

## Student Teaching Requirements by Program

<b>REQUIREMENTS</b> Initial and date in appropriate column(s) to the right	Elementary Education		Middle Childhood Grade 5-9	Spec Ed (one setting)	Adol Ed Gr. 7-12
	Grade 1-3	Grade 4-6			
<b><u>ADMINISTRATION</u></b> <b>PUBLIC RELATIONS</b> Attend day-time school functions e.g. play, school assemblies and faculty meetings. The student teacher must also attend the following after school activities. These may be divided between both assignments. <ul style="list-style-type: none"> <li>• PTA Meeting/School Council</li> <li>• Open House</li> <li>• Other</li> </ul>	✓	✓	✓	✓	✓
<b>PROFESSIONALISM</b> Participate in educational activities that promote one's profession. The student teacher must attend at least one or more of the following: <ul style="list-style-type: none"> <li>• In-service workshop</li> <li>• Professional development</li> <li>• Teacher conference day</li> <li>• Professional activity</li> <li>• Other</li> </ul>	✓	✓	✓	✓	✓
<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>➤ Facilitate necessary communications with the school principal – utilize procedure set within school</li> <li>➤ The student teacher in Spec Ed will participate in the scheduling of parent-teacher and IEP Team meetings</li> </ul>	✓	✓	✓	✓	✓
<b>SYSTEMS MAINTENANCE</b> Discuss rules/regulations of the school and school board or district including reinforcement of said rules/regulations to include demonstrating the ability to consistently support and reinforce those rules and regulations (via School Handbook)	✓	✓	✓	✓	✓
<b>RESOURCE PEOPLE</b> Describe the procedure for including a resource person in your lesson(s)	✓	✓	✓	✓	✓
<b>ATTENDANCE</b> Maintain the daily attendance records for a minimum of two weeks	✓	✓	✓	✓	✓
<b>ANCILLARY DUTIES</b> <ul style="list-style-type: none"> <li>➤ Manage the collection of money for book orders, field trips, or the like</li> <li>➤ The student teacher in Spec Ed will participate in at least one ongoing school committee as a regular observer</li> </ul>	✓	✓	✓	✓	✓

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<b>ORDERING SUPPLIES</b> Understand how to order educational supplies such as software, resource literature, etc	✓	✓	✓	✓	✓
<b>EVALUATION</b> <b>CREATING AN ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Construct an assessment based upon the behavioral objectives of the students teacher’s implemented lesson plans (for SpecED , it should target the individualized goals of a student on an IEP</li> <li>• The assessment will utilize basic rules of evaluation planning; approval to administer the assessment fulfills the requirement</li> <li>• Administer the assessment to a large group (20-25) of learners or a small group of at least (6) learners.</li> <li>• Construct a short range remedial plan for a learner in need that is based upon a diagnosis derived from an administered test</li> <li>• Remediate the learner based on the aforementioned plan</li> </ul>	✓	✓	✓	✓	✓
<b>ALTERNATIVE EVALUATION TECHNIQUES</b> <ul style="list-style-type: none"> <li>• Demonstrate alternative evaluation techniques such as (check those that apply)</li> <li>• Summary statements</li> <li>• Portfolio collection</li> <li>• Observation</li> <li>• Running records</li> <li>• Learning logs</li> <li>• “I learned” statements</li> </ul>	✓	✓	✓	✓	✓
<b>RUBRICS</b> <ul style="list-style-type: none"> <li>• Demonstrate construction and integration of a set of rubrics</li> <li>• The student teacher in <b>Spec Ed</b> will participate in the administration of either authentic and/or Curriculum-Based Assessment practices for at least one child.</li> </ul>	✓	✓	✓	✓	✓

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<b>INSTRUCTIONAL MEDIA</b> Demonstrate appropriate selection and use of instructional media in lower and upper classroom settings. The student teacher must use a minimum of ten (10) items of equipment. Divide these between both settings, if needed. <ul style="list-style-type: none"> <li>• Digital camera; other camera</li> <li>• Video camera; camcorder</li> <li>• CD player</li> <li>• Computer/printer</li> <li>• White board</li> <li>• Smart board</li> <li>• Ellison machine</li> <li>• Laminator</li> <li>• LCD projector</li> <li>• Microphones</li> <li>• Overhead</li> <li>• Scanner</li> <li>• Slide projector</li> <li>• Television</li> <li>• Copy machine</li> <li>• Other: _____</li> </ul>	✓	✓	✓	✓	✓
<b>INSTRUCTIONAL OPERATIONS</b> <b>MODES OF INSTRUCTION</b> Demonstrate appropriate use of four (4) modes of instruction: <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Discussion</li> <li>• Experiment</li> <li>• Lecture</li> <li>• Small group project</li> <li>• Study skills research</li> <li>• Tutor</li> <li>• Partners</li> <li>• Other (selected w/teacher's approval)</li> <li>• The student teacher in Spec Ed will write a complete lesson plan (e.g., a minimum of four lesson plans will be written for each individual mode) to include the use of instructional differentiation for students with diverse learning needs.</li> </ul>	✓	✓	✓	✓	✓

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<b>ADOLESCENT EDUCATION</b> <b>MS: Biology, Chemistry, English, French, Mathematics, Social Studies (BS only)</b> Plan, instruct and evaluate in the specific content area. (See content areas below.) <b>BIOLOGY</b> <ul style="list-style-type: none"> <li>• Labs</li> <li>• Human biology</li> <li>• Ecology</li> <li>• Earth sciences</li> <li>• Standards</li> <li>• Astronomy</li> </ul> <b>CHEMISTRY</b> <ul style="list-style-type: none"> <li>• Introduction to general chemistry</li> <li>• Physical chemistry</li> <li>• Labs</li> <li>• Organic chemistry</li> <li>• Micro-teaching</li> <li>• Standards</li> </ul> <b>ENGLISH</b> <ul style="list-style-type: none"> <li>• Literary analysis</li> <li>• Written communication</li> <li>• Literature/elements</li> <li>• Speech including persuasive speaking</li> <li>• Listening skills</li> <li>• Standards</li> </ul> <b>FRENCH</b> <ul style="list-style-type: none"> <li>• Interpretive communication</li> <li>• Interpersonal communication</li> <li>• Presentational communication</li> <li>• Connect French with other disciplines</li> <li>• Understand cultural perspectives</li> <li>• Socio-cultural theory</li> <li>• Standards</li> </ul> <b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Algebraic functions</li> <li>• Pre-calculus</li> <li>• Statistics</li> <li>• Problem solving</li> <li>• Arithmetic</li> <li>• Geometry</li> <li>• Standards</li> </ul> <b>SOCIAL STUDIES (BS only)</b> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Psychology</li> <li>• Sociology</li> <li>• History</li> <li>• Political science</li> <li>• Anthropology</li> <li>• Standards</li> </ul>					✓

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<b>LEARNING CLIMATE</b> <b>CLASSROOM ENVIRONMENT</b> Prepare optimum classroom learning conditions (ventilation, lighting, etc.) along with learning and interest centers <b>TEACHING QUALITIES</b> <ul style="list-style-type: none"> <li>• Display teaching qualities that encourage positive social relationships, productive interactions, and learning between students.</li> <li>• Focus on and build positive rapport with his/her students</li> <li>• Demonstrate knowledge and understanding of his/her individual students to include their learning styles, academic levels and classroom preferences</li> <li>• Demonstrate the ability to talk with (interview) and generate student centered information from parents and other primary caregivers</li> </ul> <b>MUTUAL RESPECT RELATIONSHIPS</b> Encourage mutual respect <b>WEEKLY INSTRUCTIONAL GOALS</b> <ul style="list-style-type: none"> <li>• Prepare weekly instructional goals to address the standards of NYS that are compatible with the level assigned</li> <li>• The student teacher in Spec Ed will demonstrate the ability to modify day to day and weekly instructional goals based on the classroom performance of all students to specifically include those with IEPs</li> <li>• Demonstrate instructional skills to include authentic and community-based principles of instruction</li> </ul> <b>FORMAL LESSON PLANS</b> Write formal lesson plans using instructional objectives written in behavioral terms. The Associate Teacher will decide when they will become less formal. <b>PLAN BOOK PREPARATION</b> Prepare weekly instructional goals and materials in the Associate Teacher's standard plan book	✓	✓	✓	✓	✓

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<b>LEARNING CLIMATE (Continued)</b> <b>ALTERNATIVES TO FORMAL LESSON PLANS</b> Demonstrate instructional skills utilizing alternatives to formal lesson plans: <ul style="list-style-type: none"> <li>• Content outlining</li> <li>• Individual guidance</li> <li>• Listing topics</li> <li>• Listing questions</li> <li>• Purposeful passivity</li> </ul> Develop an instructional unit for classroom presentation using at least two types of preplanning: <ul style="list-style-type: none"> <li>• Individual teacher</li> <li>• Interdepartmental</li> <li>• Pupil(s)</li> <li>• Team</li> </ul>	✓	✓	✓	✓	✓
<b>PLANNING A FIELD TRIP</b> -this should be implemented but may also be planned as a “virtual” trip; it may be in conjunction with a unit of study Plan a field trip and appropriate follow-up activities. Consider the following: <ul style="list-style-type: none"> <li>• Objective of the trip</li> <li>• Readiness and preparation of the learners</li> <li>• Necessary arrangements</li> <li>• Evaluation</li> </ul>	✓	✓	✓	✓	✓
<b>COMPUTER INSTRUCTION</b> <b>INTEGRATED UNIT OF INSTRUCTION</b> <ul style="list-style-type: none"> <li>• Integrate the computer into an aspect of instruction</li> <li>• Use software program(s) to teach or reinforce learning</li> <li>• Use the internet as a research tool</li> <li>• Include technology such as PowerPoint and/or web creation</li> <li>• The student teacher in Spec Ed will demonstrate effective use of assisted technology currently in place in Windows and Microsoft Word Processing</li> <li>• The student teacher in Spec Ed will identify and implement appropriate technology modifications for at least 3 different students in an IEP, one of which is considered high tech</li> </ul>	✓	✓	✓	✓	✓

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<b>CREATIVE ARTS</b> <b>THEMATIC DISPLAY</b> Design and construct a thematic display as a bulletin board or showcase in conjunction with a unit or theme and in consultation with the Associate Teacher	✓	✓	✓	✓	✓
<b>CREATIVE ART DISPLAY</b> Develop an art activity that will provide an opportunity for students to express themselves creatively. Suggestions include: <ul style="list-style-type: none"> <li>• A field trip</li> <li>• Presentation and discussion of a work of art</li> <li>• Viewing a film</li> <li>• Reading or listening to a story or poem</li> <li>• Listening to a musical selection</li> <li>• Completion of a unit of work</li> <li>• In conjunction with a holiday theme</li> </ul>	✓	✓	✓	✓	✓
<b>CREATIVE DRAMATICS</b> Plan creative dramatic activities and either incorporate them in an existing plan or carry them out in isolation. <b>INTEGRATION OF MUSIC</b> Integrate music into ongoing classroom instruction in order that functions performed relate to discipline, creativity and aesthetics-choose 3: <ul style="list-style-type: none"> <li>• Utilize music to enhance a productive learning climate</li> <li>• Use music to help bring about an atmosphere conducive to creative dramatics</li> <li>• Utilize music to generate an atmosphere where beauty might be appreciated</li> <li>• Teach a song</li> <li>• Construct musical instruments</li> <li>• Direct musical games or activities</li> </ul>	✓	✓	✓	✓	✓
<b>LANGUAGE ARTS</b> <b>DIRECTED LISTENING ACTIVITY</b> Plan and carry out a lesson on listening comprehension that may include sequence, following directions, etc. <b>ANALYSIS OF STUDENT'S HANDWRITING</b> Observe performance and evaluate the handwriting of students. Consider speed, slant, spacing, form and alignment. Develop a plan to assist 2 students to correct their difficulties. This can be a one-on-one assistance associated with spelling, creative writing, journals, etc.	✓	✓		✓	

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<b>HANDWRITING</b> Plan and teach a lesson developing a skill in manuscript or cursive writing. This can be related to above objective. <b>FACET OF LITERATURE</b> Develop and teach a lesson using one facet of literature, such as poetry, legend, picture book, novel and the like. This can be integrated in to a unit or stand alone as a unit.	✓	✓		✓	
<b>CREATIVE WRITING:PROCESS APPROACH</b> Develop and teach a minimum of two lessons in creative writing. This may be a part of a content-related subject or as a unit on its own	✓	✓	✓	✓	
<b>WRITTEN LANGUAGE ANALYSIS</b> Analyze usage and grammar of at least 3 samples of written work. This can occur within any curriculum area. <b>INFORMATIONAL WRITING</b> Plan and teach informational writing such as the letter, reporting, outlining and the like. <b>SPELLING HABITS</b> Study the spelling habits in the daily written work of a content area of at least 3 students. Talk this over with your Associate Teacher. <b>ORAL LANGUAGE DEVELOPMENT</b> Provide opportunities to implement oral language development and/or formal speech development.	✓	✓	✓	✓	✓
<b>LITERACY INSTRUCTION</b> <b>BALANCED FRAMEWORK OF READING</b> Demonstrate planning and teaching systematic, explicit instruction of literacy skills and strategies that includes authentic, meaningful literature and activities that will engage students in their learning. These skills include attention to: <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	✓	✓	✓	✓	✓

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<b>COMPONENTS OF LITERACY INSTRUCTION</b> Student teacher demonstrates awareness and integration of the following components in literacy instruction and enrichment activities <ul style="list-style-type: none"> <li>• Word Study-working with sounds, letters, words, word walls, word sorts</li> <li>• Reading-read aloud, shared reading, guided reading, independent reading</li> <li>• Writing-modeled writing, shared/interactive writing, guided writing, independent writing</li> </ul>	•	✓	✓	✓	✓
<b>DIFFERENTIATED LEARNING</b> The student Teacher in Spec Ed will develop differentiated objectives and instructional strategies for students who are reading below grade level				✓	
<b>MATHEMATICS UNIT OF INSTRUCTION</b> Develop and teach a unit of instruction in Math that contains a minimum of 3 lessons. The following objectives may also be included in this unit. <b>INSTRUCTIONAL MATERIALS</b> Utilize instructional materials made for a large group, small group or a learning center to teach and reinforce lessons. <b>INSTRUCTIONAL EVALUATION</b> <ul style="list-style-type: none"> <li>• Administer, score and interpret a unit assessment to evaluate the students' achievement on material presented in Mathematics unit.</li> <li>• The student teacher in Spec Ed will utilize authentic or curriculum-based assessment strategies to evaluate the mathematics skills of at least one student on an IEP plan. A plan for remediation based on the outcomes of that assessment will be presented.</li> <li>• The student teacher in Spec Ed will demonstrate the process of on-going and real time assessment/evaluation during lesson presentation to include timely re-teaching</li> </ul>	✓	✓		✓	

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<b>SCIENCE</b> <b>INSTRUCTIONAL UNIT</b> Develop and teach an instructional science unit consisting of a minimum of 3 developmental lessons. Where Science is departmentalized and the student teacher is not teaching this subject, it can be expected that Science will be accommodated via integration in literature, reading, research or another enrichment area. For example, a mini-unit on Ecology can be studied or pupils can research the weather and its effects on a country they are studying. <b>SCIENCE DEMONSTRATION</b> Plan and carry out a science demonstration or experiment integrating process oriented instruction.	✓	✓		✓	
<b>SOCIAL STUDIES</b> <b>INSTRUCTIONAL UNIT</b> Prepare and teach an instructional unit consisting of a minimum of 3 developmental lessons. Where Social Studies is departmentalized and the student teacher is not teaching this subject, it can be expected that Social Studies will be accommodated via integration in literature, reading, research or another enrichment area. For example, studying the geography of a region in a piece of literature; current events are always a timely topic, too.	✓	✓		✓	
<b>CAREER DEVELOPMENT,</b> <b>OCCUPATIONAL STUDIES, PHYSICAL</b> <b>EDUCATION</b> <b>CAREER DEVELOPMENT</b> <ul style="list-style-type: none"> <li>➤ Explore and develop materials for students that demonstrate knowledge about the world of work, career options and related personal skills and abilities to future career choices.</li> <li>➤ Demonstrate how academic knowledge and skills relate to the workplace.</li> </ul>	✓	✓	✓	✓	✓

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<b>CAREER DEVELOPMENT, OCCUPATIONAL STUDIES, PHYSICAL EDUCATION</b> <b>OCCUPATIONAL STUDIES</b> <ul style="list-style-type: none"> <li>➤ Demonstrate knowledge of how mastery of basic skills and competencies are essential to communicate thoughts (in a workplace-classroom).</li> <li>➤ Demonstrate a knowledge about career choices</li> </ul> <p>The above objectives are a requirement during student teaching. Career development and Occupational studies can be discussed with your pupils informally, whenever you “see” a career choice surface during a lesson. In grade 2, for instance, it is a perfect match with the unit on Community Helpers. During a unit about explorers, talk about the role that 21<sup>st</sup> century people choose to do that qualifies them to be an explorer (astronauts, mountain climbers, safari hunters, etc.).</p> <p>Challenge yourself to discover what “jobs” or occupations or careers are evidenced in a lesson or unit of study. Doctors or other health care providers can be focused upon during a grade 5 unit on one of the systems of the body. Within the same unit careers, such as social workers, nurses, secretaries or administrative assistants, marketing, fund raising, and of course support and maintenance staff. The latter should be recognized with all careers.</p> <p>A mini unit could explore careers that children come in contact with in a school, hospital, library, on a farm, etc. They could also pick an industry and discover all the personnel involved, for instance in a Ford plant, an aspect of the entertainment field, sports or the like.</p> <p>Brainstorming, creating webs, reading and discussion is sufficient at the childhood level because our responsibility is to provide a foundation. Enrichment would include the opportunity to research, interview, listen to or experience someone in the field. Have fun with this objective and make it a part of YOUR career.</p>	✓	✓	✓	✓	

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<b>PHYSICAL EDUCATION</b> Plan to integrate activities related to the physical well being of the children. This may be in the form of Daily Physical Activity (DPA)	✓	✓	✓		
<b>INSTRUCTIONAL UNIT</b> Prepare and teach an instructional unit, consisting of a minimum of 5 days, in the subject(s) for which you have been assigned.			✓	✓	
<b>SPECIAL EDUCATION</b> <ul style="list-style-type: none"> <li>• Initiate an exploratory conference with representatives from the sponsoring district or agency to discuss special education objectives, conditions, and setting as well as potential opportunities and experiences at the site.</li> <li>• Prepare a case study according to the approved format</li> <li>• Participate in periodic conferences with faculty coordinator and field supervisor</li> <li>• Maintain a written log of activities as well as clinical “products”</li> <li>• Prepare an addendum report at the conclusion of the first 100 hours</li> <li>• Prepare a final report in the required standard style and format</li> </ul>				✓	
<b>BSED ADOLESCENT EDUCATION w/SPEC ED INCLUSIVE CLASSROOMS/SPECIAL EDUCATION</b> <ul style="list-style-type: none"> <li>• Establish and implement progressive inclusion objectives</li> <li>• Participate in functional behavior assessment</li> <li>• Participate in student IEP meetings</li> <li>• Practice co-teaching in an inclusive classroom</li> <li>• Design and implement an authentic or curriculum based assessment model for at least one IEP student</li> </ul>					✓

**First Placement:**

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Associate Teacher Signature

\_\_\_\_\_  
College Supervisor Signature

\_\_\_\_\_  
Date

**Second Placement:**

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Associate Teacher Signature

\_\_\_\_\_  
College Supervisor Signature

\_\_\_\_\_  
Date