



HOFSTRA
UNIVERSITY™

SCHOOL OF EDUCATION

STUDENT TEACHING HANDBOOK

FOR

HEALTH EDUCATION

HOFSTRA UNIVERSITY

OFFICE OF FIELD PLACEMENT

PREFACE

The Office of Field Placement and the Health Education Program has designed this handbook as a **general resource for student teachers, cooperating teachers, and Hofstra University supervisors** engaged in the student teaching experience through Hofstra University's School of Education. It is divided into two sections.

- **Part One** of the handbook begins by stating the mission of the School of Education and the conceptual framework underlying teacher preparation in the Health Education Program. These statements express both our commitments and our vision. They inform our goals for teacher preparation within the Health Education Program. During student teaching, students have an opportunity to develop and hone practical applications for the research, theories, methods, and strategies explored throughout their academic work and previous field experiences. Through their work with faculty, cooperating teachers, and University supervisors, student teachers have the opportunity to engage in critical reflection about their teaching practices and frame their own philosophy.
- **Part Two** of the handbook goes on to elaborate student teaching policies and procedures. It outlines the roles and responsibilities of the student teacher, the cooperating teacher, and the University supervisor. It also explains timeline guides for each program and explains the evaluation procedures. It also offers student teachers, supervisors, and cooperating teachers helpful guiding questions to spark meaningful reflection and self-evaluation.

We hope that this handbook is informative, helpful and serves as a reference guide for you during your capstone experience of student teaching.

John R. Lewis
Associate Dean of External Relations,
Field Placement, and Recruitment

Joanne Flood
Assistant Director of Field Placement

INTRODUCTION

As prospective student teachers, you are entering an important phase of your professional preparation. You will find student teaching both demanding and exciting. Our goal in the Health Education Program at Hofstra University is to ensure that your experience will prepare you to become effective and reflective beginning teachers. As educators, we value teaching and learning and we want to welcome you as our colleagues.

The teacher education program at Hofstra University consists of several critical phases. At this point in the program, you have completed introductory courses, including methods courses. You have had experiences as a participant/observer in several schools. These experiences were designed to familiarize you with the way that students learn and interact, and the diversity of the student populations and the culture of schools.

The **first phase** of student teaching begins with your assignment to a host school. Many factors are taken into consideration (e.g., selecting highly qualified cooperating teachers, providing a multicultural setting), to ensure that student teaching assignments promote professional growth.

The **second phase** of student teaching focuses on orientation procedures. This phase provides the student teacher with a general understanding of the school and the school's surrounding community. This phase begins on site with the initial visits to the school. During this phase the student teacher meets school administrators, the cooperating teacher and the rest of the staff.

The **third phase** of student teaching, which can take between one and two weeks, involves the student teacher's introduction to various classroom settings. The student teacher observes the cooperating teacher and other school staff, meets the students, and begins to become involved in school activities. Gradually, the student teacher becomes part of the educational team in the school.

The **fourth phase** is the gradual involvement of the student teacher as a classroom teacher. Generally during the second week of student teaching, the student teacher assumes teaching responsibility. During this phase, the student teacher, with the guidance of the cooperating teacher, is planning and implementing instruction.

During the **fifth phase**, the student teacher, with the guidance and support of the cooperating teacher, school supervisors, the Hofstra field supervisor, and the student teaching seminar leader, is the actual teacher in charge of an educational program. During this phase the student teacher assumes the full range of teaching responsibilities, including but not limited to, short term and long term planning, implementation, evaluation of student performance, administrative work, guidance, and reflective professional interaction with colleagues.

Evaluation goes on during the entire student teaching experience with an emphasis on self-evaluative skills which will serve as a basis for continuous growth as a reflective educator. The ability to evaluate one's growth as a teacher develops through self-study, journaling, professional readings, and reciprocal relationships with professionals in the schools and in the university. Through these relationships, the student teacher learns to evaluate goals, teaching skills, and students' learning. These professional relationships involve students in the schools with the cooperating teacher, school administrators and teaching colleagues and in the university with the field supervisor, the student teaching seminar leader and the faculty of the Hofstra School of Education.

TABLE OF CONTENTS

Part One

Preface.....	1
Introduction.....	2
Table of Contents.....	3
Mission Statements.....	4
Student Teaching and Seminar Syllabus.....	5-13
New York State Code of Ethics for Educators.....	14-15
Student Teaching Policies and Procedures.....	16-18
Rose and Responsibilities of the University Supervisor.....	19-20
Role and Responsibilities of the Cooperating Teacher.....	21
Role and Responsibilities of the Cooperating School.....	22
Role and Responsibilities of the Student Teacher.....	23-26

Part Two

Timeline Guidelines for Student Teachers in Health Education.....	27-28
Evaluation Procedures.....	29
Cooperating Teacher Guidelines for Completing Student Teaching Reports.....	30
Some Guiding Questions to Assist a Student Teacher's Self-Evaluation of a Lesson.....	31-33
Tk20 Instructions: Cooperating Teachers.....	34-35
Tk20 Instructions: Students.....	36-38

MISSION OF THE SCHOOL OF EDUCATION

The faculty of the Hofstra University School of Education is dedicated to the preparation of reflective and knowledgeable professionals who use scholarship to inform their practice. Collectively, we strive toward a more just, open and democratic society as we collaborate with and learn from children, adolescents, and adults in diverse social and cultural settings.

We encourage and support the scholarship and practice of our colleagues and students in their professional lives; our endeavors include research that contributes to the knowledge base for educators. Thus, it is our intent to establish the School of Education as a place which nurtures communication, collaboration, and leadership both at Hofstra and in community settings.

HEALTH EDUCATION PROGRAM

Mission Statement

The mission of the Health Education Program is to improve the health and well being of individuals and populations by preparing reflective and competent professionals to work with and advocate for their respective constituents; to contribute to the knowledge base for improving health and family services; and to complement, enhance, and support the mission of the School of Education, and the University. Our mission is accomplished through the interaction of:

Teaching to educate students, in a collaborative environment, to assume and continue professional roles in health and family services and policy settings.

Research and Scholarship to advance knowledge about the biological, social, behavioral, environmental, and economic factors affecting health and well being of individuals and populations and the delivery and organization of health and family services.

Service and Professional Development to participate actively in professional organizations and provide consultation on health and family issues to the public and private sectors at the regional, national, and international levels.

HEALTH EDUCATION PROGRAM

Student Teaching and Seminar Syllabus

HPFS 130A and HPFS 130B

HED 230A and HED 230B

COURSE DESCRIPTION:

Admission by application. This course provides an opportunity for close clinical supervision of teacher education candidates teaching in cooperating schools across the full range of grade levels and ability levels matching the certification requirements in the certification certificate the candidate seeks to earn. Attendance at weekly seminars is required. Applications are obtainable at the Office of Field Placement and are to be returned by October 1 for the spring and summer semester and by March 1 for the fall semester. Pass/Fail grade only.

The purpose of this course to facilitate pre-service teachers to gain experience in a public school setting under the supervision of experienced state certified teachers and in consultation with a Hofstra University supervisor. Student teachers develop and execute lesson and unit plans based upon New York State Standards for Learning and curriculum guides. Student teachers gradually assume full teaching responsibilities as they demonstrate competency. Student teachers are placed across the full range of grade levels and ability levels covered by the certification they seek. Student teachers must demonstrate proficiency in the fundamentals of teaching: content knowledge, lesson and unit planning, classroom management, communication and questioning skills, assessment practices, and professional dispositions.

Goals and Objectives:

Goal 1. Prospective teachers will demonstrate a breadth of knowledge and depth of understanding of the liberal arts and sciences.

Learning Objectives:

1. a Undergraduate students will demonstrate content knowledge in each of the following areas of the liberal arts and sciences: Artistic Expression, Communications, Information Retrieval, History, Philosophy, Language other than English, Science, Mathematics, Written Analysis & Expression, and Cross-Cultural Appreciation.

1.b Graduate students will demonstrate content knowledge in each of the following areas of the liberal arts and sciences: Artistic Expression or Humanities, Communication, Information Retrieval, History or Social Science, Language other than English, Science, Mathematics, Written Analysis and Expression.

Goal 2. Prospective teachers will demonstrate expertise and depth of knowledge in their content area(s) of specialization.

Learning Objectives:

2.a Prospective teachers of early childhood (birth-grade 2) and/or elementary grades (1-6) will demonstrate a broad knowledge of each of the following content areas: foundations of education, child development, reading and language arts, social studies, mathematics, science, educational technology, arts, movement education, and special education.

2.b Prospective teachers of content-specific courses in grades 7-12 or preK-12 will demonstrate in-depth knowledge in their content area of specialization (the equivalent of a full major in the content).

Guidance Document for Achieving the New York State Standards in Health Education.

Available at:

http://www.emsc.nysed.gov/sss/Health_Ed/GuidanceDocument11-05.pdf

New York State Health Education Standards. Available at:

http://www.highered.nysed.gov/kiap/PCPPU/service_learn/standards/health.pdf

National Health Education Standards. Available at:

http://www.aahperd.org/aahe/pdf_files/standards.pdf

Goal 3. Prospective teachers will be knowledgeable of theory and research in child and adolescent development and processes of learning, with emphasis on application of this work to teaching in public schools.

Learning Objectives:

Prospective teachers will be knowledgeable of:

- 3.a theory and research in child and adolescent development, including physical, cognitive, emotional, and social development.
- 3.b theory and research in processes of learning in childhood and adolescence.
- 3.c individual and group differences in child and adolescent development and processes of learning, including differences in learning styles, intelligences, emotional health, gender, sexual orientation, ethnicity, home environment, socioeconomic status, and culture.
- 3.d strategies for drawing on theory and research in child and adolescent development and processes of learning to enhance students' academic performance and well-being in schools.

Goal 4. Prospective teachers will evidence understandings of research-based, learner-centered teaching methods responsive to students of diverse learning needs and abilities.

Learning Objectives:

Prospective teachers will plan and implement lessons that:

- 4.a reveal clarity of purpose and focus on the development of conceptual knowledge.
- 4.b are aligned with the key ideas of the New York State Learning Standards.
- 4.c are developmentally appropriate, relevant, interactive and responsive.
- 4.d motivate student learning, communication and participation.
- 4.e probe students' critical and creative thinking and include on-going assessments.

Goal 5. Prospective teachers will be able to provide inclusive, supportive learning environments for all students.

Learning Objectives:

Prospective teachers will be able to:

- 5.a meet students' needs by accommodating instruction to their strengths and weaknesses and through differentiating instruction.

5.b design lessons that recognize and are sensitive to the diverse cultures, languages and traditions, interests and experiences of their students.

5.c provide learning environments which accommodate a variety of learning styles and intelligences.

Goal 6. Prospective teachers will demonstrate proficiency in using information and communication technologies (ICT) to facilitate their own teaching and productivity, as well as their students' learning, motivation and creativity.

Learning Objectives:

Prospective teachers will be able to:

6.a plan and design effective learning environments and experiences supported by ICT.

6.b implement curriculum plans that include methods and strategies for applying ICT to maximize students' communication, problem solving, research, creativity, and higher order thinking skills.

6.c apply ICT to facilitate a variety of effective assessment and evaluation strategies.

6.d use ICT to enhance their own productivity and professional practice.

6.e demonstrate continual growth in ICT to stay abreast of emerging technologies.

6.f understand the social, ethical, legal and human issues surrounding the use of ICT in PreK-12 schools.

Goal 7. Prospective teachers will be able to develop and implement instructional units and lesson plans based on relevant and meaningful curricula that encourage respect for diversity in a multicultural society and a globalized world.

Learning Objectives:

Prospective teachers will be able to develop and implement instructional units and lesson plans that:

- 7.a are aligned with the curriculum recommendations of the national specialized professional associations (SPAs) and New York State's Core Curriculum and Learning Standards.
- 7.b are developmentally appropriate and relevant to diverse learners.
- 7.c have clarity of purpose and anticipated outcomes.
- 7.d develop students' conceptual understanding of the content by enabling students to construct their own meanings.
- 7.e encourage respect for diverse perspectives and cultures.
- 7.f enhance students' abilities to communicate orally and in writing and to think critically and creatively.

Goal 8. Prospective teachers will be able to evaluate students' knowledge and skills through a variety of formative and summative assessment methods, use assessment data to inform curriculum and instruction, and encourage students to assess their own work.

Learning Objectives:

Prospective teachers will be able to:

- 8.a develop criteria for assessment of students' knowledge and skills, including design and implementation of assessment rubrics.
- 8.b effectively communicate assessment criteria and methods to students.
- 8.c design and implement a variety of formal and informal methods for ongoing assessment of student learning during lessons.
- 8.d design and implement a variety of formative and summative assessment techniques (including use of performance assessments, as appropriate).
- 8.e draw on formative and summative assessments to inform curriculum and instruction.
- 8.f design and implement techniques that encourage students to engage in self-assessment
(i.e., encouraging students to reflect on their own work and the processes by which it was made, suggest strategies for revision, and implement these revisions).

Goal 9. Prospective teachers will be knowledgeable of the history, philosophy and politics of schools.

Learning Objectives:

Prospective teachers will be knowledgeable of:

9.a the themes and trends in United States educational history, philosophy, politics, and culture and be able to analyze their connections to contemporary educational issues and practices.

9.b the processes influencing who decides the purpose of education, policies, and curricula and whose political, philosophical, or cultural interests are served.

9.c the nature of structural inequalities both in schools and the larger society and how they may affect the lives of students.

9.d the rights and responsibilities of teachers and their roles in the decision-making process and governance of schools.

Goal 10. Prospective teachers will engage in reflective practice for the purpose of improved teaching and learning.

Learning Objectives:

Prospective teachers will:

10.a reflect on and critically analyze the nature of teaching and learning.

10.b initiates self-reflection through research of their own practice for professional improvement.

10.c reflect on the impact of one's teaching on student learning and adjust instruction accordingly.

10.d seek and respond to constructive input from college professors, cooperating teachers and/or the University field supervisors.

10.e use constructive input in planning future lessons.

10.f reflect critically on one's own professional development and intellectual growth.

Goal 11. During field based experiences prospective teachers will foster relationships with school colleagues, parents, and appropriate agencies in the larger community to support students' learning and well-being in schools.

Learning Objectives:

Prospective teachers will participate in field-based experiences that:

11.a foster the development of a range of teaching methodologies and assessments that respond to the needs of diverse learners.

11.b promote positive relationships with students, school personnel, parents, and the larger school community to support students' learning and well-being.

11.c are situated in public school classrooms prior to student teaching (100-250 clock hours), including high-needs classrooms, supervised by certified experienced teachers.

11.d are associated with full-time student teaching (full semester) in public schools in their content areas of specialization at appropriate grade levels, supervised by certified experienced classroom teachers and University supervisors with experience and expertise in the content specialization.

11e. provide preparation in how to respond to factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

11f. provide preparation in how to implement laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Required Text:

Student Teaching Handbook, Hofstra University

Other text as required by the course instructor

Guidance Document for Achieving the New York State Standards in Health Education.

Available at:

http://www.emsc.nysed.gov/sss/Health_Ed/GuidanceDocument11-05.pdf

New York State Health Education Standards. Available at:

http://www.highered.nysed.gov/kiap/PCPPU/service_learn/standards/health.pdf

National Health Education Standards. Available at:

http://www.aahperd.org/aahe/pdf_files/standards.pdf

Course Rationale:

This course has two constituent parts: 1) a student teaching field experience in an appropriate school/grade level setting which allows practice of teaching in the licensure area(s); and 2) a weekly seminar deals with deconstructing the field experience, reflecting on alternative methods, professional issues, and adding to the professional knowledge base. Lessons plans, projects and assessment are reviewed. Participants also discuss self-generated topics and issues. The seminar focuses on student teaching problems and stressors such as classroom and time management, and student motivation. Student teachers share their experiences as they seek to improve their competency and skills. They reflect on and critically analyze the nature of teaching and learning and initiate self-reflection for the purpose of improved instructional practice. They reflect on the impact of one's teaching on student learning and adjust instruction accordingly. They seek and respond to constructive criticism from college professors, cooperating teachers and/or the University field supervisors, and their fellow student teachers. They explore means for implementing constructive suggestions into future lessons. Students reflect critically on their own professional development and intellectual growth. The seminars add to the process of becoming lifelong learners and provide opportunities for professional reflection and sharing, professional collaboration, and case study analysis in order to develop the knowledge, skills, and dispositions of a professional educator at the determined grade levels and subject area(s).

Course Activities:

- Attend weekly seminar and complete all seminar activities and assignments.
- Journals: Develop a gradient of participation and responsibility for teaching in each cooperating school placement and document your responsibilities. The journal is a weekly record of the student teacher's experiences, impressions, and ideas. The emphasis of the journal should be on analysis. The journal is a personal, critical reflection the student teacher's thoughts during the student teaching experience and should only be shared with the University supervisor and co-requisite class professor. Provide insight and reflective thought on your teaching activities.
- Develop daily lesson plans and present lesson plans to the cooperating teacher prior to teaching.
- Meet with cooperating teacher on a regular basis to review and examine instruction.
- Engage in a pre-observation conference and a post observation conference with the University supervisor both before and after classroom observations.
- Participate in the evaluation of your teaching performance
- Read and follow all policies delineated in Student Teaching Handbook.

- On a gradual basis, assume full-time teaching responsibilities.
- Write weekly reflections on teaching.
- Videotape lessons for self and peer review.

Seminar Topics may include but will not be limited to the following:

- Successful first days of student teaching/First days of school year
- Conferencing skills with students, parents, principals and colleagues
- Management of the relationship among student teacher, cooperating teacher, and the University supervisor
- Classroom management skills
- Self-reflection and peer-critique of teaching

Course Evaluation:

The clinical element of the student teaching experience will be supervised daily by the cooperating teacher. The cooperating teacher will provide the University with an early evaluation of the student's clinical performance and a summative evaluation at the end of the placement. The University supervisor will visit a minimum of four times and document the results of a minimum of four observations using the rubric provided by the Health Education Program. Additionally, the cooperating teacher, the student teacher, and the clinical supervisor will dialogue on a regular basis on student progress and performance. Participation in the seminars is a component of the grading process.

Academic Dishonesty

All students are expected to abide by the University's Policy on Academic Honesty, which can be found in the Hofstra University Bulletins. Procedures for Handling Violations of Academic Honesty by students at Hofstra University are detailed in Faculty Policy Series #11 (rev. 2004) for undergraduates and Faculty Policy Series #11G (rev. 2004) for graduate students.

Disability support

If you have any documented disability-related concerns that may have an impact upon your performance in this course, please meet with me within the first two weeks of the current semester, so that we can work out the appropriate accommodations. Accommodations are provided on an individualized, as-needed basis after the needs, circumstances and documentation have been evaluated by Services for Students with Disabilities (SSD). SSD is located in 212 Memorial Hall and can be reached at 516-463-7075 or ssd@hofstra.edu.

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.

STUDENT TEACHING POLICIES AND PROCEDURES

1. **TERM SCHEDULE:** Student teaching involves 5 full days a week for 15 weeks which includes student teaching seminars at Hofstra.
Those certified teachers enrolled in three semester hour programs (only ELED 249 and CT 268) will student teach five (5) full days a week for eight (8) weeks, including seminars at Hofstra.
2. **ASSIGNMENTS:** Each student teacher receives written instruction from the Office of Field Placement as to who, when, and where to report to commence the assignment. Questions about details should be channeled through the Associate Dean, unless it is clearly a matter for the cooperating teacher at the school to handle. Please note that it is the policy of the School of Education to ensure that all graduates from our programs have had a field placement with diverse populations and in high-need schools as defined by New York State.
3. **ATTENDANCE:** Each student teacher is expected to report to his/her respective cooperating school on time each day of the school week, except when excused by the proper cooperating school personnel in accordance with school policy, and with the permission of the university supervisor. In cases of illness or emergency a student teacher is expected to contact designated cooperating school personnel and the university supervisor. Absences will be made up. Hofstra reserves the right to withdraw students from the cooperating school at anytime and for any reason, in its sole discretion.
4. **TEACHING LOAD:** Student teachers should be given increased teaching and teaching related responsibilities as they progress through the student teaching experience, culminating in full-day teaching responsibility.
5. **SCHEDULE:** Each student teacher should obtain from his/her cooperating teacher the schedule which will be followed. A copy of the completed schedule should be given to the university supervisor by the beginning of the second week. The university supervisor should be notified of any changes in the schedule. Any changes to the student teacher's assignment in the school district must be made through the collaboration of, and with the approval of the university supervisor. Classes for which the student teacher will have major teaching responsibility should be clearly indicated. After-school assignments should be included as well.
6. **TIME REPORTS:** Cooperating teachers must verify the student teacher's hours by completing and signing a time report form.
7. **Tk20:** All students are required to electronically submit lesson plans and reflective journals to their Tk20 binder:

LESSON AND UNIT PLANS: A student teacher is required to prepare written lesson plans for each different lesson which he/she knows in advance that he/she will teach. The lesson plan and unit plan formats should be acceptable to the cooperating teacher and university supervisor. The lesson and unit plans are to be discussed with and approved by the cooperating teacher prior to their implementation. After a lesson is taught, a conference should be held utilizing a reflective, clinical model. Every student teacher should plan and teach at least one or more complete instructional units. All plans should be available in a binder and shown to the university supervisor during each visit. Cooperating teachers should make every effort to inform student teachers of assigned teaching responsibilities on a timely basis.

REFLECTIVE JOURNALS: Student teachers are required to maintain a reflective journal. The journal is a weekly record of your analysis of your own teaching behavior and practices, insights into student learning patterns, and a critical reflection on what you have learned. Only your university supervisor and the co-requisite class professor will have access to this reflective commentary.

COMMENTARIES: Student teachers are required to use the edTPA commentary templates for a specified number of formal lessons during the student teaching placement in addition to the actual edTPA submission for licensure purposes. This work will be specified and reviewed in student teaching seminars.

8. **CONFERENCES:** Several conferences between the cooperating teacher and student teacher should be held prior to and at the very beginning of the assignment. The university supervisor will call within the first week of the placement to arrange a three-way conference in order to review critical elements of this handbook and the responsibilities and expectations of the cooperating teacher and school. In addition to providing regular feedback on teaching performance, the cooperating teacher should establish at least a minimum of one weekly conference with the student teacher regarding teaching responsibilities and planned lessons. Three-way conferences should take place with the university supervisor, cooperating teacher, and student teacher after each formal observation.
9. **SEMINARS:** Student teacher seminars will be conducted by the university supervisors on the Hofstra University campus or on site in the local school districts.
10. **OUTSIDE EMPLOYMENT:** A student is strongly urged to arrange finances so that outside work is not necessary during the student teaching semester. Employment during student teaching is to be discussed with the Associate Dean in advance.
11. **SUBSTITUTE TEACHING:** Student teachers may not take the responsibility or place of a qualified teacher or staff of cooperating school. Substitute teaching is not permitted during student teaching, except when there is a school emergency.
12. **UNIVERSITY SUPERVISOR:** A selected faculty member of Hofstra University with appropriate teaching certification will be assigned as the university supervisor for several student teachers. The supervisor will visit each student teacher a minimum of three times (four times in some programs) and will engage in pre- and post-conferences. The student teacher, the university supervisor, and his/her cooperating teacher will maintain regular contact via e-mail or telephone; however, should special circumstances arise, the Office of Field Placement should be informed immediately and brought to the attention of the Associate Dean. Supervisors will schedule advance visits to the school site.
13. **COOPERATING TEACHER:** Cooperating teachers must be certified and have at least 3 years of teaching experience in the area in which they supervise student teachers.
14. **ACCIDENTS:** A student teacher or participant-observer should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. Any school accident involving the student teacher must be reported not only to appropriate cooperating school personnel, and to the

university supervisor, but also directly to the Assistant Dean at the earliest opportunity, and certainly before the next school day. Students are reminded that it is important to have appropriate medical insurance. For students who do not otherwise have coverage, Hofstra provides access to a voluntary plan available for purchase.

- 15. HEALTH:** All student teachers must have updated health records on file at Hofstra including immunizations for measles, mumps, and rubella, and screening for tuberculosis. All student teachers are responsible for meeting the New York State Department of Health requirements and all cooperating school medical clearance requirements applicable to the type of experience to be received at the cooperating school.
- 16. INSURANCE:** It is the sole responsibility of the student to obtain and maintain any insurance policies, if necessary as may be required by the cooperating school.
- 17. STATUS/RELATIONSHIP:** No student teacher, teacher or staff member of the cooperating school shall be deemed an employee or agent of Hofstra. Neither Hofstra nor the cooperating school shall be obligated to the other or to student teachers for any compensation for services or expenses for medical, meals, travel or incidental expenses incurred by participating in this program. Tuition remission vouchers may be provided pursuant to the terms of a Memorandum of Understanding (MOU).

ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

Preface:

Supervision of student teachers who are completing part of their professional education at an off-campus school site is a central and essential component of the Teaching, Literacy and Leadership (TLL) Department's teacher-education programs. Students' off-campus experiences in classrooms and laboratories complement and inform their campus-based studies by providing opportunities for the application and refinement of professional learning.

The university supervisor links the campus, the schoolroom, and the beginning professional educator. The field supervisor is a teacher-educator, a professional who shares responsibility for assisting students to develop their knowledge, skills, attitudes, and beliefs in professionally productive ways within the framework of the university program.

Role and Responsibilities:

The university supervisor is responsible for implementing the requirements, for facilitating the opportunities of the campus-based program, and for assisting students to apply their knowledge and skill to school settings. The supervisor will aid students in improving their professional decision-making abilities through critical self-reflection and self-analysis.

The university field supervisors must be conversant with the philosophy and the implementation of each professional education program whose students they may supervise at off-campus sites. The field supervisors are responsible for being well-informed about the specific content and methodology of the course in each program as well as about current research and trends in professional education.

The field supervisor is a professional and collegial guest in the schools. The supervisor is responsible for establishing and maintaining cooperative relationships between the university and the schools; the supervisor is responsible for first-order remediation of difficulties or differences which may arise and which may affect the student. The supervisor will work collaboratively with the Department Chair and the Associate Dean, and the appropriate subject-matter specialist, in all cases of difficulty or controversy between or among the student, the university, the school, or school personnel.

The university supervisor is responsible for timely and professionally effective performance of the following tasks and activities:

1. **Initial Contact.** The supervisor should make prompt contact with assigned students and complete arrangements for initial site visits within the first week of the placement.
2. **Administrative Visits.** The supervisor should meet the building principal and appropriate department head(s) not later than the time of the first site visit. At that time, the field supervisor will outline the university's expectations for the field-based student and for the cooperating teacher. The supervisor will attend to the requirements and expectations of the local school; in case of apparent dissonance with university rules or policies, the supervisor will not attempt to negotiate with the school personnel, nor to create or to modify university requirements, but will refer the matter(s) expeditiously to the Associate Dean.

3. Number of Site Visits. The number of site visits is a function of the educational needs of the student teacher; three visits (four in some programs) should be seen as a minimum, not as a norm. During the first visit to the school, during a three-way conference, the university supervisor and the cooperating teacher will discuss and identify appropriate experiences in which the student teacher will engage.
4. Pre-Observation Conference. The supervisor will hold a pre-observation conference with the student a minimum of 48-72 hours prior to the scheduled observation to address the context of the classroom and the lesson, to review the student's proposed plans, and to ensure common understandings and expectations.
5. Observations. The supervisor will observe a student teacher for about 40 to 45 minutes. The length of the supervisor's visit will be modulated by the nature of the student's activities, the level and type of class being observed, the school's right to conduct its work in an orderly way, and the individual needs of the student teacher.
6. Post-Observation Conferences. The supervisor will arrange with the student who has been observed for prompt post-observation conferences. That meeting, and subsequent ones, if required academically, will be tailored to the needs and personal styles of the student and supervisor, but will not comprise less than:
 - a) collaboration concerning the explicit standards, purposes, and criteria which the supervisor and student teacher share;
 - b) solicitation of the student's critical reflection and analysis, **based on data** collected through such forms as transcript, audiotape, and videotape;
 - c) feedback, with appropriate specificity, of what the supervisor noted as professionally significant during the visit;
 - d) application of the criteria to the observation data, leading to one or more assessments, commitments, and recommendations concerning the student's professional development;
 - e) continuous encouragement of the student to be self-reflective and self-evaluative.
7. Using shared rubrics and criteria, the university field supervisor will provide a written summary of the conference to the student, not later than one week after the supervisory visit. The written supervisory communications will be posted electronically to Tk20 as well as being included in the student's file.

Supervisors will apply standards and expectations to student teachers which are appropriate for the student's level of professional development and which are consonant with the on-campus professional education program; the supervisory process will be conducted in a formative and cumulative manner, save for the final assessment, which will be summative.

Students will have the right to respond in writing to written supervisory statements and to have their responses appended to the supervisor's notes in university files. In all cases, students will sign the supervisor's written statements, in acknowledgment that they have seen and read them, and are aware of their right to respond in writing.

8. The student teachers will meet weekly in seminar. If more than one supervisor shares responsibility for students in a particular certification area within the program, the subject-area specialist among the full-time faculty will coordinate the seminars to assure that each student teacher meets with a qualified supervisor each week. The weekly seminar associated with student teaching is an integral part of the Teaching, Learning and Leadership Teacher Education Programs.

ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is responsible for complying with the following guidelines:

1. Formally introduce the student teacher to the pupils as a professional colleague.
2. Arrange for a tour of the school building.
3. Discuss with the student teacher and provide the student teacher with all rules, policies, and regulations of the school, including those pertaining to passes, late slips, the marking system, fire drills, etc. so that students are aware of and may meet the expectations established by the school.
4. Provide the student teacher with appropriate materials such as state and local syllabi, department outlines, teachers' guides to texts, lists of school owned films, and other instructional materials, etc.
5. Allow the student teacher to teach his/her classes without interrupting him/her.
6. Observe regularly and evaluate lessons taught by the student teacher.
7. Encourage and guide the student teacher to become analytical, reflective, and self-evaluative.
8. Increase responsibility of the student teacher as readiness is demonstrated.
9. The cooperating teacher should establish at least a minimum of one weekly conference with the student teacher regarding teaching responsibilities and planned lessons. Regular feedback should be provided in private. All lesson and unit plans should be reviewed prior to teaching.
10. Assist the student teacher to become skillful in the use of audiovisual, technology equipment, and instructional materials of all sorts.
11. Provide the student teacher with the opportunity for a variety of experiences related to the multifaceted role of the student teacher.
12. Share instructional ideas, insights, organizational tips, materials, and suggestions with the student teacher; however, it is the responsibility of the student teacher to create lesson plans.
13. Guide, counsel, and nurture the student teacher in all aspects of teaching.
14. Regularly appraise and inform student teachers of their progress.
15. Confer with the university supervisor about such matters as identifying appropriate experiences, expectations, and progress of the student teacher.
16. Submit to Tk20 the Sign-Off Sheet, Time Report, Early Progress Report and a final Summative Assessment report.

ROLE AND RESPONSIBILITIES OF THE COOPERATING SCHOOL

The cooperating school is responsible for complying with the following terms:

1. Make available appropriate classroom space for student teachers and classroom observations, as well as supply qualified teachers to supervise/mentor student teachers.
2. Permit Hofstra liaisons, supervisors, faculty advisors and/or coordinators to do site visits to be agreed upon in advance.
3. Permit Hofstra supervisors and student teachers to videotape lessons for the purpose of compliance with New York teacher certification standards as per the following regulation:

Subdivision (b) of section 80-1.5 of the Regulations of the Commissioner of Education is amended, effective January 2, 2013 to read as follows:

- **(b) A school or school system shall not prohibit an [employee] individual who is a current or prospective applicant for [permanent] certification from videotaping a classroom for the purpose of meeting the requirements of the teacher performance assessment for certification as a teacher in the classroom teaching service or the performance assessment of teaching skills requirement for permanent certification, transmitting such videotape in the department, or otherwise fulfilling this classroom presentation requirement. A videotape made for this purpose shall be a confidential record of the department and as such, is not subject to viewing or disclosure to any individual or entity other than the applicant for certification, appropriate departmental personnel, and others engaged by the department to evaluate the videotape for purposes of determining the candidate's eligibility for certification.**
4. Make available emergency treatment to student teachers who may become ill or may be injured while at the cooperating school, at the student's expense. Any school accident involving student teachers must be reported to Hofstra.
 5. Comply with all applicable federal, state and local nondiscrimination and equal opportunity laws, orders and regulations. Hofstra and cooperating school shall not engage in unlawful discrimination or harassment against any person because of race, color, creed, religion, sex, age, national origin, disability, sexual orientation, marital status, disability, or veteran status.
 6. Agrees to hold free and harmless and to indemnify Hofstra, its trustees, officers, directors, employees, agents, affiliates and students from any and all claims, lawsuits, judgments, and expenses (including reasonable attorneys fees) which Hofstra, its trustees, directors, officers, agents, employees, instructors and students become liable to pay or defend as a result of the injury to person or property arising out of the Placement Site's performance of this Agreement, provided that such loss or damages was not caused solely by the negligence of Hofstra, its trustees, officers, directors, employees, agents, affiliates and students.

ROLE AND RESPONSIBILITIES OF THE STUDENT TEACHER

Participant-Observation

While enrolled in the general methods courses in education, students are introduced to lesson planning, long-range planning, various teaching methods, working effectively with students who have special needs and other topics that bear directly upon the multidimensional role of a teacher. In addition, students observe and participate in schools. While enrolled in the subject area methods courses, students also continue to observe and participate in activities which are directly related to the teaching of their subject areas. New York State requires that all certification candidates have at least one experience in a NYS designated high needs school district.

Student Teaching

Student teaching is the culminating field experience in the pre-service professional education program. The student teaching experience offers student teachers the opportunity to apply and further develop knowledge and skills of teaching. Critical analysis and reflection are deemed to be integral qualities of this learning process.

In general, student teachers undertake, on a limited basis at first and then increasingly, the duties and responsibilities of the experienced teacher. Unlike the experienced teacher, however, the student teacher is provided with continuous support and supervision by both a cooperating teacher and a university supervisor. By the conclusion of the student teaching experience it is expected that the student teacher will be able to demonstrate the knowledge, skills, and dispositions expected of a professional teacher.

What should a student teacher do at the beginning of student teaching?

A successful beginning as a student teacher is very important. It involves getting acquainted with students in classes, learning as much as possible about classroom organization, becoming familiar with the routines of the school, observing, assisting with classroom activities, and conferring with the cooperating teacher. Detailed suggestions are presented below to help student teachers understand how to utilize their time advantageously during these first few weeks:

- A. Student teachers should learn about the community, school, as well as the students in all classes they teach or observe. This may include:
 1. Making seating charts (as relevant) and learning pupils' names.
 2. Studying individual records for greater understanding of the physical, emotional, and intellectual aspects of each pupil.
 3. Informal discussions with pupils whenever appropriate.
 4. Studying the community in which the pupils live.
 5. Reviewing the school website and the NYS Report Card.

- B. Student teachers should familiarize themselves with the NYS Common Core ELA Standards and New York State content standards for the curriculum they will teach. Simultaneously, student teachers should be reviewing and collecting instructional materials for us. Also, exploration of technology resources for use in the classroom should be pursued. Students should be able to explain and defend their planning choices.

In planning, consider the following items:

1. Principles of teaching/theorists.
2. Formative assessment data as a rationale for lesson design and presentation.
3. Teaching strategies, methods, and techniques.
4. Methods of involving, engaging, and motivating students.
6. Use of supports and scaffolds for special needs populations and enrichment.
7. Classroom management and procedures, using positive group focus: Routines such as recording attendance, distributing and collecting materials, attention to physical characteristics of the room, and grouping.
8. Assessing student achievement on lesson goals.

C. Student teachers should volunteer services to the cooperating teacher in such activities as:

1. Checking and recording attendance.
2. Helping individuals or small groups of students.
3. Providing feedback on students' written work.
4. Arranging bulletin board displays.

D. Student teachers should submit a copy of their cooperating teacher's schedule to the university supervisor that they will follow.

1. A form will be provided to the student teacher for this purpose. This should be filled out and given to the college supervisor by the second seminar.
2. Whenever student teachers deviate from the schedule, they should first clear the change with the cooperating teacher.
3. The university supervisor should be notified promptly of changes in the schedule.
4. Student teachers should notify both the cooperating teacher and the university supervisor whenever they are going to be absent from the cooperating school due to illness.

What are the continuing responsibilities and role of the student teacher?

1. Assume increasing teaching responsibilities as professional growth indicates.
2. Discuss general professional problems with the cooperating teacher, other members of the faculty and university supervisor.
3. Have a written plan using the approved program lesson plan format with engaging materials for every lesson taught.
4. Collect data, and reflectively analyze the lesson.
5. Confer regularly with the cooperating teacher.
6. Provide the university supervisor with a seating chart (secondary level classrooms), lesson plan, specific questions and relevant engaging materials each time the supervisor visits.
7. Be prepared to submit critical analysis and reflection of the lesson plan, the observed lesson, and the student assessment materials.
8. Demonstrate increasing independence as a teacher.
9. Become progressively familiar with students--their needs, backgrounds, experiences, strengths, weaknesses, and interests.
10. Become increasingly more effective in self-evaluation.
11. Attend scheduled seminars.

Additional responsibilities related to particular areas may include the following:

A. Understanding students:

1. Visiting special school services.
2. Working with youngsters of various academic ability.
3. Working with youngsters who have various needs.
4. Giving remedial/enrichment help to students.
5. Holding conferences with students.
6. Studying problem pupils.
7. Working with pupils' cumulative records (in cooperation with teachers and/or guidance counselors).
8. Having conferences with a parent when appropriate (with cooperating teacher's consent and/or participation).
9. Discussing pupils with the cooperating teacher.
10. Keeping parents informed/encouraging parental involvement (in cooperation with teacher).

B. Classroom organization and management:

1. Making seating charts where relevant (to get to know students by name).
2. Becoming familiar with attendance and other procedures.
3. Distributing materials.
4. Planning and arranging bulletin boards.
5. Regulating lighting, temperature, ventilation.
6. Keeping records of homework/assessment data.
7. Observing several teachers teach.

C. Using instructional materials:

1. Using chalkboard, maps, charts, etc.
2. Bringing in supplementary materials.
3. Locating other teaching materials.
4. Using A.V. and technology equipment (e.g., projection devices, computer technology, Smart Board, subject-specific computer applications).
5. Using materials within defensible strategies which foster critical thinking and facilitate learning.

D. Class instruction:

1. Making assignments.
2. Employing a variety of teaching techniques.
3. Constructing and administering assessment instruments, as relevant.
4. Instructing small groups.
5. Instructing full classes.
6. Discussing assessment results with students.
7. Preparing daily lesson plans, collecting data, and reflectively analyzing.
8. Preparing unit plans.
9. Co-teaching a lesson or activity with the cooperating teacher.
11. Teaching/modifying a lesson in more than one class.

E. Evaluating pupil growth:

1. Constructing authentic means of assessment congruent with lesson/unit outcomes.
2. Grading papers and providing feedback to students on their progress.
3. Monitoring student progress.
4. Evaluating students by using multiple measures of representation.
5. Recording grades and progress.
6. Assisting with reports, grade cards, etc.

F. Engaging in school activities:

1. Assisting with extracurricular activities.
2. Learning homeroom routine, as relevant.
3. Attending faculty and departmental meetings.
4. Working with faculty committees.
5. Learning school policies and how they are formulated (fire drills, discipline, home visits, accidents, etc.).
6. Learning how curricular decisions are made in the school and school district.

G. Meeting certification requirements:

1. You are responsible for completing the six required New York State law seminars prior to graduation and passing all required New York State certification examinations related to your area of certification. Please see the Office of Educational Support Services website at: <http://www.hofstra.edu/AcademicsColleges/SOEAHS/cess/index.html> for the most recent information regarding certification requirements. Certification exams include the Content Specialty Test (CST), Educating All Students (EAS), and Academic Literacy Skills Test (ALST).
2. In addition to meeting these requirements, you must submit a Teacher Performance Assessment (edTPA) to New York State in order to be certified. edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness for licensure.
3. Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook you will be issued at the beginning of student teaching.

TIMELINE GUIDELINES

Student Teaching in Health Education

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week O:

- If your placement has been arranged, try to visit your school and meet your principal and cooperating teacher prior to the beginning of the semester.

Weeks 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your lesson plans.
- Facilitate arrangements for a three-way conference between your cooperating teacher, your supervisor, and yourself.
- Meet administrators, faculty, and staff members (i.e., nurse, librarian) in your school, including other teachers on your grade level/department.
- Become familiar with curriculum, texts, and materials for the semester.
- Learn and participate in class routines, such as taking attendance, lunch counts, writing the daily schedule on the board, assigning and checking homework, morning meetings, arranging dismissal and fire drill procedures.
- Assist the teacher during his/her lessons.
- Consult with your cooperating teacher to do one or more of the following:
 - begin to co-teach,
 - work with a small group of children,
 - plan/teach a whole class lesson in one of the academic areas/classes.
- Be sure that your cooperating teacher has submitted the *Sign-Off Form* on Tk20 documenting his/her experience for at least 3 years as a certified teacher.
- Submit the *Context for Learning* form to your Tk20 student teaching binder.

Week 2:

- Begin assuming responsibility for routines and activities.
- Assume responsibility for one academic area of the curriculum or one class (i.e., planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area).
- In secondary education and special areas, plan and implement lessons including assessment and grading, for one class.
- If you have not already done so, distribute video permission forms and arrange for the loan of video equipment for your edTPA portfolio.

Week 3:

- Add a second academic area or class to your teaching responsibilities.
- Continue teaching your unit in the first academic area.
- By the end of week three, be sure that your cooperating teacher has submitted the *Early Progress Report* to Tk20.

Week 4

- Add a third academic area or class to your teaching responsibilities.
- Plan a three to five lesson thematic unit for your edTPA submission. The unit should include the development of academic language goals for students.

Weeks 5-6

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas/classes.
- Teach the thematic unit that you planned for your edTPA submission.
- If your second placement is in another school and/or district, try to visit and meet the principal and cooperating teacher.
- Collect all student products and artifacts related to your edTPA portfolio
- Be sure that your cooperating teacher has submitted your *Summative Evaluation* on Tk20.

Week 7 in first half placement:

- Attend edTPA Boot Camp on the final three days of the first half placement.

Second Placement:

- Repeat the sequence above, beginning with Weeks 1-2

Final weeks in the second half placement:

- Assume full responsibility for the teacher's program by the final week.

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes.
- Ask to participate at Open School or Meet the Teacher Night.
- Request permission to attend grade level/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, shows, etc.
- Attend parent/teacher conferences

EVALUATION PROCEDURES

1. Independently and jointly, the student teacher, cooperating teacher, and university supervisor should evaluate and discuss the student teacher's performance progressively throughout the student teaching assignment. The rubrics posted on Tk20 are used in analyzing each lesson observed by the university supervisor, and for evaluating overall student teaching skills.
2. Emphasis should be placed on the student teacher's self evaluation. Critical analysis, reflection, and decision making are central themes of the university education programs and should be reflected in student teaching. Student teachers must analytically examine their lessons by applying various systems of interaction analysis and/or by posing, answering, and reflecting on a series of questions based on collected data. Such sample sets of questions follow this section. They may be used by student teachers for self reflection and as a basis for discussion with others, e.g., the cooperating teacher, university supervisor, other student teachers, etc.
3. The cooperating teacher agrees to submit an early progress report and a final summative evaluation of the student teacher on Tk20. The early progress report is due after three weeks of student teaching and the final evaluation is due during the last week with the cooperating teacher. It is strongly recommended that the cooperating teacher thoroughly discuss the early and final evaluations with the student teacher prior to submitting them. These evaluations will ultimately be placed in the student's file in the Office of Field Placement.
4. The university supervisor will conduct a conference before and after each visit, and will provide a written summary of the evaluation on Tk20. It will be posted no later than one week after each supervisory visit. A copy of the written report will be placed in the student's file. Students may choose to respond in writing to written supervisory statements and have their responses appended to the supervisor's notes. The supervisory process will be conducted in a cumulative and formative manner except for the final assessment, which will be summative. The university supervisor will also work to help the student teacher become self directed.
5. All written evaluations are confidential, except for professional interpretation by the university supervisor or Associate Dean when recommendations are requested. Students may review their own files at any time.
6. Each supervisor will submit a final grade of Pass/Fail for student teaching.

COOPERATING TEACHER GUIDELINES FOR COMPLETING STUDENT TEACHING EVALUATION REPORTS

The Health Education Program would appreciate your careful evaluation of our student teachers. Since evaluations by cooperating teachers are regarded as highly significant, the valuable time and effort that you put into this task will not be treated lightly. You are encouraged to share the evaluations with your student teacher before submitting them.

Stated below are several guidelines which you might want to keep in mind as you complete the evaluation forms on Tk20. Note that these guidelines are not restrictive, but serve as a reminder of a number of salient points we believe should be made about a student teacher. As you complete the forms, think of the type of information you would desire if our positions were reversed.

1. The student's personal and professional qualities, especially as they affect associations with pupils, staff, parents, and the learning process.
2. The student's professional competence, such as:
 - a. the student's general command of the subject matter,
 - b. preparation of lesson plans and units,
 - c. planning for the development of academic language growth,
 - d. use of effective instructional methods,
 - e. use of effective assessment methods,
 - f. provisions for an environment which facilitates learning, pupil involvement, and mutual respect,
 - g. class and time management,
 - h. reflectivity regarding self and students.
3. The student's participation in areas such as:
 - a. before and after school help to students,
 - b. co-curricular activities,
 - c. conferences with parents,
 - d. attendance at meetings.

So that the university supervisor's follow-up conference can be conducted promptly, the final grade submitted, and letters of recommendation written, please complete the evaluations as soon as possible on Tk20.

Thank you very much for all that you have done and will do for our student teacher.

SOME GUIDING QUESTIONS DESIGNED TO ASSIST THE STUDENT TEACHER'S SELF-EVALUATION OF A LESSON

You are required to post to Tk20 weekly commentaries/reflections of your learning and professional progress.

The type of questions that follow are indicative of questions a reflective educator would use to evaluate their professional progress.

THE LESSON

1. How is the purpose of the lesson defensible in light of acceptable educational theory?
2. How have you made the purpose of the lesson clear to your students?
3. How effective was the beginning of the lesson in establishing the purpose?
4. How do your activities provide for varied learner needs?
5. How are your purposes, activities, and assessments aligned with each other?
6. How do you plans incorporate opportunities to include students' conceptual ideas/questions?
7. How did you introduce the lesson in a way that quickly captured the students' interest and immediately involved them in the lesson as active participants?
8. In what ways did the elements of the lesson result in outcomes congruent to the goals?
9. How did the lesson increase the students' knowledge and skills?
10. What assessment information did you use to set learning goals for the lesson?
11. How did your chosen methods relate to best practice research?
12. Retrospectively, how would you have changed the lesson to improve student learning?
13. What have you learned about student growth based upon your analysis of assessment data related to the lesson? Identify learning patterns.
14. Based on your assessment data, what would you teach next?
15. How did you support and scaffold students with various learning needs?
16. How did you provide feedback to guide student learning during and after the lesson?
17. In what ways did you effectively use various instructional aids, materials, and available technology?
18. How did you incorporate academic language growth for students within the lesson.

THE STUDENTS

1. What have you learned about the personal assets of your students and how are using the information to meet their needs?
2. What are the developmental considerations of your students at the level at which you are student teaching?
3. In what ways have you developed an environment of mutual respect and understanding?
4. How do you use students' assets and interests to engage them in the learning process?
5. What evidence is there that you respond to individual student needs?
6. What do you do to facilitate learning for students with disabilities/exceptionalities?
7. What do you do to facilitate learning for students from culturally diverse backgrounds?
8. What do you do to facilitate learning for students who are English language learners?
9. How do you help students take responsibility for their learning/actions?
10. What opportunities do you provide for student feedback on the effectiveness of your teaching?

THE SUBJECT MATTER

1. In what ways have you worked to develop content competency for the curriculum for which you are responsible?
2. In what ways do you integrate other disciplines where appropriate?
3. How is the nature and structure of the discipline reflected in the organization and presentation of the subject matter?
4. How does the subject matter as taught have value?
5. In what ways are you assisting students to make connections between the content you teach and past experiences?
6. In what ways are you presenting the subject matter so that students critically examine and think through the content?
7. How have you integrated academic language and syntax patterns related to the academic content area for which you are responsible?
8. How does your knowledge of New York State curriculum relate to the content area?
9. How do you use your knowledge of the subject matter to build students' academic language capacity especially as it relates to the ELA and Math Common Cores?

MANAGEMENT

1. What efforts have you made to master routine classroom management matters (i.e. paper distribution, taking attendance)?
2. In what ways have you set up the room to facilitate student interaction and group work?
3. If available, how were you able to use teachers' aides effectively?
4. How were you able to maximize the time available for instruction?
5. How were you able to establish a positive classroom environment that led to student engagement and cooperation?

THE STUDENT TEACHER

1. In what ways do you exhibit your enthusiasm and passion for teaching?
2. In what ways have you attempted to establish a professional working relationship with your colleagues?
3. How do you create an environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation?
4. In what ways do you show that you value the role of learners in promoting each other's learning and how do you recognize the importance of peer relationships in establishing a climate of learning?
5. How do you foster respectful communication among all members of the learning community?
6. What is your understanding of the range of types of assessment and how to design or select appropriate assessments?
7. In what ways do you provide timely and effective descriptive feedback to learners on their progress?
8. In what ways are you making accommodations in assessment for learners with disabilities and language learning needs?
9. How are you using new and emerging technologies to promote and support student learning?
10. How do you demonstrate your flexibility and reciprocity in the teaching process to adapt instruction to learner responses, ideas, and needs?

11. In what ways do you see yourself as a learner and seek opportunities for analysis and reflection to improve your practice?
12. In what ways are you reflecting upon your own personal biases to act more fairly?
13. In what ways have you embraced the challenge of continuous improvement and change?
14. How do you encourage thinking of various sorts—convergent, divergent, evaluative, etc.—whichever and whenever appropriate?
15. What techniques have you used to improve your teaching (i.e., videotaping, student feedback surveys)?
16. In what ways are assignments intended to reinforce or extend learning beyond the classroom?



COOPERATING TEACHERS

Information on how to assess student teachers and view student work in Tk20

To complete assessments in Tk20, you must first log into the system at <https://hofstra.tk20.com>. Your username and password will be provided to you by the Tk20 Unit Administrator at Hofstra University.

I. Viewing student artifacts in Tk20

1. Log into Tk20 with your username and the password provided. Note that the first time you log in, you will be prompted to change your password. **Please make note of the new password you chose, since you will be using this each time you log in for the remainder of the semester.**
2. Select the Field Experience tab.
3. Select **Assessments** in the side menu.
4. A list of students and Field Experience Binders which you are required to assess will be displayed. A red flag will display beside any Field Experience Binder that has not been assessed.
5. Select the link for the Field Experience Binder you wish to assess.
6. **Students will be submitting weekly lesson plans, unit plans, and other documents for your review.** A split screen will appear with the student's artifacts on the left side of the screen and a list of all relevant assessment instruments on the right side of the screen. On the left side, the binder is divided into multiple tabs; each tab contains different artifacts that have been submitted by the student.
 - a. Select the appropriate tab, and the link to the appropriate artifact.
 - b. Select the name of the file that you wish to view first. The document will open in the program in which it was created (Word, PowerPoint, Excel, Video, etc.).
 - c. Follow this example for all of the artifacts you need to review.

II. Completing assessments in Tk20

1. Once you have finished reviewing the student's artifact(s), you are ready to begin completing the assessment tool(s).
2. To complete an assessment, select the name of the assessment tool on the right side of the screen.
3. Depending on how the assessment tool was configured, you might see a rubric format with radio buttons or you might see text boxes with spaces for comments, or a combination of both. Complete the assessment tool as required.

4. Once you are finished filling out the assessment tool, select **Save**. Tk20 will not let you **Submit** the assessment until you have completed all questions/all boxes in all assessments. However, once you select **Save**, the student will be able to see the assessments you have completed so far.
5. In addition to the student work, you will be required, at minimum, to complete the following assessments:
 - a. Week 2 early evaluation form
 - b. Final week of the placement summative assessment form
 - c. Sign-off sheets (week 1) and attendance sheet (final week)
6. Complete this process during the semester until you have finished all assessments. When you have completed the last assessment tool, select **Submit**.
 - a. Please note that Tk20 will not let you **Submit** the assessment until you have completed all assessments, so be sure that you have clicked on a score (or N/A) on all rubric questions, made any relevant comments in the comment box, and indicated a grade.
 - b. If you think the student did at least passable work, enter a P. If not, try NA. This will not necessarily be the final course grade for the student – that is assigned by the Field Supervisor – but the system requires all fields to be completed before you can eventually **submit**.
 - c. After you select **Submit**, the evaluations will lock, so please ensure that they are complete!

III. Help Resources

- A. Additional Hofstra-specific information:
Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers).
- B. *You may also contact your campus Tk20 Unit Administrators for assistance.*

Administrator: John Adomavicius, Assessment Systems Coordinator
Email: John.Adomavicius@hofstra.edu
Phone: 516-463-7115

Administrator: John R. Lewis, Associate Dean
Email: John.R.Lewis@hofstra.edu
Phone: 516-463-5389

Administrator: Dr. Karin Spencer, Senior Associate Dean
Email: Karin.J.Spencer@hofstra.edu
Phone: 516-463-5743

Online tutorials are available at <https://hofstra.tk20.com>. **BEFORE you log in on the left part of the page**, select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view



Field Experience Information Sheet Completing a Field Experience Binder in Tk20

To complete a Field Experience Binder in Tk20, you must go to www.hofstra.edu and log into your portal. Once logged in, look for **my apps** and then select Tk20 assessment. If you have paid for your account, you will go directly into your Tk20 home page; if you have not yet purchased your account, you will be prompted to do so.

I. Viewing the Binder

1. Find the **Pending Tasks** section in the **Home** tab.
2. Select the link that says, "**Please start the Field Experience (name of Binder).**"
3. You will see the following tabs that appear with the Binder:

<Binder Name - e.g., SPED Inclusive - first placement> will appear as the title of this sub-tab. This tab shows the name of the course to which the binder is tied, the binder's due date, and instructions for completing the binder. It will also show the school site information where you will be doing your field placement.

Tabs

The Field Experience Binder is divided into different tabs. Each tab contains directions explaining what artifact templates must be created and attached in the Field Experience Binder. Depending on your discipline, the tabs may list different items, but common to most are tabs for Site Summary, Mini-Lesson Plans, Mini-Lesson Plan Reflections, Formal Lesson Plans and Reflections, and Evaluation of Clinical Supervision Experience.

Assessments

In this tab, you can view the assessment instrument(s) that the assessors will use to evaluate the binder.

Standards

This tab allows you to view the standards that you must meet in this assignment (*current not being used*)

Extensions

This tab provides information on any extensions that have been granted to you by your assessors.

Feedback

This tab contains any feedback that has been given by any of your assessors. It is a good idea to check here periodically for comments that may assist you in completing your binder.

4. Once you view the Field Experience Binder details and understand what is required, you are ready to create your artifacts.

II. Creating and Attaching an Artifact

1. On the opening tab with the name of the binder, you can either
 - a. look for the blue Artifact Wizard on the right-hand side, click on that, and bring up a single page with the directions for each of the tabs, as well as links for you to click in order to upload your artifacts, or
 - b. go directly to the relevant tab (e.g., mini-lesson plans) and look for the links to upload the appropriate artifacts
2. Click on the "Click here to attach" link for the artifact you want to upload.

3. You'll get a screen that asks you about uploading artifacts. There are two options:
 - a. **"I would like to create a new artifact"** to create and attach a new artifact for this assignment (this is the default, and the one you will likely choose if you have not already uploaded something to your field experience binder). Press Continue
 - Select the **Artifact Type** from the drop down menu (for your field experience binder, this will likely be a FILE, except for your Site Summary and Evaluation of Clinical Supervision Experience).
 - In the next box, click the Browse button to access your computer and pull up the document you want to upload.
 - Select **Upload**. A small window will appear with the status of your upload; it will disappear once the upload is 100% complete.
 - In the box below the upload section, the Title of your artifact will automatically be entered with the name of the document you uploaded, but if you want to rename to something else, that is OK. The Description box below that is optional.
 - Click SAVE.
 - Get the message that the artifact has been attached, and click SAVE again.
 - b. The other initial option available to you is the second one: **"I would like to attach/submit a previously created and saved artifact"** to attach an artifact you have already created and saved in the system. If you will use this, click the radio button next to that option, and then press Continue.
 - All of the artifacts you have created in the system will appear, so select the radio button next to the file which will be attached to the artifact.
5. Remember that you must select SAVE, or you will have to go through this all over again. SAVE will allow your cooperating teacher and university supervisor to see the files to which they have access (and only those to which they have access).
6. Clicking the **Cancel** button will allow you to exit, without saving anything.
7. For artifacts that do not require a file to be attached (such as an Evaluation or Field Placement Summary), simply complete the artifact and click SAVE.

III. Submitting/Completing the Binder

1. Each time you attach artifacts to your Field Experience Binder, select **SAVE** at the bottom of the page. Do not select **COMPLETE** until the Field Experience Binder has been completed in its entirety and you are ready to submit it for final review and assessment.
2. Keep in mind that you can add and delete items at any time during the semester up until you are ready to **COMPLETE** the Field Experience Binder.
3. Your assessors will be able to monitor your progress and give feedback throughout the semester as you update your binder.
4. If any of your assessors have completed an assessment form, the *completed* form will be visible to you under the Assessments tab of the binder. Incomplete assessment forms will merely show as blank.
5. Once you click **COMPLETE**, you will not be able to go back and make any changes to the binder. If you clicked **COMPLETE** too early, the only way to open up your binder is for your University Supervisor to grant you an extension.

IV. Reminder (repetitive, we know) about important distinctions between Field Experience Binders and Course-Based Assessment submissions

By the time you reach student teaching, you will have likely submitted several class assignments through Tk20. There is an important distinction in how you save and submit your work.

- For course assignments prior to field experiences, your professor was not able to see your work until you clicked **SUBMIT**.
- For documents (lesson plans, reflections, etc.) as part of an entire field experience binder, your professor WILL be able to see what you have uploaded along the way, but only if you click SAVE a second time. You will only click **COMPLETE** (as indicated above) when you are totally finished with everything.

V. Help Resources

C. Additional Hofstra-specific information:

Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers).

D. *You may also contact your campus Tk20 Unit Administrators for assistance.*

Administrator: John Adomavicius, Assessment Systems Coordinator

Email: John.Adomavicius@hofstra.edu

Phone: 516-463-7115

Administrator: John R. Lewis, Associate Dean

Email: John.R.Lewis@hofstra.edu

Phone: 516-463-5389

Administrator: Dr. Karin Spencer, Senior Associate Dean

Email: Karin.J.Spencer@hofstra.edu

Phone: 516-463-5743

E. Online tutorials are available at <https://hofstra.tk20.com>. Do NOT try to log in on the left part of the page, but instead select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view