



Student Teaching Handbook

ART AND DESIGN EDUCATION

PRATT INSTITUTE

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Pratt

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The paper shadow puppet on the cover of this handbook was created by Abby Lehman (BFA, Art & Design Education '26) as a project example for Saturday Art School, Drawn to Stories, 9-11 year olds, Fall 2025.

ART AND DESIGN EDUCATION AT PRATT INSTITUTE

The mission of Art and Design Education is to prepare artists and designers as accomplished educators who can work effectively with pupils in diverse cultural contexts and apply interdisciplinary perspectives across a variety of educational settings, including schools, museums, and community organizations. Students work collaboratively with their peers, community members, and professionals in the field, while they learn to develop lessons and construct environments that promote critical inquiry and creative practice. Through individual and community practices, students become engaged artists, educators, and researchers. When students complete their degree program, they can:

- Integrate studio knowledge and skills—grounded in contemporary art practice—into the art and design curriculum.
- Articulate, apply, and reflect upon knowledge of pedagogy in art and design.
- Apply knowledge of learners, belief in their ability to learn, and respect for their experiential and cultural frameworks to curriculum and pedagogy in art and design education.
- Demonstrate the ability to work collaboratively within school and community contexts to promote equitable learning opportunities.

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 that 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

To meet pre-professional course learning outcomes, the following curricular and professional guidelines are in place to ensure your success. The student learning outcomes are aligned with the [ADE Program Learning Outcomes](#) and are assessed using our longitudinal [ADE Program Rubric](#), which includes Culturally Relevant Pedagogy (CRP).

Professional Dispositions

- Student teachers demonstrate the ability to analyze a pupil's work (exploration, process pieces, and completed work) as a visual text to understand the maker's capacity to use materials, skills, and techniques in the service of an idea, as well as 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 student teacher is on time and prepared for obligations and adheres to all the professional expectations:
 - Only use Pratt emails for all student teaching-related communication.
 - Do not use personal email or other communication tools (WhatsApp, texting, etc) for student teaching-related communication. Responses should be made promptly (check your Pratt email daily).

- Only the student teacher (or faculty member) communicates with the cooperating teacher and school-based personnel. No one 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, if applicable) as soon as possible when an emergency requires an absence or lateness. The cooperating teacher will supply contact information.
 - Phones should only be used in emergencies. 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 one's own and one's friends' visibility as much as possible.
 - Wear appropriate attire for working in a professional art room. Talk to your faculty supervisor if you have any questions.
- Students routinely reflect on assignments, practices, and responses without prompting and re-examine 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.

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 and other school personnel. Professionally conducting oneself 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:

CONFIDENTIALITY & DATA SECURITY

All student teachers must adhere to the following policies and processes:

- Complete training ([Data Protection and Training](#)) **before** 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](#).
- They are prohibited from re-disclosing personally identifiable student information to anyone, for any purpose. When communicating information gathered from student records (e.g., to university faculty or a field supervisor), student information must be anonymized.
- They 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 the PETS roster 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

All student teachers must adhere to the following policies and processes:

- 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.

Substitute Teaching and Employment in Schools

- Students cannot accept employment offers in schools until they have completed their Bachelor's degree, including substitute teaching offers.
- Under no circumstances do we recommend that any student, even those who have completed the BFA degree and are in their 5th year, accept employment as a vendor for a school.
- Do not accept offers of employment from parents of the pupils you are teaching while in schools, fulfilling student teaching, or fieldwork.

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 each have two related components - clinical experience and seminar coursework - as “clinical practice must happen in conjunction with coursework to properly prepare teachers for the classroom” (Laughlin, 2021, p. 21). Together, these provide student-teachers with the opportunity to apply theoretical knowledge in real-world classroom settings. The clinical experience allows student teachers to observe, develop, and practice instructional skills, build relationships with pupils and school professionals, and observe pedagogy in action. The seminar sessions provide structured reflection, support, and integration of pedagogical theory. The student-teaching collaboration between Pratt Institute and the NYC Department of Education provides students with the opportunity to participate in professional teaching situations under the guidance of New York State (NYS) certified visual arts instructors. To be recommended for certification by New York State, Art and Design Education students must complete two supervised student-teaching courses in public schools.

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 after-school programs, in fieldwork, or in other art education settings, or substitute teaching in schools, **does not** fulfill this requirement.

Clinical Hours

First semester (ADE 304, spring): **Undergraduate** student teachers work 20 days, 2 full days a week (approx. 8 am-3 pm) at their elementary school placements. Second semester (ADE 404, fall) **Undergraduate** student teachers work 30 days, 3 full days a week (approx 8 am-3 pm) at their middle or high school placements. First semester (ADE 611, spring) **Graduate** student teachers work 25 days, 2-3 days a week (approx 8 am-3 pm) at their elementary school placements. Second semester (ADE 612, fall) **Graduate** student teachers work 35 days, 3-4 days a week (approx 8 am-3 pm) at their middle or high school placements. Student teachers are at their placement for the **entire** school day; other courses are unlikely to affect your school-based schedule.

Travel/Commuting

Student teachers must be prepared to travel up to an hour by public transportation from the Pratt Brooklyn campus to a school that will provide them with a quality experience.

Arranging to Meet Cooperating Teachers

Assistant Chairperson Anna White will send an email introducing the student teachers to the cooperating teachers. Once the Pratt student is introduced to their potential cooperating teacher, the student immediately contacts them 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 Student Teaching Orientations before the start of the semester's clinical experience course. Orientation for spring placements takes place in late November/early December over Zoom. Orientation for fall placements takes place mid-April/early May. Assistant Chairperson Anna White reaches out to schedule the Orientation sessions.

SCHEDULES

Calendars

The NYC Public School calendar and the Pratt calendar are not in sync, which can make it challenging to complete the required hours and specific course assignments. Check both the [NYCPS](#) and [Pratt](#) calendars carefully, be attentive to events scheduled for your grade level (testing and parent conference 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 set up the school's art studio during the week prior to public school pupils returning from summer vacation.

Clinical Experience

The clinical experience - student teaching - is undertaken under the guidance of a NYS-certified visual art teacher (a cooperating teacher) and not a substitute teacher. If your cooperating teacher is absent, you mustn't assume responsibility for teaching the class. It is preferred that you spend that day observing another full-time certified teacher, even in another subject area, rather than assume responsibility for the class or observe a substitute teacher. It is important to communicate with your supervising faculty and Anna White if your cooperating teacher has more than 2 absences by mid-semester so that the situation can be monitored.

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 others' feedback in the classroom and the seminar, which leads to changes in action. Students who have not met the course learning outcomes may need to extend their hours at the school 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 to arrive at the school and end your day when the teacher does.

Extended Absence of Cooperating Teacher Family/Medical Emergency:

If your cooperating teacher or school personnel notifies you of a planned absence or family/medical emergency for an extended period (i.e., two weeks), student teachers must notify faculty and cc. Anna White immediately. The department will begin to identify a new placement. Please reach out to Assistant Chair Anna White with any concerns.

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 in the 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 a careful track of hours using the downloadable template available on the [Student Teaching Platform](#) and [here](#). Make sure your cooperating teacher signs the log weekly (a wet signature is required) to verify your attendance. Please note that this is a paper log that must be submitted to the Student Teaching Platform at the end of the semester.

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 for checkout 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 to be strengthened. 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-on-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, incorporating input from the cooperating teacher, and share the assessments with students.

WORKSHOPS AND EXAMS REQUIRED BEFORE STUDENT TEACHING

All students must pass the following state-mandated exams and are recommended to complete the workshops before 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 an eye out!

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 educational situations involving the service of 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 K-12 Visual Arts certification. The test measures candidates' familiarity with the use and effects of various tools, materials, techniques, and principles used in creating works. The candidate must be familiar with the connections between the 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 I/Media and Materials II.*

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. Student teachers must receive guidance from their cooperating teachers and are offered opportunities to gain experience through independent planning, teaching, and assessment of pupils' work.

Please be sure to read this section of the handbook thoroughly, and do not hesitate to email Anna White, Assistant Chairperson, with any questions at:

Cooperating Teachers Professional Development - required: All cooperating teachers are required by the NYCDoE to attend a professional learning opportunity for cooperating teachers and student teaching faculty on ZOOM. Assistant Chairperson Anna White will invite all cooperating teachers to a one-hour orientation. A video recording will also be available. CTLE credit is available upon completion.

Collaborative Partnership Agreement: 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](#).

Guidelines: The clinical experience - student teaching - is the opportunity to integrate theory with practice under the mentorship of a master teacher. It is important to set aside time each week to reflect and co-plan with your student teacher. As supported by Laughlin, the result is a third space where there is a culture of development, reflection, and responsiveness for the betterment of all in the partnership." (p.26)

Observing, Assisting, and Teaching

Pacing Schedule: The pacing of the transition between your student teacher observing and assisting your teaching, and your student teacher planning and teaching lessons on their own, will vary from situation to situation. Here are guidelines for structuring that transition:

Week 1: The student teacher observes and assists the cooperating teacher's practice

and, during prep periods, learns about the school, the teacher's pedagogical approach, and the curriculum. During this week, the cooperating teacher identifies classes for the student teacher to work with over the semester and helps the student teacher become familiar with the 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 regarding the subject, materials, and learning objectives of those lessons so that they build on 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, and channels of communication for absences and snow days.
- 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 beyond 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 lesson is taught.
- Always remain in the classroom to observe your student teacher.
- Share any building-specific policies, including your school's cellphone policy, and ensure that the student teachers adhere to them.

Cooperating Teacher Absences:

- If you have a planned absence, notify your student-teacher in advance and make a plan. It is preferable to place the student teacher with another full-time certified teacher rather than with an inexperienced substitute teacher. Opportunities to observe certified and experienced master teachers in any subject area are always invaluable.
- If you have a planned absence or a family/medical emergency for an extended period (two weeks), a new student teaching placement may need to be found. Please let Anna White know and/or reach out with any concerns.

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 via email and to notify you of any emergencies that would affect their attendance and punctuality. Expect student teachers to adhere to individual school building/community guidelines. If the student teacher does not meet these expectations, notify the supervising faculty and Anna White immediately.

Thoughtful Planning. Expect your student teacher to plan 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>