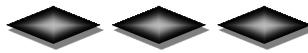




HOFSTRA
UNIVERSITY®

SCHOOL OF EDUCATION

STUDENT TEACHING HANDBOOK



Department of Specialized Programs in Education:

SPECIAL EDUCATION

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HOFSTRA UNIVERSITY | MISSION STATEMENTS

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.

Special Education Program

The mission of Hofstra University Special Education Program in the Department of Specialized Programs in Education is to prepare professionals in the education of exceptional children and youth who will be scholarly in their academic pursuits and dedicated to reflective, participatory, and collaborative processes within a variety of settings and service delivery models. The Hofstra program is designed to develop ethical scholar- practitioners who will be committed to social justice, capable of working with diverse populations in a variety of social and cultural contexts and serve in a variety of professional roles.

Special education programs at Hofstra reflect a number of theoretical paradigms including diagnostic-prescriptive, behavioral, neuropsychological, social constructivist, and models of inclusive education. These models have generated a course of study that offers a comprehensive professional preparation. They provide the theoretical context for understanding disabling conditions. The assessment, the techniques and strategies used in the education of exceptional children, research-based methodologies and instruction, and program evaluation are major foci of the program. A universal theme woven into the fabric of all programs in special education is an appreciation of diversity and the understanding that the goal of education is to teach every child so that all children can learn.

Special education programs build upon general education and all students must have this prerequisite preparation. All Master of Science in Education, Special Education teacher preparation programs reflect a field-integrated approach which consists of a minimum of 100 clock hours of field work prior to student teaching. Field experiences are linked to each of the courses that comprise the professional core and include participant observation and field-related projects at early childhood, childhood, middle childhood and adolescent developmental levels, across a variety of school settings including high-need school districts. Students attend parent and professional meetings, as well as work individually with students with disabilities.

All Master of Science in Education degree programs meet the standards set by the Council of Exceptional Children for professional practice as well as the CEC Code of Ethics for educators of persons with exceptionalities. More specifically, Hofstra's special education graduates:

- Are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- Promote and maintain a high level of competence and integrity in practicing their profession.
- Engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- Strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- Work within the standard and policies of their profession.

Collaboration Between University and School Partners

In accordance with the requirements of Hofstra's accrediting organization, the parties agree to construct a mutually beneficial partnership for clinical preparation and share responsibility for the continuous improvement of candidate preparation. The parties agree to regularly discuss collaboration in establishing mutually agreeable expectation for candidate's entry, preparation and exit; ensuring that theory and practice are linked; maintaining coherence across clinical and academic components of preparation; and the sharing of accountability for candidate outcomes. The parties also agree to regularly discuss selection criteria for high quality cooperating teachers and supervisors as well as collaborating on their preparation to serve in the role and supporting them during their service. These activities promote the retention of high quality cooperating teachers and university supervisors for the purpose of providing the best possible training of pre-service aspiring teachers.

CEC Code of Ethics and Standards for Professional Practice for Special Educators

CEC CODE OF ETHICS FOR EDUCATORS OF PERSONS WITH EXCEPTIONALITIES

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

Special Education Professionals:

- A. Are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Promote and maintain a high level of competence and integrity in practicing their profession.
- C. Engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Exercise objective professional judgment in the practice of their profession.
- E. Strive to advance knowledge and skills regarding the education of individuals with exceptionalities.
- F. Work within the standards and policies of their profession.
- G. Seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

CEC STANDARDS FOR PROFESSIONAL PRACTICE

Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

- (1) Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
- (2) Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
- (3) Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
- (4) Maintain class size and caseloads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.
- (5) Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- (6) Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
- (7) Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.
- (8) Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

- (1) Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
- (2) Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.
- (3) Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
- (4) Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
- (5) Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Support Procedures

- (1) Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.
- (2) Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physicians name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
- (3) Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

- (1) Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
- (2) Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
- (3) Maintain communication between parents and professionals with appropriate respect for privacy and confidentiality.
- (4) Extend opportunities for parent education utilizing accurate information and professional methods.
- (5) Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.
- (6) Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.
- (7) Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

- (1) Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.

- (2) Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
- (3) Document and objectively report to ones supervisors or administrators inadequacies in resources and promote appropriate corrective action.
- (4) Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
- (5) Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional in Relation to Employment

Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

- (1) Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- (2) Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
- (3) Professionals give notice consistent with local education agency policies when intending to leave employment.
- (4) Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
- (5) Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
- (6) Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
- (7) Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
- (8) Professionals respond objectively when requested to evaluate applicants seeking employment.
- (9) Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

- (1) Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
- (2) Professionals promote educational quality and intra-and inter professional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
- (3) Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
- (4) Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
- (5) The administration and supervision of special education professionals provides for clear lines of accountability.

(6) The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

- (1) Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
- (2) Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
- (3) Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

The Profession

- (1) Special education professionals assume responsibility for participation in professional organizations and adherence to the standards and codes of ethics of those organizations.
- (2) Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
- (3) Special education professionals refrain from using professional relationships with students and parents for personal advantage.
- (4) Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.
- (5) Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:
 - Adopt procedures that protect the rights and welfare of subjects participating in the research.
 - Interpret and publish research results with accuracy and a high quality of scholarship.
 - Support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.
 - Exercise all possible precautions to prevent misapplication or misuse of a research effort, by self or others.

Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

- (1) Recognize and acknowledge the competence policies and expertise of members representing other disciplines as well as those of members in their own disciplines.
- (2) Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.
- (3) Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, to avoid duplication or loss in quality of services.
- (4) Provide consultation and assistance, where appropriate, to both general and special educators as well as other school personnel serving persons with exceptionalities.
- (5) Provide consultation and assistance, where appropriate, to professionals in non-school settings serving persons with exceptionalities.

(6) Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

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.

II. INTRODUCTION TO STUDENT TEACHING

INTRODUCTION TO STUDENT TEACHING

The Special Education program provides a sequence of activities and course work that set the stage for student teaching and practicum experiences. Field-based experiences provide the opportunity for students to observe and participate in classrooms in a limited capacity. The goal is for students to integrate university curriculum with an authentic educational experience. Most courses in the special education programs require a number of observations. By completion of the program coursework, student field observations will include classroom experiences with the full range of educational abilities. Field-based placements will include multi-cultural schools and high needs districts. The observations and experiences required in the courses were designed to show the continuum of special education settings and the diversity of the student population served in these programs. The field-based experiences are seen as the precursors to full-time student teaching.

Field Placements

Sites are chosen that offer students high quality internships. In collaboration with metropolitan area school districts, as well as private schools, pre-service teachers are afforded meaningful learning experiences while cooperating teachers have the opportunity for continued professional development. Goals for the sites used in field placement for Hofstra students should be:

- Commitment to inclusive education
- Serve as a learning site for pre-service and in-service teachers
- Development of on-going university/school partnerships

Phases of Student Teaching

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.

III. STUDENT TEACHING POLICIES AND PROCEDURES

1. **TERM SCHEDULE:** Student teaching assignments involve five full days a week for 15 weeks and include weekly seminars under the guidance of the student teaching supervisor. (SPED 237A student teachers perform student teaching during the summer for six weeks.)
2. **ASSIGNMENTS:** Each student teacher receives written instruction from the Office of Field Placement as to whom to contact to arrange an interview for student teaching. The purpose of this visit is to meet school administrators, confirm assignment dates, and to arrange the specific placement.

Questions about details should be directed to the Assistant Director of Field Placement.

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 any time 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.

Observation of related services (e.g., speech and language, occupational therapists, physical therapists) are considered a significant, integral part of the teacher preparation program. Attendance at one or more CPSE/CSE and team meetings is desirable. Arrangements for such experiences should be made with the assistance of the cooperating teacher and the related personnel, and confidentiality should be observed.

6. **TIME REPORTS:** Cooperating teachers must verify the student teacher's hours by completing and signing a time report form on Tk20.
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. (**NOTE:** Reflective journals are required only for the final placement.)

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 a schedule of weekly conferences 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:** Mandatory 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 Associate 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.
18. **SOCIAL MEDIA:** Student teachers are expressly forbidden from sharing the electronic addresses of any and all personal social media accounts with students or employees of the school or school district where placed for student teaching. Failure to follow this clear directive could lead to dismissal from the placement and possibly the program.
19. **DISRUPTED LEARNING:** In the case of disrupted instruction that leads to partial or fully online instruction, student teacher will continue to student teach in whatever modes are utilized by the school and cooperating teacher.

IV. ROLES AND RESPONSIBILITIES

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 Special Education (SPED) program'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 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. Additional visits to the school and classroom observations will be scheduled as needed.
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. Classroom observations can be face-to-face or virtual at the choice of the supervisor.
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 a mandatory seminar setting. The weekly seminar associated with student teaching is an integral part of the Teaching, Learning and Leadership Teacher Education Programs.
9. Completion of all *Formative Assessments*, the *Summative Assessment* and the *Supervisor's Field Placement Summary Form* in Tk20 student binders.

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. Orientation to the Special Education program.
 - Individual Education Plans: Read students' IEPs or, at a minimum, long term objectives, and program modifications. Observe confidentiality in reference to these documents.
 - Observe students, where appropriate, in other settings (i.e., Physical education, music, art, reading, computer lab, occupational therapy, physical therapy, speech).
 - Observe the testing program.
 - Attend CSE meetings, with advance permission.
3. Arrange for a tour of the school building.
4. 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.
5. 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.
6. Allow the student teacher to teach his/her classes without interrupting him/her.
7. Observe regularly and evaluate lessons taught by the student teacher.
8. Encourage and guide the student teacher to become analytical, reflective, and self-evaluative.
9. Increase responsibility of the student teacher as readiness is demonstrated.
10. Establish a schedule of weekly conferences 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.
11. Assist the student teacher to become skillful in the use of audiovisual, technology equipment, software, and all other instructional materials.
12. Provide the student teacher with the opportunity for a variety of experiences related to the multifaceted role of the student teacher.
13. Share instructional ideas, insights, organizational tips, materials, and suggestions with the student teacher. However, it is the responsibility of the student teacher to create his/her own lesson plans.
14. Guide, counsel, and nurture the student teacher in all aspects of teaching.
15. Regularly appraise and inform student teachers of their progress.
16. Confer with the university supervisor about such matters as identifying appropriate experiences, expectations, and progress of the student teacher.
17. Submit the *Tk20 Sign-Off Sheet*, *Time Report*, *Early Progress Report*, *Summary of Student Teaching Placement*, and a final *Summative Assessment* report in a timely manner at the end of the placement. Vouchers in recognition of service as a cooperating teacher will not be distributed until all required work is completed.
18. In the case of disrupted instruction that leads to partial or fully online instruction, student teachers will continue to student teach in whatever modes are utilized by the school and cooperating teacher.

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 cooperating 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. In the case of disrupted instruction that leads to partial or fully online instruction, student teachers will continue to student teach in whatever modes are utilized by the school and cooperating teacher.
4. 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.**
5. 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.
 6. 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.
 7. Agree 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 attorney's 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.
 6. Develop a comprehensive "Context for Learning" with information gleaned from discussion and research.

- B. Student teachers should familiarize themselves with the New York State content standards for the curriculum they will teach. Simultaneously, student teachers should be reviewing and collecting instructional materials for use. 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. Regularly assess 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. This schedule copy should be provided to the college supervisor by the second seminar meeting.
2. If there is any reason why student teachers need to 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 must promptly notify both the cooperating teacher and the university supervisor whenever they are going to be absent from the cooperating school due to illness or emergency.

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

1. Assume increasing teaching responsibilities as professional growth indicates.
2. Extensively discuss general professional problems with the cooperating teacher, other members of the school's faculty, and the university supervisor.
3. Use 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 in the classroom, their needs, backgrounds, experiences, strengths, weaknesses, and interests.
10. Become increasingly more effective in self-evaluation.
11. Attend all scheduled student teaching weekly seminars held at Hofstra leaving the cooperating school only in enough time to be on time.

Additional responsibilities related to particular areas may include the following:

A. Understanding students:

1. Familiarization with school services (i.e., guidance, psychologists, social workers).
2. Working with youngsters of varied academic abilities.
3. Working with youngsters who have varied special needs.
4. Providing remedial help and enrichment opportunities to students.
5. Holding conferences with students.
6. Analyzing problems that students present and developing a plan to provide assistance.
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 and 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. Efficient distribution of materials.
4. Planning and arranging bulletin boards.
5. Regulating lighting, temperature, ventilation.
6. Keeping records of homework/assessment data.
7. Effective utilization of technology resources.
8. Arranging to observe other teachers.

C. Using instructional materials:

1. Using whiteboards, maps, charts, etc.
2. Identifying and using supplementary materials.
3. Using A.V. and technology equipment (e.g., projection devices, computer technology, Smart Boards, subject-specific computer applications).
4. Using appropriate and challenging materials that foster critical thinking and facilitate learning.

D. Class instruction:

1. Developing imaginative assignments that further and extend learning.
2. Employing a wide variety of teaching techniques.
3. Constructing and administering effective assessment instruments.
4. Utilizing small group instruction techniques.

5. Varied methodology in providing full class instruction.
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.
10. Teaching/modifying a lesson in more than one class period.

E. Evaluating pupil growth:

1. Constructing authentic means of assessment congruent with lesson/unit outcomes.
2. Grading papers and providing regular 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 routines, as relevant.
3. Attending faculty and departmental meetings.
4. Working with faculty committees.
5. Learning school policies and how they are formulated (i.e., fire drills, discipline, home visits, accidents).
6. Learning how curricular decisions are made in the school and school district.

G. Upload all required documentation to Tk20 placement binders: *Context for Learning, Formal Lesson Plans, Weekly Lesson Plans, Weekly Reflections.*

I. 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.

V. STUDENT TEACHING LESSON PLANS

GENERAL INFORMATION - This information is to be shared with your supervisor.

- A. Name and address and phone number of school
- B. Name of cooperating teacher
- C. Normal schedule of school with period by period breakdown
- D. Any schedule modification if known, e.g., special assemblies, class trips, open school day

CALENDAR

It is suggested that you keep a calendar of how your time is spent in the classroom. This will help you to organize your day and monitor your teaching progress. See the following example.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	[O] speech teacher		[O] class teacher	[T] group calendar	
9:30-10:15		[T] 1:1 reading with Alan		[P] prepared snack	
10:15-10:30		[O] teacher tested Jim			[T] 1:1 reading with Alan
10:30-11:30				[P] Art project sponge painting	
11:30-11:45					[P] cleanup for lunch

Terms abbreviations: 0 - Time spent observing classes
 P - Time spent participating and assisting
 T - Time spent actually teaching even if it is a warm up or small group

LESSON PLANS

Lesson planning provides a framework for teachers to facilitate the learning of all the students in the class. Lesson plans clarify the purpose of instruction, the means of assessment, and the sequencing of the presentation of curriculum. It allows teachers to delineate a variety of instructional strategies as well as specifying accommodations and modification of content material. It is an opportunity to insure that state standards and IEP goals are woven into instruction. The lesson plans should relate to the children's annual goals and short-term objectives specified on the individual plans.

You are expected to write a lesson plan for each lesson you present. Lesson planning takes time. The rewards however are well worth the effort. Good lesson planning leads to well organized and meaningful lessons which result in increased confidence on the part of the teacher. The university supervisor may have specific requirements for planning. If this is the case she/he will advise you of this at student teaching orientation. The accepted format for daily lesson plans is in your student teaching material. A reflection on each lesson you teach is to be written and included with the appropriate lesson plan.

The lesson plan format is based on Universal Design for Learning (UDL). As you can see the lesson plan contains questions about multiple forms of representation, engagement, and expression, the three fundamental principles of UDL. These are guide questions embedded in the lesson plan to help you focus on removing barriers to curriculum for all students.

Hofstra University
Special Education Department

edTPA
Universal Design for Learning Lesson Plan

Student Teacher: _____ Date: _____

Context for Learning:

Classroom ration/setting: _____ Developmental Level: _____

Instructional Setting: Whole Group: _____ Small Group: _____

Focus Learner: _____

Central Focus of the Learning Segment: _____

1. Common Core Standards/Benchmark/Indicator:

a. Learning Segment:

b. edTPA: Focus Learner:

2. IEP Goals for the Focus Learner

a. baseline data

b. Related Support Materials and Services/Program Modifications/Accommodations for above student(s):

3. Lesson Goal:

4. Lesson Behavioral Objective(s)

5. edTPA: Learning Targets

6. Communication Skill: (Function) Identify and Support Communication demands for participation in lesson

7. UDL Principles for Access and Support:

Multiple Means of Representation:

Multiple Means of Engagement:

Multiple Means of Expression:

8. Culturally Responsive Connections:

9. Lesson Procedures:

a. Materials:

b. Planned Artifacts of student work:

c. Motivation/Introduction to the Lesson

d. Instructional Activity/Developmental Activity :

e. Guided and Independent Practice Activity:

10. Assessments:

a. Baseline Data:

b. Progress Monitoring:

*11. Reflections/Commentary:

a. Focus Learners Strengths and Needs justifying instructional strategies:

b. Theoretical foundation/best practices justification:

c. Analysis of student assessments:

d. Theoretical Rationale for on-going modifications to future teachings:

e. Follow-up lessons:

*** All rationales or explanation for the lesson plans should be written in the Planning Commentary and removed from the lesson plans.**

VI. STUDENT TEACHING JOURNAL

One of the requirements of student teaching is a weekly journal or record of the individual's experiences, impressions, feelings, and ideas (i.e., what the days have been like). Your comments should be an elaboration on specific concerns and issues in teaching special education. The journal must be contained in the three-ring binder. The following is a list of some possible topics for reflection:

- _____ Diversity in the classroom.
- _____ Management concerns.
- _____ Professional and paraprofessional relationships.
- _____ The effectiveness of the transdisciplinary approach.
- _____ What you have observed about how children learn.
- _____ What you have learned about different content areas.
- _____ What you have learned about teaching specific skills.
- _____ What you have learned about schools.
- _____ What larger issues impact on the classroom?
- _____ Meeting IEP goals within the classroom.
- _____ The effect of special education services on individual students.
- _____ How your philosophy of special education has changed or developed through your student teaching experience.
- _____ Any moral dilemmas you have observed or encountered.
- _____ What student teaching means to you and why.
- _____ Concerns of the parents.
- _____ How you are growing as a teacher. Are there barriers holding you back?
- _____ What have you learned about yourself during this student teaching experience?
- _____ Additional questions, concerns, and issues that have surfaced during your experience.

Please Note: Since the journal is a personal reflection of your thoughts during your student teaching experience in a particular school, it is only to be shared with your Hofstra University supervisor.

VII. 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 assignment. The rubrics posted on Tk20 are used in analyzing each lesson observed by the university supervisor, and for evaluating overall student teaching skills. Classroom observations can be face-to-face or virtual at the choice of the supervisor.
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. Students enrolled in SPED 237 will receive Early Progress Reports and Final Evaluations from each of their special education cooperating teachers on Tk20. For combination ELED/SPED or SED/SPED student teachers, the special education cooperating teacher (first 1/2 of the semester) general education cooperating teacher (second 1/2 of semester) and are EACH asked to complete an Early Progress Report after three weeks of student teaching and a Final Evaluation of the student teacher's performance.

It is strongly recommended that the cooperating teacher thoroughly discuss both evaluations with the student teacher prior to submitting them to the university supervisor. If specific concerns arise at other times, please contact the supervisor as soon as possible.
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. The university supervisor will also forward to the Program Director the written evaluation by the student teacher and cooperating teacher.
5. The Special Education Director will review all evaluations and the grade. If change or clarification seems desirable, the appropriate people will be consulted.
6. All written evaluations are confidential, except for professional interpretation by the university supervisor, the Special Education Director, or the Associate Dean when recommendations are requested. Students may review their own files at any time.
7. The final grade (Pass or Fail) will be submitted to the Hofstra University Registrar by the university supervisor, for recording on the student's official transcript.

APPENDIX A

STUDENT TEACHING SEMINAR

COURSE SYLLABI

HOFSTRA UNIVERSITY
School of Education
Department of Special Education

Special Education for Teaching Students with Disabilities Courses: **(3 - 6 s.h.)**
SPED 237, SPED 237A (3 s.h.), SPED 219C, SPED 219G, SPED 219S, SPED 223C, SPED 223G, SPED 223S, SPED 238, SPED 295

I. Course Description:

SPED 219C Supervised Teaching

Directed teaching service in early childhood or elementary settings for graduate students in the preservice program who have not student taught and are currently serving as full-time working teachers in a registered school in New York state. Students must obtain permission from the employing school for supervisory observation by university staff. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills.

SPED 219G - Student Teaching in Inclusive/General Education

Full-time student teaching for matriculated students with no teaching certification seeking a master's degree as well as certification in students with disabilities (birth-grade 2 or grades 1-6) as well as early childhood or childhood education. Students are placed in inclusive/general education settings that correspond to their level of certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. Upon completion of student teaching, students must have completed all state-mandated seminars addressing issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education and anti-bullying. Successful completion of 219G and **SPED 219S** meet the standards set by the Council for Exceptional Children. Admission by permission of adviser and application to the Office of Field Placement and the Department of **Special Education** by May 1 for the succeeding spring semester and February 15 for the succeeding fall semester.

SPED 219S - Student Teaching in Self-Contained Special Education Settings

Full-time student teaching for matriculated students with no teaching certification seeking a master's degree as well as certification in students with disabilities (birth-grade 2 or grades 1-6) as well as early childhood or childhood education. Students are placed in self-contained

educational settings that correspond to their level of certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. Upon completion of student teaching, students must have completed all state-mandated seminars addressing the issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education and anti-bullying. Successful completion of **SPED 219G** and 219S meet the standards set by the Council for Exceptional Children. Admission by permission of adviser and application to the Office of Field Placement and the Department of **Special Education** by May 1 for the succeeding spring semester and February 15 for the succeeding fall semester.

SPED 223C - Supervised Teaching in Secondary School

Directed teaching service in adolescent settings for graduate students in the pre-service program who have not student taught and who are currently serving as full-time working teachers in a registered school in New York State. Students must obtain permission from the employing school for supervisory observation by university staff. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abductions, substance abuse, violence prevention, fire and arson prevention, and safety education.

SPED 223G - Student Teaching in Secondary School in Inclusive/Special Education Settings

For matriculated students seeking a master's degree as well as teacher certification in a secondary education content area and special education at the adolescent developmental level. Students are placed in educational settings that correspond to the area of content certification being sought and with students with disabilities in grades 7-12. University supervisors visit in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education.

SPED 223S - Student Teaching in Secondary School in Inclusive/Special Education Settings

For matriculated students seeking a master's degree as well as teacher certification in a secondary education content area and special education at the adolescent developmental level. Students are placed in educational settings that correspond to the area of content certification being sought and with students with disabilities in grades 7-12. University supervisors visit in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education. Successful completion of SPED 223S meets the standards set by the Council for Exceptional Children. A Students must register for **SPED 223G** and SPED 223S concurrently. Pass/Fail grade only.

SPED 238 - Field Experience

Designed for students in advanced certificate, extension or annotation programs to provide practice within an educational setting for a minimum of 50 clock hours with students with exceptionalities at the early childhood, childhood, middle childhood or adolescent developmental level. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they employ.

SPED 295 Practicum in Special Education

For students seeking certification in special education at the early childhood, childhood, middle childhood or adolescent developmental level including the generalist in secondary education and the advanced certificate in early childhood special education. Students are placed in two special education settings, with placements corresponding to the developmental level of the certification sought. Pre-service teachers spend a minimum of 20 days in each setting, for a total of 40 days; in-service teachers spend a minimum of 10 days in each setting, for a total of 20 days. On-site supervision and seminars focus on the analysis of teaching behavior using research based best practice as well as the development of reflective skills. Admission by permission of the program director and application to the Office of Field Placement and the Special Education Program.

Prerequisites: Completion of all core courses.

II. Required Resource:

Student Teaching Handbook, Hofstra University

III. Rationale:

In addition to providing supervised student teaching consistent with New York State teacher certification guidelines for the Initial/Professional Certificate, this seminar seeks to enhance the student teaching experience by offering opportunities to engage in professional development through analysis of teaching skills. The seminar uses the classroom experiences of the student teachers as the basis for increasing reflective practice skills, and the expanding students' understanding and appreciation of special and inclusive education.

IV. Course Outcomes:

At the conclusion of this course, the student will be able to:

1. Analyze personal experiences in teaching fieldwork as it relates to teacher, learner, subject matter, and context using reflective practice skills.
2. Evaluate various models of classroom management to develop the practical skills needed for maintaining effective discipline.
3. Recognize and incorporate the diversity of learners (including gender, race, culture, language, and learning differences) into instruction through differentiation of instruction and universal design for learning (UDL).

4. Synthesize the theoretical and actual principles of classroom techniques into unified and proficient teaching plan.
5. Apply the New York State Standards for specific student population.
6. Use of adaptive technology or specialized equipment in the classroom to facilitate student learning where applicable.
7. Work collaboratively with other professionals and parents.

V. Topical Outline

1. Lesson planning

Individualizing instruction.
Applying the New York State Standards
Including technology to enhance learning
Cultural considerations
Functional or differentiated instruction as appropriate
Universal Design for Learning

2. Classroom Management

Using a continuum of strategies
Analyzing the student teacher relationship
Facilitating social interaction

3. Reflective Practitioner

Role of the teacher in the classroom
Expectations
Espoused theories and theories in use

VI. Student Evaluation

Students may include a demonstration of mastery of these objectives in the following ways:

1. Out-of-class written assignments to include a personal journal of field experiences.
2. A series of in-class writings that will reflect the students evolving conceptions of their field experiences as well as their questions, concerns and reflections about applications of such ideas within their educational settings.
3. Preparation and presentation of a simulated lesson for field placement.
4. Class attendance and participation.

In each placement, in order to successfully complete the student teaching experience, students must perform at the “Proficient Performance” level, as assessed by the edTPA Rubric for Special Education.

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 on the Hofstra website.

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 040 Memorial Hall and can be reached at 516-463-7075 or ssd@hofstra.edu.

APPENDIX B

STUDENT TEACHING TIMELINE GUIDELINES

Student Teaching in Inclusive Early Childhood Special Education, Inclusive Elementary Special Education and Special 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 0:

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

Week 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your activities.
- Facilitate arrangements for a three-way conference between your cooperating teacher, your supervisor, and yourself.
- Meet administrators, faculty, and staff members (nurse, librarian, etc.) in your school, including other teachers on your grade level.
- 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:
 - select a suitable book and make arrangements to read to the class daily
 - work with a small group of children
 - plan/teach a whole class lesson in one of the academic areas
- 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 morning routines and activities.
- Assume responsibility for one academic area of the curriculum (i.e., planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area.)

Week 3:

- Continue teaching your unit in the first academic area.
- Add a second academic area or class to your teaching responsibility.
- 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.

Weeks 5-7

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas/classes.
- If your second placement is in another school and/or district, try to visit and meet the principal and cooperating teacher
- Be sure that your cooperating teacher has submitted your *Final Evaluation* on Tk20.

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 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

TIMELINE GUIDELINES

Student Teaching in Inclusive Secondary Special 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, department chairperson, and cooperating teacher prior to the beginning of the semester.

Week 1-2:

- Meet administrators, faculty, and staff members (nurse, librarian, guidance counselors, etc.) in your school, including other teachers in your discipline.
- 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.
- See if you can arrange to visit other teachers' classes, within your discipline. These arrangements should be made through the department chairperson and/or your cooperating teacher.
- Become familiar with the curriculum, texts, and materials for the semester.
- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your lesson plans.
- Assist the teacher during his/her lessons.
- Begin co-teaching one class and 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 2-3:

- Plan and implement lessons, including assessment and grading, for one class.
- Teach a second class, with the same preparation.
- By the end of Week 3, be sure that your cooperating teacher has submitted the *Early Progress Report* on Tk20.

Week 4-5:

- Plan/teach a three to five lessons.

Weeks 6-7:

- Assume more responsibility for the teacher's program. By this time, you should be teaching a minimum of 2-3 classes, with a minimum of 2 preparations.

- If your second placement is in another school and/or district, try to visit and meet the principal, department chairperson, and cooperating teacher.
- Be sure that your cooperating teacher has submitted your *Final Evaluation* on Tk20.

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 in Open School or Meet the Teacher 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, shows, etc.
- Request permission to participate in the grading of New York State examinations.

APPENDIX C



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 by clicking on the Tk20 Access Link which will be sent to you via email with the Subject Title - Field Assessment for Student's Name ". [NOTE: Tk20 no longer requires a USER NAME and PASSWORD.]

I. Viewing student Assignments in Tk20

1. When you receive the email containing the Tk20 Access Link, **SAVE IT and DO NOT DELETE IT**. When you are ready to evaluate your student, click on the Tk20 Access LINK, and you will immediately see your student's Binder with a split screen, and a Vertical Line running down roughly the middle of the screen. To the left of the Vertical Line you will the student's Assignment Tabs. To the right of the Vertical Line you will see your evaluation Rubrics.
2. Select and click on one of the Assignment Tabs.
3. **Students will be submitting weekly lesson plans, unit plans, and other documents for your review.** A split screen will appear with the student's Assignment Tabs 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 assignments artifacts that have been submitted by the student.
 - a. Select the appropriate assignment tab, and then toggle down to the bottom of the screen and click on one of the student assignments. To view an assignment, click on **DOWNLOAD**, and then click on **OK**. After viewing the assignment you can exit by then clicking on the X in the upper right hand corner of the screen.
 - b. 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 four assessment tool(s).
2. To complete an assessment, select the name of the assessment tool on the right side of the screen. In order to give yourself more room on your screen, the vertical line can be moved to the left by placing your cursor on the line, THEN LEFT CLICK, AND WHILE HOLDING THE LEFT CLICK, DRAG TO THE LEFT
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, or, SAVE DRAFT**. . Tk20 will not let you **Submit** the assessment until you have completed all questions/all boxes in all assessments. However, once

you select **Save, or, SAVE DRAFT**, 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 to complete the following four assessments:
 - a. Week 2 early evaluation form
 - b. Final week of the placement summative assessment form
 - c. Sign-off sheets (week 1)
 - d. and the attendance sheet (final week)

6. **Complete this process during the term of the Placement** finishing 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 of **either PASS, or, FAIL for each of the four assessment rubrics**.
 - b. If you think the student did at least passable work, enter a P. If not, **a FAIL is required**. 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). [Please note that your university supervisor will be sending you detailed instructions on how to navigate within Tk20.]

- 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: Stacy L. Zalewski, Senior Associate Dean

Email: Stacy.L.Zalewski@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.



STUDENT
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 **ICON**. 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).**” Or, you click on the **Field experience Tab** and then click on your **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 (*currently 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. After logging into Tk20 you will see your **WELCOME PAGE**.
2. Please click on the **Field Experience Tab** and then find and click on the **Binder** that you wish to work on, **OR**, click on the **Pending Tasks Tab** and then find and click on the **Binder** that you wish to work on.
3. Then please click on one of the black assignment **Tabs** and you will see one or more **SELECT BUTTONS**.
4. In order to upload and save assignments, click on the first **SELECT BUTTON** and you see two **BLACK TABS**, namely, **CREATE FILE** and **SELECT EXISTING FILE**.
5. In choosing **SELECT EXISTING FILE**, please then click on the radio button for an already created file, then **ADD**, and then **SAVE DRAFT**.

6. If the desired file does not exist, then you need to create an assignment file on your workstation and give it a NAME.
7. Then please click on the appropriate Binder Assignment Tab, click on create file, EDIT FILE, CLICK ON SELECT FILE, find the File that you created on your workstation. CLICK ON **SELECT ADD** and then SAVE DRAFT.

III. Submitting/Completing the Binder

1. Each time you attach artifacts to your Field Experience Binder, **CLICK ON SAVE DRAFT.** at the bottom of the page. Do not select **SUBMIT** 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 **SUBMIT** 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 **SUBMIT**, you will not be able to go back and make any changes to the binder. If you clicked **SUBMIT** too early, the only way to open up your binder is for your University Supervisor to grant you an extension.
6. **PLEASE NOTE: VERY SPECIFIC STUDENT DIRECTIONS WILL BE SENT TO YOUR ATTENTION VIA EMAIL AT THE BEGINNING OF THE SEMESTER.**

IV. Reminder 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-BASED** 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 DRAFT** a second time. You will only click **SUBMIT** (as indicated above) when you are totally finished with everything.

V. 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 **[For Student Teaching Courses]**
 - **Administrator:** Sheri L. Suzzan, EdD, Associate Dean
Email: John.R.Lewis@hofstra.edu
Phone: 516-463-5389
 - **Administrator:** Stacy L. Zalewski, Senior Associate Dean
Email: Stacy.L.Zalewski@hofstra.edu
Phone: 516-463-5743 **[For Course Based Assessment Courses]**
- C. 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.