



LONG ISLAND UNIVERSITY – BROOKLYN CAMPUS
SCHOOL OF EDUCATION

Student Teaching Handbook

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I. LIU Mission Statement

All education has both an intellectual and a moral sense. At LIU/Brooklyn, the School of Education is committed to developing educators, administrators, psychologists and counselors who will make significant contributions not only to learners in New York City schools, but also to the families and the communities of the learners. Resting upon the mission of Long Island University, "to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good", the School of Education strives to develop an ethnically, linguistically, socio-economically and academically diverse student body to serve New York City public schools.

To carry on the important mission of the university, LIU/Brooklyn Educators have some essential qualities as they enter the schools as professionals. LIU/Brooklyn's School of Education prepares Educators that are:

1. **KNOWLEDGEABLE** and intellectually inquisitive
2. **ENQUIRING** and comfortable experiencing and pursuing inquiry
3. **EMPATHIC** and interested in the human capacity to develop
4. **PLURALISTIC** and knowledgeable of and connected to communities
5. **SOCIALLY COMMITTED** and working to build a just pluralistic democratic society

KNOWLEDGEABLE LIU/Brooklyn Educators are intellectually rooted in the Liberal Arts, Sciences, and Pedagogy. They are deeply familiar with basic theoretical literature in all areas. The content knowledge that our Educators have never overshadows the inquisitive attitude and the passion that they have toward knowledge. Knowledge for its own sake is not the goal, but knowledge does, like all passion, generate more questions, deep interest, and further involvement in knowledge. LIU/Brooklyn Educators love to read and write, and understand that in doing so, they're personally constructing and developing their knowledge. Our Educators are responsible thinkers, capable of forming their own opinions and using their knowledge to act independently in socially responsible ways.

ENQUIRING LIU/Brooklyn Educators are active inquirers, curious about natural and social phenomena, able to imagine, and to invent. They see themselves not as teachers holding all the knowledge, but as students and researchers, questioning, taking risks. As Educators, however, they are seriously reflective, taking time to study, research, observe, describe and reflect. Although LIU/Brooklyn Educators create a cooperative and collaborative community of learners, they are experienced in extending what the learner brings and recognize the uniqueness of every learner. That is, our Educators know how to ask questions that widen horizons of knowledge and experiences. They also know how to set up the processes that will generate answers. Furthermore, they are able to set up and construct Learning Surrounds that stimulate curiosity,

inquisitiveness, and the imagination. LIU/Brooklyn Educators are committed to active learning.

EMPATHIC LIU/Brooklyn Educators believe in the potential of all students, and are able to build on their strengths. They are deeply committed to the idea that all learners, including those with disabilities, are capable of learning, and are able to realize their unique potential. LIU/Brooklyn Educators are empathic and caring people, interested in the learner and her/his context. They have deep empathy for students, while maintaining rigorous expectations of their ability to learn, innovate, and construct new realities. This empathy comes from the Educators' appreciation of life and its aesthetic values.

PLURALISTIC LIU/Brooklyn Educators are very knowledgeable of communities and their cultural and linguistic pluralism. They are deeply familiar with their ways of speaking and socializing, of their languages, cultures, and histories, of their differences, of the "funds of knowledge" of the community, of their parenting styles. Our Educators include in their ranks those who speak the ethno linguistic communities' languages, as well as those with racial and ethnic characteristics that match the community. Regardless of personal characteristics, LIU/Brooklyn Educators strive to acquire the different experiential knowledge that different communities have and to find commonalities in the human experience.

SOCIALLY COMMITTED LIU/Brooklyn Educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or special needs, receive excellent and equitable educational services. They are also sensitive to issues of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. LIU/Brooklyn Educators understand the relationship between their instructional and social role, becoming advocates for the learners and their communities, as they build a better and more just world.

II. Who is eligible for student teaching?

Undergraduate students are eligible for student teaching when they have:

1. A minimum of 100 credits with an overall minimum 2.67 Grade Point Average.
2. A minimum of 28 credits in Teaching and Learning (16 for Physical Education and 18 for Secondary Education majors) with a minimum 3.0 Grade Point Average.
3. A passing grade on the LAST.
4. Evidence of a negative TB test (taken within the last 6 months).
5. Successful completion of interview with a faculty member and a positive reference from a professor.

Graduate students are eligible for student teaching when they have:

1. A minimum of 21 credits in Teaching and Learning with a minimum 3.0 Grade Point Average.
2. A passing grade on the LAST.
3. Evidence of a negative TB test (taken within the last six months).
4. Successful completion of interview with a faculty member and a positive reference from a professor.

III. What do I need to know about the placement process?

The placement process begins the semester before student teaching. There will be an orientation session where students learn the necessary steps involved in placement. At the orientation session, students will complete a student teaching application form and will begin to learn about the roles and responsibilities of the Student Teacher, the Cooperating Teacher, and the University Supervisor. Subsequently, students will be assigned to schools by the student teaching office and will be informed of their placement in December for the spring term and in May for the fall term.

IV. Who do I contact for help?

For questions regarding student teaching, contact Professor Jessica Trubek.
Office: 219 Pratt
Phone number: 718-488-1374
Email: Jessica.trubek@liu.edu

V. What is expected of me while I student teach?

The student teaching program is designed to prepare reflective teachers who work to create excellent schools for urban students. Students are expected to have experience:

- teaching one-on-one
- teaching in small and large groups

- planning and teaching lessons in all content areas taught by the cooperating teacher
- designing and implementing lessons using a variety of instructional techniques
- administering and interpreting measures of student achievement
- participating in family conferences, team meetings, and open-house programs

Students are expected to participate in all aspects of teaching practice, to think carefully about the purposes, complexities, and consequences of what they do, and to learn from their experiences.

Student teaching is the culminating experience of your teacher education program. It is a labor intensive activity that requires commitment and professionalism. All student teachers are required to be at the student teaching site for the full day, five days a week. In case of a necessary absence, a student teacher should notify the Cooperating Teacher and the University Supervisor in the morning **before** classes start. Student Teachers are expected to keep a record of their hours of attendance.

The following guidelines may be useful in determining your work over the course of the semester.

During the first few weeks you should:

- get to know students and classroom routines
- meet with your cooperating teacher and discuss curriculum plans for the semester
- begin to work with individual students

Following this introductory period you should:

- assist in the implementation of your cooperating teacher's plans and routines
- work with small groups several times a week
- identify a part of classroom curriculum to design and teach in consultation with your cooperating teacher

During the second half of the student teaching semester you should:

- plan and implement whole class lessons each day
- implement a part of classroom curriculum (a unit plan) over a period of a week or two
- take responsibility for the entire day.

VI. What are the roles and responsibilities of Student Teachers, Cooperating Teachers, and University Supervisors?

The student teaching semester is an important stage in the process of learning to teach. The student teaching program is designed to encourage the active involvement of Student Teachers, Cooperating Teachers, and Supervisors -- referred to as the Triad -- in the planning of the specific activities of the student

teaching experience. Triad members meet during the first few weeks of the semester to discuss their goals and expectations.

Student Teachers will be observed throughout the semester by their Cooperating Teacher and by their University Supervisor. Before or after each observation the student will have an opportunity to discuss the lesson with one of these individuals. The University Supervisor will document at least three observations by writing a narrative description of the lessons s/he observes. The Student Teacher, the Cooperating Teacher, and the University Supervisor will meet to discuss the student's progress.

Roles and Responsibilities of the Student Teacher:

1. The Student Teacher establishes on-going communication with the Cooperating Teacher, including weekly planning conferences.
2. The Student teacher assumes increasing responsibility for all aspects of classroom teaching, including planning and implementing instruction, classroom organization, and assessment of student progress.
3. The Student Teacher follows the public school calendar and daily schedule.
4. The Student Teacher participates in all school related activities with the Cooperating Teacher, including faculty meetings, professional development opportunities, family-teacher conferences, interdisciplinary team meetings, and home visits.

Roles and Responsibilities of the Cooperating Teacher:

1. The Cooperating Teacher shares his or her philosophy, classroom plans, school policies, and curriculum with the Student Teacher.
2. The Cooperating Teacher provides regular, planned opportunities for the Student Teacher to participate in instructional activities.
3. The Cooperating Teacher shares insights about how students learn and grow within their family, school, and community.
4. The Cooperating Teacher provides on-going feedback to the Student Teacher and the University Supervisor regarding the Student Teacher's professional growth.
5. The Cooperating Teacher writes a final assessment of the Student Teacher's performance at the end of the semester.

Roles and Responsibilities of the University Supervisor:

1. The University Supervisor collaborates with the school administration and the Cooperating Teacher to enhance the student teaching experience.
2. The University Supervisor guides, supports, and assesses the Student Teacher's growth.
3. The University Supervisor facilitates a working relationship between the Student Teacher and the Cooperating Teacher, including establishing triad conferences.
4. The University Supervisor clarifies the purposes of the student teaching experience with the Student Teacher and the Cooperating Teacher.

5. The University Supervisor conducts weekly seminars with the Student Teachers to help them reflect on their student teaching experiences.

VII. How will I be evaluated?

The evaluation of student teaching is an on-going and collaborative process among the Triad members that is consistent with the values and goals imbedded in the KEEPS mission. Some of the criteria for evaluation are:

1. Attendance, punctuality, active participation, and professionalism
2. Specific lessons taught by the student teacher
3. Strengths and progress of the student teacher over a period of time
4. Evidence of how the student teacher reflects upon his or her classroom practice and learns from his or her teaching, including mistakes
5. Willingness of the student teacher to take risks and to experiment with new materials and methods.

VIII. What is the student teaching seminar?

The student teaching seminar is a forum for you to bring together theory and practice. Working closely with other student teachers and an LIU student teaching supervisor, you will attend weekly meetings and engage in dialogue and writing that will serve to deepen your practice and develop the necessary skills for classroom teaching. All students will develop a student teaching portfolio.

IX. How do I become a certified teacher?

There are several things you need to do in order to qualify for New York State Initial Certification (valid for five years):

1. Complete a State approved teacher education program. (This is your L.I.U. program.)
2. Pass the NYS Teacher Certification Exams: LAST, ATS-W, and CST.
3. Complete the Child Abuse Seminar
4. Complete the Violence Prevention Seminar (Project Save)
5. Make sure you have completed the Fingerprinting process at the Department of Education. (*Do this before applying for certification.*)
6. Make sure you are either a U.S. citizen or a Permanent Resident
7. Good Moral Character

New York Education Law now permits individuals with U.S. Citizenship or Permanent Resident status, to qualify for an Initial NYS Teaching Certificate. To verify your Permanent Resident status, submit ONE of the following with your application:

1. A photocopy of your Permanent Resident Card (Green Card); or

2. A photocopy of a lawfully issued passport stamped with “Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence”;
or
3. A certified and sealed copy of a letter from the United States Citizenship and Immigration Services (USCIS) verifying your Permanent Residence.

At the end of each semester, applications for Initial Certification are mailed to all graduating students. Completed applications should be returned to Ms. Mercedes in room PB-210. She can be reached by telephone at 718-488-1382.

X. What are some of the commonly asked questions?

Q: Am I able to student teach in a school where I have done observations or field work?

A: It's not possible for you to choose where you will student teach. However, if you would like for any specific information to be taken into consideration when deciding your placement, you may make an appointment to speak to Jessica Trubek, or you may give her a letter which details this information.

Q: Who will my student teaching Supervisor be?

A: Most L.I.U. faculty members who supervise student teachers have an ongoing relationship with a particular school. In most cases, your Supervisor will be the faculty member who works with the school to which you are assigned. If your student teaching takes place in a setting in which there is no ongoing faculty relationship, you will be assigned a Supervisor who has familiarity with that setting.

Q: How much creativity can the Student Teacher bring to the placement?

A: While the Student Teacher is generally expected to follow the existing school curriculum and classroom rules and procedures, she or he is also expected to make original contributions to the classroom program within the boundaries set by existing programs and policies.

Q: What if the Student Teacher is having difficulty in a placement?

A: The placement of Student Teachers in classrooms by itself does not guarantee an educative experience. The placement is designed to encourage the active involvement of Cooperating Teachers, University Supervisors, and the Student Teacher in the planning of specific activities for the student teaching experience. Careful planning which includes input from all triad members is essential for the success of the experience.

Q: What if the Student Teacher's style is different from that of the Cooperating Teacher?

A: Teaching styles often differ among teachers. It would not, therefore, be surprising if some differences exist between the Student Teacher and the Cooperating Teacher. If Student Teachers wish to engage students differently than their Cooperating Teacher, they should be given encouragement but also assistance in assuring that students understand any differing expectations that might arise. The University Supervisor can lend support in this process. Most importantly, the needs of the students must be at the center of any instruction.

Q: What is expected of the Student Teacher in his or her placement outside of the classroom?

A: The Student Teacher should function as a regular staff member of the school in terms of arrival and departure times as well as participation in all school responsibilities including, for example, playground duty, team meetings, faculty meetings, in-service sessions, and Family Conferences.

KEEPS CLAIMS

KNOWLEDGE

1. Students¹ are intellectually rooted in the Liberal Arts and Sciences and the foundations of education.
2. Students use knowledge of self, theory, practice, and/or child development within sociocultural/linguistic contexts to create appropriate learning environments and to teach in urban settings.
3. Students use knowledge of strengths of urban families, schools, classrooms, and communities to create appropriate learning environments and to teach in urban settings.
4. Students demonstrate ability to construct relevant and meaningful curriculum using varied resources and based on New York State Standards.
5. Students demonstrate the ability to teach the knowledge-base relevant to their teaching discipline as described in the New York State Standards.
6. Students use multiple literacies to construct new knowledge.
7. Students integrate and use knowledge of self, family, school, community and professional resources and literature to construct new knowledge.

ENQUIRY

1. Students are active inquirers who observe, describe, and reflect on teaching and learning practices.
2. Students know how to frame meaningful questions and locate relevant resources to support the study of teaching and learning.
3. Students create learning contexts that engage their students in inquiry.
4. Students show commitment to the on-going improvement of their teaching.

EMPATHY

¹ The students who are the subject of each of our claims are students of teaching/teacher education students. Otherwise, the word, students, means the children and adolescents our students work with in classrooms.

1. Students know and appreciate that no two students are alike.
2. Students care for and believe in the potential of their students.
3. Students use knowledge of their students' strengths, interests, and feelings to motivate and teach.
4. Students create caring communities of learners.

PLURALISM

1. Students know about the socio-cultural/linguistic pluralism in New York City.
2. Students know a variety of approaches needed to educate different groups of learners in diverse contexts.
3. Students develop and use strategies for the inclusion of all learners.

SOCIAL COMMITMENT

1. Students understand their role and responsibility in advocating for equitable and appropriate educational services for children and their families.
2. Students understand their role and responsibility in improving classrooms and schools.