

HOFSTRA UNIVERSITY

**SCHOOL OF EDUCATION, HEALTH AND
HUMAN SERVICES**

**Department of Counseling, Research, Special
Education and Rehabilitation**

STUDENT TEACHING GUIDE IN

SPECIAL EDUCATION

TABLE OF CONTENTS

Page Number

I. Mission Statements	1
Department of Counseling, Research, Special Education, and Rehabilitation(CRSR)	1
Special Education.....	2
CEC Code of Ethics.....	3
NYS Code of Ethics for Educators.....	9
II. Introduction to Student Teaching	11
III. Student Teaching Policies and Procedures	13
IV. Role and Responsibilities	18
Information for Cooperating Teachers	
Information for Cooperating Schools	
Information for the University Supervisors	
Information for Student Teachers	
V. Student Teaching Lesson Plans and Journal	30
General Information	
Lesson Plans	
Lesson Plan Format	
VI. Student Teaching Journal	34
VII. Evaluation Procedures	35
Guidelines for Completing Evaluation Reports	
APPENDICES:	
Appendix A: Inclusive Teaching Rubric.....	44
Appendix B: Sign-Off Sheet.....	50
Appendix C: Time Report.....	51
Appendix D: Student Teacher’s Evaluation of Supervision	52
Appendix E: Supervisor’s Field Placement Summary Form.....	53
Appendix F: Student Teaching Seminar Course Syllabi.....	54
Appendix G: Student Teaching Timeline Guidelines.....	61

I. MISSION STATEMENTS

Mission Statement of Hofstra University's Department of Counseling, Research, Special Education, and Rehabilitation (CRSR)

The Department of Counseling, Research, Special Education, and Rehabilitation (CRSR) envisions its mission as the preparation of counselors, special educators, therapists, and gerontologists dedicated to enhancing the development and effectiveness of those individuals, groups, and populations with whom they work. While the Department includes a number of disciplines (Counselor Education, Special Education, Rehabilitation Counseling, Creative Arts Therapy, Educational Research, Program Evaluation, and Gerontology), its faculty are united in their commitment to preparing professionals whose practice to promote self-sufficiency and well-being in individuals and communities, many of whom have been marginalized by society, is grounded on the understanding of the research in their discipline.

Persons with psychosocial and vocational problems, disabilities, at-risk students who underachieve, the aged, and the programs that serve these groups occupy a central place in the teaching and research activities of the CRSR Department. As such, our various programs prepare students who are informed by the latest research and possess the theoretical foundation and skills needed to empower all individuals but especially those who have been marginalized because of race, gender, ethnicity, age, disability, and sexual orientation.

At the very heart of the CRSR Department is the preparation of human service and educational specialists, who are informed by the latest scholarship and committed to fostering equity and accountability within the systems/communities they work. In this sense, the CRSR Department is committed to preparing professionals who will be advocates as well as competent practitioners in their respective fields.

Recognizing that the preparation of educators and counselors who are advocates for social and educational justice is only possible to the degree that we ourselves demonstrate that commitment in our attitudes and behaviors, the faculty intentionally collaborate among each other and with educational and human service communities in action research activities aimed at further understanding and redressing the needs of marginalized individuals and groups. This commitment to furthering social justice through practice grounded in the latest research is the basis of our mission and the common thread that unites our various programs.

Mission Statement of Hofstra University's Special Education Program

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

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

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

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

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

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

CEC CODE OF ETHICS FOR EDUCATORS OF PERSONS WITH EXCEPTIONALITIES

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

Special Education Professionals:

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

CEC STANDARDS FOR PROFESSIONAL PRACTICE

Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities

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

- (1) Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.

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

Management of Behavior

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

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

Support Procedures

- (1) Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.

(2) Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.

(3) Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

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

(1) Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.

(2) Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.

(3) Maintain communication between parents and professionals with appropriate respect for privacy and confidentiality.

(4) Extend opportunities for parent education utilizing accurate information and professional methods.

(5) Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.

(6) Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.

(7) Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

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

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

(2) Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.

(3) Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.

(4) Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.

(5) Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional in Relation to Employment

Certification and Qualification

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

Employment

(1) Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.

(2) Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.

(3) Professionals give notice consistent with local education agency policies when intending to leave employment.

(4) Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.

(5) Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.

(6) Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.

(7) Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.

(8) Professionals respond objectively when requested to evaluate applicants seeking employment.

(9) Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

(1) Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.

(2) Professionals promote educational quality and intra-and inter professional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.

(3) Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.

(4) Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.

(5) The administration and supervision of special education professionals provides for clear lines of accountability.

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

Professional Development

(1) Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.

(2) Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

(3) Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

The Profession

(1) Special education professionals assume responsibility for participation in professional organizations and adherence to the standards and codes of ethics of those organizations.

(2) Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.

(3) Special education professionals refrain from using professional relationships with students and parents for personal advantage.

(4) Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.

(5) Special education professionals initiate, support, and/or participate in research related to the

education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:

- Adopt procedures that protect the rights and welfare of subjects participating in the research.
- Interpret and publish research results with accuracy and a high quality of scholarship.
- Support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.
- Exercise all possible precautions to prevent misapplication or misuse of a research effort, by self or others.

Other Professionals

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

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

New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally

and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

II. INTRODUCTION to STUDENT TEACHING

INTRODUCTION TO STUDENT TEACHING

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

Field Placements

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

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

Phases of Student Teaching

Student teaching consists of several critical phases. The first phase involves the assignment of the student teacher to a field site. Many factors are taken into consideration (level and type of disability, the selection of highly qualified cooperating teachers, multicultural setting, high needs schools etc.) to ensure that the student teaching assignment is a positive experience that promotes professional growth. Hofstra, in cooperation with local school districts, seeks to provide learning environments that promote high levels of learning for all students enrolled.

The second phase involves the gradual induction into full-time teaching. Although the department recognizes that each student teacher is unique in regard to the pace with which full-time teaching is approached, most student teachers should become involved after obtaining knowledge related to the cooperating teacher's class schedule, preferred teaching styles, and the program's allocation of time for specific activities.

The third phase involves full-time teaching induction. While working closely with the cooperating teacher, the student teacher should gain experience using a variety of instructional approaches and strategies, class management techniques, creative activity content, and several evaluative procedures. This handbook includes a recommended format for daily lesson plans to increase the likelihood that the daily instruction will be presented in a logical and progressive order as an outgrowth of the students' long-term goals and short-term objectives. These goals and objectives should reflect the New York State Standards as well as the individual IEP when appropriate.

The fourth phase provides the student teacher with the opportunity to observe and participate in a full range of the school's activities. Although it may be difficult to become exposed to all that is offered it is important to observe the related services provided by the school including speech pathology, occupational therapy, physical therapy, and counseling. The additional experiences can greatly broaden the student teachers concept of varied special education settings and roles of the teacher.

The final and most critical phase of the student teaching experience is the reflective process. The cooperating teacher is instrumental in assisting the student teacher in his or her individual reflection. With the assistance of the university supervisor the student uses journals, analysis of performance, readings and interactions with professionals, parents and students, to develop reflective practice skills that serve as a basis for career-long growth.

III. STUDENT TEACHING POLICIES AND PROCEDURES

Hofstra University considers the student teaching experience to be the capstone of the teacher preparation programs. It is at this time pre-service teachers have the opportunity to put theory into practice and connect the university experience with the reality of the school classroom.

The following information is provided to insure that everyone involved in student teaching is familiar with the expectations, guidelines, and policies of the university. This effort is made to guarantee a positive and rewarding student teaching experience.

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

Questions about details should be directed to the Special Education Placement Consultant.

3. Attendance: Fall semester student teachers must begin the day that the school district requests. If asked to attend the in-service meetings, student teachers must attend. Spring semester student teachers begin the day that Hofstra starts the spring semester. Once the assignment begins the student teacher is expected to follow both the calendar of the cooperating school and that of Hofstra. Each student teacher is expected to report to his/her respective cooperating school on time each day of the school week, except when excused by the proper cooperative school personnel in accordance with school policy, and with the permission of the university supervisor. In case of an emergency a student teacher is expected to contact designated cooperating school personnel and the university supervisor as soon as possible regarding the need for absences. Absences will be made up. The time-sheet will be signed at the end of each week by the cooperating teacher and student teacher. Hofstra reserves the right to withdraw students from the cooperating school at anytime and for any reason, in its sole discretion.
4. Teaching Load: Student teachers should begin to participate in teaching functions as soon as possible. This can be approached in a number of ways. The student teacher can be given responsibility for the instruction of one subject area, or he/she can begin to work with students on a one-to-one basis, moving on to small groups and entire class instruction. The student is responsible for planning and teaching lessons under the guidance of the

cooperating teacher. Emphasis should be placed on quality experiences. By the mid-semester, the student should be teaching on a daily basis, individual, group, and class activities.

5. Supplementary Experiences: Observation of related services, e.g., speech and language, occupational therapists, physical therapists are considered a significant, integral part of the teacher preparation program. Attendance at one or more CPSE/CSE and team meetings is desirable. Arrangements for such experiences should be made with the cooperation of the cooperating teacher and the related personnel, and confidentiality should be observed.
6. Schedule: Each student teacher should obtain from his/her cooperating teacher the schedule which will be followed. A copy of the completed schedule should be given to the university supervisor by the beginning of the second week. The form is provided by the Director of Field Placement. The university supervisor should be notified by the student of changes in the schedule. Any changes to the student teacher's assignment in the school district must be made through the collaboration of, and with the approval of the university supervisor.
7. Lesson Plans: The lesson plan format should follow that used in Hofstra University methods courses. Lesson plans do not have to be formal plans in every case. The complexity will vary with the lesson. The minimum requirements for any plan are a goal, objectives, procedure, and assessment. The lesson plans are to be discussed with and approved by the cooperating teacher prior to their implementation. After a lesson is taught, a reflection should be written on the lesson plan by the student teacher. All plans must be available and shown to the university supervisor during each visit or at the seminar. Individual university supervisors may have specific requirements for lesson planning. In that case the students will be provided with specific instructions.
8. Conferences: Several conferences between the cooperating teacher and student teacher should be held prior to and at the very beginning of the assignment. A major conference should be held at least once a week. Three-way conferences are strongly encouraged between student teacher, university supervisor, and cooperating teacher after each supervisory observation.
9. Professional Visits: A student teacher is expected to visit other schools, master teachers, and/or attend professional conferences on a limited basis and only as time permits. Careful plans should be made for such visits, and proper clearance must be received from cooperating school personnel and the university supervisor.
10. Seminars: Student teacher seminars will be conducted by the university supervisors on the Hofstra campus unless otherwise stipulated. The seminar provides an opportunity for student teachers to share impressions and experiences with their peers, as well as address issues pertinent to the student teacher experience with the university supervisors. Seminars will be conducted as a class and may include a text and course syllabus. Students will be expected to keep a journal and to complete all seminar assignments.

11. Journals: The journal is a weekly record of the student teacher's experiences, impressions, and ideas. The journal functions to help students remember significant events and reactions to them. The emphasis of the journal should be analysis and reflection. It is a personal reflection of your thoughts during your student teacher experience. The university supervisor will provide the format and the guidelines for sharing the writings.
12. Clothing: Every student teacher is expected to be appropriately dressed for all occasions. All student teachers are expected to abide by the guidelines and standards set by the school district and the specific school to which they have been assigned.
13. Substitute Teaching: **Student teachers may not take the responsibility or place of a qualified teacher or staff of cooperating school.** In general a student teacher should not be used as a substitute teacher except in case of an emergency. Student teachers may not be compensated for any responsibilities that constitute all or part of the required student teaching experience.
14. University Supervisor: A selected faculty member of Hofstra University will be assigned as university supervisor for several student teachers. The university supervisor will visit each student teacher approximately three times a semester. The student teacher and his/her cooperating teacher are urged to telephone the university supervisor whenever the need arises. All observations will be made by appointment at a time which is approved by the cooperating teacher.
15. Accidents: A student teacher should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. Any school accident involving the student teacher must be reported not only to appropriate school personnel, and the university supervisor, but also directly to the Director of Field Placement at the earliest opportunity, and certainly before the next school day.
16. Health: All student teachers must have updated health records on file at Hofstra including immunizations for measles, mumps, and rubella, and screening for tuberculosis. All student teachers are responsible for meeting the New York State Department of Health requirements and all cooperating school medical clearance requirements applicable to the type of experience to be received at the cooperating school.
17. **INSURANCE**: It is the sole responsibility of the student to obtain and maintain any insurance policies, if necessary as may be required by the cooperating school.
18. **STATUS/RELATIONSHIP**: No student teacher, teacher or staff member of the cooperating school shall be deemed an employee or agent of Hofstra. Neither Hofstra nor the cooperating school shall be obligated to the other or to student teachers for any compensation for services or expenses for medical, meals, travel or incidental expenses incurred by

participating in this program. Tuition remission vouchers may be provided pursuant to the terms of a Memorandum of Understanding (MOA).

19. **Time Reports:** Cooperating teachers must verify the student teacher's hours by completing and signing a time report form.
20. **Fingerprinting:** Candidates applying for certification must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. In order to expedite your fingerprint clearance please go the New York State Education web site at www.highered.nysed.gov/tcert. ***You must create an account with TEACH ONLINE SERVICES.***

Apply Online for Fingerprint Clearance and Make Payment:

Enter your personal information on the online fingerprint application. Pay the required fee with a credit card. You will need a printer available to complete the payment process. Please bring credit card confirmation with Hofstra fee to a designated fingerprint session. (Check dates with Certification Office).

Please bring the following to the fingerprint session:

- Your Hofstra I.D. card
- Credit Card Confirmation or Payment Coupon
- \$10 cash**

**Hofstra charges a *separate* service fee. The service fee must be paid in cash *in addition* to the New York State fee.. If you have any questions please contact the Office of Certification and Educational Support Services at (516) 463-5747.

IV. ROLES AND RESPONSIBILITIES

Cooperating Teachers

The role of the cooperating teacher carries both great responsibility and influence in shaping future educators. Research tells us that most times student teachers adopt the teaching pattern of their cooperating teachers. This enables the cooperating teacher to share their knowledge and experience, and act as a mentor to a young professional.

Being a mentor is exciting and stimulating. Although having an additional person in the class may require some modifications, it also allows the teacher to model their own style of instruction and provide guidance in planning, preparation, presentation, and creating a community of life long learners.

Student teaching is an exercise in collaboration between an experienced mentor and a knowledgeable but less experienced pre-service teacher. The following information is provided to help the cooperating teacher in this collaborative effort.

INFORMATION FOR COOPERATING TEACHERS

Requirements:

- Have a sincere desire to mentor a student teacher and share his/her classroom.
- Have certification in the area in which the student is assigned to teach.
- Have completed a minimum of three years of successful teaching experience.

To help the student teacher develop insight into the teaching-learning process, we ask that the cooperating teacher share the philosophy and the methods that are the basis for his/her own teaching. This might be done in post-classroom conferences as well as in the normal structure of your relationship.

The cooperating teacher is considered the daily role model for the student teacher. We ask the cooperating teacher to assist the student teacher in applying the knowledge and skills of their course work within the actual classroom setting. The cooperating teacher provides examples of how to:

- Plan engaging and appropriate lessons for individuals and groups.
- Develop and implement a variety of teaching strategies.
- Differentiate instruction to address diverse learning styles.
- Plan and implement lessons that reflect the whole child, both cognitive and affective domains.
- Assess and evaluate student learning.

A successful beginning as a student teacher is very important. It involves getting acquainted with the classes, learning as much as possible about classroom management, becoming familiar with the routine of the school, observing and assisting with classroom activities, and conferring with the cooperating teacher. Included below are suggestions relative to what should be covered by the cooperating teacher during orientation.

Orientation to the Community:

1. Provide information about the people representing the community and school neighborhood.
2. Discuss the economic conditions that exist in the community and school neighborhood.
3. Encourage attendance at a Special Education Parent-Teacher Association meeting.

Orientation to the School:

1. Provide a map and guided tour of the school.
2. Provide a copy of the student and faculty handbook.
3. Discuss the many facets that comprise the school.
4. Introduce the student to the related services personnel in the school and arrange for observation time.

Orientation to the Special Education Program with full discussion of:

1. Accident and emergency procedures
2. Child Abuse report
3. Duties and responsibilities of department staff
4. Policies and procedures regarding attendance, excuses, etc.
5. Schedule and bell systems
6. Policies and procedures governing the use of facilities, equipment, and supplies
7. The curriculum focus and individual emphasis
8. Relationship of general education
9. Classroom management techniques

10. Class routines and procedures
11. Teaching methods and techniques
12. Individualized Education Plans

The student teacher should have an opportunity to experience the following:

1. Read the students' IEPs or at a minimum, long term objectives, and program modifications. Observe confidentiality in reference to these documents.
2. Observe students, where appropriate, in physical education, music, art, reading, computer lab, occupational therapy, physical therapy, speech, etc.
3. Attend department and school faculty meetings.
4. Observe the testing program.
5. Attend Special Education team meetings.
6. Attend CSE meetings, with advance permission.
7. Prepare a bulletin board display.
8. Assist with distribution and checking assignments.

Student teachers are expected to gradually assume planning and instructional responsibilities starting from the first day of their placement. One suggestion to facilitate the students' transition to full-time teaching is for the cooperating teacher to assign the planning and instruction of one subject initially. The student teacher will then take over the time period in which that subject is taught by the second week. By adding one subject per week the student teacher will be prepared to take over for the entire day within a few weeks.

One very important aspect of a student teaching experience is continuous feedback. Every student teacher can profit by constructive analysis of his/her teaching effectiveness on a regular basis. We strongly recommend that after each class your student teacher conducts, you provide him/her with a brief but clear indication of the strengths and weaknesses of the lesson. In addition, it is most important to your student teacher's professional development to learn how to assess and reflect on his/her own teacher performance.

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

1. Formally introduce the student teacher to the pupils as a professional colleague.

2. Arrange for a tour of the school building.
3. Discuss with the student teacher and provide the student teacher with all rules, policies, and regulations of the school, including those pertaining to passes, late slips, the marking system, fire drills, etc. so that students are aware of and may meet the expectations established by the school.
3. Provide the student teacher with appropriate materials such as state and local syllabi, department outlines, teachers' guides to texts, lists of school owned films, and other instructional materials, etc.
5. Allow the student teacher to teach his/her classes without interrupting him/her.
6. Observe regularly and evaluate lessons taught by the student teacher.
7. Encourage and guide the student teacher to become analytical, reflective, and self-evaluative.
8. Increase responsibility of the student teacher as readiness is demonstrated.
9. Confer with the student teacher regularly and in private.
10. Assist the student teacher to become skillful in the use of audiovisual equipment and instructional materials of all sorts.
11. Provide the student teacher with the opportunity for a variety of experiences related to the multifaceted role of the student teacher.
12. Share instructional ideas, insights, organizational tips, materials, and suggestions with the student teacher.
13. Guide, counsel, and nurture the student teacher in all aspects of teaching.
14. Regularly appraise and inform student teachers of their progress
15. Confer with the university supervisor about such matters as identifying appropriate experiences, expectations, and progress of the student teacher.
16. Prepare and return an early progress report and a final evaluation form.

ROLE AND RESPONSIBILITIES OF THE COOPERATING SCHOOL

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

1. Make available appropriate classroom space for student teachers and classroom observations, as well as supply qualified teachers to supervise/mentor student teachers.
2. Permit Hofstra liaisons, supervisors, faculty advisors and/or coordinators to do site visits to be agreed upon in advance.
3. Make available emergency treatment to student teachers who may become ill or may be injured while at the cooperating school, at the student's expense. Any school accident involving student teachers must be reported to Hofstra.
4. Comply with all applicable federal, state and local nondiscrimination and equal opportunity laws, orders and regulations. Hofstra and cooperating school shall not engage in unlawful discrimination or harassment against any person because of race, color, creed, religion, sex, age, national origin, disability, sexual orientation, marital status, disability, or veteran status.
5. Agrees to hold free and harmless and to indemnify Hofstra, its trustees, officers, directors, employees, agents, affiliates and students from any and all claims, lawsuits, judgments, and expenses (including reasonable attorneys fees) which Hofstra, its trustees, directors, officers, agents, employees, instructors and students become liable to pay or defend as a result of the injury to person or property arising out of the Placement Site's performance of this Agreement, provided that such loss or damages was not caused solely by the negligence of Hofstra, its trustees, officers, directors, employees, agents, affiliates and students.

INFORMATION FOR THE UNIVERSITY SUPERVISORS

Preface:

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

Role and Responsibilities:

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

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

The field supervisor is a professional and collegial guest in the schools. The supervisor is responsible for establishing and maintaining cooperative relationships between the university and the schools; the supervisor is responsible for first-order remediation of difficulties or differences which may arise and which may affect the student. The supervisor will work under the direction of the Special Education Program Coordinator and with the Director of Field Experiences, in all cases of difficulty or controversy between or among the student, the university, the school, or school personnel.

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

1. The supervisor should make prompt contact with assigned student teachers and complete arrangements for initial site visits.
2. It is expected that the supervisor meet with the cooperating teachers and school principal by the end of the second week, to outline the program requirements.
3. Supervisors should arrange meetings with the student teachers before student teaching begins.

4. Specific office hours should be scheduled and maintained so that student teachers can contact the supervisor.
5. Professional relationships should be cultivated between the student teachers and the supervisor.
6. Specific feedback should be provided after observations. Encourage the student teachers to be self-analytical and self-evaluative.
7. A written summary of the conference should be available to the student teacher one week after the supervisory visit. Students will sign these reports. They have a right to respond to supervisory statements in writing and have their responses appended to the supervisor's report.

In addition to field observations of student teacher performance, the university supervisor conducts weekly seminars with the student teachers. The seminars can cover a wide range of topics depending on placement of student teachers and their specific needs. The following topics are suggested:

- Review of expectations related to dress, observations, seminars, lesson plans, journals, etc.
- Simulated job interviews.
- Implementation of the IEP.
- Working with children and families from diverse socioeconomic, language, and cultural backgrounds.

Special Seminars:

Student teacher:

- must [register here](#) for ALL in-person seminars attendance
- [register here](#) for Online Fire and Arson Seminar presentation

Fire and Arson, in accordance with Education Law, section 808

A prescribed course of instruction in fire and arson prevention relating to the protection of life and property against loss or damage as a result of criminally initiated or other preventable fire, for use in the schools of the state. The course instruction includes material to educate children on the dangers of falsely reporting a criminal incident or impending explosion of fire emergency involving danger to life or property or impending catastrophe.

Identification of Child Abuse and Maltreatment, in accordance with Education Law, section 3004

Two hours of prescribed course of study for individuals applying for certification. The course includes information regarding the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out by the Commissioner, including how a report must be made, what other legal actions the reporter is mandated or authorized to take, the legal protections offered reporters and the consequences for failing to report.

Prevention of Alcohol, Tobacco, and Drug Abuse, in accordance with Education Law, section 804

This course provides instruction regarding alcohol, tobacco, and other drugs so as to discourage the misuse and abuse of these substances and to promote attitudes and behaviors that enhance health, well being, and human dignity.

School Violence Prevention and Intervention (SAVE), in accordance with Education Law, section 3004

This study is composed of a least two clock hours of course work that includes, study in the warning signs within a developmental and social context that relates to violence and other troubling behaviors in children; the statues, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Highway and School Safety/Prevention of Child Abduction, in accordance with Education Law, sections 806 & 803-a

This course is designed to provide teachers with instruction to their students in all public school in the state on the prevention of abduction of children and highway safety and traffic regulations including bicycle safety.

SPECIAL EDUCATION SEMINARS: In addition to the required New York State Seminars all Special Education teacher candidates must complete three specialized seminars. The seminars will be conducted as part of weekly seminar meetings. Dates will be made available on the Student Teaching Calendar. These seminars include information about health and safety issues for students with moderate to severe disabilities. Specifically the topics covered include:

- Positioning of students with physical disabilities
- Tubefeeding and medication for students who are medically fragile
- Teacher response to seizures
- Introduction to CPR

- General safety concerns for students with severe disabilities

INFORMATION FOR STUDENT TEACHERS

The student teaching experience in the Special Education programs is intended to offer student teachers the opportunity to develop and apply the theoretical concepts and technical skill of teaching.

In general, student teachers are expected to undertake the duties and responsibilities of the experienced teacher. Unlike the experienced teacher, however, the student teacher is provided with the continuous support and supervision of both a cooperating teacher and a university supervisor. The responsibilities of the teacher extend beyond just dispensing information to students. An effective professional is expected to use varied instructional strategies, and create a classroom environment that fosters acceptance of diversity in abilities and needs. The role of the teacher is not confined to the classroom but involves establishing collaborative relationships with other professionals, parents, and community members. By the conclusion of the student teaching experience it is expected that the student teacher will be able to demonstrate these knowledge, skills, and values. For further edification refer to the Final Student Teaching Evaluation Form and the Inclusive Teaching Rubric.(Appendices)

A successful beginning as a student teacher is very important. It involves getting acquainted with classes, learning as much as possible about classroom management, becoming familiar with the routines of the school, observing, assisting with classroom activities, and conferring with the cooperating teacher.

- A. Student teachers should learn about the students in all classes they teach or observe. This may include:
 - 1. Demonstrating an awareness of differences in ethnicity, religion, gender, socio-economics, and disability.
 - 2. Becoming familiar with individual student abilities and needs through observation and teacher feedback, and review IEPs when applicable.
 - 3. Informal discussions with pupils.
 - 4. Studying the community in which the pupils live.

- B. Student teachers should familiarize themselves with the curriculum and materials that are, or could be, used in the classes they teach. Simultaneously, student teachers should begin collecting instructional materials they tentatively plan to use when teaching.

- C. Observation of teachers within the school during the student teaching placement is an integral part of learning about instructional strategies and classroom management. These observations become more meaningful as the student teacher has increased time in his/her placement. Student teachers should keep notes on lessons observed. The notes serve as a basis for reflection and discussion with the cooperating teacher.

Notes may be on the following items:

1. Principles of teaching.
 2. Reasons for particular lessons being given.
 3. Teaching strategies, methods, and techniques.
 4. Beginning procedures.
 5. Motivation.
 6. Methods of engaging the students.
 7. Use of materials.
 8. Classroom management.
 9. Classroom routines, such as recording attendance, distributing and collecting materials, and attention to physical characteristics of the room.
 10. Differentiation of Instruction
 11. Use of UDL
- D. Student teachers should show initiative in the classroom by offering to assist the teacher in daily activities such as recording attendance, as well as helping individual or small groups of students.
- E. Student teachers should submit to the university supervisor a copy of their cooperating teacher's schedule which they will follow.
1. A form will be provided to the student teacher for this to be done. This should be filled out and given to the university supervisor by the second seminar.
 2. Whenever student teachers deviate from the schedule, they should first clear the change with the cooperating teacher.
 3. The university supervisor should be notified promptly of changes in the schedule.
 4. Student teachers should notify both the cooperating teacher and the university supervisor whenever they are going to be absent from the cooperating school due to illness.
- F. Student teachers should become familiar with classroom organization and management:
1. Making seating charts (to get to know students by name).
 2. Learning attendance and other clerical procedures.
 3. Distributing materials.
 4. Planning and arranging bulletin boards.
 5. Regulating lighting, temperature, ventilation.
 6. Keeping records of homework.
 7. Observing several teachers teach.
- G. Student teacher should explore a variety of instructional materials:
1. Using chalkboard, maps, charts, etc.

2. Bringing in supplementary materials.
3. Locating other teaching materials.
4. Technology for class instruction
5. Using materials which foster critical thinking and facilitate learning.
6. Implementing Universal Design for Learning.

H. Student teachers should participate in class instruction:

1. Making assignments.
2. Employing a variety of instructional techniques.
3. Developing accommodations and modifications.
4. Constructing and administering examinations.
4. Instructing small groups.
5. Instructing classes.
6. Discussing test results with pupils.
7. Preparing daily lesson plans.
8. Preparing long-range plans.
9. Supervising classroom study.
10. Cooperatively planning a lesson or activity with a class.
11. Observing students in support services and mainstream settings.
12. Applying most current research based practice.

I. Evaluating pupil growth in all domains:

1. Constructing valid tests.
2. Grading papers.
3. Monitoring student progress using observation forms.
4. Evaluating students by various means of authentic assessment.
5. Recording grades or progress.
6. Assisting with reports, grade cards, etc.
7. Relating performance to goals and objectives in the IEP.
8. Relating performance to the New York State Standards.

F. Engaging in school activities:

1. Assisting with extracurricular activities.
2. Attending CPSE/CSE meetings.*
3. Attending parent conferences.*
4. Attending faculty meetings.
5. Working with faculty committees.
6. Visiting faculty room.
7. Learning school policies regarding fire drills, discipline, home visits, accidents, etc.

* These activities are confidential and require permission from school administrator and parents.

V. STUDENT TEACHING LESSON PLANS AND JOURNALS

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

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

CALENDAR

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

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

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

LESSON PLANS

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

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

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

Universal Design for Learning Lesson Plan

Teacher(s): _____

Date: _____

Grade _____ Classroom Setting _____

-

NYS Standard/Benchmark/Indicator: Are you aligning your lesson with district or state standards?

IEP Goals (if applicable)

Lesson Goal:

Lesson Behavioral Objective(s):

UDL Principles to Consider in Planning:

Multiple Means of Representation: How are you going to present your content so that it meets the needs of all students...is the information represented in different ways?

Multiple Means of Engagement: How are you going to provide multiple pathways for students to actually learn the material presented?

Multiple Means of Expression: How will students demonstrate what they have learned?

Materials:

Procedures:

Assessment:

VI. STUDENT TEACHING JOURNAL

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

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

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

VII. EVALUATION PROCEDURES

1. Independently and jointly, the student teacher, cooperating teacher, and university supervisor should evaluate and discuss the student teacher's performance progressively throughout the assignment as well as terminally.
2. Emphasis should be placed on the student teacher's reflections.
3. Students enrolled in SPED 237 will receive Early Progress Reports and Final Evaluations from each of their special education cooperating teachers. For combination ELED/SPED or SED/SPED student teachers, the general education cooperating teacher (first 1/2 of semester) and the special education cooperating teacher (2nd 1/2 of the semester) are EACH asked to complete an Early Progress Report and a Final Evaluation of the student teacher's performance.

It is strongly recommended that the cooperating teacher thoroughly discuss both evaluations with the student teacher prior to submitting them to the university supervisor. If specific concerns arise at other times, please contact the supervisor as soon as possible.

4. The university supervisor is expected to conduct a conference with the student teacher soon after the end of the assignment, and submit a written evaluation, including a grade. The university supervisor will also forward to the Program Director the written evaluation by the student teacher and cooperating teacher.
5. The Special Education Director will review all evaluations and the grade. If change or clarification seems desirable, the appropriate people will be consulted.
6. All written evaluations are confidential, except for professional interpretation by the university supervisor, the Special Education Director, or the Assistant Dean for External Relations.
7. The final grade (Pass or Fail) will be submitted to the Hofstra University Registrar by the university supervisor, for recording on the student's official transcript.

APPENDIX A
The Inclusive Teaching Rubric (ITR)
&
The Self-contained Teaching Rubric (STR)

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INCLUSIVE TEACHING RUBRIC

LESSON PREPARATION: What must you consider in the preparation of your lesson ?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
1. Assessment	"Formal and informal assessment is evident. "Extensive knowledge of human development. "Recognizes and meets the needs of all student by removing barriers to curriculum by UDL.	"CBA & student profile, guides planning process. "Curriculum is developmentally appropriate and accessible through UDL. "Integrates IEP goals into lesson preparation.	"Considers ability levels, MIs, LS. "Limited consideration of developmental differences and UDL. "IEP goals met apart from group lesson.	"Follows teacher guide. "Works on grade level. "Lesson reflects a one size fits all approach.	1			
2. Diversity	"Considers language, gender, culture and disabilities. "Complements instruction with varied and extensive resources.	"Considers cultural context of students and family characteristics. "Provides materials that enrich the curriculum.	"Limited culturally relevant materials. "Supplements with teacher aids.	"Uses commercially prepared materials exclusively. "Ancillary materials provided by district.	1			
3. Expectations	"Challenges learners to reach high standards and go beyond. "Learning is ongoing: incorporates and extends previous instruction. "Independent work assignments match student ability.	"Knowledgeable of state standards, operationalized in setting goals. "Makes connections to previous learning; enables expansion of concepts.	"Aware of state standards, but applies inconsistently. "Makes connections to previous learning.	"Lesson lacks evidence of state standards. "Treats lesson in isolation.	1			

4. Content Knowledge	"Demonstrates extensive knowledge in subject area as shown in application of the UDL principle of multiple forms of representation..	"Content knowledge is evident and goes beyond the needs of the lesson with multiple forms of representation evident.	"Sufficient content knowledge for specific lesson with more than one form of representation.	"Relies on teacher manual without multiple forms of representation	1 2 3 4			
5. Organization	"Highly organized with planned contingencies. " Materials diversified and flexible.	"Highly organized. " Adapted materials available.	"Sequential. "Adaptations of materials added on as needed.	"Covers material. "One set of material for all.	1 2 3 4			

*To be used during the pre-observation conference and for evaluation of lesson plan.

PRESENTATION: How are you going to present your lesson ?

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
6. Cultural and Linguistic Competency	"Responsive to abilities, interests, language, and cultures of the group.	"Presentation reflects diversity of the class.	"Materials used represent varied perspectives.	"Presentation does not account for cultural context.	1 2 3 4			
7. Engagement	"Ideas and concepts are presented clearly & concisely & facilitates active involvement. "Goals are clearly explained and elaborated. "Materials motivate and provide cognitive/sensory access for all.	"Presentation is fluid and accurate and motivating with multiple forms of engagement. "Students understand goals presented. "Materials actively involve most students in lesson.	"Presentation is easy to follow. "Students told lesson goals. "Materials expand ideas and concepts presented.	"Presentation is somewhat vague. "Goals are not articulated. "Materials supplied by textbook series.	1 2 3 4			
8. Interactional Skills	"Questioning techniques promote critical thinking. "Uses students contributions to help guide overall lesson.	"Uses a variety of questioning techniques. "Highlights students contributions to lesson.	"Uses question and answer techniques to elicit information. "Encourages students contributions.	"Responds to student-initiated questions. "Limited student contributions.	1 2 3 4			

9. Communication Effectiveness	"Language is exemplary and enriching. "Speaks expressively with proper volume.	"Language modifications clarify and expand lesson. "Increases volume to increase interest in material.	"Appropriate language is used. "Varies expression when presenting some material.	"Appropriateness of language level inconsistent. "Uses adequate volume.	1 2 3 4			
10. Professional Demeanor	"Patient and uses time creatively. "Communicates excitement of learning. "Professional appearance and manner serves as role model.	"Flexible and patient. "Good-humored. "Appearance and manner highlight professional role.	"Uses appropriate wait time. "Presents material in a pleasant manner. "Appearance is appropriate for the classroom.	" Follows schedule. "Presents material as outlined in manual. "Neat and clean in appearance.	1 2 3 4			

INSTRUCTION: What instructional strategies will you use to facilitate learning ?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
11. Accountability	"Learning objectives for all students are met. "Evaluation built into the lesson enabling students to self-assess through multiple means of expression.	"All students meet some learning objectives. "Student learning evaluation is formative, summative, individualized with multiple forms of expression	"Most students meet some objectives. "Lesson evaluation is summative and uniform with one form of expression.	"A few students meet learning objectives. "No evaluation is evident.	1 2 3 4			
12. Expectations	"Strategies, and materials support higher student learning "Discussions promote higher level thinking. "Considers home, school, and community supports.	"Uses skills that enhance student learning expectations. "Provides opportunities to explore curriculum "Evaluates student ability to work independently.	"Materials encourage students to go beyond learning objectives. "Uses more than one instructional method. "Considers appropriateness of assignment.	"Expectations relate to completion of lesson activities. "Uses direct instruction to apply skills. "Considers the class as a whole.	1 2 3 4			
13. Universal Design for Learning/ Accommodations/ Technology	" Lesson is developed on the universal design for learning framework. "Technology is used in instruction for all students and to provide multiple forms of representation, expression, and engagement.	" Adapts lesson to meet diverse learning styles and MIs using multiple entry points and UDL. "Technology supports learning; assistive technology for students with disabilities.	"Varies instruction and shows an awareness of ability levels with limit use of UDL. "Assistive technology available based on IEP mandate.	"Instructs curriculum on one level. "Technology is available within the school .	1 2 3 4			

14. Constructivism	"Fosters student construction of meaningful knowledge and generalization. "Student involvement guides lesson.	"Integrates student-initiated learning experiences into ongoing instruction. "Instruction is child-centered.	"Classroom activities enable students to expand their thinking. "Instruction is teacher-directed with opportunities for student involvement.	"Teacher-directed discussion takes place. "Instruction is teacher-directed.	1 2 3 4			
15. Collaboration	"Integrates related services into instruction. "Models cooperative coteaching. "Support personnel integral part of class.	"Support services are push-in. "Some shared practice is evident. "Provides direction for paraprofessionals.	"Combined push-in and pull-out services. "Uses coplanning and shared curriculum. "Paraprofessionals work independently.	"Pull-out services only. "Teacher responsible for own class. "Paraprofessionals tangential to instruction	1 2 3 4			

MANAGEMENT: How will you gain and maintain student cooperation?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
16. Prevention	"Room layout promotes peer support strategies. "Management involves engaging students in curriculum. "Sense of belonging promotes self-esteem.	"Layout facilitates traffic interactions with minimal distractions. "Students' interests used for engagement "Acceptance of diverse abilities promotes self-efficacy.	"Layout supports learning. "Student participation considered appropriate behavior. "Encourages all to be part of classroom life.	"Physical layout is safe. "Student learning is considered separate from classroom management. "Asks all students to behave in the same way	1 2 3 4			
17. Classroom Climate	"Creates a safe, caring environment encouraging positive interactions. "Creates a safe classroom where rules and routines respect individual differences	"Creates warm, welcoming environment encouraging communication. "Safety and security of students and teacher generate classroom rules and routines.	"Most students understand and are comfortable with their role. "Rules and routines are consistent with a safe classroom and are set up by teacher.	"Social /emotional considerations not evident in layout. "Teacher control paramount in rules and routines.	1 2 3 4			
18. Planning	"Develops, implements program to enhance social participation. "Implements conflict resolution and due process. "Seeks consultation from support personnel while problem solving within the classroom.	"Uses non-aversive techniques for controlling targeted behaviors. "Uses various problem-solving techniques when appropriate. "Collaborates with support personnel.	"Reinforces school behavior policy. "Solve problems with extrinsic management strategies. "Depends on outside support to manage class.	"No behavior management plan apparent. "Punishment is part of management. "Seeks removal of acting-out students.	1 2 3 4			

<p>19. Mental Health</p>	<p>"Mutual respect implicit to management based on social/emotional needs. "Active listener who accepts student feelings to relieve frustration. and diffuse conflict.</p>	<p>"Social/emotional needs considered in rules and routines. "Encourages students to express feelings and is responsive.</p>	<p>"Rules and routines respond to student and teacher needs. "Responsive to students feelings in specific situations.</p>	<p>"Rules and routines set by district policy. "Maintains rules and routines at all times.</p>	<p>1 2 3 4</p>			

SELF CONTAINED TEACHING RUBRIC

LESSON PREPARATION: What must you consider in the preparation of your lesson ?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS				
					1= Master	2= Highly Skilled	3= Proficient	4= Novice	
1. Assessment	"Formal and informal assessment is evident. "Extensive knowledge of human development. "Recognizes and meets the needs of all studentSby removing barriers to curriculum by UDL.	"CBA & student profile, guides planning process. "Curriculum is developmentally appropriate and accessible through UDL. "Integrates IEP goals into lesson preparation.	"Considers ability levels, MIs, LS. "Limited consideration of developmental differences and UDL. "IEP goals met apart from group lesson.	"Follows teacher guide. "Works on grade level. "Lesson reflects a one size fits all approach.	1 2 3 4				
2. Diversity	"Considers language, gender, culture and disabilities. "Complements instruction with varied and extensive resources.	"Considers cultural context of students and family characteristics. "Provides materials that enrich the curriculum.	"Limited culturally relevant materials. "Supplements with teacher aids.	"Uses commercially prepared materials exclusively. "Ancillary materials provided by district.	1 2 3 4				
3. Expectations	"Challenges learners to reach high standards and go beyond. "Learning is ongoing: incorporates and extends previous instruction. "Independent work assignments match student ability.	"Knowledgeable of state standards and alternative statements for severe/multiple disabilities in setting goals. "Makes connections to previous learning; enables expansion of concepts.	"Aware of state standards, but applies inconsistently. "Makes connections to previous learning, implements IEP goals.	"Lesson lacks evidence of state standards. "Treats lesson in isolation.	1 2 3 4				

4. Content Knowledge	"Demonstrates extensive knowledge in subject area as shown in application of the UDL principle of multiple forms of representation..	"Content knowledge is evident and goes beyond the needs of the lesson provides functional application of content with multiple forms of representation evident	"Sufficient content knowledge for specific lesson with more than one form of representation.	"Relies on teacher manual without multiple forms of representation	1 2 3 4			
5. Organization	"Highly organized with planned contingencies. " Materials diversified and flexible.	"Highly organized. " Adapted materials available.	"Sequential. "Adaptations of materials added on as needed.	"Covers material. "One set of material for all.	1 2 3 4			

*To be used during the pre-observation conference and for evaluation of lesson plan.

PRESENTATION: How are you going to present your lesson ?

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
6. Cultural and Linguistic Competency	"Responsive to abilities, interests, language, and cultures of the group.	"Presentation reflects diversity of the class.	"Materials used represent varied perspectives.	"Presentation does not account for cultural context.	1 2 3 4			
7. Engagement	"Ideas and concepts are presented clearly & concisely & facilitates active involvement. "Goals are clearly explained and elaborated. "Materials motivate and provide cognitive/sensory access for all.	"Presentation is fluid and accurate and motivating with multiple forms of engagement. "Students understand his/her role in routines. "Materials actively involve most students in lesson.	"Presentation is easy to follow with established routines for individualized instruction.. "Students told lesson goals. "Materials expand ideas and concepts presented.	"Presentation is somewhat vague. "Goals are not articulated. "Commercial materials only.	1 2 3 4			
8. Interactional Skills	"Communication techniques promote student independence. "Uses students strengths to guide discourse.	"Uses a variety of communication techniques "Reinforces appropriate students participation and responses.	"Uses alternative techniques to elicit information. "Encourages students responses.	"Responds to student behavior and communication (verbal and nonverbal) "Limited student contributions.	1 2 3 4			

9. Communication Effectiveness	"Communication is exemplary and enriching. "Speaks and communicates expressively with proper volume.	"Language modifications clarify and expand lesson. "Alter communication to increase interest in material.	"Appropriate language is used. "Varies expression when presenting some material.	"Appropriateness of language level inconsistent. "Uses adequate volume.	1 2 3 4			
10. Professional Demeanor	"Patient and uses time creatively. "Communicates excitement of learning. "Professional appearance and manner serves as role model.	"Flexible and patient. "Good-humored. "Appearance and manner highlight professional role.	"Uses appropriate wait time. "Presents material in a pleasant manner. "Appearance is appropriate for the classroom.	" Follows schedule. "Presents material as outlined in manual. "Neat and clean in appearance.	1 2 3 4			

INSTRUCTION: What instructional strategies will you use to facilitate learning ?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
11. Accountability	"IEP objectives for all students are met. "Evaluation built into the lesson enabling students to self-assess when appropriate through multiple means of expression.	"All students meet some IEP objectives. "Student learning evaluation is formative, summative, individualized with multiple forms of expression	"Most students meet some IEP goals. "Lesson evaluation is summative and uniform with one form of expression.	"A few students meet learning objectives. "No formative or summative evaluation is evident.	1			
12. Expectations	"Strategies, and materials support optimal student potential "Discussions promote independence. "Considers home, school, and community supports.	"Uses skills that enhance thinking processes and independence. "Provides opportunities to apply learning authentically. "Evaluates student ability to work independently.	"Materials encourage students to go beyond learning and IEP objectives. "Uses more than one instructional method. "Considers appropriateness of assignment.	"Expectations relate to completion of lesson activities. "Uses direct instruction to apply skills. "Considers the class as a whole.	1			
13. Universal Design for Learning/ Accommodations/ Technology	"Provides UDL throughout instruction. "Technology integrated into instruction for all students .	" Provides access to learning using UDL, and differentiates lesson to meet diverse learning needs "Assistive technology applied effectively.	"Varies instruction and shows an awareness of ability levels an access need "Assistive technology available based on IEP mandate. Limited use of UDL	"Instructs skills and curriculum in one modality. "Technology is available within the school.	1			

14. Metacognition	<p>"Instruction promotes and facilitates self-reliant learners "Independent learning strategies are generalized across content areas.</p>	<p>"Instruction facilitates independent ADL skills. "Instructional experiences reinforce self-directed student learning. Instruction promotes generalization of skills and knowledge.</p>	<p>"Task analysis is evident in activities that enable students to apply their skills. "Instruction is teacher-directed with strategies that promote student involvement.</p>	<p>"Teacher-directed discussion takes place. "Instruction is teacher-directed.</p>	<p>1 2 3 4</p>			
15. Collaboration	<p>"Integrates related services into instruction. "Models cooperative coteaching. "Support personnel integral part of class.</p>	<p>"Support services are push-in. "Some shared practice is evident. "Provides direction for paraprofessionals.</p>	<p>"Combined push-in and pull-out services. "Uses coplanning and shared curriculum. "Paraprofessionals work independently.</p>	<p>"Pull-out services only. "Teacher responsible for own class. "Paraprofessionals tangential to instruction</p>	<p>1 2 3 4</p>			

MANAGEMENT: How will you gain and maintain student cooperation?*

Teacher behaviors regarding:	MASTER	HIGHLY SKILLED	PROFICIENT	NOVICE	RATINGS & COMMENTS			
					1= Master	2= Highly Skilled	3= Proficient	4= Novice
16. Prevention	"Room layout promotes peer support strategies. "Management involves engaging students in curriculum. "Sense of belonging promotes self-esteem.	"Layout facilitates traffic interactions with minimal distractions. "Students' interests used for engagement "Acceptance of diverse abilities promotes self-efficacy.	"Layout supports learning with minimal student interaction. "Student participation considered appropriate behavior. "Encourages all to be part of classroom life.	"Physical layout is safe. "Student learning is considered separate from classroom management. "Asks all students to behave in the same way	1 2 3 4			
17. Classroom Climate	"Creates a safe, caring environment encouraging positive interactions. "Creates a safe classroom where rules and routines respect individual differences	"Creates warm, welcoming environment, with public and private spaces. "Safety and security of students and teacher generate classroom rules and routines.	"Most students understand and are comfortable with their role. "Rules and routines are consistent with a safe classroom and are set up by teacher.	"Social /emotional considerations not evident in layout. "Teacher control paramount in rules and routines.	1 2 3 4			
18. Planning	"Develops, implements program to enhance social participation. "Implements conflict resolution and due process. "Seeks consultation from support personnel while problem solving within the classroom.	"Uses non-aversive techniques for controlling targeted behaviors. "Uses various problem-solving techniques when appropriate. "Collaborates with support personnel.	"Reinforces school behavior policy. "Solve problems with extrinsic management strategies. "Depends on outside support to manage class.	"No behavior management plan apparent. "Punishment is part of management. "Seeks removal of acting-out students.	1 2 3 4			

19. Behavior Management Planning	"BIP has ongoing reassessment as appropriate. "Proactive and collaborative approach to behavior management planning.	"Social/emotional needs considered in rules and routines. "Recognizes ABC patterns and applies BIP based on functional behavioral analysis. Introduce positive behavior to replace aberrant behavior which is being extinguished.	"Rules and routines respond to student and teacher needs. "Responsive to students feelings in specific situations. Demonstrates knowledge of functional analysis and behavior	"Reactive rather than proactive response to student behavior. "Maintains one set of rules for all students.	1			
					2			
					3			
					4			

APPENDIX B

SIGN-OFF SHEET

Please fill in and remove this sheet. Return it to the University student teaching supervisor during the first week of student teaching.

I have read and agree with the roles and responsibilities of all parties as contained within this Student Teaching Manual.

I (am, am not) certified in the area in which I am supervising the student.

I (have, don't have) at least three (3) years of teaching experience in this area.

COOPERATING TEACHER: Name: _____

Signature _____ Date _____

School and District

Certification Area

STUDENT TEACHER: Name: _____

Signature _____ Date _____

Intended Certification Area

UNIVERSITY SUPERVISOR: Name: _____

Signature _____ Date _____

APPENDIX C

TIME REPORT

Student's Name _____
(Last) (First)

School Name _____

School Address _____

Cooperating Teacher _____

Subject Taught _____

Grade Level _____

Beginning and Ending Dates of Student Teaching:

(Started) (Ended)

(Student's Signature)

Verified by: _____
(Cooperating Teacher or Department Chair's Signature)

NOTE: Credit for student teaching cannot be given until this form is returned to the Office of Field Placement.

APPENDIX D

STUDENT TEACHER'S EVALUATION OF SUPERVISION

SUPERVISOR _____ SEMESTER _____

Please offer your comments in the areas cited below. Guidelines for your narrative are provided, but feel free to share additional observations and suggestions.

1. DISCUSS YOUR SUPERVISOR'S ACCESSIBILITY/AVAILABILITY:

2. DISCUSS YOUR RELATIONSHIP WITH YOUR SUPERVISOR

- respect and trust
- open and direct communication
- encouragement of self-analysis and reflection
- other

In your difficult moments, how did your Supervisor support you?

3. DISCUSS SPECIFIC HELP OFFERED BY YOUR SUPERVISOR

- teaching content
- teaching strategies
- encouraging experimentation
- developing management skills
- developing and maintaining high professional standards
- working with your Cooperating Teacher
- understanding and working within the school
- setting
- other

4. DISCUSS THE STRENGTHS AND WEAKNESSES OF YOUR WEEKLY SEMINAR WITH YOUR SUPERVISOR:

5. ADDITIONAL COMMENTS AND SUGGESTIONS:

APPENDIX E

SUPERVISOR'S FIELD PLACEMENT SUMMARY FORM

DATE: _____ SUPERVISOR'S NAME _____

Hofstra students were (check one):
 _____ Participant/Observer in _____ subject
 OR
 _____ Student Teacher

DISTRICT: _____

SCHOOL: _____

COOP. TEACHERS: A _____ Grd.level/subj. _____
 B _____ Grd.level/subj. _____

Please respond to the questions below with reference to EACH of your cooperating teachers in this school:

1. Were your Hofstra students welcome in the school and appropriate oriented to the school building, personnel, routines and procedures?
 _____ YES _____ NO

2. Were your Hofstra students provided with opportunities for interaction with children in individual, small and large group settings:
 _____ YES _____ NO

3. Were opportunities provided for your Hofstra students to OBSERVE and EXECUTE diverse instructional strategies that parallel Hofstra's program objectives?
 _____ YES _____ NO

4. Did the Cooperating Teacher share curriculum and instructional ideas and materials with your Hofstra students?
 _____ YES _____ NO

5. Was there regular conferencing between the Cooperating Teacher and the Hofstra students, with emphasis on self-evaluation and reflection?
 _____ YES _____ NO

6. Was there time for conferencing between the University Field Supervisor and Cooperating Teacher to collaborate on the progress of the Hofstra student?
 _____ YES _____ NO

7. Were positive language and positive classroom management modeled by the Cooperating Teacher to collaborate on the progress of the Hofstra student?

_____ YES _____ NO

8. Did the Cooperating Teacher interact in positive ways with children of diverse backgrounds and diverse needs?

_____ YES _____ NO

SUMMARY:

These placements are NOT PARALLEL to Hofstra's philosophy and program Objectives: _____

These placements ARE PARALLEL _____

These placements ARE PARALLEL PLUS (exemplary) _____

COMMENTS:

APPENDIX F

STUDENT TEACHING SEMINAR

COURSE SYLLABI

HOFSTRA UNIVERSITY
School of Education, Health and Human Services
Department of Counseling, Research, Special Education & Rehabilitation

Special Education Seminar for Teaching Students with Disabilities Fall, Spring 6 s.h.
SPED 237, SPED 237A (3 s.h.), SPED 219S & SPED 223S

I. Course Description:

For certified teachers seeking a masters degree as well as certification in special education, and for students seeking certification in general education as well as special education at the early childhood, childhood, middle childhood or adolescent developmental level. Students are placed in two educational settings across the full range of disabilities that correspond to their developmental level of general education certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. Admission by permission of the program coordinator and application to the Office of Field Placement and the Department of Counseling, Research, Special Education & Rehabilitation prior to May 1 for spring classes and February 15 for summer and fall classes.

Prerequisites: Completion of all core courses.

II. Required Text:

deBettencourt, L.U. & Howard, L.A. (2007) *The Effective Special Education Teacher: A Practical Guide for Success*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Student Teaching Handbook, Hofstra University

III. Rationale:

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

IV. Course Outcomes:

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

1. Analyze personal experiences in teaching fieldwork as it relates to teacher, learner, subject matter, and context using reflective practice skills.

2. Evaluate various models of classroom management to develop the practical skills needed for maintaining effective discipline.
3. Recognize and incorporate the diversity of learners (including gender, race, culture, language, and learning differences) into instruction through differentiation of instruction and universal design for learning (UDL).
4. Synthesize the theoretical and actual principles of classroom techniques into unified and proficient teaching plan.
5. Apply the New York State Standards for specific student population.
6. Use of adaptive technology or specialized equipment in the classroom to facilitate student learning where applicable.
7. Work collaboratively with other professionals and parents.

INTASC Principles to be Met

Interstate New Teachers Assessment and Support Consortium

Principle 1: **Making content meaningful**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: **Child development and learning theory**

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: **Learning styles/diversity**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: **Instructional strategies/problem solving**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: **Motivation and behavior**

The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle 6: **Communication/knowledge**

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: **Planning for instruction**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: **Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: **Professional growth/reflection**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: **Interpersonal relationships**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

V. Topical Outline

1. Lesson planning

- 1 Individualizing instruction.
- 2 Applying the New York State Standards
- 3 Including technology to enhance learning
- 4 Cultural considerations
- 5 Functional or differentiated instruction as appropriate
- 6 Universal Design for Learning

2. Classroom Management

- 1 Using a continuum of strategies
- 2 Analyzing the student teacher relationship
- 3 Facilitating social interaction

3. Reflective Practitioner

- 1 Role of the teacher in the classroom
- 2 Expectations
- 3 Espoused theories and theories in use

VI. Student Evaluation

Students will demonstrate mastery of these objectives in the following ways:

30% 1. Out-of-class written assignments to include a personal journal of field experiences.

30% 2. A series of in-class writings that will reflect the students evolving conceptions of their field experiences as well as their questions, concerns and reflections about applications of such ideas within their educational settings.

30% 3. Preparation and presentation of a simulated lesson for field placement.

10% 4. Class attendance and participation.

In addition, students will demonstrate 80% proficiency as measured by the Inclusive Teaching Rubric.

Academic Dishonesty

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

Disability support

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

APPENDIX G

TIMELINE GUIDELINES

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

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

Week O:

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

Week 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your activities.
- Meet administrators, faculty, and staff members (nurse, librarian, etc.) in your school, including other teachers on your grade level.
- Become familiar with curriculum, texts, and materials for the semester.
- Learn and participate in class routines, such as taking attendance, lunch counts, writing the daily schedule on the board, assigning and checking homework, morning meetings, arranging dismissal and fire drill procedures.
- Assist the teacher during his/her lessons.
- Consult with your cooperating teacher to do one or more of the following:
 - select a suitable book and make arrangements to read to the class daily
 - work with a small group of children
 - plan/teach a whole class lesson in one of the academic areas
- Be sure that your cooperating teacher has submitted the *Sign-Off Form*, documenting his/her experience for at least 3 years as a certified teacher (envelope is provided)

Week 2:

- Begin assuming responsibility for morning routines and activities.
- Assume responsibility for one academic area of the curriculum (planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area.)

Week 3:

- Continue teaching your unit in the first academic area.
- Add a second academic area.
- By the end of week three, be sure that your cooperating teacher has submitted the *Early Progress Report* to the Office of Field Placement (envelope is provided).

Week 4

- Add a third academic area to your teaching responsibilities.
- Plan a thematic unit that integrates curriculum and is inquiry based.

Final week(s) in first half placement:

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas.
- Teach thematic unit that you planned during week four.
- If your second placement is in another school and/or district, try to visit and meet the principal and cooperating teacher
- Be sure that your cooperating teacher has submitted your *Final Evaluation* to the Office of Field Placement (envelope is provided).

Second Placement:

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

Final weeks in the second half placement:

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

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes
- Ask to participate at Open School or Meet the Teacher Night
- Request permission to attend grade level meetings and full faculty meetings
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission
- Attend school-wide activities, assemblies, concerts, shows, etc.
- Attend parent/teacher conferences
- Attend PTA meetings

TIMELINE GUIDELINES

Student Teaching in Inclusive Secondary Special Education

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

Week O:

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

Week 1-2:

- Meet administrators, faculty, and staff members (nurse, librarian, guidance counselors, etc.) in your school, including other teachers in your discipline.
- See if you can arrange to visit other teachers' classes, within your discipline. These arrangements should be made through the department chairperson and/or your cooperating teacher.
- Become familiar with the curriculum, texts, and materials for the semester.
- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your activities.
- Assist the teacher during his/her lessons.
- Begin co-teaching one class.
- Be sure that your cooperating teacher has submitted the *Sign-Off Form*, documenting his/her experience for at least 3 years, as a certified teacher of the appropriate subject. (Envelope has been provided.)

Week 2-3:

- Plan and implement lessons, including assessment and grading, for one class.
- Teach a second class, with the same preparation.
- By the end of Week 3, be sure that your cooperating teacher has submitted the *Early Progress Report*, to the Office of Field Placement. (Envelope has been provided.)

Week 4-5:

- Plan/teach a second class, with another preparation.

Final week(s) in first half placement:

- Assume more responsibility for the teacher's program. By this time, you should be teaching a minimum of 2-3 classes, with a minimum of 2 preparations.
- If your second placement is in another school and/or district, try to visit and meet the principal, department chairperson, and cooperating teacher.
- Be sure that your cooperating teacher has submitted your *Final Evaluation* to the Office of Field Placement. (Envelope has been provided.)

Week 7-8:

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

Final weeks in the second half placement:

- Assume full responsibility for the teacher's program.

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes and during lunchtime tutorials.
- Ask to participate in Open School Night.
- Attend parent-teacher conferences.
- Request permission to attend departmental meetings and full faculty meetings.
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission.
- Attend school-wide activities: assemblies, concerts, shows, etc.
- Participating in the grading of New York State examinations.