



STUDENT TEACHING HANDBOOK
2024-2025
ART AND DESIGN EDUCATION
PRATT INSTITUTE

TABLE OF CONTENTS

Information for Student Teachers.....	3
• Professional Expectations for Student Teachers.....	3
• Placements	4
• Schedules	4
• Lesson Planning	5
• Assessments	5
• Required Workshops and exams	6
Information for Cooperating Teachers	7
• Schedule	7
• Collaborate Partnership Agreement	7
• Ways you can support your student teacher	8
• What to expect from your student teacher	8
• ADE Program Rubric	8
• Mid Term Assessment	9

The pastel drawing on the cover of this handbook was created by a SAS participant under the guidance of Pratt student teacher Lori Van Ravenhorst, M.A. 2024.

HOW TO USE THIS DIGITAL HANDBOOK?

This handbook has all of the information required for Student Teaching. Please review the entire document to see what is expected of you and your cooperating teacher during your student teaching placement. After reviewing the Handbook PDF, follow [this link](#) to digitally sign to acknowledge you have read and understood it. Some documents (Student Teaching Handbook, Collaborative Partnership Agreement) require individual digital signatures and are available on the [Student Teaching Platform](#).

PROFESSIONAL EXPECTATIONS FOR STUDENT TEACHERS

As guests in the schools, Pratt students are responsible for building and maintaining professional relationships with their cooperating teachers as well as other school personnel. Students should be mindful to conduct themselves in a professional manner that includes punctuality, consistency of thorough preparation, collegiality, and appropriate dress. In addition, it is important that students follow the guidelines below.

Student Teachers must have:

- Completed [mandatory training](#) in New York State Educational Law Section 2-d regarding protection of pupil privacy and personal information before beginning any clinical experiences.
- All student teachers must have been fingerprinted and cleared on PETS roster in order to enter schools.
- Student teachers must register with the school secretary as a Person Not on Budget (PNOB) on Galaxy once at their placement.
- Adhere to all professional social media [guidelines](#) prescribed by the school and the NYC Public Schools.
- Be mindful that photographs and videos taken during student teaching may not be posted on any online forums, social media or shared for non-educational/professional purposes. Any photographs and other recordings taken by the student teacher must omit identifying characteristics regarding the pupils. For example, do not include pupils' faces in shots and if pupils' names are written on objects in the classroom be mindful to blur or omit the letters.
- Adjust privacy settings on Facebook, Instagram, X (formerly Twitter) and other social media sites to limit as much as possible one's own visibility and that of one's friends.
- Never communicate with pupils outside of the school setting. This includes communicating by phone, text and all social media.
- Be vigilant about turning off or muting cell phones while at the student teaching site. Phones should only be used in emergency situations.
- Only use Pratt emails for all student teaching related communication. Do not use personal email or other communication tools (whatsapp, texting, etc) for teaching related communication. Responses should be made in a timely manner (check your Pratt email daily).
- Notify the faculty supervisor, the cooperating teacher and the school's main office as soon as possible when an emergency requires an absence or lateness. The cooperating teacher will supply contact information.
- Be sympathetic, courteous, fair and impartial when dealing with pupils, and stay informed about the individual differences that exist within each class and group.
- Be open to feedback from the cooperating teacher and supervisor. Seek suggestions and put them into practice.

STUDENT TEACHING AT PRATT INSTITUTE

Teaching in NYC Public Schools (ADE 304/611) and Student Teaching (ADE 404/612) are the culminating K-12 clinical experiences in the Art and Design Education program. These courses provide students with the opportunity to participate in professional teaching situations under the guidance of NYS certified visual arts instructors. In order to be recommended to New York State for certification, Art and Design Education students must complete these two courses.

PLACEMENTS:

- **A breadth of experience:** Candidates for NYS certification are required to have supervised teaching experience in the visual arts with both elementary and secondary school age groups.* Elementary includes K-5. Secondary includes grades 6-12. Pratt students complete their elementary school requirement in the spring semester and their secondary school requirement the following fall.
*Time spent teaching in afterschool, fieldwork, or other art education settings or substitute teaching in schools **does not** fulfill this requirement.
- **Hours:** First semester (ADE 304, spring) **Undergraduate** student teachers work 20 days, 2 full days a week (approx 8am-3pm) at their elementary school placements. Second semester (ADE 404, fall) **Undergraduate** student teachers work 30 days, 3 full days a week (approx 8am-3pm) at their middle or high school placements. First semester (ADE 611, spring) **Graduate** student teachers work 25 days, 2-3 days a week (approx 8am-3pm) at their elementary school placements. Second semester (ADE 612, fall) **Graduate** student teachers work 35 days, 3-4 days a week (approx 8am-3pm) at their middle or high school placements.
- **Travel/commuting:** Student teachers must be prepared to travel from Pratt Brooklyn campus up to an hour by public transportation to a school that will provide them with a quality experience.
- **Arranging to meet:** Once the Pratt student is matched with a potential cooperating teacher, the student immediately contacts the teacher to arrange a time to meet and observe a class. Orientations for spring placements take place late November/early December. Meetings for fall placements take place mid-April/early May. Students are advised to approach these first visits as they would an interview; they should be on time, dress appropriately.

SCHEDULES

Calendars:

The NYC Public School calendar and the Pratt calendar are not in sync with one another, which can make completing the required hours and specific course assignments challenging. Check both the [NYCPS](#) and [Pratt](#) calendars carefully and be attentive to events scheduled for your grade level (testing and parent conferences dates, for example) and have no planned absences.

- **Spring semester:** Be aware that it may be necessary to work during some or all of the Pratt Spring Break.
- **Fall semester:** Offer to help your cooperating teacher to set up the school's art studio during the week prior to public school pupils returning from summer vacation.

Attendance and Daily Schedule: On the days that you are assigned to be at your school your schedule should mirror your cooperating teacher's schedule. Plan on arriving at the school and ending your day when the teacher does. Attendance at all on-campus class meetings and seminars is mandatory and should be prioritized.

LESSON PLANS, DOCUMENTATION and VIDEO MANAGEMENT

Lesson Plans: All lesson plans must be completed using the ADE [template](#). ADE 304/611 and 404/612 guidelines regarding lesson planning and reflection are specific to those courses.

Be attentive to the instructions on course syllabi

Documentation: Students will record their lessons on their phone and upload media to [Pratt Talks](#) using the “unlisted” privacy setting. All media should be destroyed at the end of the semester. Be mindful not to include any identifying features of minors in your media. Keep careful track of hours using the template available for download on the [Student Teaching Platform](#) and [here](#). Make sure your cooperating teacher signs (wet signature required) the log weekly to verify your attendance. Please note this is a paper log that must be submitted at the end of the semester to the [Student Teaching Platform](#).

Video: You will be asked to video your teaching on your phone. You are responsible for the working condition of your equipment and the security of your footage. Take your charger to school with you so that you can recharge during breaks. After recording your lesson(s) upload media to [Pratt Talks](#) using the “unlisted” privacy setting

ASSESSMENT AND GRADING:

The assessment processes in ADE 304/611 and ADE 404/612 are designed to prepare you for a successful career in the field of art and design education by helping you understand your strengths as well as those areas needing improvement. The [ADE Program Rubric](#) is used as a formative and summative assessment instrument throughout the two semesters of student teaching as described below. You will also use this instrument for periodic self-assessments. Please bring any questions about assessment and grading to your faculty supervisors.

Formative: Over the course of the semester, supervisors meet one-one-one with students and review classroom footage. During these meetings feedback is offered and goals are set, with the ADE Program Rubric framing the conversation.

The [mid-semester](#) assessment (based on the ADE Program Rubric) serves as a springboard for a discussion between the student teacher and the cooperating teacher. It should be completed during the 7th or 8th week of the semester, signed by both parties and emailed to the faculty supervisor.

Summative: At the end of each semester of student teaching, supervisors complete the ADE Program Rubric with input from the cooperating teacher, and share the assessments with students.

WORKSHOPS AND EXAMS REQUIRED PRIOR TO STUDENT TEACHING:

All students must pass the following state mandated exams and are recommended to complete the workshops prior to entering Student Teaching.

Workshops: 1. School Violence Prevention; 2. Child Abuse Prevention; and 3. Dignity for all Students (DASA) **BEFORE** they begin student teaching. The ADE webpage on [teacher certification](#) lists providers for these workshops. The DASA workshop is offered online every fall -- dates will be announced, so keep your eye out for this announcement!

It is recommended that students take EAS after completing the course, Inclusive Classroom:

Educating All Students (EAS): The exam is a required exam for certification to teach in New York State public schools. The test examines how familiar candidates are with instructional strategies taken to respond and accommodate students from a range of backgrounds and learning needs. Candidates are expected to know their legal, ethical, and professional responsibilities in education-related situations involving serving students, parents/guardians, and other schools. For more detailed information please visit the NYSTCE [link](#).

It is recommended that students take CST after completing the course, Media and Materials/Media and Materials I :

Content Specialty test (CST): The Visual Arts Content Specialty Test is an exam required for Visual Arts K-12 certification. The test measures the candidates' familiarity with the use and effects of various tools, material, techniques, and principles used in the creation of works. The candidate must be familiar with the connections between visual arts, history and culture. For more detailed information please visit the NYSTCE [link](#).

Please refer to the [Certification Overview](#) for up to date information and links.

INFORMATION FOR COOPERATING TEACHERS

We are grateful for your willingness to contribute to the teaching profession by working with one of our student teachers. Your greatest contribution will be the example you set and the constructive feedback you provide. It is important that student teachers receive guidance from their cooperating teachers but also that they be permitted to gain experience through independent planning, teaching, and assessment of pupil's work.

Please be sure to read this section of the handbook thoroughly, and do not hesitate to email Louise Butler, Assistant Chairperson with any questions at: Lbutle41@pratt.edu

Thank you!

COLLABORATIVE PARTNERSHIP AGREEMENT: We appreciate your willingness to mentor one of our student teachers and provide a site for his/her/their teaching practice. Please follow this link to complete a short form - the Collaborative Partnership Agreement - which confirms the agreed upon schedule between the student teacher and the cooperating teacher. Please fill it out during your initial meeting with the student teacher- here is the [link](#).

Pacing Schedule: The pacing of the transition between your student teacher observing and assisting your teaching and the student teacher planning and teaching lessons on their own will be different in every situation. Here are some guidelines for structuring that transition. **Week 1:** The student teacher observes and assists the cooperating teacher's practice and, in discussion during prep periods, learns about the school, the teacher's pedagogical approach and curriculum. During this week, the cooperating teacher identifies class(es) for the student teacher to work with over the semester and helps the student gain knowledge of students in those classes. **Weeks 2 and 3:** The student teacher gradually steps into the cooperating teacher's "shoes" and teaches parts and eventually all of some lessons written by the cooperating teacher. Meanwhile the student teacher is gathering information about the class they will work with. **Weeks 4-15:** The student teacher prepares and enacts lessons for the group(s) they have been learning about. The cooperating teacher guides the student teacher with regard to the subject, materials and learning objectives of those lessons so that they build upon the students' prior learning experiences and fit into the cooperating teacher's curriculum.

NOTE: In the Fall semester, if convenient, the student teacher may assist the cooperating teacher in setting up the art classroom before pupils arrive at the start of the school year.

WAYS TO HELP YOUR STUDENT TEACHER MAKE THE MOST OF THE EXPERIENCE

- Introduce them to school personnel and provide information about the school's calendar, policies and procedures, channels of communication for absences and snow days, etc.
- Share your curriculum overview or plan book during the observation period.
- Treat your student teacher as a full professional in front of your classes and colleagues.
- Whenever possible, include your student teacher in parent conferences, staff meetings and professional development opportunities.
- Share previous lesson plans and suggestions for learning units
- Be willing to adjust your program to enable your student teacher to fully experience the role of a teacher.
- Give frequent, honest and constructive feedback on planning and instruction. Make comments and suggestions on written lesson plans well before the time the lesson will be taught.
- Always remain in the classroom to observe your student teacher

WHAT TO EXPECT FROM YOUR PRATT STUDENT TEACHER

Professional Behavior. Lateness, unexplained absences, incomplete work and/or preparation, failure to observe safety procedures, inappropriate dress or conduct, should be treated as serious problems and be reported to the faculty supervisor immediately. The student teacher will notify both you and the faculty supervisor in case of illness.

Thoughtful Planning. Expect that your student teacher is planning ahead. They should submit lessons to you at least 3 working days in advance of their implementation so that you have time to review them and provide feedback.

Receptivity to Feedback and Thoughtful Observation. Your student teacher will value and benefit from your daily comments and constructive feedback. In addition, we ask you to complete two evaluations--one at mid-semester and one at the end of the semester.

- The [Mid-Semester](#) assessment is an informal assessment designed to provide structure to a discussion between you and your student teacher. It should be completed during the 7th or 8th week of the semester, signed by both parties and shared with the faculty supervisor.
- The [ADE Program Rubric](#) is used to assess the student's progress throughout the program. The faculty supervisor will email you a digital copy of this assessment at the end of the term with instructions for how to complete and return it. Your comments are highly valued and will be incorporated into the supervisor's summative assessment of the student.

MID-SEMESTER ASSESSMENT

The assessment should serve as a guide for a mid-semester conversation between the student teacher and the cooperating teacher. The CT should select the appropriate level to describe the student teacher's abilities at mid-semester. The conversation should end with the CT and the student teacher setting goals for the remainder of the term. CTs can complete the mid-semester assessment via this [link](#). The following is an overview of what the mid-semester assessment is assessing:

PLANNING AND PREPARATION

- Knowledge of Pupils
- Knowledge of Content
- Conceptualizing Projects
- Making the Project Example
- Articulating and Aligning Learning Goals and Objectives
- Meaning Making/Providing Opportunities for Choice
- Incorporating Visual Resources
- Developing and Supporting Academic Language
- Designing Assessments
- Sequencing Multi-Lesson Plans
- In the Studio (Methodologies, Strategies, Questions and Timing)
- Anticipating Misunderstandings
- Differentiating for Individual and Group Needs

CURRICULUM IN ACTION

- Promoting a Community for Learning
- Routines and Expectations
- Subject Specific Pedagogy (Instruction, Demonstration, Worktime, Reflection)
- Checking for Understanding

PROFESSIONAL DISPOSITIONS

- Analyzing Youth Art Work to Inform Teaching
- Receptivity to Feedback and Reflecting on Practice
- Maintaining Relationships with the Educational Community

GOALS AND STRATEGIES:

The cooperating teacher and the student teacher will collaboratively create goals and strategies to meet those goals for the remainder of the semester.