

SUNY New Paltz  
Art Education

# Student Teaching Handbook

SPRING 2026

Placement 1: 1/26/26 - 3/20/26  
Placement 2: 3/23/26 - 5/14/26  
Student Teaching Celebration: TBD

**SUNY New Paltz Art Education Program**  
**Professional Practice Guidelines for Student Teachers**  
*Communication & Conduct in Professional Environments*

As a student teacher within the SUNY New Paltz Art Education Program, you are entering the teaching profession as an emerging professional. Your conduct, both in and out of the classroom, reflects not only on you personally, but also on the Art Education Program, the University, and the profession as a whole. The following expectations for professional communication and behavior have been outlined to help guide your interactions with faculty, staff, peers, cooperating teachers, and supervising mentors.

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**1. Communication with Faculty, Staff, Cooperating Teachers, and Peers**

Prompt, professional, respectful, and clear communication is required at all times. Whether in person, by email, or through any digital platform, all correspondence should reflect professionalism, courtesy, and thoughtfulness. Timeliness, tone, and appropriateness of language are essential in maintaining productive and positive relationships within the school community. Just as the students you teach will be diverse and come from all walks of life, so will your colleagues, teachers/professors, and supervisors. Practice kindness with others as you would with your students. An emphasis on mutual respect is foundational to these relationships which could further encourage professionalism and how students reflect on their experiences.

- Use formal salutations in email correspondence.
- Be mindful of grammar, tone, and clarity.
- Respond in a timely and respectful manner to requests and inquiries.
- Ask for clarification respectfully when needed.

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**2. Discretion Regarding Personal Matters**

Comments regarding your personal life, opinions, or experiences—particularly those that are emotionally charged, controversial, or unrelated to your teaching practice, should remain personal and private. For example, moments of tension can help you to formulate your own opinions and shape your teaching philosophy. Utilize any tensions as your own teachable moment, to inform yourself about your positive behavior and responses, as opposed to focusing on the behavior of others.

As a student teacher, exercise caution when considering if, when, and how to share personal information in any professional setting.

- Maintain a professional boundary between personal experiences and professional responsibilities.

- Avoid discussing personal matters in classrooms, offices, hallways, or during school-related events.
  - Refrain from using the classroom, faculty offices, or other professional spaces as outlets for venting personal concerns.
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### **3. Social Media and Public Discourse**

Your presence on social media is an extension of your professional identity. How you choose to use social media can affect your future endeavors. As a pre-service teacher, what you post and share publicly will impact your relationships with school communities and may influence your future employability.

- Maintain privacy settings but assume anything shared online is potentially public.
  - Do not post about students, teachers, schools, or classroom situations, even in vague or indirect terms.
  - Avoid venting frustrations related to student teaching placements, faculty, or peers online.
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### **4. Professionalism in Informal Settings**

Professional behavior is not limited to the classroom or university setting. Whether you're interacting socially with teachers, attending school events, or engaging in casual conversations, you are representing yourself as a future educator.

- Speak with discretion about situations involving others.
  - Avoid gossip or speculative conversations about colleagues, students, or supervisors.
  - Be mindful that even casual comments could be interpreted as unprofessional or inappropriate.
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### **5. The Inappropriate Use of Anonymous Sites**

As part of your professional responsibility, it is crucial to understand the impact and consequences of using anonymous sites such as Yik Yak, Rate My Teacher, or other similar platforms. These sites often encourage a culture of negativity and can lead to misunderstandings, misinformation, and harm to individuals' reputations.

- We urge you to avoid anonymous platforms to express frustration, dissatisfaction, or critique of colleagues, students, or school environments. Publicly airing grievances on anonymous sites undermines the professional integrity of both the individual and the institution.

- These sites do not provide a constructive or safe space for resolving conflicts or addressing concerns. Instead, engage in proper channels for communication, such as directly speaking with the individual involved, your mentor teacher, or university faculty.
  - Recognize that comments made on these sites can have long-lasting consequences for your reputation as a teacher, and once shared, they are difficult to retract.
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## **6. If You Have a Grievance, There Is a Process**

It is the goal of all professionals involved in your student teaching experience to provide a supportive alliance focused on your growth and success. If you find yourself with a grievance related to your student teaching experience, there is a clear process to follow. Communication prior to the end of the semester and the Student Evaluation of Instruction (SEI) is recommended for an issue to be productively addressed. Please follow these procedures to address concerns appropriately and professionally.

- **Step 1:** Speak directly with the person with whom you have the grievance. Clear, honest, and respectful communication is key to resolving any issue.
  - **Step 2:** If you are unable to resolve the issue through direct communication, the next step is to reach out to your Seminar Instructor, Robert Wood, or the program director for further guidance and support.
  - **Step 3:** Speaking to other teachers or peers about a grievance should be avoided. Addressing the issue directly through the proper channels maintains professionalism and avoids spreading unnecessary negativity.
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**By following these guidelines, you will contribute to a respectful, supportive, and professional learning environment that reflects the values of your practice, SUNY New Paltz, and the Art Education Program.**

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## INTRODUCTION

This handbook is provided to assist art education students enrolled in ARE405 Student Teaching in Art (Pre-K-6) and ARE406 Student Teaching in Art (7-12). It is also addressed to their College supervisors, cooperating teachers, and to school district personnel. The provisions apply to all students enrolled in student teaching in the Art Education Program in the School of Fine and Performing Arts.

Student teaching is the culminating experience in the Art Education Program, which strives to foster caring, critical and reflective professionals responsive to the needs of a diverse society (Conceptual Framework, see next page). It is a period of guided professional field experience during which the student takes increasing responsibility for all the activities involved in a teaching situation with a given group of learners. The purpose of this experience is to help the student acquire the necessary competencies to ensure excellence in classroom teaching and professional practice. Student teaching in art consists of two eight-week placements: one at the elementary level and the other at the secondary level.

The student teacher is under the immediate supervision of a skilled **cooperating teacher** and the general supervision of the **school principal**. The **College supervisor** acts as a liaison between the student, the school and the College, and works closely with school personnel in planning and evaluating the field experience. Regularly scheduled seminars provide professional development designed to integrate student teacher experiences with learning in the art education sequence, and to bridge the transition to professional certification.

The Art Education Program, housed in the School of Fine and Performing Arts, recognizes the importance of cooperation among the School of Education, area school districts, the studio area of the Art Department, and the Art History Department in the preparation for teaching. Art education students take courses and workshops through the School of Education and participate in field experiences in local districts during three semesters prior to student teaching. The Art and Art History Departments offer coursework in a range of studio areas and periods of art.

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Preparing Caring, Critical and Reflective Professionals to Maximize Student Success

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

- **Critical Inquiry and Intellectual Development.** Candidates inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- **Professional Skills and Dispositions.** Candidates develop respectful relationships with students, families, communities, and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice Education.** Candidates understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy.** Candidates respect education as a human right and a foundation to active inclusion and participation in public life and aspire to be agents of change in response to persistent barriers to equal educational opportunity.

Faculty, staff, and administrators strive to model, nurture, and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.

## **NON-DISCRIMINATION/ANTI-HARRASSMENT POLICY AND PROCEDURES**

### **Policy Statement:**

SUNY New Paltz is committed to a working and learning environment in which all individuals are treated with respect and dignity. Every member of our campus community is entitled to work and learn in an environment free from the damaging effects of illegal discrimination, in accordance with this policy and federal and state laws. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, SUNY New Paltz expects that all decisions and relationships among employees will be free of unlawful bias, prejudice, and harassment.

Illegal discrimination includes any type of action or behavior based on a person's sex, sexual orientation, predisposing genetic characteristics, race, color, national origin, age, religion, creed, marital status, military status, or disability, including pregnancy, or is otherwise a violation of any provisions of the Civil Rights Act of 1964, including Title VII and Title IX of the Educational Amendments of 1972; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990; and the New York State Division of Human Rights Laws.

### **Applicability:**

This policy applies to all members of the campus community, individuals doing business with the campus, and any person utilizing campus facilities. This includes SUNY New Paltz's campus, any off-site facilities, and work-related travel.

### **Responsibility:**

The Affirmative Action Officer or Title IX Coordinator is responsible for assuring institutional compliance with this policy and with any applicable federal and state laws with respect to claims of illegal discrimination and harassment.

### **The College's Response:**

The College will actively work to prevent and eliminate discrimination and harassment on campus and will respond promptly, positively, and aggressively to deal with any incidents. This response may include, but is not limited to, training, referral to counseling, and/or disciplinary action in accordance with SUNY Discrimination Complaint Procedure and the provisions of the appropriate bargaining unit agreements. Law enforcement agencies will be notified when necessary.

## SUGGESTED CALENDAR

	Candidate	Cooperating Teacher	University Supervisor
<b>Prior to beginning student teaching</b>	Meet with cooperating teacher to discuss curriculum, plan uptake of classes, and exchange information.	Provide student with curriculum expectations and school information; establish first class(es) for candidate to take on all planning and teaching (1 or 2).	Work through candidate to arrange an in-person meet-and-greet with CT and candidate within the first week of placement.
<b>Week 1</b>	Observe, assist cooperating teacher. Submit complete plans for all classes to be taught in Week 2.	Provide feedback to submitted plans for Week 2. Establish class(es) to be taken on in Week 3.	Attend meet-and-greet at school with CT and student teacher. Schedule first observation for week 3 or 4.
<b>Week 2</b>	Take on full responsibility for 1 or 2 preps. Begin teaching. Continue to assist in other classes. Submit plans for all classes to be taught in Week 3.	Provide feedback to submitted plans for Week 3. Establish class(es) to be taken on in Week 4.	
<b>Week 3</b>	Add 1 or 2 preps for a total of 3. Begin teaching. Continue to assist in other classes. Submit plans for all classes to be taught in Week 4.	Perform first formal observation using Art Education Rubric and post evaluation to LiveText. Provide feedback to submitted plans for Week 4. Establish class(es) to be taken on in Week 5.	Observe student teacher in placement. Debrief with student teacher. Record observation in Via. Schedule second observation for week 6 or 7.
<b>Week 4</b>	Add at least 1 prep. Submit plans for all classes to be taught in Week 5.	Provide feedback to submitted plans for Week 5. Be ready to hand over full teaching in Week 5. Informally discuss Dispositions Assessment with candidate.	
<b>Week 5</b>	Should have full class load – all planning and teaching – at this time. Submit plans for all classes to be taught in Week 6.	Perform second formal observation using Art Education Rubric and post evaluation to LiveText. Provide feedback to submitted plans for Week 6.	
<b>Week 6</b>	Submit plans for all classes to be taught in Week 7.	Provide feedback to submitted plans for Week 6.	Observe student teacher in placement. Debrief with student teacher. Record observation in Via
<b>Week 7</b>	Submit plans for all classes to be taught in Week 8. Begin wrapping up learning segments and readying to hand teaching back to CT.	Perform final formal observation using Art Education Rubric and Dispositions Assessment; post evaluations to LiveText.	
<b>Week 8</b>	Wrap up learning segments and hand teaching back to CT.		

## **THE STUDENT TEACHING EXPERIENCE**

### **Evaluation and Grading**

The purpose of evaluation is to help the student teacher appraise his or her teaching competence and to provide a basis for guiding further development. Each student will be observed by both the cooperating teacher and the College supervisor during the two placements and is expected to engage in self-reflection on his or her progress.

The cooperating teacher performs three formal observations using the Art Education Student Teaching Rubric and one Dispositions assessment during the placement, and records the evaluations online by Via. The College supervisor performs two formal observations using the Art Education Student Teaching Rubric and one Dispositions assessment during each placement and records the evaluations online by Via.

All evaluations submitted on Via will be visible to the student, the cooperating teacher, the College supervisor, and the seminar instructor. Evaluations are intended to help the candidate and all members of the mentoring team identify strengths and areas in need of attention early in the student teaching experience, or as soon as they arise, and create a plan for improvement.

The student is responsible for completing all academic requirements of the course as determined by the College supervisor and seminar instructor and described in this handbook.

**Grades and grading.** Students receive a grade of Satisfactory (S) or Failure (F) for both ARE405 Student Teaching in Art Pre-K–6 and ARE406, Student Teaching in Art 7-12. ARE405 and ARE406 are completed sequentially, as separate 8-week placements. The first course or placement may be either level, Pre-K-6 or 7-12. Successful completion of the first course or placement is a prerequisite to continuing to the second course. If illness or an emergency limit limit attendance, a Hold (H) may be assigned for the placement, providing that all work has been successful up to that point, and a plan for completion arranged.

Grades take into account the evaluations of the cooperating teacher and College supervisor; grades are submitted by the College supervisor. In cases where grading is unclear, the seminar instructor or Director of Art Education will be consulted.

*Unacceptable in any category on the final evaluation using the Art Education Student Teaching Rubric or the Dispositions assessment results in a failing grade for the placement.*

## Requirements of Art Education Candidates

**Attendance.** The student teacher duplicates the cooperating teacher's daily schedule, observing the same hours as the cooperating teacher. The student teacher should be prepared to spend more hours for preparation if needed. Attendance is also required at all seminars. (Professionalism, Advocacy)

**Teaching Binder.** Student teachers are required to keep a teaching binder with tab dividers to serve as a professional workbook during both student teaching placements. This is a public document that should be up to date, well organized, and available to the cooperating teacher, College supervisor, and school administrative staff on a daily basis. (Professionalism)

**Planning.** The student teacher will plan instruction in increasing increments for the 8-week period of each placement including daily, weekly, and long-term (unit) planning. It is expected that the student teacher will use the SUNY New Paltz Lesson Plan format, will have a material research/teacher sample completed *prior to* submitting the plan for approval, and will submit daily lesson plans to the cooperating teacher and College supervisor a minimum of three working days before teaching. Lesson revisions should be made with the cooperating teacher's and College supervisor's suggestions in mind. All lessons will be available (in the Teaching Binder) to the cooperating teacher on a daily basis and to the College supervisor when he or she observes. (Inquiry, Intellectual Growth, Professionalism)

**Curriculum.** Student teachers will develop a variety of lessons that are inquiry based, draw upon contemporary art making practices, demonstrate their knowledge of the value and role of art in human experience from historical and critical perspectives, art standards, culturally diverse content and perspectives, an understanding of diverse learners and learning contexts, technology, and their particular knowledge as an artist. The lesson plans should reflect understanding of students' development, classroom organization, instructional strategies, classroom management, and evaluation of instruction. (Inquiry, Intellectual growth, Professionalism, Appreciation of Human Diversity, Advocacy and Democratic Citizenship)

**Journal.** Student teachers are expected to maintain a daily journal to reflect upon their growth and development in the teaching placement. Prompts will be provided, and the journal should be available for the College supervisor and cooperating teacher to view and comment upon in the Teaching Binder.

Students may also use the journal to address personal strengths, weaknesses, problems and possible solutions, and relationships with students and other professionals. (Intellectual Growth)

**Self-Evaluation.** Student teachers should use the Art Education Student Teaching Rubric throughout each placement to systematically identify strengths and areas for growth. At the midpoint and completion of each placement student teachers should self-evaluate using the Student Teaching Rubric and discuss with the cooperating teacher and College supervisor areas of strength and areas for further growth.

(Inquiry, Intellectual Growth, Professionalism, Democratic Citizenship)

**Seminars.** Seminars at the College are scheduled for all student teachers. Issues directly related to professional development are addressed, and actual student teaching experiences are discussed. Time for meeting with College supervisor may be included at seminars.

(Intellectual Growth, Professionalism, Democratic Citizenship)

**Professional Portfolio / Art Teaching Website.** A professional portfolio is an organized collection of exhibits and artifacts that enables teachers to share their teaching experiences, and reflect personally valuable beliefs regarding teaching and learning. It is a visual demonstration of the teacher's experiences for future teaching interviews. The Art Teaching Website will duplicate much of the material in the Professional Portfolio, edited for public consumption. The student teaching seminar will provide support to help student teachers prepare portfolios. Timely draft development of the Professional Portfolio throughout the semester will be evidenced in a required online folder and monitored by the Seminar Instructor and Supervising Teacher. Teaching Performance Assessment submissions received after the established deadline are not eligible for review, and students will fail the assignment and the course. (Intellectual Growth, Professionalism)

**Student Teaching Final Exhibit.** Student teachers will mount an actual and/or virtual exhibition to accompany the Student Teaching Celebration at the end of the semester. Details will be provided in the Student Teaching Seminar.

**Teacher Performance Assessment (TPA).** Prior to the completion of the semester, Student Teachers are required to submit and pass a Teaching Performance Assessment (TPA) on either their Elementary or Secondary assignments. Timely draft development of the TPA will be evidenced in a required online folder and monitored by the Seminar Instructor and Supervising Teacher. The use of AI is strictly prohibited.

## TO THE STUDENT

### Responsibilities

During student teaching you will have responsibilities to the school at which you are placed, to the College, and to yourself. You are expected to exemplify the attitude and actions of a teacher rather than a student.

Please cooperate at all times with students, teachers, administrators, and your College supervisor. Remember that you are a guest in a school system. Learn the structures and procedures of the school and profit as much as possible through observation, reflection, asking meaningful questions, and contributing to the school community. *Safeguard all personal and confidential information and use it for professional purposes only.* Take an active role in the school; participate in staff meetings, parent-teacher conferences and other extracurricular activities. Do not be afraid to ask your cooperating teacher for assistance; you are developing your skills as a teacher when you accept suggestions or ask for help.

### Professional Conduct

Play a vital part in your own growth through critical and constructive self-evaluation. Daily self-evaluation will provide insight into your teaching and suggest questions that may lead to further improvement.

- Become informed about the general policies of the school and adhere to policies of the school system.
- Consider any information received about students, in a class or in the school, as confidential.
- Show regard for each student and take into consideration individual ability.
- Be sympathetic and courteous to all students and inform yourself about the individual differences that exist within the class group.
- Be fair and impartial in dealing with students.
- Consider yourself as a member of the community where you are teaching and act accordingly.
- Be appreciative of criticism, seek suggestions, and put them into practice.
- Photographs and videos taken during student teaching may not be posted on any online forums.
- Cell phones should be turned off or muted at all times and should only be used in emergency situations during working periods and never during teaching.

You are expected to maintain the highest standards of professional conduct during student teaching. Respect for College and school rules and standards of academic integrity are

expected. College supervisors report any instances of misconduct immediately. This may result in the student's immediate removal from student teaching placement, pending review of the case.

### **What to Expect from your Cooperating Teacher, College Supervisor, and Seminar Instructor**

- **Cooperating teacher:** Generally, the College expects the cooperating teacher to allow you time for class observation and provide you with the materials you need. Your CT will also review and discuss your lesson and learning segment plans, to observe and evaluate your performance frequently and regularly, and to provide you with feedback and guidance regarding your growth as a professional. She or he will meet with you and your College supervisor to discuss your progress and the process for increasing instructional responsibilities.
- **College supervisor:** Your supervisor will serve as a liaison between the College and public schools and will evaluate your progress periodically. She or he will provide you with feedback on your planning on a regular basis, help you problem solve, and meet with you to discuss observations.
- **Seminar instructor:** The seminar instructor will facilitate professional learning between you and your peers through discussion, lecture, and presentation. Additionally, the seminar instructor will support your development of portfolio materials.

### **Student Teaching is a Full-time Responsibility**

Additional coursework during student teaching is not permitted, and working an outside job is strongly discouraged.

### **Important Restrictions**

- While you are student teaching, you may not substitute teach or do other paid work for any district during the school day.
- Your cooperating teacher or, if necessary, a substitute teacher, must be available and in the building when you are teaching class.
- You may not act as a substitute teacher at any time, even for a short period.

## **TO THE COOPERATING TEACHER**

### **Your Contribution**

We appreciate your contribution to the teaching profession and to your own professional development by working with a student teacher. Please be sure to read all sections of this handbook, and do not hesitate to contact the College supervisor or the Art Education Office (845-257-3850 or by email at [arteducation@newpaltz.edu](mailto:arteducation@newpaltz.edu)) if you have any questions or concerns.

It is important that the student teacher receives your guidance but also that they be permitted to gain experience through independent planning instruction, and assessment of student work. Your greatest contribution will be your example and your constructive feedback and evaluation.

Specific ways in which you can help your student teacher include:

### **Welcome the student teacher to the professional setting of a school.**

- Introduce the candidate to school personnel and provide an orientation to the building.
- Provide a space to work, a grading book, and information on school policies and procedures.
- Inform the candidate of channels of communication for absences and snow days.

### **Assist in planning curriculum**

- Please be willing to enable your student teacher to fully experience the role of a teacher.
- Provide your candidate with your curriculum overview or plan book during the observation period.
- While candidates must demonstrate that they are able to plan and execute teaching, it is expected that they will follow curricular maps established within the school and district.
- Provide your student teacher with previous lesson plans and suggestions for learning units to assist in planning
- Encourage your student teacher to develop their own ideas and lesson plans.

- Have high expectations for thoroughness in planning.

### **Assist in the development of teaching skills**

- Review lessons with the candidate. Make comments and suggestions on written lesson plans well before the time the lesson will be taught.
- Remain in the classroom to observe your candidate until the final weeks of the placement.
- Give frequent, honest, and constructive criticism.
- Assist in the development of professional skills: Include your student teacher in parent conferences and staff meetings whenever possible.
- Please treat your candidate as a full professional in front of your classes and colleagues.

### **Expectations of Your Student Teacher**

You have a right to expect professional behavior from your student teacher. Lateness, difficulty in interpersonal relations, inability to complete work assigned, failure to observe safety procedures, lack of initiative, inappropriate dress or conduct, excessive absence and negligence should be treated as serious problems, and you should *contact the College supervisor or the Art Education office immediately*. Inform the student of your concerns. We expect that a student teacher will notify you, the appropriate school or district contact person, and the College supervisor in case of illness.

Expect that your student teacher is planning ahead. **Candidates will submit lessons to you at least 3 working days in advance of their implementation so that you will have time to review them and provide constructive criticism.**

We suggest that the student teacher uses a copy of the Art Education Student Teaching Rubric as an ongoing guide for self-evaluation. We suggest that you talk openly with your student teacher on a regular basis to discuss the student's strengths and areas to be improved. Please be certain to discuss your formal evaluations following the three observations and after completing the Dispositions assessment.

### **Seminars**

Your student teacher is **required** to attend seminars at the College as an integral part of the student teaching experience. These seminars aid the important transition from being a College student to becoming a professional art teacher. Please support your student's

seminar attendance. You will be given the schedule and are invited to participate when there are guest lecturers of professional interest.

### **Evaluation**

Your student teacher will value and benefit from your daily comments and constructive feedback. We ask you to complete three formal observations using the Art Education Student Teaching Rubric provided by the program to guide your evaluation, and enter your evaluations online into the Via by Watermark assessment platform.

The first observation should occur in or around week 3 of the placement, the second in or around week 5 and the final in or around week 7.

**Any evaluation at the Unacceptable or Developing levels must be accompanied by an explanation citing concrete evidence and specifying steps for improvement.**

We also ask that you complete the Dispositions Assessment in the Via by Watermark assessment platform in or around week 7.

### **Tuition Waiver Vouchers and Honoraria**

Using the form provided to you, please indicate whether you prefer:

- A stipend check for \$200.00, or
- A tuition waiver voucher worth \$250.00 redeemable at all SUNY state operated campuses and valid for 25 months.

If you do not wish to use this voucher, you must relinquish it to the chief administration office of the school system, which may then reallocate it to another member of the professional staff in the school district.

SUNY administrative policy does not allow you to use your voucher for another person's tuition, sell it, or give it directly to another staff member. All election forms should be mailed to the Coordinator of Student Teaching.

### **Office of Field Experiences**

SUNY New Paltz  
1 Hawk Drive - Old Main 127  
New Paltz NY 12561

## TO THE COLLEGE SUPERVISOR

Please be sure that you, your student teachers, and cooperating teachers, read all sections of this handbook. Carefully review the guidelines for being a skillful mentor with the cooperating teacher. If you have any questions, please contact the Art Education office at 845-257-3850.

Generally, the Office of Field Experiences handles questions about logistics, vouchers, and forms. The Art Education Program fields academic questions, including questions about grading, students' responsibilities, and course requirements. For any questions regarding student teaching please contact the Art Education Student Teaching Seminar instructor or the Director of Art Education at 845-257-3850.

### Management of the Student Teacher Experience

The College Supervisor is responsible for interpreting College procedures, requirements and evaluation guidelines to the student teacher and the cooperating teacher. Through periodic observations, conferences, and seminars, the College Supervisor counsels individual student teachers concerning professional and personal growth and development, and any problems which may arise. The College Supervisor, in cooperation with the Director of Art Education, seminar instructor, student teacher, cooperating teacher, and school principal, negotiates unsatisfactory student teaching placements. Be sure to ask both the student teacher and the cooperating teacher about any concerns. **If a student's performance is poor and/or shows little potential for improvement**, please discuss the situation with the student, cooperating teacher, and seminar instructor **immediately**.

### Feedback on planning

Student teachers are required to **submit lesson plans to cooperating teachers and supervisors 3 working days prior to teaching**. Please acknowledge receipt of plans in a timely manner and provide feedback that will help the student revise effectively.

### Observations

Please make introductory contact with the cooperating teacher through email or by phone within the first 10 days ,and a minimum of two formal observations for each student teaching placement using the rubric provided by the program to guide your evaluation. Enter your evaluation online in the Via by Watermark assessment platform. Directions for this are included in your folder. The first observation should occur in or around week 3 of the placement, the second in or around week 6 or 7. We also ask that you complete the Dispositions Assessment in the Via by Watermark assessment platform.

Please observe at least one **full lesson** from beginning to end. Make sure you have the written lesson plan before you observe the lesson. **Plan to sit down with the student teacher and cooperating teacher if possible** to discuss the lesson as well as the general progress of the student teacher. Communication is vital and must take place in a timely manner. If a physical conference is not possible during the day of the lesson, a phone conference can be planned for after school or in the evening. Your student teacher is depending on your support, input, and guidance.

**Any evaluation at the Unacceptable or Developing levels must be accompanied by an explanation citing concrete evidence and specifying steps for improvement.**

### **Seminars**

The Art Education Program schedules seminars for all student teachers. Issues directly related to professional development are addressed, and student teaching experiences are discussed. Seminars are an integral part of the Art Education program, and your active participation is encouraged. Additionally, student teachers will receive significant support for completing their teaching portfolios during student teaching seminar.

### **Final Evaluation**

Please use the rubric provided by the College for all evaluations of the student teacher.

Students receive a grade of either Satisfactory (S) or Failure (F) for each placement. Submit grades to the seminar instructor by mail using the envelopes provided. If illness or emergency limits a student teacher's attendance, you may assign a Hold (H), providing that the student's work has been successful up to that point. You may choose to make arrangements for the student to make up the days missed. If you have questions regarding grading, please contact the Student Teaching Seminar instructor through the Art Education office.

Please observe at least one **full lesson** from beginning to end. Make sure you have the written lesson plan before you observe the lesson. **Plan to sit down with the student teacher and cooperating teacher if possible**, to discuss the lesson as well as the general progress of the student teacher. Communication is vital and must take place in a timely manner. If a physical conference is not possible during the day of the lesson, a phone conference can be planned for after school or in the evening. Your student teacher is depending on your support, input, and guidance.

**Any evaluation at the Unacceptable or Developing levels must be accompanied by an explanation citing concrete evidence and specifying steps for improvement.**

### **Travel Vouchers**

Please complete and return your travel vouchers at the end of student teaching placement (8 weeks). Also, if you use your own car, be sure to complete the Statement of Automobile Travel. Please hand in all toll receipts. The State does not reimburse for meals. If you need more forms or instructions on completing these forms, please call (845) 257- 3850. A packet guiding you through the process is included in your supervising folder.

## **LEGAL STATUS OF STUDENT TEACHING**

**These legal protections apply to student teaching:**

Section 3023 of the New York State Education Law requires, in effect, that each school district protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school building, provided that at the time of the accident or injury the individual was acting in the discharge of his duties within the scope of employment and/or under the direction of the Board of Education.

Section 3001, Subsection 2 of the New York State Education Law states that a student teacher is legally permitted to practice teaching without the presence of the certified teacher in the classroom providing the classroom certified teacher is available at all times and retains supervision of the student teacher.



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