* CANDIDATES AND SUPERVISORS

Enable students
embody pedagogy
enact content



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INTRODUCTION

This handbook was developed to orient new teacher candidates and clinical supervisors to student teaching practices and policies developed by the Department of Teacher Education at York College (City University of New York). While many questions concerning student teaching (clinical practice) experiences are addressed within this handbook, it is not intended to replace personal contact between program partners. It was developed as a reference tool. York College Department of Teacher Education guidelines may change from time to time, so it is always good to pick up the telephone, send out a quick email, or to stop by our office to get the most-timely information. We are always happy to hear from you.

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WELCOME

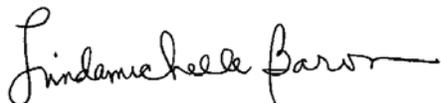
Dear Teacher Candidates:

A successful experience in student teaching is crucial in the development of teaching professionals. Student teaching is the capstone experience that connects the foundational and pedagogical coursework candidates have completed with practical and constructive experiences inside classrooms on a regular basis. It provides an opportunity for teacher candidates to gain valuable experience working with children while being supported. It also enables professional educators involved to make a substantial contribution to the teaching profession. This becomes achievable through the cooperation and collaboration of all involved -- the teacher candidate, the cooperating teacher, the school administrator, the practicum instructor and Field and Clinical Program Director, and the college supervisor.

We look forward to working with all of you in creating the environment for nurturing and developing quality teachers. At York College we stand ready to assist in any way to ensure that the student teaching experience is a positive and productive one for all involved.

Please come and see us in Room 1D12, call us at 718-262-2450, should there be questions, concerns, or compliments.

Sincerely,

A handwritten signature in cursive script that reads "Lindamichelle Baron". The signature is written in black ink and is positioned below the word "Sincerely,".

Dr. Lindamichelle Baron, Chair,
Department of Teacher Education

WELCOME Student Teachers

I am happy that you have chosen York College's Department of Teacher Education faculty to be among your partners in your journey to a professional teaching career. I am proud to share with you that our graduates have consistently gone on to work in schools and education agencies throughout the city, the country and internationally, where they continue to make a positive impact and to be recognized for their excellence. We expect no less of you and your class.

Student teaching is the capstone experience of any teacher education program. It is also the culminating event of your undergraduate work at York College. You can gain a lot from this experience so take full advantage of the time that you spend in clinical practice. Enjoy your students, and find joy in the learning process, which will unfold before your eyes each day.

Also, be mindful of what it takes to be a successful professional in the teaching world. This includes collaborating, building positive and productive professional relationships, understanding teacher employment contracts and the district's pay scale, becoming a union member, engaging in on-going professional development, and undergoing teacher-evaluation and tenure processes.

I wish you the best to you in your endeavors this year. Please feel free to contact me should you have any questions, feedback or concerns. I can be reached at (718) 262-2461, or at djohnson1@york.cuny.edu. You may also visit me in room AC/ 1D105.

Sincerely,

Donna M. Johnson

Dr. Donna M. Johnson
Clinical Practice Professor & Early Field and Clinical Program Coordinator

York College Mission Statement

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

CONCEPTUAL FRAMEWORK

Teacher Education Unit Vision Statement

The vision of the teacher education unit builds upon the vision and mission of York College. The unit's vision is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools, and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success.

Teacher Education Unit Mission Statement

The mission of the teacher education unit at York College is to prepare our candidates to become effective practitioners who will:

Enable Diverse Learners to Achieve at the Highest Levels by being able to:

- Demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, exceptionalities, multiple intelligences, and learning styles
- Prepare students to be active and effective participants in a political and social democracy
- Demonstrate a commitment to social justice and equity issues in multicultural, multilingual, urban schools
- Collaborate with parents and leaders/agencies in the local community
- Understand the full range of student needs represented in an urban classroom

Embody Professionalism, Pedagogical Knowledge, and Pedagogical Content Knowledge by being able to:

- Design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy
- Respond to the diversity of learners in the classroom when designing and implementing instruction
- Assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance
- Act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all
- Exhibit strong written, verbal, and non-verbal communication skills
- G11-Select and effectively implement technology in the classroom
- G12-Collaborate with the professional educational community

Enact Deep and Broad Content Knowledge by being able to:

- Demonstrate a broad and deep knowledge of academic content
- Continue to access and build content knowledge
- Examine the power and biases of knowledge and knowledge construction
- Evaluate emerging content knowledge using scholarly research based evidence
- Evaluate content knowledge for relevance to K-12 classroom

FIELD AND PRACTICUM PROGRAM QUALITY STATEMENT

York College Department of Teacher Education

To the extent possible, York College early field and practicum placements will:

1. Provide students with **safe, comfortable, and welcoming** placements with cooperating teachers who serve as a willing mentor/teachers and/or coaches.
2. Teach **grade level content area instruction and practice in teacher candidates' target certification area** (e.g., special education, English As A Second, general science, mathematics and physics).
3. Provide **proven models** of effective and innovative instruction, active teaching and learning
4. Provide candidates with **sufficient opportunities** to apply what they have learned in their coursework, especially toward meeting the required performance standards.
5. Ensure that the student-teaching experience is **carefully and continuously monitored and properly supported**.
6. Provide a **highly qualified** college supervisor to support and guide student teacher's practice.
7. Ensure placement at a school where the principal and staff will **foster the professional development** of new teachers.
8. Provide an **intensive clinical experience** with improved links between research and practice.
9. Provide the opportunity **for student teachers to develop valuable collegial relationships and supports** for learning.
10. Provide candidates with **opportunities to practice in more than one school or classroom**.
11. Provide students with a **cohort of colleagues**, with whom they can reflect, learning from their collective teaching experiences, both positive and negative.
12. Support **improvement of neighborhood schools and local communities**.
13. Provide opportunities for the candidate to **significantly contribute to school or instructional improvement**.

TRANSITION POINTS

York College Department of Teacher Education

ADMISSION TO THE TEACHER EDUCATION PROGRAM

- Complete the *Application for Admission to the Teacher Education Program* **including the planning grid and documentation for taking or registering for the Language Arts and Science Test (LAST) & Assessment of Teaching Skills - Written (ATSW)**
- Declare an approved major
- Earn a minimum overall 2.75 GPA in all courses taken at York College
- (Transfer Students complete a minimum of 12 credits at York College)
- Complete the Foundations courses EDUC 280 EDUC 283 and EDUC 284
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere)

TRANSITION POINT 1

Admission to Curriculum & Methods Courses (EDUC 300 levels)

- Earn a minimum overall 2.75 GPA in all courses taken at York College
- Complete all Foundations courses for the program
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere)

TRANSITION POINT 2

Admission to Student Teaching

- Complete the application for Student Teaching **AND update planning grid, including exam documentation and program completion plan**
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Completed all Professional Education (300 level Curriculum and Methods) courses
- Earn a minimum overall GPA of 2.75 in all Professional Education courses AND a minimum of C grade in each Professional Education course taken at York College (A minimum of B in each Professional Education course taken elsewhere)
- Completed 2/3 of the courses required in the major

TRANSITION POINT 3

Completion of the Teacher Education Program

- Complete Student Teaching/Seminar I & Teaching/Seminar II with a minimum grade of C in each including the Violence Prevention **AND** Child Abuse and Neglect workshops
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Complete all course work required for the degree

NEW YORK STATE INITIAL CERTIFICATION REQUIREMENTS

in addition to COMPLETION OF THE TEACHER EDUCATION PROGRAM

- Pass the New York State Liberal Arts and Sciences Test (LAST)
- Pass the New York State Assessment of Teaching Skills - Written Test (ATS-W)
- Pass the New York State Content Specialty Test (CST)
- Fulfill foreign language requirement
- Complete a science course with a laboratory

In consultation with their Teacher Education advisor, candidate should fulfill General Education requirements as early as possible in order to achieve success on the LAST exam and be prepared for upper division coursework and student teaching

Clinical Practice

“Student Teaching”

Experiences in Teacher Education



General Student Teaching Program Requirements

Teacher education candidates usually complete their student teaching during their last semester in their program. The following program requirements are for student teaching (Transition Point 2):

TRANSITION POINT 2

Admission to Student Teaching

- Complete the application for Student Teaching **AND** **update planning grid, including exam documentation and program completion plan**
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Completed all Professional Education (300 level Curriculum and Methods) courses
- Earn a minimum overall GPA of 2.75 in all Professional Education courses AND a minimum of C grade in each Professional Education course taken at York College (A minimum of B in each Professional Education course taken elsewhere)
- Completed 2/3 of the courses required in the major

Student teaching requires a tremendous time commitment. Candidates are **strongly encouraged NOT** to take additional courses and **NOT** to be work more than 15 hours per week, during the student teaching semester. The Department of Teacher Education makes all student teaching placements, and candidates are required to report to their placement sites on a full-time basis while involved in clinical practice.

Teacher candidates are required to complete two student teaching placements at different developmental levels. Student Teaching can be completed **full-time in one semester** or **part-time in two semesters**.

One Semester Program (two placements in one semester)

- 14 weeks (7 weeks per placement)
- 5 full days per week (e.g. 8:00 am-3:00 pm)

Two Semester Program (one placement per semester)

- 14 weeks
- 3 mornings & 1 full day per week

Student Teacher Placement Requirements for Each Major Program

Childhood Education Candidates complete one placement in **grades 1-3** and one in **grades 4-6**.

Physical Education K-12 and the **Health Education K-12 Candidates** complete one placement in **grades 1-6** and one in **grades 7-12**.

Secondary Education (Biology, Chemistry, Earth Science, Mathematics, & Spanish) Candidates complete one placement in **grades 7-9** and one in **grades 10-12**.

Candidates completing student teaching in one semester must be at their student teaching placement sites for the entire teacher workday. At least 50% of the hours must be spent teaching, implementation lessons developed and prepared by the student teacher.

Student Teaching Field Placement Guidelines

Attendance

Teacher candidates must report to their placements at the time agreed upon with their clinical “college” supervisor and cooperating teacher. This time should allow for punching in and doing final preparations before instruction. Teacher candidates follow the calendar of the school in which he/she is placed even when it differs from the college calendar. In the case of a necessary absence, the teacher candidate must notify the school office, the cooperating teacher and the college supervisor. In the case of consecutive absences of more than two days, the clinical supervisor AND the Director of Clinical Practice must also be notified (the latter in writing/email). Three or more absences will result in an extension of the placement period. Documentation supporting the prolonged absence should be submitted.

Record Keeping

Attendance must be recorded daily using the Student Teaching Weekly Log. In addition, teacher candidates must punch in and out each day of attendance on a monthly time card (Candidates should request a card monthly from the front office secretary, and be directed as to where to punch in and out at their job site). **The time card serves as a second and mandatory record of attendance – credit will be given only when the punch card (weekly log times) match, and when both are properly signed-off on.** An official record of attendance is summarized on a separate monthly time log, which requires signature of both the cooperating teacher and the college supervisor. Staple daily time cards (*with name, date, signature & the school name written in*) to back of log sheets and monthly time cards before submitting. These documents will be distributed in the Student Teaching Practicum Seminar course.

Instructional Planning

The student teacher is expected to prepare all lesson plans using the Backwards Design approach. Plans should be drafted in sufficient time to provide them to the cooperating teacher and college supervisor (in person or by email) to be reviewed, so that candidates can make refinements based upon feedback received. Formalized, detailed lesson plans following the Department of Teacher Education Lesson Plan Template must be submitted to both the cooperating teacher and the college supervisor prior to formal, scheduled observations. See the Student Teacher Responsibilities Section for detailed requirements.

Meetings with Cooperating Teacher

Student teachers and their cooperating teachers engage in ongoing conversations regarding plans for the coming week, review lessons observed, and discuss questions and concerns regarding the classroom when they meet. It is both the cooperating teacher and the student teacher’s responsibility to schedule these weekly meetings. York candidates are advised to be proactive. Meetings can take place before school or after school, during lunch, or during a prep period. It is important that a scheduled time be set aside for reasonable discussion. It is during this meeting that plans and ideas for future lessons are presented to the cooperating

teacher for approval and feedback, as well as specific classroom concerns and opportunities. The student teacher needs to come to these meetings prepared with questions, draft lesson plans, assessments and/or related resources. They also need to contact their college supervisors to ask them to set up a three-person meeting should the cooperating teacher fail to make time for weekly planning and observation meetings by the end of the second week of the placement.

Clinical Supervisor Observations

A Clinical Supervisor is an experienced education professional from York College's School of Health and Behavioral Sciences who possesses solid teaching experience at the P-12 level. The Clinical supervisor serves as a mentor and coach to clinical practice students during their student teaching practice. College supervisors are also liaisons that represent York College's Teacher Education Unit when in the partner schools and classrooms. Supervisors visit when observing or meeting with student teachers and their cooperating teachers. School personnel are encouraged to speak to the Clinical Supervisor regarding any concerns, or complements that they may have about a York student teacher or program.

Student teachers are expected to provide a lesson plan to the college supervisor at least one week before each formal observation (two weeks preferred), in order to receive feedback for further refinement. Lesson plans are also to be discussed with and approved by the cooperating teacher prior to candidates' lesson delivery. A post-observation conference will take place after each formal observation with the college supervisor and the cooperating teacher. More details are provided below.

Student Teaching Practicum Seminar Requirements

The following assignments serve as a bridge between the field and the practicum course. Additional requirements will be outlined on the first day of the Seminar.

Student Teacher Work Sample

The Student Teacher Work Sample (STWS) is the capstone project of the Teacher Education program. It is a performance assessment through which a student teacher's impact on learners at the P-12 site where he or she is placed for student teaching is measured. The sample consists of a unit of study, with ten lessons, developed by candidates, through the use of a data-driven planning model. The STWS contains seven elements, each identified by research on best teaching practices effective in improving student learning. Each of the elements of the STWS are interwoven, and contains a STWS standard, related INTASC standards, a task, prompts, and a rubric that defines various levels of performance related to each element. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following STWS standards:

1. The teacher uses information about the learning-teaching **context** and student individual differences to set learning goal(s) and objectives, and to plan instruction and assessment.
2. The teacher sets significant, challenging, varied, and appropriate **learning goal(s)** and objectives based on state/district standards.
3. The teacher uses multiple **assessment** modes aligned with learning goal(s) and objectives to assess student learning before, during, and after instruction.
4. The teacher **designs instruction** for specific learning goal(s) and objectives, student characteristics and needs, and learning contexts.
5. The teacher uses regular and systematic evaluations of student learning to make **instructional decisions**.
6. The teacher uses assessment data to **report student learning** and communicate information about student progress and achievement.
7. The teacher **reflects** on his or her instruction and analyzes student learning in order to improve teaching practice.

Student Teachers complete the STWS during the course of a semester. Standards 1 - 5 above are to be completed during candidates' first seven-week clinical placement. Standards 6 and 7 are to be completed during their second seven-week placement, along with the final write up and presentation. Student teachers who are completing student teaching across two semesters should consult the Student Teaching Seminar instructor for a timeline.

Reflective Journal

Student teachers maintain reflective journals chronicling their student teaching experiences. A minimum of three entries dated and numbered are required each week. At least one of the weekly entries should discuss data-driven instructional planning and decisions made by candidates throughout the lesson preparation process. For each of the first two weeks, the student teacher should focus the reflection on a lesson planned and implemented by the cooperating teacher. In subsequent weeks, the focus of the reflection is a lesson the student teacher has implemented or plans to implement. Reflection guidelines will be provided during the Student Teaching Practicum Seminar.

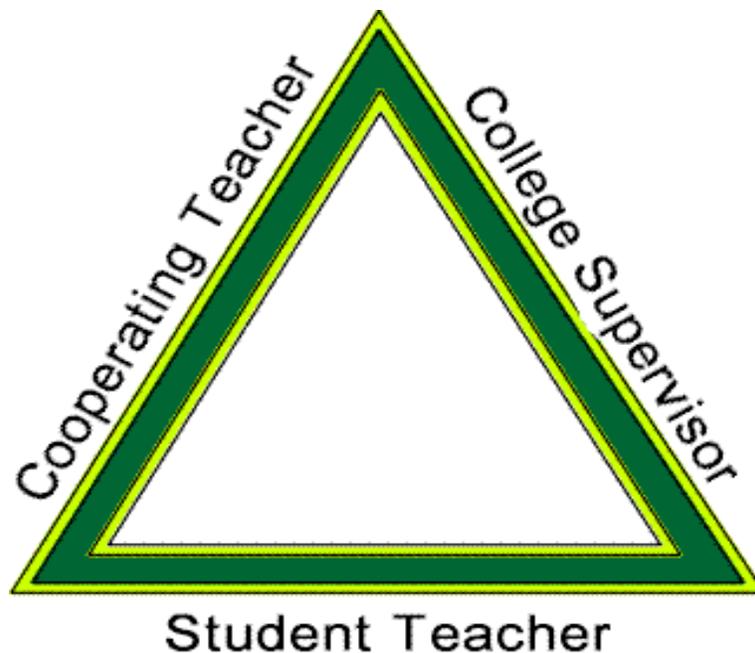
Attendance & Participation

The Student Teaching Practicum Seminar is an integral and required part of the student teaching experience. It is designed to provide an opportunity to candidates to share and to reflect upon student teaching challenges and triumphs, while they are in the field. It also provides an opportunity for candidates to sharpen their teaching skills, while they examine and discuss educational issues of particular concern, such as classroom management, curriculum and assessment, and are able to clarify theoretical implications for their practice. **Weekly on-time attendance and participation are required!**

Student Teaching Triad

Roles and Responsibilities of Triad Members

The Student Teaching Practicum Seminar professor provides needed support and scaffolding for the student teaching experience. The triad below builds upon this foundation and is comprised of the student teacher, the cooperating teacher and the clinical or “college” supervisor. The active, ongoing involvement, communication, and input of all members of the triad are necessary to ensure the most productive and successful experience. Each triad member brings his/her ideas, behaviors and practices to the experience, which enriches, broadens and deepens the learning environment for candidates. The roles and responsibilities of triad members are described on the following pages.



Student Teacher Responsibilities

The student teaching experience provides the teacher-candidate with opportunities to plan, deliver, analyze, evaluate, and to modify their teaching in order to maximize their professional growth. Student teachers are expected to:

- Maintaining integrity, as a young professional, requires student teachers to do the following: Avoid engaging in unethical or illegal activities during the internship. Activities of this nature include the following: forging signatures and authorizations, falsifying official academic records, including transcripts, grade reports, letters of permission, add-drop forms, ID cards of any type, student teaching time verification documents (i.e. Daily and monthly time cards, and the weekly time-sheet), punching in or out on daily time cards for other candidates, and the like. Violation of this nature can lead to a candidate being dismissed from the program on a permanent basis.
- Establish and maintain on-going communications with their cooperating teachers, including arranging and attending a regularly scheduled weekly planning meeting.
- Establish and maintain on-going communications with their college supervisors about their learning-needs, goals for student teaching and the development of their work sample.
- Address problems or concerns immediately through discussion with college supervisors and/or cooperating teachers.

Dress Code

Student teachers must maintain a neat and clean appearance befitting professionals working in the field of education. Always exhibit respect for the school/agency, cooperating teacher, P-12 students, colleagues, and parents AND for one's self. Dress professionally when reporting for student teaching.

In general, the following constitutes appropriate 'casual professional'

- Professional clothing appropriate for a classroom/employment setting
- A minimum amount of discreet jewelry and a watch
- Appropriate personal hygiene must be maintained daily, light-to moderate perfume

In general, the following are NOT appropriate:

- Caps, scarves and hats worn indoors, unless for religious reasons
- Jeans, mini-skirts or dresses, and low-cut tops/dresses or tightly-fitting clothing
- Revealing, faded, torn, wrinkled, ill fitting or soiled apparel of any kind
- Tattoos and piercings that are offensive
- Cell phones that are left on, texting in the classroom, while caring for students, or regularly using the school's telephone
- T-shirts, halters, tank tops, backless or sleeveless shirts or blouses, short skirts
- Sweat-shirts, jogging outfits, shirts or blouses with political or otherwise offensive slogans

Additional IMPORTANT Responsibilities

Develop and submit lesson plans as required by the cooperating teacher and the college supervisor. Conduct a minimum of three formal lessons for observation and post-observation conferences during each placement. Pre-observation planning discussions with both the cooperating teacher and the college supervisors are mandatory, as are post-observation conferences. Arrange and attend post-observation conferences with the cooperating teacher and supervisor.

First Placement Guidelines: There should be three classroom observations. All advising/coaching in areas of instructional planning and delivery, on the part of the college supervisor should emphasize, and provide direction for integrating the Student Teacher Work Sample process of on-going assessment and data-driven planning, into these areas. Candidates will complete the first five components of their STWS during their first placements.

Second Placement Guidelines: There should be two classroom-based observations and one videotaped observation during this placement. Also, one of the lessons completed during this placement must include technology-supported instruction (The Teacher Education Resource Room has some technology resources if schools do not have them). Candidates are responsible for videotaping their lesson and turning a copy of the lesson over to the College Supervisor to view and assess using the observation rubric. A final observation meeting will be held at the end of the second placement in which all of the supervisor's mentees and any other invitees, will view a 20 minute segment of student teachers' lessons, selected in advance by candidates, and provide them with requested feedback on their lesson. The college supervisor will lead this meeting.

Assume increasing responsibility for all aspects of classroom teaching, including planning and implementing instruction, classroom organization, assessment of student progress, and entering scores and grades. Students should begin teaching during the second week of their placement, and should assist the cooperating teacher instructionally when not teaching.

Secure and follow the placement school's calendar, daily schedule and curriculum guidelines (including New York State standards, the NYCDOE Scope and Sequence, and New York State Core Standards).

Participate in at least one school related activity with the cooperating teacher at each placement site, including faculty meetings, professional development opportunities, parent-teacher conferences, staff and interdisciplinary team meetings. Write a one-page reflection about experience and how it ties to classroom life, teaching and raising student-achievement.

Punch-in daily on the school time clock using a time card secured at the school, keep and submit documentation. Keep accurate Student Teaching Weekly Logs and get Monthly Time Cards signed by both the cooperating teacher and the college supervisor. Staple daily time cards (with name, date, signature & the school name written in) to back of log sheets and monthly time cards before submitting.

Notify the school, cooperating teacher and the college supervisor when late or absent, preferably in advance. Three or more absences will result in an extended placement (two make up days required for each day missed). Supporting documentation for missing days required. **Candidates must strive to be present and on time always!**

Be proactive! Take the initiative in becoming involved in the classroom. Ask for opportunities to assist. Don't just sit or stand around waiting for the teacher to direct you.

Develop a receptive and reflective attitude toward suggestions and critiques. Constructive feedback from the cooperating teacher and the college supervisor is essential for a student teacher's professional growth. Set goals for your student teaching, based upon what you feel are your strengths and weaknesses in the following key areas: 1) Instructional Planning, 2) Lesson Delivery – General, 3) Lesson Delivery -- Differentiated Instruction (including ELLs and Special Learners), 4) Classroom Management and Student Discipline, 5) Collaborating with Colleagues and Parents, 6) Technology-supported Instruction. Establish key objectives, benchmarks and indicators/outcomes for each goal. Share plan with the Student Teaching Practicum Seminar professor, your cooperating teacher and your college-supervisor at the beginning of your placement, and use to frame lesson planning, post-observation conference discussions, and personal reflections. Share these goals and your assessment of your progress at video screening. Prepare to distribute multiple copies of your lesson plan, and your pre- and formative assessment data and to discuss your instructional decision-making process as part of your presentation at the screening.

Progression of Increasing Responsibilities of the *Student Teacher*

During the first week the student teacher is **getting acquainted** with the school setting, the classroom, its activities, and the students. The progression includes:

1. **Gain** an understanding of the cooperating teacher's goals and objectives for the class
2. **Observe** the cooperating teacher and students in the teaching/learning process
3. **Assist** in the classroom with such things as taking attendance, distributing materials, recording homework assignments, and administering and scoring assessments to measure student learning
4. **Provide** individual tutorial assistance in classroom instruction
5. **Increase** instructional responsibilities as quickly as possible. The rate at which added responsibilities are assumed is varied based on the individual student teacher. The progression involves:
 - Teaching small groups as directed by the cooperative teacher
 - Planning, implementing, and assessing a lesson for a small group
 - Planning, implementing, and assessing a lesson for the full class
 - Planning an extended unit of instruction with appropriate assessment strategies to measure impact on student's learning
 - Assuming responsibility for the planning and implementing of instruction over an extended time period

Student Teachers are strongly encouraged to participate as fully as possible in the following school activities:

- ★ Parent-teacher conferences
- ★ Faculty department meetings
- ★ Professional Development Sessions
- ★ Field trips
- ★ Assemblies





Assessing Student Teachers

Cooperating teachers provide feedback (both formal and informal) to student teachers throughout the placement period. Two weeks before the end of the placement, the cooperating teacher completes a written report, and Student Teaching Final Evaluation Form. These are attached, given to the clinical supervisor or mailed directly to the Clinical Program Coordinator at York College. The Student Teaching Final Evaluation Form requires the student teacher's signature. The cooperating teacher should have substantive discussion with the student teacher regarding the contents of the evaluation before sign-off occurs. These documents become part of the student teacher's permanent record in the Department of Teacher Education. Cooperating and student teachers are encouraged to make a copy of each before the original is submitted to the Clinical Program Coordinator.

The clinical supervisor completes a written evaluation and Student Teaching Observation Form for each formal observation that he/she conducts. The evaluation is shared with the student teacher and requires his or her signature before being copied and submitted to the Clinical Program Coordinator at York College, who will place it in the student teacher's file. The college supervisor completes the Student Teaching Final Evaluation Form as well. The evaluation report also becomes part of the student teacher's permanent record in the Department of Teacher Education.

The Student Teaching Practicum Seminar professor is responsible for documenting course - attendance, active-participation in the weekly seminar, and course readings and responses, as well as for assessing the quality of work put into completing reflective journals and learning portfolios.

Student Teaching and Seminar Grades

The final course grade is a jointly determined by the clinical supervisor and the student teaching practicum professor. It takes into account student teaching performance, as well as the work that candidates completed during the student teaching practicum seminar. The seminar professor will post the final grade. The grade is weighted as follows:

★ Student Teaching = 60%

★ Seminar = 40%

Role and Responsibilities of the *Cooperating Teacher*

The cooperating teacher plays a fundamental role in the clinical practice experience, for he/she is the one who works with the student teacher on a daily basis. Cooperating teachers can be positive role models and supporters of teacher candidates; when they are, they represent the teaching profession in a positive light, and promote high quality teacher performance. The cooperating teacher is expected to:

- **Treat** student teachers as new professionals and assist them with their induction into the teaching professional. Recognize that the pre-service candidates' first teaching experience will most likely take place in your classrooms, under your tutelage. We expect that you will provide them with on-going and open communications, encouragement, and support.
- **Review** school and classroom policies and procedures, the curriculum, daily schedule, building administrators' contact numbers, etc. with the student teacher. Meet with him or her weekly for a planning meeting.
- **Provide** the student teacher with a class list, copies of texts (for reference/temporary use), curriculum guides, school calendar notes (i.e., parent conference and Open School nights, testing), teacher meeting times, professional development schedule, etc.
- **Provide** adequate guidance and opportunity for the student teacher to gradually increase classroom responsibilities. Student teachers are required to spend at least 50% of their placement hours engaged in actual teaching of lessons they have developed. The candidate should begin teaching by the end of the second week of placement.
- **Provide** on-going, honest, and constructive feedback regarding the student teacher's professional growth to both the student teacher and the college supervisor. Schedule a weekly meeting with the student teacher to review lesson plans and instructional delivery. Efforts should be made when possible to participate in observation conferences with the student teacher and college supervisor.
- **Address** concerns immediately through honest, open dialogue with the student teacher, college supervisor, or Clinical Program Coordinator.
- **Complete** a Student Teaching Final Evaluation Form: Use this form to evaluate the student teacher's performance near the end of placement. Share it with the student teacher. The evaluation is also given to the college supervisor, who must submit it to the Clinical Program Coordinator at York College. It is recommended that the cooperating teacher keep a written record of his/her observations (formal and informal) to aid in weekly conferences with the student teacher and also to facilitate completion of the Student Teaching Final Evaluation Form.

Remuneration – For each student teacher supervised, the cooperating teacher is offered a tuition waiver of three credits that can be used at any CUNY campus. **The waiver is processed once the Clinical Program Coordinator at York College has received the Student Teaching Final Evaluation Form.** The Teacher Education Department at York will also host a luncheon and celebration for school partners annually in June. These programs are subject to funds availability.

Role and Responsibilities of the *Clinical Supervisor*

The clinical (a.k.a. college) supervisor serves as the liaison between the Clinical Program Coordinator at York College and the partnership school. The clinical supervisor aids the student teachers in developing their educational philosophies, work samples and classroom practices through frequent personal contacts, classroom observations, and conferences. The clinical supervisor is expected to:

- **Attend** meetings and functions related to student teaching throughout the semester.
- **Serve** as a personal resource to guide the student teacher in all aspects of the experience including professional and interpersonal issues.
- **Address** problems or concerns immediately through open dialogue with the student teacher, cooperating teacher, and/or Clinical Program Coordinator.
- **Arrange** to meet with the cooperating teacher and student teacher jointly and early in the semester, to review the expectations and requirements that facilitate an effective working relationship among the triad members, which ensures the candidate's optimal growth, and which monitors student and program progress. Also meet with principal.
- **Support** the candidates in their understanding and practice of ethical professional behavior.
- **Share** written observation reports with the student teacher and return signed reports to the Clinical Program Coordinator.
- **Meet** with candidates at the end of each placement to collect Weekly Logs, Monthly Time Logs and Work Samples. Provide candidates with a summary assessment of their progress and recommendations for next steps that they might take in developing their teaching. Submit forms to the Clinical Program Coordinator by the last day of the term.
- **Assist** students in developing adequate work samples, and in submitting all required documentation.
- **Complete** the Student Teaching Final Evaluation Form, assess Student Teacher Work Samples using the department rubric, and determine student teachers overall letter grade based on a rubric and submit to the Clinical Program Coordinator along with logs and assessment documents.
- **Complete** a final reflection to submit along with documents outlined above.

Role and Responsibilities of School & Agency Administrators

The school leader/agency head and/or administrative team sets the tone for his or her staff, in terms of how they treat view the teacher education program, York College student-teachers assigned to their schools, York college supervisors and other college representatives who serve as liaisons to our partner institutions. They also ensure that program standards are maintained and that program guidelines are adhered to. Clinical practice programs depend as much on the quality of program provided in our partner schools, as it does the college's curriculum. School and agency administrators play a critical role in creating a good balance of experiences. Any success achieved during field and clinical practice will be largely due to our partner administrators' willingness to do the following:

1. **Promote** a culture within the school and between organizations, that encourages positive relations, open communications, a sharing of key program resources and a joint commitment to creating an enriching learning experience for teacher candidates.
2. **Ensure** that preparations for student teachers are made in advance by identify exemplary teachers who are willing to work with student-teachers, inform them of student placement plans in advance of the student's arrival, and review expectations.
3. **Provide** student teachers with a proper orientation when they arrive at the site, which includes a school tour, a brief introduction to key staff, provision of the school/agency schedule, call-in/contact information, general school /agency rules, and P-12 student disciplinary guidelines. Also, provide teacher education students with a time card to punch in and out on during their tenure at the site.
4. **Encourage** positive opinions and support among school/agency staff for York field and clinical practice students, while placed at their sites
5. **Maintain** open and timely communications with York College Department of Teacher Education faculty and staff. This includes answering and returning telephone calls, letters and emails (preferably within a few hours, but at most within 24 hours), reporting (email or call) candidate misbehavior, and making recommendations for changes.
6. **Collaborate** with York College faculty in strategic program planning and evaluation, finalizing field placements, assigning cooperating teachers, and in admitting candidates to the Clinical Practice program. Provide feedback and recommendations to Department of Teacher Education faculty regarding clinical program operations. Work toward the goal of mutual cooperation, seamless program operations and shared outcomes.

PARTNER SCHOOLS & AGENCIES
York College Department of Teacher Education

New York City Department of Education

Elementary Schools

PS 30
PS 40
PS 48
PS 95
PS 116
PS 135
PS 140
PS 160
PS 166
PS 251
PS 270

Middle Schools

JHS 8
IS 59
MS 116
IS 227
IS 270
Russell Sage Junior High School
Robert A. Van Wyck Middle School
New Preparatory Middle School

High Schools

Bayside High School
Hillcrest High School
John Adams High School
Long Island City High School
Queens Collegiate High School (A College Board School)
Queens High School for Sciences at York College
YECA (York Early College Academy)

Community-Based Agencies

African Center for Community Empowerment
Science, Engineering, Mathematics and Aerospace Academy (SEEMA) Program
at York College
Sean Elijah Bell Community Center

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Key Legal Matters Concerning *Student Teachers* in New York State



Section 3023 of the New York State Education Law protects Student Teaching Candidates. This section requires that each school district protect candidates from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person. This protection applies only if the candidate was performing duties within the scope of the position of student teacher. Candidates are also encouraged, although not required, to obtain their own insurance, which is sometimes provided through the colleges they attend.

Section 3001, Subsection 2 of the New York State Education Law. This section states that a student teacher is legally permitted to student teach without the presence of the certified teacher in the classroom if the classroom certified teacher is available at all times and retains supervision of the student teacher. Student teachers are not to be used as paid or unpaid substitute teachers. They may, however, do student teaching under the supervision of a certified substitute teacher.

Sexual Harassment. Every person is entitled to a work and learning environment free from the devastating effects of sexual harassment. If any candidate encounters sexual harassment or inappropriate attention during student teaching, he or she should report the situation to the college/clinical supervisor or to the Clinical Program Coordinator. The incident will be investigated and the candidate's placement may be changed.

Depending upon the circumstances, the candidate may also wish to report the incident to the Office of Student Affairs. Candidates need to keep complete, dated, contemporaneous notes on incidents of concern so that the College can take appropriate action to protect candidates' right to learn and to student teach without harassment.

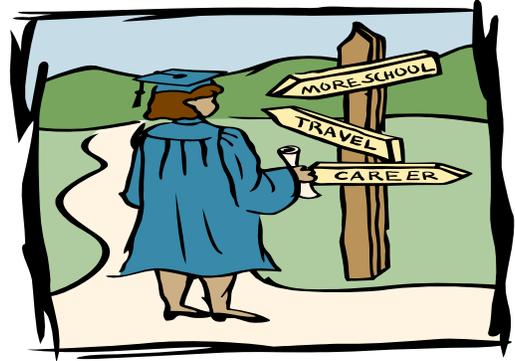
Child Abuse. Candidates are mandated reporters of suspected child abuse. All candidates are to keep complete, dated, contemporaneous notes on incidents or observations that raise concern. The College expects that candidates will immediately report any concerns to the principal of the school involved. Making this report does not absolve a candidate of responsibility to file a Child Protective Services report, but it may bring about quicker action to protect the child. If the concern is about a school faculty member's behavior, candidates may ask their clinical supervisor to accompany them to meet with the principal.

Certification Pathway for New York State Classroom Teachers

TRANSITION POINT 3

Completion of the Teacher Education Program

- Complete Student Teaching/Seminar I & Teaching/Seminar II with a minimum grade of C in each including the Violence Prevention AND Child Abuse and Neglect workshops
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Complete all course work required for the degree



NEW YORK STATE INITIAL CERTIFICATION REQUIREMENTS

in addition to COMPLETION OF THE TEACHER EDUCATION PROGRAM

- Pass the New York State Liberal Arts and Sciences Test (LAST)
- Pass the New York State Assessment of Teaching Skills - Written Test (ATS-W)
- Pass the New York State Content Specialty Test (CST)
- Fulfill foreign language requirement
- Complete a science course with a laboratory

After completing the requirements listed above and York College's graduation requirements, the teacher candidate is eligible to be recommended for initial certification. The application process is an online procedure. Please refer to Appendix I for filing instructions.

- Study and know the pathway to teaching certification, related to one's area of certification, which is outlined on the New York State Department of Education Website | <http://www.highered.nysed.gov/tcert/certificate/certprocess.html>
- Complete required training: Violence Prevention Workshop and the Child Abuse and Neglect Workshop as early as possible. These courses are provided by the Teacher Education Department at York College.
- Get fingerprinting and criminal background checks out the way no later than the beginning of the fall semester prior to the student teaching year. See the Manager of Teacher Education Services for required paperwork/letter to take to the New York City Board of Education in order to complete the process.
- Set up an account within the New York State Department of Education's TEACH System as soon as possible, after taking your first teaching certification exam. This will be helpful in tracking teacher-certification processes at the state level.

Recommended Teacher Candidate Job Search Activities

York College teacher candidates should begin to take the necessary steps during early field experiences and as they prepare to enter student teaching, in order to increase their chances for getting employed after they graduate college. The following is a list of activities that education candidates should engage in to enhance their chances of securing a job:

- **SIGN UP** with the York College Career Services Office. They will help with resume preparation, interviewing skills, and job-search leads. The Career Services Office is located AC/3M01. You can register for their services on-line at https://york-cuny-csm.symplicity.com/students/?signin_tab=2. You can also contact them by telephone by calling (718) 262-262-2282.
- **EXCEL** when completing all Early Field and Clinical Experiences. Although you may not see the principals at the sites where you are placed, they often know who you are and they get multiple reports about candidates from people in the building. Many principals are looking for potential teachers all of the time. Be on time, be proactive and attend special school meetings when possible for learning sake, but also to let others know that you are interested in being a part of their school community. Check out the schools when you are there to see if they are a good match for you professionally. If you like a school, make a positive impression. Also, ask your cooperating teachers, college supervisors, and/or other professionals that you work with during your student teaching, for letters of recommendation.
- **BEGIN and COMPLETE** as much of the New York City Board of Education on-line teaching – application no later than June or December 1st prior to the student teaching term. This system closes periodically each year at various times without much notice. Candidates should check periodically when the system is closed to determine if it has reopened. Once open, candidates should immediately input their information at www.teachnyc.net.
- **REGISTER** online at the Office for Student Teacher Initiatives, at the New York City Department of Education (NYCDOE), no later than June or December 1st, prior to the student teaching term. Create a user account to complete on-line registration at <http://nyc.teacherssupportnetwork.com>.
- **REGISTER** at the NYCDOE's Career Fair and Information Sessions and attend teacher job-fairs offered throughout the year.
<http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/default.htm>
- **LOOK** at Teachers of Tomorrow schools for information regarding new and small schools that have opened within the last three years by accessing the search engine at the following web address: <http://schools.nyc.gov/TeachNYC/incentives/default.htm>.
- **JOIN** New York City Department of Education's social networking page that has helpful information: <http://facebook.com/iteachnyc>.
- **LOOK** for job listings posted on the New York City Department of Education and other area district and charter school web sites, the New York Times on-line, www.monster.com and www.idealists.com.