



STUDENT TEACHING HANDBOOK  
2025-2026  
ART AND DESIGN EDUCATION  
PRATT INSTITUTE

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*The pastel drawing on the cover of this handbook was created by a child in the Saturday Art School under the guidance of 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 (fall and spring). Please review the entire document to understand 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. Please refer to the [Student Teaching Platform](#) for all documents requiring your signature.

## CURRICULAR AND PROFESSIONAL GUIDELINES FOR STUDENT TEACHERS

In order to meet the course learning outcomes of these pre-professional experiences, the following curricular and professional guidelines are in place to ensure your success. These guidelines align with our ADE Rubric and our Program Learning Outcomes and are shared with all stakeholders. Laughlin (2021) argues that: “By putting guidelines in place, a supportive, reciprocal environment where all stakeholder voices are heard is more achievable” (p. 30). Students must be mindful of the following:

### **Professional Dispositions**

- Students routinely reflect upon assignments, practices, and responses, without prompting and re-examines their assumptions, responses, and ideas. Be sympathetic, courteous, fair and impartial when dealing with pupils, and stay informed about the individual differences that exist within each class and group.
- Reflections are grounded in evidence and feedback from others and the process is sustainable and leads to changes in action. Be open to feedback from the cooperating teacher and supervisor. Seek suggestions and put them into practice.
- Demonstrates an ability to analyze young people’s work (exploration, process pieces and completed work) as a visual text to gain an understanding of the maker’s capacity to use materials, skills and techniques in the service of an idea and the implications for instruction. Consistency of thorough preparation is required.
- Maintain positive relationships with the educational community. Communication is prompt and efficient. On and off-campus the candidate is on time and prepared for obligations and adheres to all the professional expectations as described here: 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).
- Only the student teacher themselves (or faculty) is communicating with the cooperating teacher and school based personnel. Nonone calls or emails the cooperating teacher and school based personnel on your behalf.
- Notify the faculty supervisor, the cooperating teacher (and the school’s main office is applicable) as soon as possible when an emergency requires an absence or lateness. The

cooperating teacher will supply contact information.

- Be vigilant about turning off or muting cell phones while at the student teaching site in adherence with the NYCPS policy. Phones should only be used in emergency situations.
- Never communicate with pupils outside of the school setting. This includes communicating by phone, text and all social media.
- 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.

## **Guests in the Schools**

As guests of the New York City Department of Education, Pratt students are responsible for Maintaining positive relationships with their cooperating teachers as well as other school personnel. Conducting oneself in a professional manner includes punctuality, consistency of thorough preparation and appropriate dress. As the host of the clinical experience, the New York City Department of Education (DOE) has guidelines and expectations outlined below:

### **All Teacher Candidates (student teachers) must:**

- **Confidentiality and Data Security**
  - Complete training ([Data Protection and Training](#)) **prior** to placement in a NYC Public School for their clinical experience.
  - Be aware of the confidentiality and data security responsibilities under applicable law, including [FERPA](#) and NYCPS [Chancellor's Regulation A-820](#).
  - Are prohibited from re-disclosing personally identifiable student information to anyone, for any purpose. When communicating about information gathered from student records (e.g., with university faculty or field supervisor), student information must be anonymized.
  - Are prohibited from entering personally identifiable student information into any tool, computer, system, database, or web-based application that does not have a privacy agreement with the NYC Public Schools. 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.
  - Must have been fingerprinted and cleared on PETS roster in order to enter schools.
  - 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 artwork or objects in the classroom be mindful to blur or omit the letters.
- **Cellphones in NYC public schools**
  - Children are prohibited from using cellphones in schools. Student teachers must adhere to the school's cell phone policy. Be vigilant about turning off or muting cell phones while at the student teaching site in adherence with the NYCDOE policy.



# 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. Student teachers are at their placement for the **entire** school day, other courses may not impact your school based schedule.
- **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 cooperating teachers:** Assistant Chairperson, Louise Butler will send an email introduction between the student teachers and the cooperating teachers. Once the Pratt student is introduced to their potential cooperating teacher, the student immediately contacts their cooperating teacher to arrange a time to meet and observe a class. Students are advised to approach these first visits as they would an interview; they should arrive on time and dress appropriately.
- **Orientations:** Students are expected to attend the orientations prior to the semester's clinical experience. Orientation for spring placements takes place in late November/early December. Orientation for fall placements takes place mid-April/early May.

## 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.

**Clinical Experience:** In order to meet the course learning outcomes, “clinical practice must happen in conjunction with coursework to properly prepare teachers for the classroom.” (Laughlin, 2021, p. 21).

**On Campus Seminars:** A seminar takes place in conjunction with the required clinical hours. These hours (both in schools and in the seminar) are non-replicable experiences as students learn from the feedback of others in the classroom and in the seminar and that leads to changes in action. Students who have not met the course learning outcomes may need to extend their hours in schools beyond the Pratt semester.

**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. If the cooperating teacher is absent for an extended period (two weeks), student teachers must notify faculty and cc. Louise Butler immediately. The department will immediately begin to identify a new placement. Please reach out to Assistant Chair Louise Butler with any concerns regarding cooperating absences or latenesses.

## 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. \*Recording devices are available to be checked out from the ADE office.

*When not in use for documentation or videotaping, all electronics, including cell phones, should be out of sight and silent. **Adhere to the NYCDOE cell phone policies.***

## **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](#) check in (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.

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

**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!

**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 EAS after completing the course, Inclusive Classroom.*

**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](#). *It is recommended that students take CST after completing the course, Media and Materials/Media and Materials I.*

## 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.

If you anticipate any prolonged absences, please let us know.

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](mailto: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.

**ORIENTATION AND PROFESSIONAL DEVELOPMENT:** Teachers and institutes of higher education (IHE's) are collaborators in offering pre-professional learning to teacher candidates. Your contributions to our student's learning is invaluable and the Department of Art and Design Education is incredibly grateful to have you as one of our cooperating teachers. As of this year IHE's are responsible for offering a professional learning opportunity for cooperating teachers and student teaching faculty that also includes a short course with topics designated by the NYCDOE. Assistant Chairperson Louise Butler will invite all cooperating teachers to this orientation. A video recording will also be available. CTLE credit is available upon completion.

## 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.
- Provide your student teacher with many opportunities to teach in addition to the three filmed lessons.
- 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.
- If you have a planned or unplanned absence for an extended period (two weeks) a new placement will have to be found. Please reach out to Assistant Chair Louise Butler with any concerns.
- Share any building specific policies including your schools cellphone policy and ensure that the student teachers adheres to them.

## WHAT TO EXPECT FROM YOUR STUDENT TEACHER

### PROFESSIONAL EXPECTATIONS

**Schedule and Communication.** Expect that the student teachers arrive on time and prepared.

Expect student teachers to communicate with you by email and notify you of any emergencies that would impact on their attendance and punctuality. Expect student teachers to adhere to individual school building/community guidelines. In the event that the student teacher does not meet these expectations, notify faculty immediately.

**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.

**Opportunity for Formal Feedback:**

- Mid-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.
- End of the Semester: 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.

**Work cited:**

Laughlin, L., (2021). Third Space, Partnerships, & Clinical Practice: A Literature Review. Professional Educator, v44 (n1), p21-33. <https://files.eric.ed.gov/fulltext/EJ1317954.pdf>

This handbook should be understood within the context of the 2025-26 Program Learning Guide.