APPENDIX A: NYIT Teacher Education Standardized Lesson Plan Format

**Literacy**

Candidate's Name:                                    Grade Level:

Title of the lesson:                                    Length of the lesson:

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Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?

- what are the important understandings and core concepts you want students to develop within the learning segment?

Sample: Phonics and word recognitions (Grades K-1)

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Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?

- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

Sample: Phonemic awareness, phonological awareness, letters and alphabets, letter-sound correspondence

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Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

Common Core Learning Standards for ELA and Literacy)

Sample: CCSS RF 1.3 (Reading: Foundational Skills, Phonics and Word Recognitions)

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Recognize and read grade-appropriate irregularly spelled words.

Support literacy development through language (academic language)

- Identify one language function (i.e. analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)

- Identify a key learning task from your plans that provide students opportunities to practice using the language function.

- Describe language demands (written or oral) students need to understand and/or use.

**Vocabulary**

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment

- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

**Sentence Level**

- Sentence structure, transitions/connectives, complex verb tenses

**Discourse**

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Sample: Recognize and spell/and or write

**Learning**

**objectives**

**Sample:**

1. Will know the spelling-sound correspondences for common consonant digraphs.

2. Will decode regularly spelled one-syllable words.

3. Will recognize and read grade-appropriate irregularly spelled words.

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Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Apply sound in context (guided reading with running record and miscue analysis to inform teaching effectiveness and student learning outcomes.

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Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets

- research and/or theory

- developmental

- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Read-aloud, re-reading, sentence trip, word sort, reading-writing connection, invented spelling

Theory/research: Automaticity to develop fluency and comprehension.

Accommodations and modifications: ELLs/struggling readers: Visual and

technology

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Instructional resources and materials used to engage students in

learning. Sample: Use starfall.com (technology) website to reinforce the

skills.

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Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?

- What changes would you make to support better student learning of the central focus?

- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

Candidate's Name:                                                 Grade Level:
Title of the lesson:                                              Length of the lesson:


**Central focus** of the lesson (The central focus should align with the CCSS standards and support students to develop an essential mathematical understanding that will connect the mathematical practices with the content.)


Key questions:
- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment
- Sample:

Multiply a single-digit number by a multiple of 10 up to 90 using place value and properties of operations.


A number line can be used to find the product.
Understanding of place value


Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:
- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?


Sample: What they Know
Skip count by 10 up to 1000. (2.NBT.2)
Place Value for 3 digits (2.NBT.1)


What they Are Learning to Do -
Strategies based on place value and properties of operations to multiply one-digit whole numbers by multiples of 10.

Multiply a four-digit number by a one-digit number
(4.NBT.5) Divide single digit divisors into 4-digit dividends
(4.NBT.6)

Common Core State Standards (List the number and text of the standard. If only a portion of a standard
is being addressed, then only list the relevant part[s].)
Common Core Learning Standards for Math)


Sample: CCSS.Math.Content.3.NBT.A.3
Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$, $5 \times 60$)
using strategies based on place value and properties of operations.


Mathematical Practice Standards
  SMP.4   Model with
  Mathematics
  SMP.5   Use appropriate tools strategically

Sample: Recognize that visual representation that can be used to solve a problem.

Learning


objectives Sample:


1. Will use a number line to multiply a single digit number by ten
2. Will understand that the commutative property is applicable in multiplication

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Students will demonstrate understanding by applying multiplication to solve word problems.

Example: The students in the third grade are taking a field trip to the zoo. There are ninety three students, three teachers, and three parents who will be going. There are three buses and each bus has forty seats. How many seats are available in all

Differentiation: There are 3 buses with 40 seats in each bus. How many seats are

available? Challenge: How many empty seats will there be?

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Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:
- understanding of students' prior academic learning and personal/cultural/community assets
- research and/or theory
- developmental appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Sample: Manipulatives, online simulations

Theory/research: There is controversy that multiplication not be taught using repeated addition. Repeated addition works well with integers but a problem develops in later years when multiplication is extended to fractions. Teaching multiplication through the use of the number line is a visual that can be extended in upcoming years.

Accommodations and modifications: Leveled worksheets, manipulatives and technology, video tutorials

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Instructional resources and materials used to engage students in learning.

Sample: Use Explorelearningcom (technology) website to engage in online simulations

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Reflection
- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

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**Re-engaging students in learning mathematics**
- Identify a targeted learning objective/goal based on the analysis of student work samples.
- Design a re-engagement lesson based on the targeted learning objective/goal.
- Teach the re-engagement lesson. The lesson may be planned for one-on-one, small group, or whole class implementation.
- Collect and submit 3 examples of student work from the same students from the re-engagement lesson that provide evidence of student mathematical understanding (e.g., formative assessment or exit ticket.)
- Analyze the effectiveness of the re-engagement lesson and consider its impact on student learning.

**STUDENT TEACHER:** _____**DATE:** _____

**To self-assess your practice, consider these questions:**

| |
|---|
| **To what extent did I meet the instructional goals? What is the evidence of this?** |
| **What are the similarities and differences between what I planned and what actually happened?** |
| **What changes would I make if I were to teach this lesson again to the same group of students?**<br><br>**Thinking about the results I got, how did I design the lesson in a way that helped yield those results?**<br><br>**Did this lesson reveal any aspects of my practice that would benefit from focused professional development?** |

**Once completed attach document to lesson plan for you records**

**Adapted from Charlotte Danielson's (2013) Implementing the Framework for Teaching in Enhancing Professional Practice.**

APPENDIX D: Student Teacher Responsibilities

As a student teacher candidate, I understand that I represent the New York Institute of Technology School of Interdisciplinary Studies and Education when I enter my student teacher school site. During my student teaching experiences, I will maintain a professional relationship with the school community as I strive to make the most of this learning experience.

I have reviewed the responsibilities listed below and understand that it is a summary of the minimum criteria necessary for a successful student teaching placement. I further understand that these are some of the key components that will be reviewed as part of my final student evaluation.

Therefore, I agree to the following responsibilities:

- Review the content of the NYIT Teacher Education Department Student Teaching Handbook.

- Exchange phone numbers and email addresses with my cooperating teacher and University Supervisor as soon as my school placement is confirmed by the Director of Field Placement and Certification.

- Be punctual for all my student teaching appointments and assignments.

- Be mindful of the appropriate dress and appearance required by my cooperating school site(s).

- Be professional in my relationship with my cooperating schools' educational community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher, University Supervisor, cooperating school's staff, parents and students.

- Confer on a regular basis with my cooperating teacher and University Supervisor regarding my professional concerns, interests, questions or problems.

- Immediately notify my University Supervisor when a problem arises.

- Strive to learn my students' names and to develop an appropriate support with them.

- Strive to become involved in my cooperating school's educational community by attending faculty conferences, parents conferences, and after-school activities.

- Participate in professional development days with mu cooperating school's faculty.

- Strive to become familiar with the community in which my students live as well as the neighborhood of my cooperating school.

- Strive to take the initiative for assuming increasing teacher responsibilities that are appropriate to the expectation of my program and in collaboration with my cooperating teacher.

- Make every effort to become acquainted with the curriculum, and materials for my grade level and/or subject area.
- Make every effort to implement the teaching methods, strategies and technology that I have learned in my teaching preparation courses.

- Write lesson plans for all lessons that I teach and make them available to my University Supervisor and cooperating teachers.

- Strive to utilize various methods to assess for my students' learning.

- Strive to become a reflective student teacher by making adjustments to my teaching based upon my assessments of my learning.


I have read and understand the above responsibilities for a student teacher.

Student Teacher Candidate's Name (print): _____

Signature:_____Date:_____NYIT ID Number _____

## Introduction:

Your instructor will provide you with fieldwork assignments that may include many of the experiences listed on the Fieldwork Summary Form.

In order to prepare for your classroom observations, you may need to rethink how you observe an activity that is very familiar to you. Remember, you have spent many years as a student with a primary focus on the lesson's subject matter. The other "typical classroom distractions" may not have been important to you.

## Some ideas to consider:

With fieldwork observations, you may now need to shift your focus from the content of the lesson to what the teacher and students are doing. **Some examples to consider are:**

1. What type of material is the teacher putting on the board? Examples: Summary of key ideas; vocabulary, lesson agendas; names of students for behavior related issues.

2. What are the students doing while the teacher is writing on the board? Examples: Students are writing in their notebooks; Students are talking to each other and not paying attention.

3. How is the classroom organized? Examples: Students' desks are in row vs. in groups; the teacher's desk location; Teacher's seating plan; Different seating for different lessons.

4. Note the teacher's movement about the classroom. Think about why the teacher stands in a certain location at a given time.

5. How would you describe the teacher-student and student-student interactions? Examples: Different students are called to participate; Students respond to each other's comments; Students constantly talk to each other without the teacher's permission.

6. What other important aspects of the classroom have you noticed? Examples: Students' work is displayed; there are resource centers; there are content specific charts and/or displays.

7. What strategies does the teacher use to manage students' behavior? Examples: Eye contact or a unique signal directed to a misbehaving student; Moving near a student; Writing students' names on the board as a disciplinary warning; a variety of positive reinforcements for good behavior.

## Summary:

As you observe some of the classroom behaviors, you may find yourself agreeing or disagreeing with the teacher.

This is to be expected. You should reflect on these interactions and respond to them in your written fieldwork assignments by referring to your course readings and/or class discussions. Your fieldwork experiences should enable you to engage in critical observations and reflections that may lead you to understand that there are multiple levels of meaning in how we pursue the work of education.

APPENDIX F: Three Way Conference

Please list all specific roles and responsibilities of the student teacher in the classroom and in the school:

Please list any specific dates or time frames when the student teacher will assume specific roles (e.g. when the ST will engage in small-group instruction, when the ST will take over the class, etc.)

I have read and understand the requirements stipulated in this contract and discussed at the three-way conference.

Student's Name_____Date_____

Student Signature_____Cooperating

Teacher Signature_____

University Supervisor Signature_____

APPENDIX G: Notes to the Cooperating Teacher

The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

**Welcoming the student teacher to your classroom and school**

All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. To make a successful transition into the field placement, student teachers need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as "real" teachers. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

- Talk to your students ahead of time about the second teacher who will be joining the class. Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.
- Encourage your student teacher to learn the names and important background information of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.
- Be prepared to spend some time talking with your student teacher. Share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, think aloud about the goals you have for your students that year. Encourage your student teacher to share in return…goals, fears, talents, previous experience, etc. Get to know one another.
- Introduce your student teacher to other faculty and personnel in the school.
- Provide a work area for your student teacher and a space for personal belongings.
- Acquaint your student teacher with curriculum materials, instructional supplies, teaching aids, and other available equipment or technology.
- Articulate the rules, regulations and practices of the school; share the school's mission, as well as the services and programs that are provided.
- Add the student teacher's name to the classroom door.
- Don't forget to underscore confidentiality issues.

**Gathering information and establishing channels of communication**

- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- Review program documents and student teaching guidelines together.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been—and will be—going on in the classroom.
- Meet with your student teacher's University Supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the student teacher can discuss goals, needs and progress.

**Planning for your student teacher's growth and development over time**

Learning to teach is not only complex, but should be deliberate and gradual. Think about how you will scaffold your student teacher's learning and development over time so that she or he can gradually assume more and more responsibility and gain independence as a teacher. At the beginning of the experience, observation is particularly important so that student teachers learn to see classrooms and learners with new and ever more-informed eyes. Guide your student teacher to assume responsibilities in measured increments—beginning first perhaps by working one-to-one with students, then with small groups, on to larger groups or the whole class, moving on to the design and implementation of instructional sequences and unit plans and culminating in full or major responsibility for day-to-day teaching and long term/overall planning.

As you structure learning opportunities for your student teacher, consider your own role and how you will guide and assess her/his progress. Observe your student teacher regularly and offer feedback and suggestions designed to help him/her improve, reconsider, more deeply understand or revise practice. Share your own pedagogical decision-making with your student teacher so she/he can benefit from your "thinking" aloud. Finally, remain open to your student teacher's ideas and create spaces for your student teacher to experiment with possibilities.

**Inducting your student teacher into the teaching profession**

There are many aspects of becoming a teacher that extend beyond direct interaction with and instruction of students. Think about knowledge, skills and experiences your student teacher will need to participate fully and productively in the school and the profession. For example, you may consider sharing assessment and record keeping techniques, involving your student teacher in grade/department/school meetings, or, when appropriate, including your student teacher in conferences with parents. You may also want to encourage your student teacher to attend after-school activities or events, or to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.

APPENDIX H: Notes to the University Supervisor

We know that supervision is a difficult responsibility to take on, given the need to delicately balance support and guidance with critique and evaluation. Supervisors are critical to student teacher success because they guide pre-service teachers to think not only about the "what" or "doing" of teaching, but also the "why" or thinking of teaching. As a supervisor you are responsible for moving new teachers from a focus on themselves to a focus on student learning. NYIT Teacher Education Department depends on you—your careful observation, astute judgment, fair and candid feedback and informed assessment—to be able to confidently recommend our graduates for teacher certification. Below are some suggestions, guidelines and basic procedural information that we trust will support the important work you do with our students.

**Elements of an observation**

While NYIT Teacher Education Department does not necessarily subscribe to a particular model of supervision, nor do we tightly regulate the supervision process, we do feel that an observation should constitute:

- A **pre-observation conference** to discuss the student teacher's lesson plan and any other details pertaining to the lesson. This discussion could take place at the school site or over the phone one or two days beforehand. We suggest reviewing the student teacher's lesson plan prior to your discussion so you can offer feedback and suggestions from an informed perspective.
- The **observation of an actual lesson or teaching episode/interaction** where the student teacher is actively engaged with learners. Your observation should last the entire period so you are able to gather assessment data from lesson initiation to closure.
- A **post-observation discussion** should follow the lesson. This meeting gives you and your student teacher the opportunity to review, reflect upon, and assess the lesson together. Through the use of careful questioning, you can help student teachers think about what they did and why, the decisions and pedagogical choices they made, and the consequences of their instruction on students' understanding. Again, this discussion could take place at the school site (if convenient), at NYIT Teacher Education Department, or over the phone.

**Protocols and scheduling**

Like our student teachers, supervisors are also guests in cooperating teachers' classrooms and in schools and representatives of NYIT Teacher Education Department. Thus it is important for you to acquaint yourself with school protocols governing entry into the school, dress and professional demeanor and cooperating teachers' expectations. It helps to get a sense of the rhythms and schedule of the classroom in which your student teacher is placed, and to meet with the cooperating teacher to explain your supervisory role and discuss how and when observations will occur.

**Maintaining high quality supervision**

Below are some guidelines for ensuring that the supervision you provide your student teachers is beneficial to their learning:

1. Observe the student teacher on a regular basis and in a variety of situations/subjects.
2. Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
3. Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
4. Encourage good planning and organization.
5. Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
6. Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
7. Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self- assessments for subsequent improvement.
8. Maintain a professional working relationship with the student teacher and cooperating teacher.
9. Encourage and support good rapport between the student teacher and her/his students.

**Establishing channels of communication**

Open communication between supervisors and cooperating teachers enhances and supports their work as colleagues and partners. Get to know the cooperating teacher. Exchange phone numbers to facilitate opportunities to touch base and discuss progress between observations. Encourage cooperating teachers to observe alongside you and to participate in subsequent post-observation conferences with student teachers. Share your insights and solicit theirs. While the observations you conduct are critical to student teacher development, they still represent snap-shots of practice. Developing a professional relationship with the cooperating teacher allows you to fill in the rest of the picture and triangulate observation data.

APPENDIX I: edTPA Guidelines for Acceptable Support

edTPA is a summative, subject--specific portfolio--based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

## **Acceptable Forms of Support for Candidates**

The following are examples of acceptable types of support for candidates within the edTPA process:

- • Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment

- • Explaining edTPA tasks and scoring rubrics and guiding discussions about them

- • Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses

- • Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)

- • Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)

- • Explaining scoring rubrics, and using these rubrics in formative exercises or assignments

- • Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process

- • Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar

- • Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts

- • Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses

- • Arranging technical assistance for the video portion of the assessment

## **Unacceptable Forms of Candidate Support during the Assessment**

The following provides examples of unacceptable types of support for candidates within the edTPA process:

• Editing a candidate's official materials prior to submission

• Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring

• Telling candidates which video clips to select for submission

• Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

**S C A L E**

**Stanford Center for Assessment, Learning, & Equity**

APPENDIX J: Safety Issues

Be prudent where safety is involved. First consider accident prevention when planning and conducting activities. Ask your school contact and cooperating teacher about policies, procedures, and limitations related to safety and accidents. Any school accident involving a student teacher must be reported not only to the appropriate cooperating school personnel and the university supervisor, but also directly to the Director of the Office of Clinical Studies. This must be done at the earliest opportunity, and certainly before the next school day.

You cannot assume unsupervised responsibility for a class, which means you, cannot be in charge of students without a certified teacher present, even for a short time.

**Student Teacher Protocol for Reporting**

**Suspected Child Abuse, Misconduct or Harassment**

**If you witness a suspected incident of physical, emotional, or verbal abuse or harassment involving classroom students or adults, you must take the following steps:**

**1. Report the incident to the cooperating teacher and/or school building administrator immediately.**

**2. Contact your NYIT University Supervisor and provide a brief, verbal description of what**

**you observed.**

**3. Prepare a confidential written report of what you observed that is fact-driven and unbiased to be shared with the NYIT Teacher Education Department Faculty immediately.**

APPENDIX K: Professional Portfolio

You should begin the process of creating a portfolio before you student teach and during your student teaching which you will take with you when you begin to go on interviews. It is important that you begin right away to collect evidence of your work with children and of your growth as a teacher. The evidence may take the form of lesson plans and reflections, student work samples, photographs of you and of your students, notes written to families, curriculum unit plans, or teaching resources (i.e. books, websites and etc.) and other evidence of your professional development. In your final semester, you should select the most significant artifacts to create a coherent portfolio which will give prospective employers evidence of your experience, your competence, your philosophy of teaching and learning, and your knowledge of children, content and pedagogy.

APPENDIX L: Teacher Candidate's File

Items found in a student teacher's file:

- Student teacher application, essay, reference letters, interview notes
- Copy of the Student Teacher Responsibilities Agreement
- Copies of the Observations and Evaluations forms
- Copies of Certifications exams scores (according to specific certification requirements)
- Copies of the Seminars required for program completion and certification (according to specific certification requirements)
- Copies of Transcripts
- Copies of Correspondence
- Copies of medical clearance
- Copies of Fingerprinting request (if applicable)
- Field Experience Summary Sheet


In addition to the Student Teacher, the following individuals are allowed access to the student teacher's file:

- School of Interdisciplinary Studies and Education personnel
- Dean and Associate Dean of the School of Interdisciplinary Studies and  Education
- Chair of Teacher Education Department
- Director of Field Placement and Certification
- University Supervisor

## GENERAL GUIDELINES FOR STUDENT TEACHERS

Your University Supervisor is expected to be the first person you seek support from in cases where conflicts, concerns, or disagreements may exist in the placement.

If you are a **student teacher** with a problem with a **cooperating teacher**:
1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Meet with the Cooperating teacher
    a. Present the problem
    b. Listen to the cooperating teacher
    c. Determine joint objectives and generate solutions
    d. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
4. If the problem is resolved, acknowledge the cooperating teacher.
5. If a resolution is not possible, request help from your supervisor.

If you are a **Student teacher** with a problem with a **Supervisor**:
1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Meet with the Supervisor
    a. Present the problem
    b. Listen to the Supervisor
    c. Determine joint objectives and generate solutions
    d. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
4. If the problem is resolved, acknowledge the Supervisor.
5. If a resolution is not possible, request help from the Director of Field Placement and Certification for your program.

If you are a **Student teacher** with a problem with another **Student teacher**:

1. Define the problem for yourself.
2. Determine if the problem is a major issue.
3. Ask for a meeting in person and privately.
4. Meet with the student teacher
    a. Present the problem
    b. Listen to the student teacher
    c. Determine joint objectives and generate solutions
5. Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
6. If the problem is resolved, acknowledge the student teacher.
7. If a resolution is not possible, request help from the Director of Field Placement and Certification for your program.

*Can I arrange my own placement?*

No. All placements are arranged through the Director of Field Placement and Certification.

*Is Student Teaching ever waived?*

No. If you want New York Institute of Technology School of Education to nominate you for certification, you must fulfill the program's student teaching requirement.

*How are placements decided?*

The Director of Field Placement and Certification assigns candidates to a student teaching site based on the program enrollment and available sites for the program. **Students are never allowed to make their own arrangements.**

*Can I change my placement once it has been arranged?*

No. Only under exceptional circumstances will the Director of Field Placement and Certification reassign candidates.

*How long the clinical experience is (supervised student teaching)?*

The length of the clinical experience is 15 weeks.

*In which grades will I be placed?*

All candidates are placed in a setting within their certificate area (i.e. for Childhood Education 1-6, there is a placement in grades 1-3 and a placement in grades 4-6.)

*Which vacation/holiday schedule will I follow with regards to student teaching?*

With regards to your student teaching time, you will follow the schedule of the school district you are placed. With regards to on-campus classes, you will follow the schedule of the NYIT.

*Will I have to make up for absences during student teaching?*

Yes. That is to be arranged with the NYIT University Supervisor and the participating school.

*How am I oriented to the school?*

You will meet with your NYIT University Supervisor prior to the beginning of student teaching to receive information regarding your placement. This usually occurs at the student teaching orientation meeting.

*Will I be required to develop a portfolio?*

Yes. It highlights your performance and progress and is considered in your final assessment.

*Am I required to have a lesson plan for every lesson?*

Yes. You are required to have a written lesson plan for every lesson that you teach. Your cooperating teacher should approve your lesson plan before you implement it. After the lesson, you will receive valuable feedback from your NYIT University Supervisor and cooperating teacher. In this way, you can continually refine your teaching skills.

*Can I substitute teach while student teaching?*

*No.* As a full-time student, you cannot work in the schools full-time. **This is a New York State Education Department policy.**