

**Adelphi University
School of Education**

Office of School and Community Partnerships

Teacher Candidate Handbook

I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to
Make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations it is my response that decides
Whether a crisis will be escalated or de-escalated,
And a child humanized or de-humanized.

Dr. Haim Ginott
Between Teacher & Child

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About The Handbook

This handbook has been developed by the Office of School and Community Partnerships to be used as a guide for teacher candidates throughout their Adelphi experience.

The sections of this handbook provide basic information related to the transition from theory to practice, the roles and responsibilities of the teacher candidate, teacher mentor and university supervisor, and the policies and procedures that govern the student teaching experience. Additional materials will be distributed throughout the student teaching experience as appropriate to the specific teacher education program.

CONTACT PERSONS	TELEPHONE NUMBER
Office of School &Community Partnerships	JoAnn Cosentino, Director - 877 4087 Ina Hymes, Asst. Director - 877 4076 Linda Beneventano-Garcia, Asst. Director - 877-4043 Dr. Leslie Edelman – 877 4402 Dr. Clara Goldberg – 877 4403 Mary Lambert – 877 4401 Roellyn Armstrong – 877 4068
Department of Special Education	Dr. Anne Mungai – 877 4096
Department of Early Childhood/Spec. Ed.	Dr. Dori Phalen– 877 4025
Department of Childhood Education	Dr. Devin Thornburg – 877 4026
Department of Early Childhood Education	Dr. Dori Phalen - 877 4025
Department of Adolescence Education	Dr. Robert Danielowich – 237 8502
Department of TESOL	Eva Roca - 877 4072
Department of Art Education	Dr. David Hornung - 877 4460
STEP Program	Carolyn Phillips - 877 4077
Certification	Janet Drummond – 877 4081

Dear Teacher Candidates:

The student teaching experience represents the culminating experience in your preparation to become a teacher. This field experience will provide you with an opportunity to refine the knowledge, skills, and dispositions you have acquired as active participants in the Adelphi University Teacher Preparation Program. The student teaching semester is a chance for you to put into practice the theories, methods, and strategies that you have focused on in academic class work and previous field experiences. During the student teaching semester, you will be using your knowledge of current research about teaching and learning when designing unit plans and learning experiences for your students. Perhaps, most importantly, the student teaching experience will provide you with an opportunity to engage in critical reflection as you create meaning from your experiences and you discover your own voice and teaching identity.

Becoming a master teacher is an ongoing, developmental process. This culminating experience will provide you with the foundation necessary for professional growth and development. All of the experiences you have had prior to student teaching have prepared you to assume the responsibilities and meet the challenges you will be presented with when you begin student teaching. You will wear many “hats” in this role. I am confident that you will wear each hat well.

Sincerely,

JoAnn Cosentino

Part I
Applying for Student Teaching

Procedures for Applying for Student Teaching

The semester before you Student Teach:

1. **You must meet with your advisor to ascertain that you have met all of the requirements of your program of study.**
2. **Complete the student teaching application, as well as a complete a color-coded card based on the type of certification that you are seeking. Color coded cards can be obtained from the Office of School and Community Partnerships (OSCP), Harvey Hall, Rm. 111.**
3. Take the LAST, ATSW and the CST. **You should pass all three exams before you student teach.**
4. Attend the application meeting for student teaching. Dates and times of the meeting will be posted in the OSCP and provided to you by e-mail.
5. **Complete the fingerprinting process - 8 – 10 months before student teaching.**

Submitting applications:

Your student teaching application consists of:

- ❖ the student teaching application – 6 copies
- ❖ a one-page philosophical statement to be submitted to the OSCP –“Why I Want to Teach.”
Early Childhood – a 500 – 700 word essay in which you reflect on what you have learned from your coursework and field work experiences to this point.
- ❖ evidence that you have passed all three New York State exams
- ❖ proof of fingerprinting
- ❖ Color coded Student Teaching/Practicum card.
- ❖ Recommendations: Two recommendations must be submitted by two faculty members of your choice. Students seeking secondary certification must obtain one of their recommendations from a professor who teaches in their certification area, e.g. math.
- ❖ Speech evaluation - appointment through the Hy Weinberg Center.
- ❖ Health form completed by private physician submitted directly to Adelphi Health Services (Waldo Hall) for clearance.

Applications for Student Teaching are due as follows:

Summer semester student teaching: is only open to Special Education and TESOL students who already hold certification in another area, as well as Early Childhood and Early Childhood/Spec. Ed. students. TESOL students who wish to student teach in the summer must complete two summer placements. Teaching Assistants and Para Professionals seeking certification in Special Education and wishing to student teach in the summer must get permission from the Director of the Program. Applications are due December 1 of the previous year.

Fall semester student teaching: applications due **December 1** of the previous year.

Spring semester student teaching: applications due **March 1** of the previous year.

ALL STUDENTS: Undergraduate students must have earned a 3.0 in their Education courses and a 2.75 overall cumulative average. **Graduate students** must have earned a 3.0 overall cumulative average.

ADELPHI UNIVERSITY

Application Form for Admission to Student Teaching

MUST be typed and returned to OSCP, Harvey Hall, rm. 111.

(*Please note that Early Childhood Application is a separate application and can be picked up in rm. 111).

Student Teaching- SEMESTER: _____ **YEAR** _____

CAMPUS: Garden City _____ SOHO _____

Ms. /Mr. _____ Date: _____

Last Name *First* *Middle Initial*

Student I.D. #: _____ D.O.B.: _____ E-mail: _____

Local Address: _____

Zip: _____

Telephone: Home # _____ Work/Cell # _____

Permanent Address: _____

Zip: _____

List all fieldwork sites/schools in which you have observed:

Site 1: _____ Site 2: _____ Site 3: _____ Site 4: _____

Certification Area: _____ Other Certifications Held: _____

Currently: Teacher ___ Teaching Assistant ___ Paraprofessional ___ N/A ___

Please check: STEP _____ Model _____ Undergraduate Art _____

Bellmore-Merrick Internship _____

Advanced Certificate/STEP _____ **Subject:** _____

None of the Above Applies _____

Expected Date of Graduation: _____

Please indicate your undergraduate major, the year you graduated, the degree you earned, and the college from which you graduated.

Major: _____ Year of Graduation: _____

Degree: _____ College: _____

Organizations and offices held: High School, College (UG, G) Civic and Fraternal:

Honors, prizes, scholarships, publications and other distinctions:

***Teacher candidates must have diverse field experiences including at least one placement in a high needs site within our existing partnerships in NYC and/or Nassau/Suffolk county.**

**Adelphi University
School of Education**

Philosophical Statement

Name _____ Date _____

Student I.D.# _____ Certification Area _____

“Why I Want To Teach”

(Please submit six copies of your one-page typed statement *in-person* to the Office of School and Community Partnership by the application deadline.)

STUDENT TEACHER CLEARANCE FORM:

To all perspective Teacher Candidates,

Placement for student teaching is conditional, subject to clearance from the candidate's Program Director and/or the Coordinator of Certification and Student Records. You will be notified if you have any deficiencies.

Student Teaching Checklist

Check off as completed:

- ___ 1. MET WITH ADVISOR
- ___ 2. LAST, CST, ATSW taken and passed
- ___ 3. Recommendations given to two professors
- ___ 4. Speech examination completed
- ___ 5. Health form completed by doctor and submitted to Health Office-Appendix
- ___ 6. Student Teaching Contract read and signed-Appendix
- ___ 7. Code of conduct read and signed
- ___ 8. Fingerprinting dates checked- Appendix
- ___ 9. Fingerprinting completed
- ___ 10. Student Teaching Application completed through the OSCP, Harvey Hall Rm. 111 (color-coded card completed).

Part II
Required Understandings

Adelphi University

School of Education Conceptual Framework

Philosophy, Purpose & Goals

The Adelphi University School of Education's mission, philosophy, and curricula focus upon the following two fundamental questions:

- 1) **What are our values? What do we cherish most in life and thereby in education?**
- 2) **What skills, understandings (knowledge), and dispositions should our teacher education graduates possess?**

These questions are based upon our belief that values form the foundation of any philosophy of education. Values translate into educational goals and purposes which in turn may be conceived in terms of the characteristics of the teacher candidates we graduate. Based upon an intensive exploration and discussion of these two fundamental questions the faculty articulated and agreed upon the following:

Core Values

The Adelphi University School of Education advocates the following **values**:

- ❖ Scholarship
- ❖ Reflective Practice
- ❖ Social Justice
- ❖ Inclusive Community
- ❖ Wellness
- ❖ Creativity and The Arts

Our core values determine our **purpose and goals**.

- ❖ **Scholarship:** we believe teachers must be scholars who value and engage in life-long learning.
- ❖ **Reflective Practice:** we understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.
- ❖ **Social Justice:** we recognize learning as a socio-cultural dynamic and therefore, seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should

lead to action as teachers embrace their roles as student advocates and active community members.

- ❖ **Inclusive Community:** our conception of learning as a socio-cultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.
- ❖ **Wellness:** our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured.
- ❖ **Creativity and the Arts:** in line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just and beautiful.

These goals are conceived and presented as broad ideals to strive for rather than as fixed destinations. We acknowledge that, whereas teacher candidates may show variation in achieving these goals, the process of achievement is at the heart of their educational journey.

New York State Teacher Standards

Teacher standards will include the following:

1. 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, with students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.
2. 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.
3. The teacher understands how students learn and develop.
4. The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.
5. 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.
6. 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 the student.
7. The teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.
8. The teacher is of good moral character.

New York State Learning Standards

Students will be able to:

ENGLISH LANGUAGE ARTS (ELA)

1. Read, write, listen and speak for information and understanding.
2. Read, write, listen and speak for literary response and expression.
3. Read, write, listen and speak for critical analysis and evaluation.
4. Read, write, listen and speak for social interaction.

THE ARTS

1. Actively engage in the processes that constitute creation and performance in the arts (dance, music, theater and visual arts) and participate in various roles in the arts.
2. Be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

HEALTH, PHYSICAL EDUCATION & HOME ECONOMICS

1. Have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. Understand and be able to manage their personal and community resources.

CAREER DEVELOPMENT & OCCUPATIONAL STUDIES

1. Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Choose a career major and acquire career-specific technical knowledge/skills necessary for progress toward gainful employment, career advancement, and success in post-secondary programs.

LANGUAGES OTHER THAN ENGLISH (LOTE)

1. Be able to use a language other than English for communication.
2. Develop cross-cultural skills and understandings.

MATHEMATICS, SCIENCE & TECHNOLOGY

1. Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Access, generate, process, and transfer information using appropriate technologies.
3. Understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
6. Understand the relationship and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Apply the knowledge and thinking skills of mathematics, science, and technology to address real life problems and make informed decisions.

SOCIAL STUDIES

1. Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, global-including the distribution of people, places, and environments over the Earth's surface.
4. Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.
5. Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

New York State Code of Ethics for Educators

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.

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.

Part III
Professional Behavior Expectations

Adelphi University

Teacher Candidate Code of Conduct

The following behaviors are expected of teacher candidates:

- Candidate demonstrates professional commitment in terms of knowledge, skills and dispositions necessary to help all students learn.
- Candidate prepares instructional materials such as lesson and unit plans in a timely manner.
- Candidate shows initiative as evidenced by her/his ability to prepare teacher made materials and to avoid the exclusive reliance on text or workbook activities.
- Candidate is open to suggestions from university supervisor, teacher mentor, or other professionals.
- Candidate reports regularly to school, reports lateness or absence to teacher mentor/school, and, when absent, provides appropriate plans to ensure continuity of instruction.
- Candidate arrives to school on time and works within the time frame of the school day and the needs of the teacher mentor/class.
- Candidate establishes and maintains a professional relationship with adults/children in the school community.
- Candidate uses acceptable written/oral communication.
- Candidate is willing to assume teacher responsibilities beyond classroom instruction, such as preparing bulletin boards, lunchroom duty, hall duty.

If these behaviors are not observed or are reported to be lacking, they will be addressed in the following manner:

Level 1: At a special meeting with the University Supervisor, the teacher mentor, and the teacher candidate, a professional development plan and a timeline for implementation will be created in order to help the teacher candidate to remediate the unacceptable behavior(s). This special meeting may be initiated by any of the triad members.

Level 2: If the unacceptable behavior continues without improvement, a second meeting will be convened with the University Supervisor, the teacher candidate, a member of the Office of School and Community Partnerships, and the appropriate Adelphi department chair. At this meeting, a second professional development plan will be created in order to help the teacher candidate remediate the unacceptable behavior. At this time, the teacher candidate will be informed that s/he has a two week time period to remediate the behavior or be subject to removal from the classroom.

Level 3: Teacher candidate who has passed through levels 1 and 2 and has shown little or no improvement will be removed from the classroom and referred to the School of Education Conduct Committee for review and disposition.

The following behaviors are deemed egregious. Any teacher candidate exhibiting any of these behaviors will proceed immediately to Level 3, i.e., immediate removal from the classroom and referral to the School of Education Code of Conduct Committee for review and disposition.

- ❖ Using vulgar language or inappropriate contact with students/or colleagues.
- ❖ Hitting or otherwise touching a student in a violent manner.
- ❖ Insubordination, i.e., failure to do what is expected from school or university personnel.
- ❖ Substance abuse
- ❖ Dishonesty

ADELPHI UNIVERSITY
School of Education
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS

Teacher Candidate Contract

It is imperative that all teacher candidates understand the information contained in the Teacher Candidate Handbook and agree to adhere to both the New York State and Adelphi Codes of Conduct. You are responsible to sign and return a copy of the "Teacher Candidate Contract" to your Supervisor at the first seminar. You may be removed from a placement if this contract is not returned.

Please type or print:

Last Name: _____ Middle Name: _____ First Name: _____

Present Address:

Town: _____ State: _____ Zip: _____

Home Phone #: _____ Cell #: _____ E-mail: _____

Semester: _____ Year: _____ Certification Area: _____

I have read and understand the **Teacher Candidate Handbook**.

I have read and understand the **New York State and Adelphi University Codes of Conduct/Core Values** and agree to uphold the described appropriate behaviors.

Name: _____

ID #: _____

Signature: _____

Date: _____

Teacher Candidate's Checklist

As I begin my field experience, I understand the importance of using every opportunity to make my student teaching a constructive learning opportunity. I am committed to maintaining a professional demeanor in doing so. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in my final evaluation.

Therefore, I agree to:

- _____ Read the student teaching handbook and to know its content.
- _____ Exchange phone numbers and e-mail addresses with my teacher mentor and university supervisor as soon as my placement is confirmed.
- _____ Be punctual and prompt in all my appointments and my assignments.
- _____ Be professional in my relationship with the teaching community by being mindful of the school's rules and regulations and being respectful in communicating with my teacher mentor and university supervisor.
- _____ Confer regularly with my teacher mentor and university supervisor regarding professional concerns, interests, questions or problems.
- _____ Notify my Adelphi supervisor immediately when a problem arises.
- _____ Make regular entries in my journal and submit them in a timely fashion.
- _____ Learn the students' names and work to develop an appropriate rapport with students.
- _____ Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences and after-school activities.
- _____ Familiarize myself with the community in which the students live, as well as the neighborhood of the cooperating school.
- _____ Participate as fully as possible in the classroom in which I teach/observe.
- _____ Become acquainted with the existing curriculum and materials.
- _____ Take the initiative for assuming increasing teaching responsibilities appropriate to the expectations of my program and level of study.
- _____ Strive to implement the methods and strategies I have learned in my courses, including the use of technology to promote student learning.
- _____ Participate in professional development days with the school faculty when appropriate.

Part IV
Important Student Teaching Information

Student Teaching Experiences

Early Childhood:

Teacher candidates are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates are required to obtain experience with TWO of the three early childhood groups: Pre-Kindergarten, Kindergarten, and Grades 1 and 2.

Childhood Education:

Teacher candidates are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates will be placed into a primary (1-3) and intermediate (4-6) classroom for 8 weeks each.

Adolescent Education:

Teacher Graduate candidates are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates will be placed into a junior high (7-9) and high school (10-12) classroom for 8 weeks each.

Art Education:

Teacher candidates are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates will be placed into an elementary (K-6) and secondary (7-12) classroom for 8 weeks each.

Health Education:

Teacher candidates are expected to student teach 5 full days per wk. for the semester (16 weeks). Candidates will be placed into a junior high (7-9) and high school (10-12) classroom for 8 weeks each. The department chair will assist with the placement.

Physical Education:

Teacher candidates are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates will be placed into an elementary (K-6) and secondary (7-12) classroom for 8 weeks each. Placement will be determined by members of the Department of Physical Education and Human Performance Science after consulting with the student.

Special Education:

All candidates in a Dual Childhood Education program and those candidates who do not hold certifications in Childhood Education are expected to student teach 5 full days per week for the entire semester (16 weeks). Candidates will be placed in two inclusive classrooms: 1-3 and 4-6 for eight weeks each.

Candidates already holding certification in Childhood Education are expected to student teach 5 full days per week for 8 weeks. Please note that the accompanying student teaching seminar is conducted for the entire 16 weeks. Candidates who already hold childhood certification and are working as full-time teachers can meet the student teaching requirement during the summer. Summer placement is four to six weeks, 5 full-days experience for a minimum of 100 hours. Candidates as Teaching Assistants must complete a 6-credit experience which can be done over two summers.

Candidates certified in other classroom subjects, currently working as special education teachers can be supervised in their own approved classroom to teach 5 full days per week for 8 weeks. Please note that the accompanying seminar is conducted for the entire semester (16 weeks).

Speech Pathology & Audiology:

Teacher candidates should consult with their University Supervisor for information about their student teaching schedules. They usually spend 2 or 4 days student teaching while they complete other clinical work on campus. Please note that the accompanying seminar is conducted for the entire semester (16 weeks).

TESOL:

- ❖ TESOL candidates who do not hold certification and are not currently teaching are expected to student teach 5 full days per week for the entire semester. The 6 credit student teaching in TESOL will take place during the spring or fall semesters. Candidates will be placed in a P-6 grade ESL class for 8 weeks and a 7 to 12 grade ESL class experience. Please note that the accompanying weekly seminar is conducted for the entire semester (16 weeks).
- ❖ TESOL candidates who do not hold previous certification but are currently teaching ESL in a public school full-time, will register for a 3 credit practicum in their current teaching placement during fall or spring, and a 3 credit student teaching placement in the summer at the other grade level with a seminar in each placement.
- ❖ TESOL candidates certified to teach in New York State who are currently teaching in a class with English Language Learners, will register for a 3 credit practicum in their current teaching placement during fall or spring, and a 3 credit practicum in the summer at the other grade level with a seminar in each placement.
- ❖ TESOL candidates certified to teach in New York State, not currently teaching in a class with English Language Learners may register for a 6 credit student teaching experience with two placements in either fall or spring or a two summer practicum over two different years, each in a different age level range. There will be a seminar for each of these two placements
- ❖ TESOL candidates who will complete their student teaching during 2 separate semesters should complete and submit 2 applications during their first student teaching semester.

Bilingual Education:

Graduate candidates will be placed in bilingual classrooms in accordance with the applicable guidelines listed above.

Student Teaching Time Commitment

Student teaching will be your full time job and an important opportunity to learn about the various duties and responsibilities of classroom teachers. It is important that you recognize the tremendous demands on your time that student teaching entails. Appropriate arrangements for your home and university responsibilities must be made so that you may concentrate on your student teaching experience.

Both the childhood and adolescent student teaching experiences extend for the entire 16 weeks of the semester. Student teachers will be placed in 2 different 8 week experiences: one in the lower and one in the upper grade range of the certificate.

Hours of daily attendance for student teaching are determined by the schedule of each individual school district. Teacher candidates are expected to follow the calendar of the cooperating school district with respect to school holidays. This is often different from the university calendar.

The teacher candidate's daily schedule is the same as the classroom teacher's schedule. Teacher candidates should attend required faculty meetings, PTA meetings, conferences, in-service workshops, duty assignments, and any other appropriate teacher requirements. Absences should be limited to emergencies. It is the responsibility of the teacher candidate to notify the cooperating teacher and the university supervisor as soon as possible.

Make sure to notify your teacher mentor of your home/cell telephone number and email so that you can be notified of school closings. In the event that Adelphi is closed when the school district is open, please report to school.

All student teaching experiences include mandatory attendance at a weekly two hour student teaching seminar for the entire semester.

Student Teaching Timeline Guidelines

These guidelines are intended to provide teacher candidates and teacher mentors with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since student teachers develop at different rates, and we respect the individuality of teacher mentors and the culture of each school. Because student teaching is the capstone of the professional program, this general timeline ensures that all of our student teachers have extensive teaching experience prior to certification.

Before student teaching begins:

- ❖ If your placement has been arranged, try to visit your school and meet your Principal, Department Chairperson, and Teacher Mentor prior to the beginning of the semester.

Student Teaching in Early Childhood/Childhood Education (for each placement)

Week 1

- ❖ Establish instructional responsibilities schedule for term (decide units to teach)
- ❖ Learn names
- ❖ Familiarize self with class routines, schedules, grading policies, school rules, etc.
- ❖ Review relevant records, state & district curriculum guides, textbooks, etc.
- ❖ Teach some single lessons or small groups

Week 2

- ❖ Teach a minimum of one (30-60 min) instructional group daily

Week 3

- ❖ Teach minimum of two (30-60 min) instructional groups daily
- ❖ Assume non-instructional responsibilities (lunch duty, recess, monitor, etc.)

Week 4

- ❖ Teach a minimum of three (30-60 min) instructional groups daily

Week 5

- ❖ Teach a minimum of four (30-60 min) instructional groups daily

Week 6

- ❖ Teach a minimum of five (30-60 min) instructional groups daily

Week 7

- ❖ Teach full time as much as possible

Week 8

- ❖ Teach full time as much as possible

Student Teaching in Adolescent Education, Art, TESOL (for each placement)

Week 1

- ❖ Meet administrators, faculty and staff members (nurse, librarian, guidance counselors, etc.) in your school, including other teachers in your discipline.
- ❖ Arrange to visit other teachers' classes within your discipline. These arrangements should be made through the department chairperson and/or your teacher mentor
- ❖ Become familiar with the curriculum, texts, and materials for the semester.
- ❖ Arrange a daily time to meet your teacher mentor to plan, reflect, and review your activities.
- ❖ Assist the teacher mentor during his/her lesson
- ❖ Begin co-teaching one class

Week 2-4

- ❖ Plan and implement lessons, including assessment and grading, for one class
- ❖ Begin to teach a second class

Week 5-6

- ❖ Assume full responsibility for a second class. You may add a third class at the teacher mentor's discretion.

Week 7-8

- ❖ Assume more responsibility for the teacher's program. If possible assume responsibility for teacher mentor's entire schedule for a few days.

Suggested activities to participate in throughout the semester:

- ❖ Volunteer to work in special help classes and during lunchtime tutorials.
- ❖ Ask to participate in Open School Night
- ❖ Attend parent-teacher conferences
- ❖ Request permission to attend departmental meetings and full faculty meetings.
- ❖ Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission
- ❖ Attend school-wide activities: assemblies, concerts, plays, sporting events, etc.
- ❖ Attend faculty meetings regularly
- ❖ Attend at least one Board of Education meeting

At the end of each student teaching placement, you are responsible for submitting the following forms to you university supervisor:

- ❖ **Summative comments form**
- ❖ **Two formal observations**
- ❖ **Tuition voucher form**

MAKE SURE ALL FORMS ARE SIGNED BY THE APPROPRIATE PERSON(S)

Student Teaching Seminars

A student teaching seminar accompanies the student teaching experience. The purpose of the seminar is to provide teacher candidates with the opportunity to learn more about topics that are pertinent to their professional development. Weekly seminars give the teacher candidate the opportunity to develop strategies for improving student learning and to confront issues of diversity that affect teaching. They provide the teacher candidate with the opportunity to raise questions and think critically about solutions to various problems associated with on-the-job realities.

Seminars and orientations scheduled in conjunction with the student teaching experience also provide an opportunity to discuss concerns raised by the teacher candidate, practices observed in the classrooms and teaching philosophy, and to integrate theory and practice. These seminars are intended to complement the student teaching experience and bridge the gap between the abstract and the authentic by allowing teacher candidates to participate in reflective conversations with other teacher candidates. Seminars follow the University calendar and are held once a week for 2 hour/sessions for the entire semester (16 weeks). **Attendance is mandatory.**

Common Topics for Seminar Discussions

- ❖ Planning (Lesson & Unit)
- ❖ Classroom Management
- ❖ Diagnostic-Perspective Teaching – Adelphi University’s Core Values
- ❖ Instructional Strategies
- ❖ Library Media Resources/Technology
- ❖ Effective Teaching/Learning
- ❖ Diversity Education
- ❖ Interviewing
- ❖ Writing a Resume/Cover Letter
- ❖ Assessment
- ❖ Problem Solving/Inquiry
- ❖ Differentiated Instruction
- ❖ Communication
- ❖ Inclusion/Special Education
- ❖ Motivation/Engagement
- ❖ Reflection
- ❖ Teaching Standards
- ❖ Interaction with Students & Faculty
- ❖ Portfolio Development
- ❖ Working with Parents

Completion of a Teacher Work Sample (TWS) is part of the teacher candidate’s responsibility. The purpose of this project is to aid in the promotion of effective teaching practices and to foster student learning. All 8 processes within the TWS will be discussed during seminar sessions.

Activities for Teacher Candidates

The following list of suggested activities is presented to facilitate your growth and development during the student teaching experience.

Initial Activities

- ❖ Handle classroom routines such as attendance, collection of forms, arrival and dismissal, movement of students for special groupings.
- ❖ Assume teacher's duties—cafeteria, recess, hall duty, study halls.
- ❖ Order supplies and audiovisual equipment within the school; duplicate materials.
- ❖ Check students' written work and keep necessary records.
- ❖ Learn school health and safety procedures (fire drill, health room use, procedure for handling accidents).

Organizational Activities

- ❖ Keep a notebook or idea file.
- ❖ Make directed observations of classroom activities.
- ❖ Plan a design for a classroom. Help the teacher mentor set up and arrange the classroom or small group area.
- ❖ Help group students for instructional purposes.
- ❖ Become responsible for the general appearance of the classroom.
- ❖ Prepare bulletin boards. Plan a class party (childhood), assembly or special school activity.
- ❖ Develop a repertoire of techniques for class management (handling individual behavior problems).

Instructional activities

- ❖ Prepare individual written lesson plans that reflect the needs of all students in the class. Format and detail should be decided with the teacher mentor and university supervisor.
- ❖ Plan and teach a unit of instruction as appropriate for the students in the classroom.
- ❖ Participate in team lesson planning sessions.
- ❖ Participate in CSE and IEP meetings as requested by school personnel.
- ❖ Prepare and direct the use of learning centers or computer activities.
- ❖ Prepare original teaching materials, such as an instructional game, a review activity. etc.
- ❖ Work with individuals, small groups, and large groups based upon assessment of student learning.
- ❖ Help evaluate students' progress, including decision making from data collected, preparation of report cards, and the evaluation of progress towards an IEP goal.

- ❖ Help administer standardized and teacher-made tests. Design original tools for diagnosing problems and/or evaluating progress.
- ❖ Eventually assume full teaching responsibilities according to a plan developed with the teacher mentor. Take complete charge for a designated period of time.

Professional Activities

- ❖ Eventually assume full teaching responsibilities according to a plan developed with the teacher mentor. Take complete charge for a designated period of time.
- ❖ Attend school during regular teachers' hours as well as all faculty, team, grade level meetings.
- ❖ If you must be absent, notify the teacher mentor and university supervisor. Prepare plans for lessons to be taught.
- ❖ Under the guidance of the teacher mentor, communicate with parents in writing and participate in parent/teacher conferences.
- ❖ Become familiar with professional teachers' organizations and professional books and magazines. Read recent articles concerning education especially those which pertain to issues which concern/interest you.
- ❖ Attend a P.T.A. meeting.
- ❖ Attend a school board meeting.
- ❖ Learn about the school system's special services and resources, such as pupil personnel staff and resource teachers.
- ❖ Become familiar with curriculum materials, curriculum guides, and diagnostic tools.
- ❖ Visit other classrooms and observe different teaching techniques as well as characteristics of students of various levels
- ❖ Participate in informal faculty activities. Develop open and friendly staff relationships.
- ❖ Become familiar with the varied responsibilities of the special educators and other specialists in your building. If you are a special educator, become familiar with the responsibilities of other professionals in your building.

Supervisory Observations

Up to this point in your teacher preparation program you have learned about teaching through participating in college courses and field experiences. Student teaching is an extension of this learning with a primary focus on performance. As you gradually assume the many responsibilities of a teacher you will be expected to demonstrate growth and competency in the areas of:

- ❖ Subject matter knowledge
- ❖ Planning for instruction
- ❖ Delivery of instruction
- ❖ Assessment of student learning
- ❖ Classroom management and organization
- ❖ Interpersonal skills and collaboration
- ❖ Professionalism

In order to determine whether you have the potential to be an effective BEGINNING TEACHER, you will be observed on a regular basis both formally and informally. These observations will be conducted by the following individuals:

- ❖ Teacher mentor(s)
- ❖ University supervisors
- ❖ School administrators
- ❖ Other teachers

Most of your observations are conducted by your teacher mentor and occur on a regular basis as you perform your classroom responsibilities. These observations are usually daily, informal, and provide ongoing written or oral feedback. There will also be other observations that are scheduled with a pre and post conference and written feedback.

Your university supervisor will also observe your teaching. These observations will be scheduled, formal observations. You will be expected to provide a written lesson plan for the supervisor to review before the lesson. The observation will be followed by a post observation conference with written feedback using criteria and rubrics developed or adapted from the Pathwise: components of professional practice. You can expect to be observed by your supervisor at least twice during each eight week experience.

Observations by school administrators or other classroom teachers occur on occasion. These observations are usually informal in nature. It is advisable for you to ask the principal, assistant principal or department chair to observe you during your student teaching experience. Make sure you clear this with your mentor and ask for his/her assistance in arranging the observation.

Regardless of who is observing you, the main purpose of the observation is to facilitate growth. This is a time to analyze both verbally and in writing your own performance, generate alternative strategies, and commit to self examination and self improvement.

Reflective Journals

Field Experience/ Student Teaching Journal

The student teaching field experience is a culmination of many years of directed coursework and preparation for a career in teaching. The time has finally arrived to develop and demonstrate competency in teaching through the application of knowledge and skills learned. Student teaching is an intense and busy time as one progresses from observing an experienced teacher to assuming full responsibility for the classroom and student learning. Maintaining a student teaching journal to reflect on this experience will help ensure you gain the most from your experience. Complete at least two entries per week in your reflective journal. Submitting the journal to the university supervisor is a requirement for successful completion of your student teaching experience.

Purpose of Keeping a Reflective Journal

The main purpose of keeping a journal is for reflection on your experience. Reflection gives you the opportunity to think about what occurred in the classroom or during a particular lesson, about what it may mean, how you felt about the experience, and what revisions you may want to make in the lesson or what changes you may want to make in your teaching methods. This deliberate reflection will result in growth and empowerment as a teacher.

Suggested Journal Formats

There is no one right way to organize and write a journal. However, when others read your journal, it helps to follow a format that makes it easy for the reader to follow your thinking. The following are two suggested formats. (Blank copies of Format A and Format B forms are provided for your convenience in the following pages).

Format A*

(Reflections on specific events which occurred during the week)

1. Topic – Major focus of the journal entry
2. Sequence of events - Includes a short list of what happened
3. Highlights of one or two notable events – Select one or two significant situations that occurred during the week, and describe in detail what happened. Focus especially on your impact on student learning. Four items to include in your description are: your role as the teacher, the student(s) involved, the subject matter being taught at the time, and the context in which the situation occurred.
4. Analysis of the event – This is a time for you to interpret what happened, including an assessment of what students learned, your own thoughts and feelings, questions that were raised, and what you learned that will help you be a more effective teacher. This section can be a particularly useful starting point for discussion when meeting with your supervisor.

Format B

(Reflections on general thoughts, ideas, and feelings which occurred during the week, focusing on helping students learn).

Responses are recorded for the following six statements:

- ❖ Things I have done well this week that helped students learn:
- ❖ Thoughts I have had this week:
- ❖ Feelings I have had this week:
- ❖ One important thing I have learned this week:
- ❖ Things I want to remember to do in the future to help students learn:
- ❖ Things my university supervisor should know:

It is important to remember that the journal is a great tool through which you can reflect upon your student teaching experience and grow as a beginning teacher. The effort and time you put into it now has the potential to improve your effectiveness as a teacher and to decrease problems, concerns, or issues substantially in your first teaching position.

Student Teaching Journal Format A

Teacher Candidate's Name _____

School _____ Teacher Mentor _____

University Supervisor _____ Date _____

1. Topic:
2. Sequence of events: – *(Include a short list of what happened)*
3. Highlights of one or two notable events – *(Describe in detail what happened, including what you wanted students to learn and the extent to which you were successful in helping all students. How would you modify lesson/unit to ensure that all students learn?).*
4. Analysis of event(s) – *(Include your observations, thoughts and feelings, questions that were raised, and what you learned/ what the students learned.)*

Student Teaching Journal Format B

Teacher Candidate's Name _____

School _____ Teacher Mentor _____

University Supervisor _____ Date _____

1. Things I have done well this week that helped students learn:
2. Thoughts I have had this week:
3. Feelings I have had this week:
4. One important thing I learned this week:
5. Things I want to remember to do in the future to help students learn:
6. Things my university supervisor should know:

Teacher Work Sample Guidelines

The Teacher Work Sample (TWS) is a way of assessing teacher candidate impact on student learning and a means for teacher candidates to synthesize their professional development. The TWS also enables faculty to analyze and reflect on the effectiveness of their teacher preparation program. The first part of the TWS focuses on school culture, the second on student learning goals, and the third relies extensively on teacher candidates collecting data from their classrooms, analyzing it in terms of learning objectives, and designing/executing interventions in order to address their findings.

Assessment of the TWS will be completed by the field supervisor, working with the teacher candidate and using the appropriate TWS rubric. The TWS rubric is meant to measure teacher candidate competencies in the eight following categories.

Contextual Factors

The teacher candidate uses information about the learning-teaching context and individual student differences to set learning goals and plan instruction and assessment.

Learning Goals

The teacher candidate sets significant, challenging, varied, and appropriate learning goals.

Assessment Plan

The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Design for Instruction

The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Instructional Decision-Making

The teacher candidate uses on-going analysis of student learning to make instructional decisions.

Analysis of Student Learning

The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Reflection and Self-Evaluation

The teacher candidate reflects on his or her instruction and student learning in order to improve teaching practice.

Writing and Communication

The teacher candidate writing skills indicate competency.

Part IV
Student Teaching Survival Tools

Ordering Your Priorities

Personal and Professional Transitions

Moving from being a student to becoming a teacher may require a significant change in your lifestyle. The beginning teacher candidate who is presently concerned with the stresses of reading textbooks, attending classes, passing tests, and earning grades, will now become concerned with the stresses of interpreting curriculum guides, creating lessons, and assessing student learning. This transition is an exciting one, but one which may require modification of how you use your time and your energy. In the following sections we have incorporated some thoughts to be considered as you engage in the process of preparing for this important transition. The decisions you make about how you will modify your lifestyle and how you will change the ways in which you manage your time and information can make the difference between an adequate student teaching experience and an exceptional one.

As a teacher candidate you will have many demands on your time. Planning for daily instruction, attending after-school or evening meetings, and being available for unexpected parent conferences make student teaching a full-time commitment. As a novice you will have to spend significant amounts of time in the planning, delivery, and evaluation of your instruction. Time which used to be available evenings and weekends may no longer exist. You will need to make decisions about how to order your priorities, and manage your time based on what is critical and essential in learning how to teach. This will allow you to obtain maximum benefits from the student teaching experience.

You will need to consider:

- ❖ the effects of working during student teaching.
- ❖ the consequences of taking time off for vacations or personal events.
- ❖ how to schedule travel time and transportation arrangements.
- ❖ how to balance personal and professional responsibilities.

Managing Time and Organizing Information

Using the Teacher's Planning Book to Manage your Time

A teacher's planning book can be purchased at most office supply or teacher bookstores, or can be obtained from the school district. Ask your teacher mentor to show you how he or she has used the plan book. The purpose of a teacher's planning book is to:

- ❖ quickly summarize your daily/weekly lesson plans.
- ❖ jot down reminders (e.g. equipment or materials you must have on hand for a particular lesson) or changes in schedules that can be expected to affect your instructional day.
- ❖ keep track of personal obligations to assure they do not interfere with your professional obligations.

Frequently Asked Questions and Answers

Following are some of the more difficult questions that have been asked by teacher candidates while participating in their student teaching experience in the public schools.

What should I discuss with my teacher mentor before the placement starts?

Each situation is different, but if you are lucky and can meet with your teacher mentor, there are some things that you may want to discuss. The first thing you should ask about is the class. What is the general makeup of the class, what ability levels exist, what are the backgrounds of the student, and what prior knowledge does the class have? Ask the teacher if there are any students that receive special services, such as reading or speech. This is valuable information that will give you a good place to start.

What types of questions should I be asking?

While there are many that will come to mind as you go, often we think of good questions, and then forget to ask them. A good recommendation is to keep a note pad on your desk or work area and any time you have an idea, write it down. This could be a question for your university supervisor, your teacher mentor, or any other professional. If you have this record, then when your teacher mentor or university supervisor asks if you have questions, you will have something to ask. Some topics you will want to question your teacher mentor continually about are: lesson pacing, assessment, quality of instruction, meetings/school events, and other areas of your performance. The more feedback you get, the better. You may also want to ask if there are any publications that you should be reading or resources you should consult. The more information you can find about your profession the better.

What types of materials should I save?

While the temptation is to save everything, that is not always possible. A good rule of thumb is to keep one copy of all information (handouts, work sheets etc.) that you give to students. Keep copies of all teacher made materials. Also, ask to photocopy any materials that you find useful. While you may want to copy selected activities, remember that texts are copyrighted. Keep copies of selected student work which shows the range of student achievement. Always ask the students if you can keep copies of their work. Make sure to eliminate the student's name. Some things to keep are writing pieces, labs, and projects. Many times it may be tempting to keep everything, but limit yourself to the creative things and general samples. Remember to keep a copy of how each assignment was assessed, such as a rubric.

Should I be left alone in my classroom?

It is unrealistic to think that you will never be left alone in the classroom. If this occurs, it is a policy that another teacher or administrator be available to you for emergencies.

Should I be left alone with students for activities such as recess, cafeteria duty, or such large group activities as field trips?

It is not recommended that you assume the responsibility for supervision of large groups of students. At least one other teacher or administrator should be present during these times. For field trips, a rule of thumb is that there should be one supervisor for every ten students.

Do I have to report suspected child abuse?

In most states, teachers are responsible by law for reporting suspected child abuse. As a teacher candidate, you must report any suspected child abuse to your teacher mentor. Physical abuse, neglect, sexual abuse, and emotional abuse are some of the major categories of child abuse about which you should be aware.

Can I transport students in my car?

The standard response to this question is ALWAYS no.

What if I am asked to give medications to a child?

Teachers and teacher candidates are not responsible for issuing medication to students. You, as a teacher candidate should NEVER under any circumstances administer any kind of medication (including over the counter medications such as aspirin). Send students requiring medications to the nurse.

Are teacher interns required to attend all student teaching seminars and meetings?

Seminars and meetings are a part of your program and you are expected to attend all seminars.

Are teacher interns expected to attend school related meetings such as PTA, faculty and team meetings, professional meetings or workshops?

It is up to the discretion of the teacher mentor, university supervisor, and school administrator to make decisions about which meetings are appropriate for the teacher candidate to attend. It is not unusual for a teacher candidate to be expected to attend all school functions required of the teacher mentor.

Who assigns the student teaching grade?

The university supervisor is technically responsible for the student teaching grade of pass or fail. The recommendation of the teacher mentor is an important factor in determining the pass or fail grade for the teacher candidate.

When and how should I ask for recommendations?

At the beginning of your last week is a good time to ask both your teacher mentor and your university supervisor for recommendations. To do this, you will first want to open a folder at Career Services. This folder will be the place that all of your letters are kept, and will be sent at the request of possible employers. You will receive all of the information you need for the letters from Career Services. Provide each person that you ask to write the letter with the appropriate form and a stamped addressed envelope. This may sound like common sense, but many people forget this! Different people may ask for different materials when they write your evaluations. Some may ask you to provide a list of goals and achievements, and others may ask that you write a recommendation for yourself first. Whatever you are asked for, provide it immediately. Once completed, your letters will be kept safe and sound in your career file.

Building Professional Relationships with Students and Adults

There are many areas in which you need to demonstrate professional competency. None is more important than your ability to develop and maintain positive working relationships with students, teachers, school staff, administrators, parents, and university personnel. The relationships that you build with students and adults in your environment will go a long way in making your preparation as a teacher a successful experience. Your future ability as a teacher and your perceived value as an employee have a great deal to do with the way in which you handle yourself in these relationships.

The following are some suggestions which will assist you in building and maintaining quality professional relationships:

- ❖ The classes you will be assigned or the case load you will assume will be culturally diverse. Treat students as individuals. Respect their contributions as worthy and important, and intentionally create a classroom climate that reflects a multicultural and individualized perspective with attention given to materials, activities, and positive interactions. Remember to use positive nonverbal behavior like smiling.
- ❖ Listen to and watch what is going on in your school, classroom, and community. Be a skillful observer, take notes, gather information, and ask questions which help you to grow towards understanding. This is your opportunity to tap the expertise of professional educators and learn as much as you can during this short time.
- ❖ The practices you observe in the field may not always conform to what you believe in or have learned in your formal coursework. If you have some concerns about a specific practice, ask questions in a non-judgmental manner to gain further insight.
- ❖ Often information shared in the school setting is not appropriate for other audiences. Not only is it important to respect the information you have about students and their families, but you also need to be discreet about sharing the experiences you encounter in the classroom or in the school with those outside of that environment. **Confidentiality is an expected professional attribute.**
- ❖ Be sure that you really do know your personal biases, particularly as they are going to affect your attitudes and actions toward students, parents, or other professionals in the school. You need to be sure that these biases do not interfere with your professional responsibilities.
- ❖ Recognize that you communicate through both verbal and nonverbal avenues. Be sure that both your verbal and nonverbal communication reflect a positive attitude and professional image.

- ❖ Recognize that others judge you and make decisions about you based upon your personal appearance and manner. Dress in appropriate business attire, e.g. shirt and tie for men, casual slacks, skirts, and appropriate tops for women. No jeans, no piercing except for ears.
- ❖ Often you will be expected to participate in collaborative activities with other teachers. In inclusive settings you may team teach with another educator. It is essential that you learn how to work effectively with others. Communicating openly and honestly, and being respectful of other views are essential attributes of a team player and will facilitate the maintenance of a healthy work environment.
- ❖ Your relationship with your teacher mentor is a vital one. The way you conduct yourself initially will have a significant influence upon your working relationship with your teacher mentor. Exhibit an interest in what goes on in the classroom. Taking notes, asking questions, becoming actively involved, and being responsive to requests for assistance will contribute to the teacher mentor's perception of your potential to assume increased responsibility.
- ❖ Observations will be conducted on a regular basis by your university supervisor and teacher mentor. This may be a stressful experience for some teacher candidates. In order to make the observation less stressful and maintain a positive working relationship, consider the written and verbal feedback objectively, ask questions about points that may be unclear, and be willing to solve problems together. Suggest to your university supervisor what you want to focus upon. Try not to react defensively or produce excuses for instruction that did not go as you intended. Instead, try to incorporate any suggestions into your teaching. Showing an interest in improving and learning will promote good relationships and make it easier for your university supervisor and teacher mentor to be helpful.
- ❖ You may have the opportunity to interact with parents during your student teaching experience. Try to learn as much as you can about the community. Help parents to feel welcomed and appreciated when they visit the school. Always be courteous and professional. You should always have the teacher mentor or other certified professionals present when you conference with a parent either in person or by phone. **At no time should you contact a parent unless the teacher mentor 1) has asked you to do so 2) has discussed with you the appropriate instructions for communicating with parents.**

It's not always what you know...

It's who you know. As a new teacher there are a number of people who you need to befriend to make your first years easier. Some of the people that you need to get to know are:

- ❖ **School Secretary:** can help you with all the paper materials that cross your path and inform you of the established school procedures you might need to know.
- ❖ **Custodian:** can help you with furniture moving, book deliveries and many other difficult jobs. Making friends with the school's custodial staff is invaluable.
- ❖ **Librarian:** can help you with research projects and can help in the gathering of materials for future research projects. Remember that the librarian is a library media specialist and can inform you of technological resources as well.
- ❖ **Veteran teacher:** every new teacher needs to be able to talk to someone who has been in the profession awhile. Try to find an experienced teacher to talk to about teaching and learning. Listen carefully because this person's advice will be of great help to you.
- ❖ **New teacher:** new teachers also need to be able to talk to other teachers who are going through the first difficult years of teaching. New teachers can give each other support and understanding because they are going through the same life changing professional experience.
- ❖ **Audio Visual Coordinator:** when you need a VCR, overhead, or a light bulb, you need one that works... taking time to get to know your AV coordinator is important as the AV person is an excellent resource as you plan your lessons and can be of immeasurable assistance when machines aren't working properly.
- ❖ **Principal:** getting along with the administrator as a non-tenured teacher should go without saying. Be honest and go to your principal with your concerns and updates of how you are doing.
- ❖ **Guidance counselor:** when you are having a serious problem with a student, you should always contact the guidance counselor and/or assistant principal. You need to understand that working with students is a team effort.
- ❖ **Pupil Personnel Team:** besides the guidance counselor, other resources on the Pupil Personnel team include the school social worker, the psychologist and the school nurse. These people can provide you with important information as well.

- ❖ **Coaches:** an often neglected resource in dealing with a difficult student is his/her coach/advisor. Most coaches/advisors are willing to work with teachers to help improve a student's performance. It also helps to attend students' sporting events and extra-curricular activities.

- ❖ **Special Education Teacher:** the Special Education teacher serves as an important resource in helping teachers differentiate instruction for all students, but especially those who are having difficulty learning.

- ❖ **Computer person:** technology is a major part of today's educational scene. The computer person can help you with the inevitable equipment problems as well as function as a great resource.

Student Teaching Words of Wisdom

From Those Who Have Gone Before (and Survived!)

You need to think of your student teaching experience as your first job. Your work ethic, your willingness to do new things and your ability to get along with others are attributes that are important to your success as a teacher. When you go to find a job, the references principals usually call are people you worked with during your student teaching experience. So it is important that you view your student teaching as a “job interview.”

- ❖ Be careful what you say in the teacher’s lounge or when you’re with other teachers.
- ❖ Be positive! Don’t complain about students or other teachers.
- ❖ SMILE and introduce yourself to people you don’t know.
- ❖ Handwrite a thank you note to your teacher mentor when you are done student teaching. Remember, this teacher gave you the opportunity to teach in her/his and to grow in your profession. A sincere “thanks” will go a long way.
- ❖ Make photocopies early in the day before the rest of the world gets there.
- ❖ Plan your lesson carefully. Get all the materials you will need ready before the lesson.
- ❖ Try not to take on too many responsibilities. If you can manage it, don’t work after school or take additional courses.
- ❖ Do anything & everything that’s asked of you without complaint. Every experience is valuable.
- ❖ Prepare! Prepare! Prepare! Those are the three most important words in student teaching.
- ❖ Find out how much your teacher mentor will want you to follow his/her lesson plans. Every teacher mentor is different. Some want you to follow their lesson plans and others encourage you to come up with your own.
- ❖ It is not true that veteran teachers are stuck in their old ways. Most veteran teachers like the new, fresh approaches that student teachers bring to the table. Don’t be shy. Share your ideas.
- ❖ Continually assess your teaching. Student teaching is a completely new learning experience unlike anything you have experienced in your college courses. Be ready to make mistakes and grow from them.

- ❖ Make copies of everything, not just the units you are teaching, but other units as well. Most teachers take it as a compliment that you want copies of units they have done. Collect as many units from as many teachers as you can. When you get your own teaching position, you have no idea what you will be teaching. The more resources you have the easier it will be. You can revise others' ideas to meet your own needs. You don't need to reinvent the wheel!
- ❖ Be ready to think on your feet. Students will often take you on a roller coaster ride. Be ready to adjust your teaching/lesson to the students' needs as soon as you see the need.
- ❖ Keep a "Warm Fuzzy File" that has positive memories, letters from students, a good evaluation, and anything else that will help cheer you up on a day when things aren't going so well.
- ❖ Write a short one-page paper that explains your reasons for going into education. Keep this paper handy, and as you become more experienced, take it out to remind yourself of the reasons you became a teacher.
- ❖ Student teaching is enough to think about, but getting your own teaching job should also be a priority. Network with teachers at your school and start developing materials to go into a portfolio for interviews. Be sure to include some units you did during student teaching. It is a good idea to see if the principal would be willing to do a mock interview with you.
- ❖ Plan your lessons in terms of the bigger picture. Think about the unit/curriculum in terms of its entirety. What are your overall goals for the unit? What is your culminating activity?
- ❖ Get organized the first day. DOCUMENT everything.
- ❖ Take on as much responsibility as you can early on. If not, it will hit you like a ton of bricks.
- ❖ As long as you can handle it, get ahead of the student teaching time line. This will give you more opportunities to teach while you still have the luxury of a university supervisor and teacher mentor(s).
- ❖ Realize that just as it takes time to adjust to student teaching- students, hours, work, etc. It also takes time for students to adjust to you. Indeed, they will probably not respond to you until they begin to see that you're sincere and serious about teaching them.
- ❖ Maintain a positive attitude in order to keep things in perspective. Drink orange juice and get plenty of sleep.

- ❖ Do not hesitate to ask questions. I often found that even minor questions led to unexpected discoveries or insights from teachers, administrators, or other personnel. Sometimes these answers did not even relate to my original question.
- ❖ Take advantage of being in a school. Observe as many teachers as you can, and ask people to observe you.
- ❖ Videotape yourself teaching often, as long as it is feasible and causes only minimal distraction for the students. It is a very helpful experience. It is extremely valuable as a learning tool.
- ❖ Do lesson planning at the school, as well as at home. If you can stay after school to speak with other teachers, you can often get their advice and assistance with lessons and units of instruction.
- ❖ Find out the expectations of your teacher mentor at the beginning. It helps to establish what you need to do from the start.
- ❖ When you feel overwhelmed, take a step back and realize how much you have accomplished!
- ❖ Completing a successful student teaching experience is reason to congratulate yourself. Continue to find opportunities to grow professionally. Remember that your goal is to help each child grow as a learner.

Planning for Effective Instruction

Planning is acknowledged to be one of the most influential factors in successful teaching. Planning that is clearly thought through will increase the probability of student engagement and learning. Good planning has the potential to build confidence and make you feel more secure in lesson execution.

Teacher candidates will be expected to write lesson plans for all lessons they teach. Creating meaningful lessons will require a significant amount of time. Scheduling cooperative planning sessions between the teacher candidate and teacher mentor will provide quality time to discuss instructional issues and maintain ongoing communication. You must make a commitment to set aside enough time to plan for effective instruction rather than leaving it to chance. As a teacher candidate you need to set yourself up for success. Written lesson plans provide a clear delineation of the flow of activities in a lesson so that the teacher candidate does not have to rely on memory alone. As Madeline Hunter stated, “The more you think on your seat, the less you have to think on your feet.” A written document helps the teacher mentor and university supervisor understand your thinking in the design, the delivery, and assessment of instruction. They can then provide formative feedback before or after the instruction occurs.

Your teacher mentor or university supervisor should provide you with a model lesson plan format so that teaching expectations are congruent. The lesson plan format is to be viewed as a teaching tool. There are many formats available for use, and we suggest that you try the format of the school where you are student teaching. No matter which lesson design format you select there are several elements that need to be considered and questions that need to be addressed when making decisions about instruction.

Handy Dandy Guide to the Lesson Plan

A lesson plan has three basic parts. Educators name these parts in different ways, but there are really only three different parts.

1. Where do you and your students want to go?
2. How are you going to get there?
3. How are you going to know you got there?

Here are some terms associated with each of these three parts:

1. Where do you want to go?
 - ❖ Aim/Teacher Aim/Student Aim
 - ❖ Objective/Behavioral Objective/Performance Objective
 - ❖ Goal/Curricular Objective
 - ❖ Standards/Competencies
2. How are you going to get there?
 - ❖ Materials/Resources
 - ❖ Prior Assessment
 - ❖ Do Now
 - ❖ Motivation Activity
 - ❖ Strategy
 - ❖ Learning Activity
 - ❖ Procedure
 - ❖ Summary/Closure
 - ❖ Follow-up
3. How are you going to know you got there?
 - ❖ Assessment/Post Assessment
 - ❖ Application/Homework/Independent Practice
 - ❖ Follow Up
 - ❖ Guided Practice

Elements of Lesson Design

The following elements of lesson design are applicable to any model of teaching. Simply knowing these elements when you plan for instruction will not ensure that the lesson is implemented with artistry. On the other hand your artistic knack with students is not always a reliable factor. Both the science and the art of teaching are essential. Deliberate consideration of these elements should provide you with a structure for reflection when planning instruction, and, if implemented artistically, should increase the probability of student learning. Here are some questions to consider:

Standards: How do these goals support the district's curriculum or state standards? (List specific standards)

Instructional Objective: What is it that you want the learner to be able to do or know by the end of the lesson? What is the rationale for selecting this objective?

Prior Assessment: How do you know students are ready for this lesson? Why are these goals suitable for this group of students? What are the students in the class like? Are there any outstanding special needs or learning styles to be addressed? How will you differentiate instruction to meet students' needs?

Instructional Aids: What materials, supplies, equipment, etc. will you need or use to enhance instruction and/or appeal to a variety of learning styles? (visual, auditory, tactile, etc.) **Use of technology helps individualize instruction.**

Classroom Management: What will you need to think through in order to have a smooth flow of instruction with minimal disruption (seating arrangement, transitions, student special needs, rules, time, etc.)? If you are team teaching, what is each person's responsibility for lesson implementation? Can you interrupt each other or not, etc.?

Instructional Input: What essential information will the students need to know and how will you present or organize instruction so that students gain this information?

Modeling: Will students need to see a product or process in order to achieve the instructional objective?

Check for Understanding (during the lesson): How will you determine whether students understand the information/task/skill before engaging them in further instruction or practice (ongoing diagnosis and assessment)?

Application/Guided Practice: What activities will the student do with your presence to practice or work toward the desired learning outcome? What will you do to mentor or monitor while students practice?

Closure: How will you end the lesson? How will you determine whether the desired learning outcomes (instructional objectives) have been achieved? How will you plan for individualization of instruction based on your assessment of the lesson?

Follow-up/Homework: Once students can perform without major errors, discomfort or confusion, what assignments will you give for students to practice "on their own" to maintain what has been learned?

Reflection: What was successful in this lesson? What do you need to change in order to achieve lesson objectives? What lessons need to be planned to meet the needs of those students who need reinforcement of the learning/enrichment?

Developing an Idea File: A Good Idea!

Beginning an idea file when you begin your career is an excellent idea because it will allow you to organize and keep track of the endless number of ideas that will cross your path. A good way to keep an idea file is to keep each idea on a separate card. Keep cards with you (3x5, 4x6 etc...) in a pocket, purse or in your car. It is advisable to keep a card file box to contain your idea file.

Reasons to Develop an Idea File:

- ❖ To keep track of information that may be useful in the future.
- ❖ To give you something concrete to look for in your own lessons and when you discuss lessons with other educators.
- ❖ To provide resources for unit writing and lesson planning.
 - Things you see your teacher mentor or other educators do
 - Ideas from conferences with your teacher mentor or other educators
 - Ideas from conferences with your university supervisor
 - Ideas from seminars, conferences and workshops
 - Professional reading (books, magazines, websites, etc...)
 - Ideas gathered from your own experience

Part VI
Appendix

Frameworks for Teaching

Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed. The *Framework for Teaching* represents years of research on what behaviors constitute good teaching. The research on teaching and the Framework were summarized by Charlotte Danielson in her book, *Enhancing Professional Practice: A Framework for Teaching* published by ASCD (1996). The Framework identifies four domains of good instructional practice: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Elements of good teaching practice are defined within each of the domains. The Educational Testing Service (ETS) has expanded Danielson's work to formalize the evaluation of teacher performance. Adelphi University is presently using an adaptation of Charlotte Danielson's rubric.

The Student Teaching Observation Rubric on the next page summarizes the four domains and includes the modifications we have made to the components in order to have a more effective framework for student teachers. It defines what teacher candidates should know and be able to do. These rubrics will be shared with students during seminar sessions.

ADELPHI UNIVERSITY SCHOOL OF EDUCATION
Student Teaching Observation Rubric: Domain 1

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
1a: Demonstrates Content Knowledge	Student teacher displays little understanding of subject matter and makes no connection to other disciplines.	Student teacher has basic understanding of subject matter and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of subject matter and extends connections to other disciplines.	Student teacher has an extensive understanding of subject matter and makes meaningful connections to other disciplines.
1b: Demonstrates Knowledge of Pedagogy	Student teacher displays little understanding of pedagogical content knowledge and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content knowledge and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
1c: Plans with Knowledge of Students' Background, Skills, and Interests	Student teacher does not use knowledge about student background, skills, and interests to plan lessons.	Student teacher attempts to use student information to plan activities.	Student teacher demonstrates knowledge of students and uses this information to plan appropriate activities.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging activities.
1d: Selects Appropriate Instructional Goals	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction.	Student teacher uses teaching resources sparingly.	Student teacher consistently makes use of teaching resources.	Student teacher makes use of a variety of teaching resources (e.g.: texts, visuals, internet) and seeks out new sources of material.
1f: Designs Coherent Instruction	Student teacher designs lessons/units which do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
1g: Assesses Student Learning	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about students' understanding of stated goals, and student teacher consistently uses information to plan future lessons.

ADELPHI UNIVERSITY SCHOOL OF EDUCATION

Student Teaching Observation Rubric: Domain 2

Domain 2: Classroom Environment	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
2a: Creates an Environment of Respect and Rapport	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
2b: Establishes High Expectations	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
2c: Manages Classroom Procedures	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior	Standards of classroom behavior are not communicated, and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently, and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
2e: Uses Physical Environment to Support Learning Activities	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.

ADELPHI UNIVERSITY SCHOOL OF EDUCATION
Student Teaching Observation Rubric: Domain 3

Domain 3: Instruction	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
3a: Communicates Clearly and accurately	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions	Student teacher uses close-ended, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which lead to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which lead to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
3c: Engages Students in Learning	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target. and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.
3e: Provides Appropriate Feedback to Students	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsive-ness	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

UNIVERSITY SCHOOL OF EDUCATION
Student Teaching Observation Rubric: Domain 4

Domain 4: Professional Responsibility	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
4a: Reflects on Teaching	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
4e: Exhibits Professional Demeanor	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility	Student teacher is not a responsible professional: exhibits poor attendance/lateness/disrespect for students, colleagues, parents, district.	Student teacher needs to be reminded of professional responsibilities, e.g. poor attendance/lateness/disrespect for students, colleagues, parents, district.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.
4g: Works Cooperatively with Other Professionals	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and makes contributions to school activities.

Adelphi University School of Education
Student Teaching Observation Summary Form

Teacher Candidate _____ Observation#/Date _____
 School _____ Grade Level/Subject _____
 Observer _____ Title _____

Summary of Lesson:

Please use accompanying rubric when completing this form:
 U=Unsatisfactory B=Basic P=Proficient D=Distinguished N=Not observed

Domain 1: Planning and Preparation

U B P D N

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1a: Demonstrates knowledge of subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b: Demonstrates knowledge of pedagogy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c: Plans with knowledge of students' background skills and interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d: Selects appropriate instructional goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e: Demonstrates knowledge of teaching resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f: Designs coherent instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g: Assesses student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Domain 1 Comments/Suggestions for future work:

Domain 2: Classroom Environment

U B P D N

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a: Creates an atmosphere of respect and rapport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b: Establishes high expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c: Manages classroom procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d: Manages student behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e: Uses physical environment to support learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Domain 2 Comments/Suggestions for future work:

Domain 3: Instruction

U B P D N

- 3a: Communicates clearly and accurately
- 3b: Uses high level, open ended questions
- 3c: Engages students in learning
- 3d: Paces instruction and provides closure
- 3e: Provides appropriate feedback to students
- 3f: Demonstrates flexibility and responsiveness

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 3 Comments/Suggestions for future work:

Domain 4: Professional Responsibility

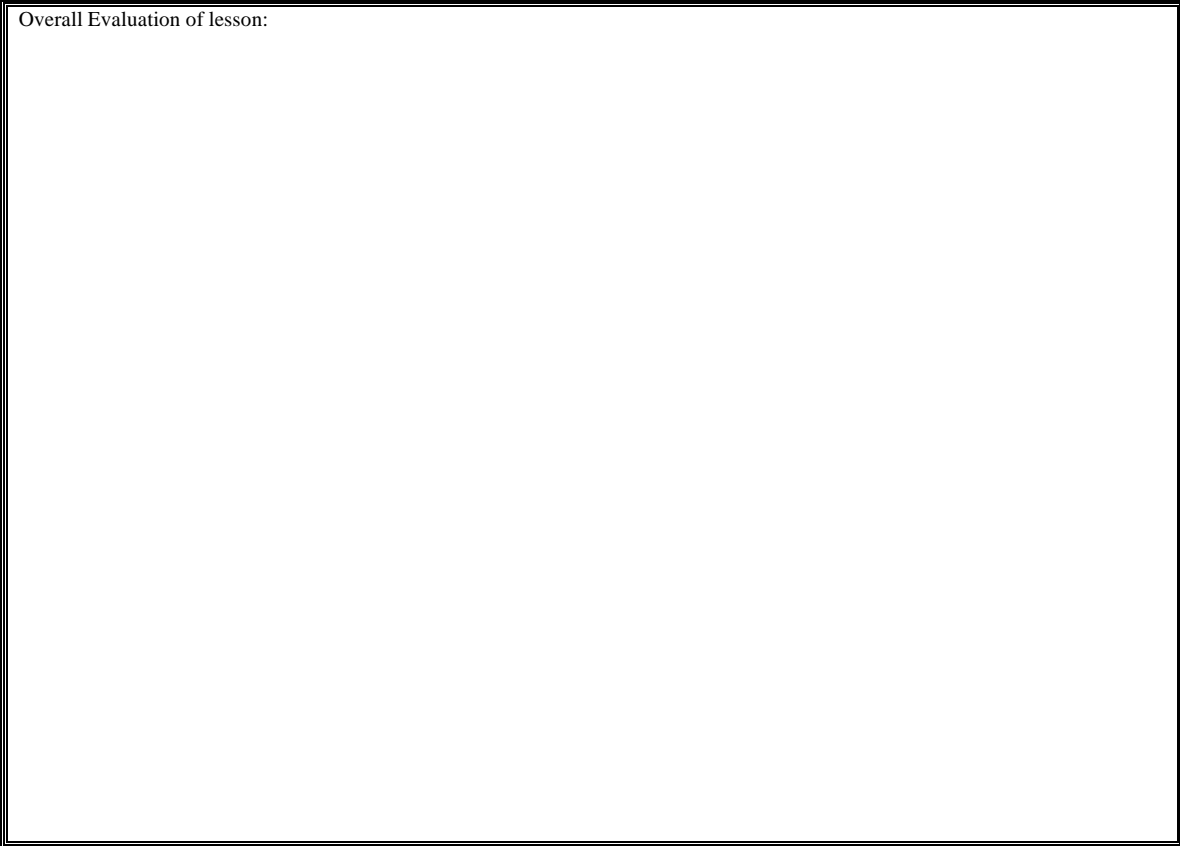
U B P D N

- 4a: Reflects on teaching
- 4b: Reflects on student achievement
- 4c: Provides evidence of student achievement
- 4d: Accepts constructive feedback
- 4e: Exhibits professional demeanor
- 4f: Exhibits professional responsibility
- 4g: Works cooperatively with other professionals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 4 Comments/Suggestions for future work:

Overall Evaluation of lesson:



Observer Signature: _____ Date _____

*Teacher Candidate Signature: _____ Date _____

*Signature indicates receipt of information contained herein: _____.

Hours Log

(240 hours for each 8 week experience)

Teacher Candidate: _____ School District _____

Teacher Candidate Adelphi Student ID _____

Teacher Mentor: _____

University Supervisor: _____

School: _____ Grade/Level/Subject _____

Please put the month, day, and year, and provide time in terms of hours and fraction of hours.

DATES (by week)	NUMBER OF OBSERVATION HOURS	NUMBER OF PARTICIPATION HOURS	INITIALS OF COOPERATING TEACHER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
TOTALS			

Dates of Absences _____

Dates of Supervisor's Visits _____

SIGNATURES OF: Teacher Candidate _____
 Teacher Candidate Adelphi Student ID _____
 Teacher Mentor _____
 University Supervisor _____

Certification

Application Process

1. In order to obtain Institutional Recommendation for certification through Adelphi University, you must complete the application obtained in the School of Education or the Office of the Registrar. You may also download the application (PDF 36KB) from the Ruth S. Ammon School of Education website.
2. Return the completed application to the Office of the Registrar.
3. Once the application has been approved, the Certification Office will issue a Student Application Information Sheet to be used in conjunction with the NYS Teach system. Please do not apply for certification until you have received the Student Application Information Sheet.
4. You may create a login and password for the NYS Teach system at any time. Keep the password in a safe place. Adelphi will not be able to help you obtain a new password, if lost; you will need to contact NYS Technical Support Services.
5. Any time after you have received the Student Application Information Sheet from the Certification Office, you may apply for the NYS Teaching Certificate requested. You Must use the exact information provided to you.
6. If you apply for certification prior to conferral of your degree, the NYS Teach system will show that you need "Institutional Recommendation" and "Completion of a Teacher Approved Program." This will be satisfied upon the recommendation by Adelphi University. Please note that the recommendation will not be made until the degree has been conferred. The conferral dates for the University are January 31, May 31, and August 31.
7. Once the recommendation process is complete you will be able to view the TEACH online file indicating that the certificate has been issued. This will appear approximately 2-3 days after the completion of the process for Initial Certificates only. Professional and Permanent Certificates will take longer due to the need to manually review the applicant's file by NYSDOE.
8. The Initial Certificate applicant should receive their certificate in the mail in approximately 3-4 weeks.

Contact

For additional information, please contact:

Janet Drummond
Director of Certification and Student Records
Harvey Hall, Room 123
515 877-4081
Drummond@adelphi.edu

Pat Miceli
Coordinator of Certification
Harvey Hall, Room 123
516 877-3816
Miceli@adelphi.edu

Applying for Certification

Students completing a New York State registered teacher education program should apply for certification through Adelphi University by following these guidelines:

- Applicants should complete the New York State Application via institutional recommendation.
- Applications for certification are to be completed in the semester prior to graduation.
- Applications may be obtained through the School of Education offices or the application (PDF 129 KB).

Graduation Date

Certification Application Due

January 31

November 1

May 31

March 1

August 31

June 1

All teacher certification candidates recommended by Adelphi University must successfully complete:

- the degree program requirements
- any deficiencies in the liberal arts and sciences
- any deficiencies in the content area
- student teaching

All teacher certification candidates must take and pass the New York State Teacher Certification Examinations (NYSTCE) required for their particular area of certification. Please see your program of study for specific testing requirements. Please note: although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTE are now required for all applicants seeking certification in an additional area.

For the most updated requirements, please consult your advisor or the New York State Education Department. You can check the New York State Teacher Certification Exams (NYSTCE) website for general information concerning preparations for tests, test registration, registering for alternative testing arrangements, dates of tests, score reports and forms at www.nystce.nesinc.com.

All applicants for certification are required to complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse and maltreatment. In addition, all applicants for a certificate on or after February 2, 2001 are required to complete two clock hours of course work or training in school violence prevention and intervention in accordance with section 3004 of the Education Law. All applicants must:

- complete the Health Preparation for Teachers or the equivalent through Adelphi University. This course will provide the required training as part of your teacher education program

or

- submit to the University Certification Office documentation that the Child Abuse and Violence Prevention seminars have been satisfied. Upon completion of the workshops, the application will receive a Certificate of Completion from the service provider.

Please Note: Adelphi University is only authorized to recommend you for certification in the area of your program of studies. If you desire additional certifications, you must apply directly to SED for them. Please consult any regional BOCES certification office to learn more about certification routes and requirements in other areas.

Many students mistakenly believe that applying for certification directly to the state before they complete their master's degree will somehow speed up their application process. Applying on your own directly to the State Education Department for initial certification will render your master's program insufficient for professional certification. You will no longer be considered a novice and therefore, you will be expected to take a more advanced program of study (minimum 12 additional graduate credits in liberal arts major of your bachelor's degree).

Citizenship Requirement

United States Citizenship is **no longer required** for Permanent/Professional Certification.

New York Education Law now permits individuals with **Permanent Residence status** to qualify for a permanent/professional teacher certificate. To verify you permanent residence status, submit ONE of the following with your application:

- ❖ A photocopy of your permanent resident card ("Green Card") OR
- ❖ A photocopy of your passport stamped with "Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence" OR
- ❖ A certified and sealed copy of a letter from the Bureau of Citizenship and Immigration Services (formerly the INS) verifying permanent residence

Types of Certification and Licenses

The information below describes the types of certificates that are most commonly sought.

Initial Certificate

Description The entry-level certificate for classroom teachers, issued in specific subject/grade titles, and the entry-level certificate for School Building Leader (SBL).

Validity Valid for 5 years

Leads to Professional Certificate

Professional Certificate

Description The advanced-level certificate for classroom teachers (issued in specific subject/grade titles) and School Building Leaders

Validity Continuously valid with completion of required professional development hours on a five-year professional development cycle.

Requirements for Professional Certificate include:

1. Completion of a Master's Degree
2. Completion of all NYSTCE testing requirements
3. Fingerprinting
4. Three years of paid full-time teaching experience that includes one year of mentored teaching experience.

Fingerprinting

New York State law requires the Office of School Personnel Review and Accountability to conduct fingerprint supported criminal history background checks for applicants for certification and all prospective employees of school districts, charter schools and BOCES.

Adelphi offers a fingerprinting service each semester sponsored by SCOPE (Suffolk County Organization for the Promotion of Education). Please check with the School of Education's main office, Harvey Hall Room 130 or call 516 877 4080 for the current semester's date of fingerprinting.

You will need to:

- make an appointment during the prior week of the semester's fingerprinting session.
- make an appointment in Harvey Hall, Room 130.
- Bring a photo ID with you to the assigned fingerprinting session.
- Complete a consent form for fingerprinting, criminal history records search, and fingerprinting cards at the session
- Bring two **Money Orders** to the session for the following:
 - a. \$94.24 payable to "New York State Education Department"
 - b. \$40.00 payable to "SCOPE"

Please Note: You must have an appointment and NO CHECKS will be accepted.

For alternative methods to meet fingerprint requirements, please call the certification office.

Graduation

Students applying for a degree in January must complete the application for graduation by September of the previous year.

Students applying for a degree in May must complete the application for graduation by October of the previous year.

Students applying for a degree in August must complete the application for graduation by June. If you wish to attend the May graduation ceremony you must leave your name in the Main Office of the School of Education - Harvey Hall - Room 130. Your name will appear in the following year's commencement book.

Please adhere to the above deadlines if you wish your name to appear in the Commencement Book.

The application for graduation/degree should be submitted to the School of Education, Main Office in Harvey Hall Room 130 or to the Office of the Registrar.

In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.

Lee Iacocca