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INTRODUCTION

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

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

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

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

Preparing Caring, Critical and Reflective Professionals
to Maximize Student Success

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

• Critical Inquiry and Intellectual Development  Candidates inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.

• Professional Skills and Disposition  Candidates develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.

• Culturally Responsive Practice and Social Justice Education  Candidates understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.

• Democratic Citizenship and Student Advocacy  Candidates respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.

Faculty, staff, and administrators strive to model, as well as nurture and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students’ success.
NON-DISCRIMINATION/ANTI-HARRASSMENT POLICY AND PROCEDURES

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

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

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

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

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

The Department of Art offers a program of study leading to a Bachelor of Science Degree in Art Education. Upon application to the State Department of Education, students will receive an initial certificate. The Art Education Program has, as its primary goal, the development of competent beginning art teachers. Every art education student completes the appropriate general education requirements of the College as well as a major course of study designed to provide students with opportunities to develop the knowledge, values and skills necessary to teach art.

The program is designed to prepare art teachers who:
• Understand contemporary practices in art, teaching, and technology
• Promote social inclusivity and critical thinking
• Articulate self-reflective practices as researchers, artists, and teachers
• Create collaboration and engagement with local and global learning communities
• Build professional networks to support the practice of lifelong learning
• Understand how art affects education in mediating the artist and the world
• Develop a strong learning community among faculty and students in meaningful and supportive relationships

A minimum grade point average of 3.0 is required for admission to the program and to student teaching. The Art Education Program course work provides experiences in studio art, art history, art criticism, curriculum development and instructional strategies, and the psychology, philosophy, history, and sociology of education as related to the teaching of art.
MAJOR DEGREE REQUIREMENTS

FOUNDATION ART COURSES: 18 credits
Drawing: Visual Thinking I
Drawing: Visual Thinking II
Integrated Design: Color
Integrated Design: Form
Art of the Western World I
Art of the Western World II

ART EDUCATION METHODS COURSES: 27 credits
Contemporary Approaches in Art Education
Fieldwork in Art Education I
Art Criticism
Curriculum and Instruction
Fieldwork in Art Education II
Theory and Practice
Fieldwork in Art Education III
Student Teaching in Art (Pre-K-6) & (7-12)

REQUIRED ART EDUCATION AND EDUCATION COURSES: 9 credits
Disability Studies in Art Education
Social and Philosophical Foundations of Education
Educational Psychology

ART HISTORY ELECTIVES: 6 credits
ART STUDIO and ART EDUCATION ELECTIVES: 24 credits
THE STUDENT TEACHING EXPERIENCE

Evaluation and Grading

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

The cooperating teacher provides daily comments and suggestions, completes two formal observations, completes both a mid-point and final written evaluation as well as an online evaluation (STIFA form) at the end of the placement.

The College supervisor provides a written evaluation after each observation visit as well as a written evaluation at the end of each placement.

The College provides all evaluation forms for cooperating teachers and supervisors. Every attempt will be made to identify strengths and areas in need of improvement early in the student teaching experience or as soon as they arise.

The student is responsible for completing all academic requirements of the course as determined by the College supervisor and seminar instructor and described in this handbook. Grading is the sole responsibility of the College supervisor who submits the grades to the professor of record.

Grades. Students receive a grade of Satisfactory (S) or Failure (F) for both ARE405 Student Teaching in Art Pre-K–6 and ARE406, Student Teaching in Art 7-12. ARE 405 and ARE 406 are completed sequentially, as separate 8-week placements. The first course or placement may be either level, Pre-K-6 or 7-12. Successful completion of the first course or placement is a prerequisite to continuing to the second course. If illness or emergency limit attendance, a Hold (H) may be assigned for the placement, providing that all work has been successful up to that point.
Requirements of Art Education Students

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

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

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

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

Journal. Student teachers are expected to maintain a daily journal to reflect upon their growth and development in the teaching placement. Prompts will be provided, and the journal should be available for the College supervisor and cooperating teacher to view and comment upon in the Teaching Binder. Students may also use the journal to address personal strengths and weaknesses, problems and
possible solutions, and relationships with students and other professionals. (Intellectual Growth)

**Self-Evaluation.** Student teachers should begin using the *Midterm Evaluation* form to systematically make notes on their teaching and their students' learning throughout each placement to identify strengths and areas for growth. After teaching each planned lesson students will complete the *Reflection on Teaching* form to assess individual lessons. At the midpoint and completion of each placement student teachers should self-evaluate using the Midterm Evaluation form, and discuss with the cooperating teacher and University supervisor. (Inquiry, Intellectual Growth, Professionalism, Democratic Citizenship)

**Seminars.** Seminars at the College are scheduled for all student teachers. Issues directly related to professional development are addressed and actual student teaching experiences are discussed. Time for meeting with College supervisor is included at seminars. (Intellectual Growth, Professionalism, Democratic Citizenship)

**Professional Portfolio.** A professional portfolio is an organized collection of exhibits and artifacts that enables teachers to share their teaching experiences and reflect personally valuable beliefs regarding teaching and learning. It is a visual demonstration of the teacher’s experiences for future teaching position interviews. The student teaching seminar will provide workshops to help student teachers prepare portfolios. See the section on The Professional Portfolio for more information. (Intellectual Growth, Professionalism)

**Lesson Plan Format.** Student teachers are required to use the SUNY New Paltz Lesson Plan format (pp. 10-16 of this handbook). Should the cooperating teacher or district have a specific required lesson plan form, students will be required to put plans into both formats.
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Duration:</th>
<th>Rationale:</th>
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<tbody>
<tr>
<td>Class Size:</td>
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**LEARNING SEGMENT LEARNING OBJECTIVES**
Refer to NYS standards referenced by level with each objective

**ASSESSMENT**

<table>
<thead>
<tr>
<th>EVIDENCE OF SUCCESS</th>
<th>ASSESSMENT INSTRUMENTS</th>
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</table>

**ACADEMIC LANGUAGE FUNCTION:**

**MEETING ACADEMIC LANGUAGE DEMANDS**
Vocabulary:

Syntax OR Discourse:

**COMMON CORE ALIGNMENT**

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<th>MATH</th>
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**LEARNING SEGMENT OVERVIEW**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<th>TEACHER RESOURCE GUIDE</th>
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<tr>
<td>RESOURCES USED IN PLANNING THE LESSON.</td>
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<tr>
<td>Include websites, books, etc. that informed your research about the lesson ideas.</td>
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</table>

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<thead>
<tr>
<th>VISUAL REFERENCES</th>
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<tr>
<td>Include relevant thematically related images that support the lesson. Include citation information.</td>
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<table>
<thead>
<tr>
<th>RELEVANT RESEARCH</th>
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<tr>
<td>Information that informs the lesson content in terms of concepts, materials and techniques, art contexts and cultural contexts.</td>
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<tr>
<td>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</td>
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<tr>
<td>--------------------------------------------</td>
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<tr>
<td>LEARNING OBJECTIVES</td>
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**INSTRUCTIONAL STRATEGIES**  
What will *you* do as a teacher to set conditions for student learning?  
LEARNING TASKS  
What activities and behaviors will *students* engage in in response to instructional strategies?

<table>
<thead>
<tr>
<th>MOTIVATION</th>
<th>LEARNING TASKS</th>
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### Day 3

**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS**

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**INSTRUCTIONAL STRATEGIES**

What will **you** do as a teacher to set conditions for student learning?

**LEARNING TASKS**

What activities and behaviors will **students** engage in in response to instructional strategies?

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## Day 4

### INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

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### INSTRUCTIONAL STRATEGIES

**Motivation**
- Specify time allotments

**Exploration**
- Specify time allotments

**Review and Reflect**
- Specify time allotments

### Learning Tasks

**Motivation**
- What will you do as a teacher to set conditions for student learning?

**Exploration**
- What activities and behaviors will students engage in in response to instructional strategies?
**Day 5**

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**INSTRUCTIONAL STRATEGIES**

What will *you* do as a teacher to set conditions for student learning?

**LEARNING TASKS**

What activities and behaviors will *students* engage in in response to instructional strategies?

**MOTIVATION**

Specify time allotments

**EXPLORATION**

Specify time allotments

**REVIEW AND REFLECT**

Specify time allotments
MEETING VARIES STUDENT LEARNING NEEDS: Adaptations or modifications to instructional strategies or materials, assessments, or other aspects of lessons:

INSTRUCTIONAL SUPPORT MATERIALS:

SUPPLIES:

SAFETY PROCEDURES:

CLASSROOM PREPARATION:
THE PROFESSIONAL TEACHING PORTFOLIO

A professional portfolio is an organized collection of evidence and artifacts that enables you to present your teaching experiences and beliefs regarding teaching and learning. It is the manifestation of your educational philosophy and a presentation of your teaching and artistic skills. The portfolio should reflect who you are. The way it is assembled and what it contains depends on how you anticipate its use and how you want to express your potential as a teacher and artist.

In the arts, the portfolio has long served as a means of presenting studio artwork. Art teachers have long been required to demonstrate competence in art as part of the hiring process. The education profession, including universities and school districts, has turned to portfolios for evaluation of candidates in order to obtain a broader perspective of what an educator knows and is able to do. As art teachers you not only need to demonstrate your ability as a talented artist but also as a competent art educator able to teach students, Pre-K to 12th grade.

Professional portfolios are typically used in interview situations. You should be prepared to discuss any item in your portfolio and to use it to elaborate or illustrate your answers to specific questions. It is important to include content which would be of interest to the administration interviewing you, including evidence of:

- Depth and breadth within your ability to create art
- Technical skills and expertise
- Knowledge of Art History
- Interdisciplinary lesson planning
- Lessons that promote higher thinking and problem solving skills
- Lessons that reflect an awareness of diversity
- Differentiated instruction and planning for multi-modality learning
- Use of technology in the classroom
- Support of school mission or community focus

Format
The way a portfolio is assembled and what it should look like depends on how you anticipate its use. Your portfolio should be constructed using a clear organizational system and in a way that is easily edited.
Photographs of Students
Student confidentiality is important and must be respected. Always discuss taking photographs with your cooperating teacher and the school principal to learn of any district policies. You must also obtain permission from parents to photograph students, and if you plan to display any student artwork on the web. General photo permission slips do not cover website participation. Check with the administration at your assigned school. You may not post photographs taken in your student teaching placement online.

Selecting the Contents
The contents should demonstrate your abilities as an artist and teacher. Think about what you can reveal through the selection and design of your portfolio. For example, you can demonstrate knowledge of technology by designing your pages on the computer or by developing a pdf version of your portfolio.

Your Portfolio should include but is not limited to:

- Table of Contents
- Resume
- Teaching Philosophy
  - Sample lessons and examples of student work
    - one page overview of unit/lesson(s)
    - instructional support materials
    - process documentation
    - images of students’ progress and final work
    - assessments
- Personal Artwork
- Evidence of certification requirements

A Final Reminder
The portfolio represents you – who you are as a teacher, as an artist, as a beginning professional. Think carefully about what those things mean to you before deciding how to design your portfolio. Think carefully how you can best meet the requirements of the people reviewing the portfolio while maintaining the integrity of your presentation. We will have seminar sessions dedicated to the development of your portfolio. We will also have a Portfolio Celebration at the end of the semester to honor the efforts of all the student teachers, cooperating teachers and College supervisors.

A Portfolio Rubric is included at the end of this handbook. Please make reference to this document as well as information from student teaching seminar as you put your portfolio together.
TO THE STUDENT

Responsibilities
During student teaching you will have responsibilities to the school at which you are placed, to the College, and to yourself. The school will expect that you exemplify the attitude and actions of a teacher rather than a student. Please cooperate at all times with students, teachers and administrators. Remember that you are a guest in a school system. Learn the structures and procedures of the school and profit as much as possible through observation, reflection, asking meaningful questions and more reflection. Safeguard all personal and confidential information and use it for professional purposes only. Take an active role in the school; participate in staff meetings, parent-teacher conferences and other extracurricular activities. Do not be afraid to ask your cooperating teacher for assistance. You are developing your skills as a teacher when you accept suggestions or ask for help.

Recognize that you are an individual. The way that you present material and work with students must be consistent with your own personality and training, but remember that you are still learning from experienced professionals. Keep physically and mentally fit through adequate sleep, diet, planning time for teaching, and some recreation.

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

- Become informed about the general policies of the school and adhere to policies of the school system.
- Consider any information received about students in a class or in the school, as confidential.
- Show regard for each student and take into consideration individual ability.
- Be sympathetic and courteous to all students, and inform yourself about the individual differences that exist within the class group.
- Be fair and impartial in dealing with students.
- Consider yourself a member of the community where you are teaching and act accordingly.
- Be appreciative of criticism, seek suggestions and put them into practice.
- Photographs and videos taken during student teaching may not be posted on any online forums.
• Cell phones should be turned off or muted at all times, and should only be used in emergency situations during working periods.

You are expected to maintain the highest standards of professional conduct during student teaching. Respect for College and school rules and standards of academic integrity are expected. College supervisors report any instances of misconduct. This may result in the student’s immediate removal from student teaching placement, pending review of the case.

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

• Cooperating teacher: Generally, the College expects the cooperating teacher to allow you time for class observation, to provide you with the materials you need, to review lesson and unit plans, and to observe and evaluate your performance frequently and regularly, and to provide you with feedback and guidance regarding your growth as a professional. She or he will also meet with you and your College supervisor to discuss your progress and the process for increasing instructional responsibilities.

• College supervisor: Your supervisor will serve as a liaison between the College and public schools and will evaluate your progress periodically. She or he will provide you with feedback on your planning on a regular basis, help you problem solve, and meet with you to discuss observations.

• Seminar instructor: The seminar instructor will facilitate professional learning between you and your peers through discussion, lecture and presentation. Additionally, the seminar instructor will support your development of portfolio materials for the edTPA certification assessment.

Student Teaching is a Full-time Responsibility
In most cases, additional coursework during student teaching is not permitted. If you need or wish to take an additional course, please discuss the situation with the Art Education director.

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

Your Contribution
We appreciate your contribution to the teaching profession and to your own professional development by working with a student teacher. Please be sure to read all sections of this handbook, and do not hesitate to call or email the College supervisor, the Art Education Office or the Student Teaching.

Your greatest contribution will be your example and your constructive criticism and evaluation. Specific ways in which you can help your student teacher include:

Welcome the student teacher to the professional setting of a school.
- Introduce her/him to school personnel and orient her/him to the building
- Provide her/him with a space to work, grading book, and information on school policies and procedures.
- Inform of channels of communication for absences and snow days

Assist in planning curriculum
- Please be willing to adjust your program to enable your student teacher to fully experience the role of a teacher
- Provide your student teacher with your curriculum overview or plan book during the observation period.
- Provide your student teacher with previous lesson plans and suggestions for learning units
- Encourage your student teacher to develop his or her own ideas and lesson plans.

Assist in the development of teaching skills
- Review lessons with the student teacher. Make comments and suggestions on written lesson plans well before the time the lesson will be taught.
- Remain in the classroom to observe your student teacher until the final weeks of the placement.
- Give frequent, honest and constructive criticism.
- Assist in the development of professional skills: Include your student teacher in parent conferences and staff meetings whenever possible.
- Please treat your student teacher as a full professional in front of your classes and colleagues.
Expectations of Your Student Teacher
You have a right to expect professional behavior from your student teacher. Lateness, difficulty in interpersonal relations, inability to complete work assigned, failure to observe safety procedures, lack of initiative, inappropriate dress or conduct, excessive absence and negligence should be treated as serious problems and you should call or email the College supervisor or the Art Education office immediately. Inform the student of your concerns. We expect that a student teacher will notify both you and the College supervisor in case of illness. Expect that your student teacher is planning ahead. She or he will submit lessons to you at least 4 days in advance of their implementation so that you will have time to review them and provide constructive criticism. We suggest that the student teacher uses a copy of the Mid-Term Evaluation as an ongoing guide for self-evaluation. You may want to sit down with your student teacher in the beginning of the experience and compare your findings assessing the student’s strengths and weaknesses. The mid-term evaluation is a great tool for ongoing dialogue and communication.

Seminars
Your student teacher is required to attend seminars at the College as an integral part of the student teaching experience. These seminars aid the important transition from being a College student to becoming a professional art teacher. Please support your student’s seminar attendance. You will be given the schedule and are invited to participate when there are guest lecturers of professional interest.

Evaluation
Your student teacher will value and benefit from your daily comments and constructive criticism. We also ask you to complete two formal written evaluations as well as a mid-point and final evaluation at the end of the placement. The College will provide the forms and instructions. An online assessment (the STIFA) is also required. Directions for this are included in your folder.

Please mail the final evaluation directly to the Art Education office at the end of the placement. The final evaluation is a written narrative that the student can use as a recommendation. Specific examples such as a lesson that worked especially well or a difficult situation that was resolved competently are more helpful than general comments. You may choose to share your final evaluation with your student teacher or keep it confidential.
edTPA
The edTPA will be addressed during the first student teaching placement. While the seminar instructor is the primary support person in the student teachers’ preparation of the edTPA document, you can help her or him by discussing ways lesson plans meet edTPA rubric levels, pointing out ways instruction is demonstrating competencies asked for in the edTPA, reviewing planned assessments for alignment with standards and objectives, and talking with the student about her or his ways of addressing students’ learning needs. Discussion will help the student articulate her or his practice as s/he constructs the edTPA commentary.

It is important to note that mentors, including cooperating teachers, supervisors, and SUNY New Paltz faculty may not make curricular choices for the candidate’s edTPA portfolio. Please see the edTPA documents included in the cooperating teacher packet for specific information. If you have questions please contact the University Supervisor or the Art Education program at 845-257-3850.

Tuition Waiver Vouchers and Honoraria
Using the form provided to you, please indicate whether you prefer:

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

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

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

Student Teaching Office
SUNY New Paltz
1 Hawk Drive OM 115
New Paltz NY 12561

Vouchers and honoraria cannot be processed until final evaluations are received by the Art Education office.
TO THE COLLEGE SUPERVISOR

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

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

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

Feedback on planning
Student teachers are required to submit lesson plans to cooperating teachers and supervisors 4 days prior to teaching. Please acknowledge receipt of plans in a timely manner and provide feedback that will help the student revise effectively.

Observations
Please make introductory contact with the cooperating teacher through email or by phone within the first 10 days and a minimum of two formal observations (before week 8) for each student teaching placement. Observations should be arranged with your students in advance. Please
observe a **full lesson** from beginning to end. Make sure you have the written lesson plan before you observe the lesson. **Plan to sit down with the cooperating teacher and student teacher if possible** to discuss the lesson as well as the general progress of the student teacher. Communication is vital and must take place in a timely manner. If a physical conference is not possible during the day of the lesson, a phone conference can be planned for after school or in the evening. Your student teacher is depending on your support, input and guidance.

Using the forms provided, please provide the student with a completed checklist, written comments and suggestions after each observation, keep a copy for your files. And provide a copy to the seminar instructor. Please indicate strengths and include specific suggestions for improvement. Failure to complete the observation forms, to provide them to the student, or to keep a copy may seriously compromise the College's position if difficulties arise. Submit a copy of all evaluations to the Art Education seminar instructor at the end of the semester.

**edTPA**
The edTPA will be addressed during the first student teaching placement. While the seminar instructor is the primary support person in the student teachers’ preparation of the edTPA document, all supervisors must complete the online edTPA training prior to beginning student teaching supervision. Please contact the Art Education office if you have questions about accessing and completing the training. You can help the student teacher under your supervision by discussing ways lesson plans meet edTPA rubric levels, pointing out ways instruction is or is not demonstrating competencies asked for in the edTPA, reviewing planned assessments for alignment with standards and objectives, and talking with the student about her or his ways of addressing students’ learning needs. Discussion will help the student articulate her or his practice as s/he constructs the edTPA commentary.

**Seminars**
The Art Education Program schedules seminars for all student teachers. Issues directly related to professional development are addressed and student teaching experiences are discussed. Seminars are an integral part of the Art Education program and your active participation is encouraged. Additionally, student teachers will receive significant support for completing their edTPA portfolios during student teaching seminar.
**Final Evaluation**
Please use the guidelines provided by the College for your final evaluation of the student teacher. Remember to submit all final paperwork to the Art Education Student Teaching Coordinator by mail or by turning them in directly at the final seminar session.

If mailed in, please use the following address:

Art Education Office - SAB 108 A  
State University of New York at New Paltz  
1 Hawk Drive  
New Paltz, NY 12561

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

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

These legal protections apply to student teaching:

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

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

Student Teacher’s Name ________________________________________________

Date: ___________________ Lesson/ Level: __________________________

Please complete this reflection form after you teach a lesson. Attach a copy of the lesson plan you used for the lesson. Be sure to share this reflection sheet with your cooperating teacher and your College supervisor. Answer the following questions about your lesson:

Did the lesson work out as planned?

What was most successful about the lesson?

What problems did you have?

In which parts of the lesson were the students most involved, motivated or interested?

In which parts of the lesson did their attention lag?

Did the students learn what you intended to teach? How can you tell?

If you were to do the lesson again, what would you change?
Portfolio Rubric and Checklist

Teacher Candidate Name: ________________________ Semester_______
Evaluator: ____________________________________________________

Organization:
• Sequence of information ________________________________________
• Use of dividers or tabs ________________________________
• Text presented in a professional manner___________________
• Section having appropriate length_______________________
• Inclusion of only the best and most appropriate materials__________

Use of Photos:
• Quality of photos __________________________________________
• Layout of photos __________________________________________
• Size of photos ___________________________________________
• Content of photos __________________________________________
• Background to photos ______________________________________
• Permission for all photographs used? _________________________

Presentation of Personal Artwork
• Content conservative and professional _________________________
• Content exemplary of professional level of expertise_______________
• Content demonstrates breath of expertise _________________________
• Content expressing own personal style __________________________

Overall Appearance and Aesthetics:
• Final product has a polished, professional look ______________________
• Good craftsmanship in construction ______________________________
• Easy to handle __________________________________________________
• Contains items of consistent size _________________________________
• Good quality copies of your evaluations, certificates, etc ______________

Overall Content/Lessons Demonstrate:
• Diversity- Equal representation: Non-Western and non-traditional artists and art forms (Human Diversity)
• Motivation allows for students’ one discoveries (Inquiry)
• Evaluation reflects lesson objectives (Professionalism)
• Lessons reflect authentic content, instruction, and assessment. (Professionalism)

Lesson Plans
• * Overview clearly stated
• * Objectives clearly stated
• * NYS Visual Arts Standards addressed and listed
• * Age appropriate
• * Culturally inclusive
• * Addresses the special needs student
• * Assessment of lesson included
Format (All items included and in logical order?)
- Title page with your name – Bold and Professional ________________________________
- Table of Contents ___________________________________________________________
- Resume _____________________________________________________________________
- Teaching Philosophy _________________________________________________________
- Tabs on all sections _________________________________________________________
- Transcripts __________________________________________________________________
- Cert/Docs ____________________________________________________________________

Professionalism

Resume
- Coherent and Logical __________________________________________________________
- Thorough with details and information on job responsibilities ____________________
- Appropriateness of information listed __________________________________________
- Clarity and readability _________________________________________________________

Teaching Philosophy
- Content reflects appreciation of human diversity. (Diversity) ______________________
- Reflects individuality of teacher candidate. ______________________________________
- Reflects promise of life-long learning. (Inquiry) _________________________________
- Grammar, spelling, punctuation acceptable. _____________________________________

Comments and Suggestions:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
# Student Teaching Observation Form

Art Education/ SUNY New Paltz

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement (circle one):</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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</tbody>
</table>

School/ Cooperating Teacher: 

Date of Observation: 

Lesson Taught: 

Grade: 

**Performance Scale:** 3= Strength 2= Satisfactory 1= Needs Improvement X= Not Evaluated

**Comments:**

**The Written Lesson Plan**

1. States objectives and rationale clearly
2. States teacher and student procedures clearly
3. Provides instructional closure
4. Creates developmentally appropriate/challenging lessons
5. Provides for assessment/independent practice
6. Content is relevant/current and includes ‘big ideas’
7. Lesson allows for individual choice, interpretation and approach
8. Teacher sample is completed/exemplary

**Lesson Implementation**

1. Involves all students during lesson
2. Accommodates the range of cultural and linguistic needs of students
3. Demonstrates knowledge of the content
4. Uses appropriate pacing
5. Uses clear, coherent, and logical directions
6. Uses appropriate written and oral expressions and incorporates technology when appropriate
7. Adapts lesson to fit conditions as they occur
8. Modulates voice appropriately in different teaching situations
9. Objectives are revisited in closure
10. Distributes and organizes materials effectively

**Questioning and Discussion**

1. Uses checks for understanding
2. Asks students to recall, analyze and evaluate during the lesson
3. Provides opportunities for thinking and problem solving
4. Involves many students
5. Returns to students who were unclear or had misconceptions
6. Encourages students to expand and justify their responses
7. Acknowledges student contributions appropriately

**Positive Classroom Atmosphere**

1. Manages small and large groups
2. Responds to individual students’ needs
3. Demonstrates ability to manage several groups at once
4. Demonstrates respect for children as individuals
5. Mediates and helps resolve conflicts

**Professionalism**

1. Is enthusiastic and creative
2. Demonstrates preparation
3. Presents professional appearance
4. Demonstrates timeliness

Evaluator’s signature: 

Date: 33
### Student Teaching Observation Form: Written Comments

Art Education/ SUNY New Paltz

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### Strengths:

### Concerns or Questions:

### Specific Suggestions or Alternative Strategies:

**Feedback on Implementation of Suggestions from Previous Observation (if applicable):**

### General Comments:

Evaluator's signature: Date:
Student Teacher’s signature: Date:

White Copy: Evaluator Yellow Copy: Student Teacher