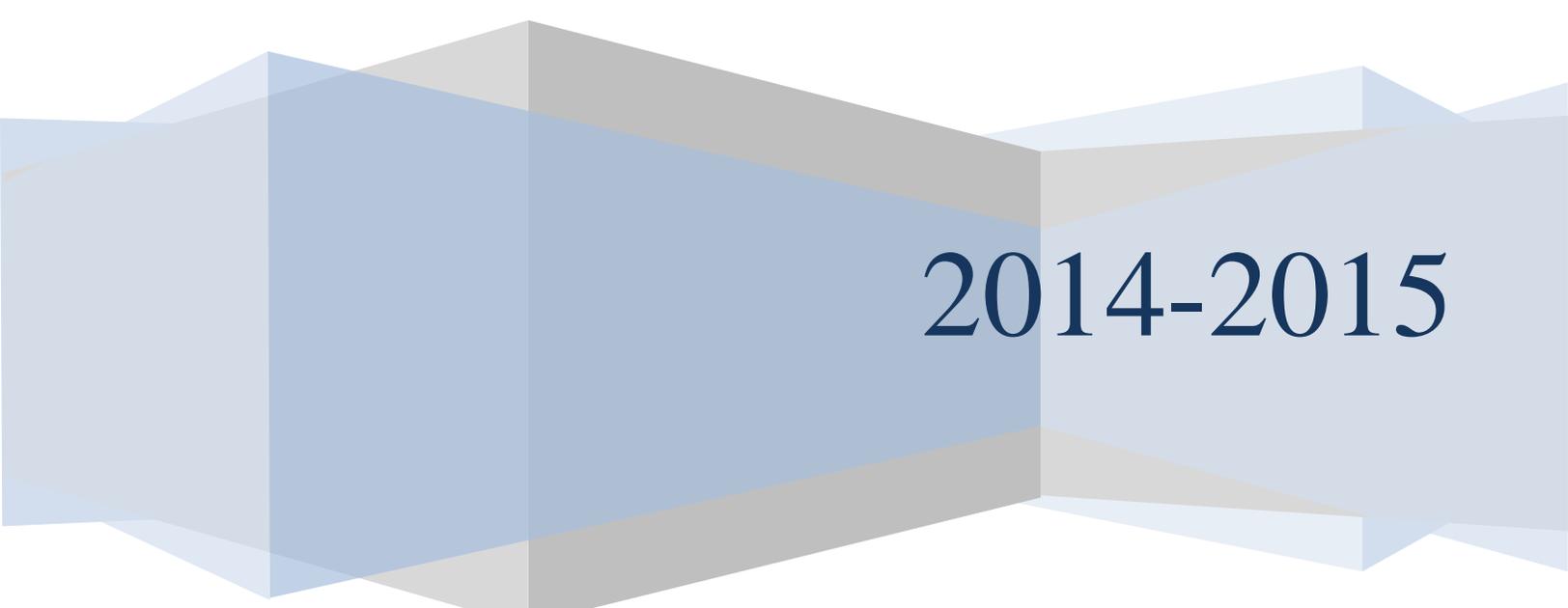


TEACHERS COLLEGE COLUMBIA UNIVERSITY

Student Teaching Handbook

Office of Teacher Education



2014-2015

The Office of Teacher Education aims to provide information, support and resources to faculty and students engaged in Professional Education Programs that lead to initial and professional certification.

Our purpose is also to work in partnership with faculty colleagues to address program, practice, research and policy issues relevant to the preparation of teachers and other educational specialists.

Our office also supports the work of externally funded programs such as the Peace Corps Fellows Program which focuses particularly on recruiting teachers for high needs schools. We strive to work closely with community school districts in an attempt to cultivate and sustain active ongoing initiatives that help to enhance effective collaboration between Teachers College and the New York City public school system.

We invite you to visit us on the 4th floor of the Zankel Building in room 411, call us at 212.678.3466/4057, or email us at OTE@tc.edu if you need help with certification, student teaching, or other questions related to Professional Education at Teachers College.

P R E F A C E

The Office of Teacher Education has designed this handbook as a **general** resource for all those engaged in the student teaching experience – student teachers, cooperating teachers, field supervisors and faculty. As such, this handbook contains basic information and guidelines relevant to the overall student teaching experience at Teachers College, but is not intended to be program-specific. Please be sure to refer also to the materials and handbook developed by individual programs to help you with program-specific information related to student teaching and other important program or degree requirements.

This handbook begins by outlining the philosophical stances that underlie teacher education programs at Teachers College: an emphasis on **inquiry** and teachers as seekers of knowledge and life-long learners; attention to **curriculum** and the myriad instructional decisions that go into meeting the needs of culturally and linguistically diverse learners; and an abiding commitment to **social justice** to ensure that *all* children and their communities are fully supported to reach their highest potential.

This philosophical framework informs the experiences and course work that student teachers will undergo throughout their studies at Teachers College, and helps to ensure intellectual and conceptual coherence within and across Professional Education Programs. Articulating this framework allows us to share our commitments and vision with both cooperating teachers and supervisors so they can fully appreciate our goals for teacher preparation at this institution, and can use these commitments as a springboard from which to engage student teachers in the vibrant dialogue of teaching and learning.

The handbook then moves to suggestions and guidelines designed to help student teachers, cooperating teachers and supervisors and support their work together. We also provide specific information about student teaching requirements, applying for certification in New York State and elsewhere in the U.S., describe necessary forms and deadlines, and include helpful web-sites, phone numbers and addresses.

We hope that all of you will find this handbook an informative guide as you progress through the student teaching experience. Our best wishes for a productive and exciting semester.

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A Conceptual Framework for Professional Education at Teachers College

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators, and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students & graduates challenge assumptions and complacency and embrace a stance of inquiry toward the inter-related roles of learner, teacher, and leader in P-12 schools.

Curricular stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

Social justice stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

The three philosophical stances provide the context for developing and assessing candidates' proficiencies based on professional, state, and institutional standards. There are five TC standards:

Standard 1: Inquirers and Reflective Practitioners: Our candidates are inquirers/ researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Standard 2: Lifelong Learners: Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Standard 3: Learner-Centered Educators/Professionals: Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Standard 4: Effective Collaborators: Our candidates actively participate in the community or communities of whom they are a part to support students' learning and well-being.

Standard 5: Advocates of Social Justice and Diversity: Our candidates are familiar with legal, ethical, and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

The Student Teaching Experience

Informed by a strong focus on social justice, curriculum and inquiry, our mission is to prepare teachers who understand the political nature of schooling, are able to recognize and interrupt deficit views of children, and have the skills, knowledge and dispositions to advocate for all students so that each has access to the quality education and care she/he deserves.

However, learning to teach is much more than technical, i.e., a process of acquiring strategies and techniques. Instead, teaching to meet the complex needs presented by a diverse student population demands the ability to ask critical questions, to “invent” practice by learning from children and listening to them, and to operate from a stance characterized by capacity and possibility, not limitations and low expectations.

The student teaching experience provides pre-service teachers the space and opportunity to learn how to ask important questions about teaching and learning, come to know children and adolescents by observing and interacting with them consistently over time, apply newly acquired knowledge, theories, strategies and models in a variety of contexts within and across classrooms, and experiment with, design and adapt practice according to learners’ needs.

As such, student teaching takes place in a wide variety of classroom settings located in an equally wide variety of schools including comprehensive public schools, alternative schools, schools within a school, theme or specialty schools, independent schools, urban and suburban schools and schools that are both large and small. Each student can expect to complete a minimum of **two student teaching placements**, each in a different grade level according to the requirements of the specific teaching certificate for which she or he is preparing. For example, if a student is working toward initial certification in childhood education--grades 1-6, one student teaching experience must be in grades 1-3, the other in grades 4-6.

During the student teaching experience, pre-service teachers are guided and instructed by two key individuals—the cooperating or cooperating teacher, and the field supervisor. While both work collaboratively to support the growth and development of the student teacher, each assumes a very specific role.

Cooperating teachers serve as mentors, models and instructors to student teachers. By welcoming a novice into their classroom, they demonstrate their willingness to guide student teachers in planning and implementing curriculum, afford them many opportunities to develop their personal teaching style and full potential, encourage questions as well as open discussion and dialogue, monitor and assess the many aspects of each student teacher's growth, and challenge, re-direct, question and explain according to the needs of the pre-service student.

Field supervisors are resources for the student teacher as well as the cooperating teacher, and serve as liaisons between the university and the field. Supervisors act as critical friends by observing student teachers’ work in classrooms with children/adolescents several times each semester, and providing feedback and suggestions to student teachers to help them improve, analyze or re-think their practice. In addition to providing oral and written feedback on lesson plans and their application, supervisors offer experienced and objective perspectives on overall classroom effectiveness, including classroom management, student response and the student teacher's presence and instruction in the classroom. In addition, supervisors work in concert with student teachers to identify specific areas of challenge or interest. In this way, student teachers are able to participate in their own learning and make decisions about particular goals they wish to address.

Essential Information

About the Student Teaching Experience

Student teaching is comprised of two related but separate processes. First, each student teacher must complete **at least 100 clock hours of field observations** in schools and classrooms prior or in addition to student teaching. All 100 hours need not be completed in one term or one course; many of the programs at Teachers College require students to fulfill this requirement in two 50-hour blocks.

Second, New York State certification regulations specify that each student teacher must complete **at least two college-supervised student-teaching experiences** of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. However, it is important to bear in mind that the 20-day requirement is merely a minimum; the amount of time each student teacher spends in each placement typically exceeds this minimum according to the requirements outlined by the program in which she or he is enrolled. As stated earlier, these placements should be in the appropriate subject area and grade level(s). For example, if students are completing a NYS approved certification program covering ALL GRADES, they should have at least one placement in grades K-6, and one in grades 7-12 in the appropriate subject area.

Each student teacher is assigned a field supervisor. This is typically an experienced teacher who is selected by the university to provide support, guidance and feedback to the student teacher over the course of the student teaching term. Supervisors visit and observe student teachers in their classrooms several times during the placement period. While the number of observations required may vary from program to program, the Teacher Education Policy Committee at Teachers College and the Office of Teacher Education and School-Based Support Services strongly and unanimously recommend **a minimum of three observations per student teaching experience**. Supervisors will want to observe student teachers working with children/students in a variety of grouping configurations, subject areas and at different times of the day and week. Supervisors also meet with student teachers prior to each observation so lesson plans and instructional decisions can be reviewed and discussed, and they document and discuss their observations with the student teacher after each classroom visit as part of the feedback and assessment process. As liaisons between TC and the field, supervisors are key to student teachers' ability to integrate and apply all they are learning with/to their practice.

The student teaching experience is the only time in a teacher's career when she or he works alongside a veteran teacher, receives constant guidance and feedback, and has the luxury to make mistakes/fail/falter/experiment/take risks without irreparable consequences for children/learners given the close support of a mentor. Thus, **paid teaching cannot be substituted in lieu of student teaching**, whether the student is working under an internship certificate or has secured employment on his/her own. Such substitutions will, unfortunately, create problems for students when they apply for certification through TC, because they will be assessed by NYS as not having completed all institutional state approved requirements.

Internship certificates are an option to students who are interested in paid teaching prior to program completion, have a commitment of employment from a specific school, and have fulfilled certain requirements. In order to apply and be recommended for an internship certificate, including a bilingual extension internship certificate, students must have ...

---completed at least 50% of their course work, *including student teaching*,

---submitted an advisor's written recommendation to the Office of Teacher Education(Attn: Faride Suarez)

General Expectations for Student Teachers

Although different programs have different emphases and specific requirements, the expectations below represent general expectations across Teachers College Teacher Education programs. As the forum for integrating and applying knowledge, skills and dispositions acquired through your program, student teaching should enable you to:

- Become an astute observer of students
- Develop strong, supportive relationships with students and their families
- Create rich learning environments and opportunities
- Demonstrate your content knowledge and your ability to convey this knowledge
- Develop facility with planning and curriculum decision-making
- Enact curriculum & instruction appropriate for diverse learners in multiple subjects and settings
- Differentiate instruction to meet the needs of individual students and ensure access to learning
- Assess learners using multiple means or methods, & in relation to different instructional purposes
- Use a variety of culturally relevant materials, resources and technologies to support learning and instruction
- Develop a repertoire of classroom management strategies and insights
- Develop strong communication skills
- Collaborate with your cooperating teacher, other teachers, and your students
- Reflect upon and analyze your own teaching
- Demonstrate professionalism and dependability

Satisfactory completion of requirements

You are expected to complete all program and college requirements in a satisfactory and professional manner. Students who do not satisfactorily meet all program and college expectations and standards cannot be recommended for certification. While teaching is not for everyone and candidates may decide during their program or student teaching experience to consider different career options, the overwhelming majority of student teachers at Teachers College successfully complete their programs and achieve certification. We have every confidence in your ability to become a thoughtful, skillful and caring educator, and faculty and supervisors alike will strive to give you the support you need to meet the highest standards.

General Guidelines for Student Teaching

In order to achieve a seamless transition into each new classroom setting and ensure a successful and productive experience, it is necessary that each student teacher—you—pay attention to the following:

Gaining familiarity with the classroom and school

Each classroom is a unique context that brings together many different personalities, backgrounds, strengths, needs and norms. Gaining entry into this unique setting is facilitated when you:

- Observe in your cooperating teacher's classroom (and in the classrooms of other teachers, wherever appropriate) and confer daily with your cooperating teacher
- Become acquainted with the institution, its resources and students
- Study the scope and sequence of the curriculum
- Assist with daily routines wherever appropriate and possible
- Introduce yourself (or ask to be introduced) to colleagues of the cooperating teacher, principal, department chair, etc.



Respecting the guest-host relationship

Student teachers, field supervisors and other personnel from Teachers College are invited into public schools in the Tri-State area as guests of the host schools. Each school maintains individual regulations, procedures, instructional practices, professional philosophies and expectations with regard to student teachers' work within the school. As a student teacher, you should be aware that acceptance of an assignment indicates your: (1) understanding of this guest/host relationship; and (2) agreement to abide by the regulations, procedures, instructional practices and professional and personal expectations of the particular school to which you have been assigned.

Observing protocols

Become familiar with and abide by protocols in your school and classroom governing:

- the safety and care of children/adolescents
- emergency procedures
- dress, demeanor and professional behavior

- o entering and exiting the building
- o communication with homes, families and communities
- o field trips and special events
- o appropriate responses to students' personal, health or dietary needs.

Maintaining confidentiality

Student teaching places you in a privileged situation in which you are exposed to a variety of confidential information, such as student records, school and classroom problems, and teacher lounge conversation. Public exposure of confidential information is detrimental to the rapport that TC has established with the many schools in which it places student teachers and undermines trust in you as a professional.

Video-taping, audio-recording and photo-documentation

These practices, while valuable learning tools for the student teacher, may present some confidentiality and/or privacy issues in the classroom. If, within the context of TC course requirements/assignments, it is recommended that you engage in these practices, be sure to proactively discuss with your cooperating teacher the protocols for obtaining permission to tape and record classroom activities and children. If these practices are not permitted or permission is not granted, you will need to speak with your program coordinator about alternative strategies.

Attendance

Participation in the student teaching program requires a total commitment to the program, to the cooperating teacher, and most importantly to the students. In the case of necessary absences, it is important to call your cooperating teacher as soon as you know you will be absent, and then contact your supervisor if you feel it is necessary to do so.

On days that you are scheduled to be visited and observed by your supervisor, you should plan to be actively teaching and fully engaged with students. While teachers are responsible for a variety of other tasks, such as giving a test, grading papers or conducting sustained silent reading—all of which you should experience and practice—instruction and direct interaction with students is where you will be most challenged and when you will benefit most from a supervisor's perspective and feedback. If you are going to be absent for an observation, please inform your supervisor as soon as possible.

No Touch Policy

Please check whether your school has a "no touch" policy in place to avoid potential problems. Student teachers should never be in a room with P-12 students with the door closed. Please become familiar with school policies and procedures early in the placement.

Suspected Child Abuse

If you suspect child abuse, report concerns to the cooperating teacher, school administrator, or counselor or follow guidelines put forth by your program (if available).

Preparing for Student Teaching

Meeting health regulations: All student teachers must take a tuberculosis test before entering the classroom. NYS law requires that you test negative for tuberculosis before you can begin student teaching, and the only way to verify this is through a **TB Tine test**. This requirement is essential to ensure your health safety and the safety of the students with whom you will work.

You may go to Columbia University Health Services to be tested, whether or not you have university health insurance, or you may see your own personal physician. Since TB tine test results expire after a year, you will want to be tested shortly before you are to begin student teaching. Documentation of a tuberculosis test must be submitted to the Office of Teacher Ed, using the form included in the Student Teaching Packet or a physician's form.

You may pick up a **Student Teaching Packet** from our office in Zankel, 4th Floor, Room 411, which includes:

- Checklist for Student Teaching
- Fingerprinting Information Sheet
- Medical Form for TB Test
- Record of Hours Form
- Placement Diversity Report

This packet is also available online at www.tc.edu/ote ; click on "Student Teaching."

Upon meeting all the requirements listed on the front of the student teaching packet, you must obtain a "**Clearance Letter**" from OTE before starting at the placement site.

As indicated, these forms are due at different times and should be submitted to our office accordingly. The due dates are indicated on each form. As stated earlier, the medical form is only required once before the start of student teaching each year (and if you fulfill all student teaching requirements during that year). Please note that a new set of all the other forms must be completed for each student teaching placement required for the certification(s) you are seeking.

Conducting field observations: NYS requires that all initial certification programs include a minimum of **100 clock hours of field observations**. These observations are designed to help you become acquainted with schools and different school settings and are above and beyond the time you are required to spend student teaching. In some programs, these observations are completed prior to student teaching; in others, alongside but in addition to student teaching, etc. Please be sure to familiarize yourself with the requirements in your program and to complete this important activity as soon as appropriate.

Becoming familiar with curriculum and standards: A good way to prepare for student teaching is to acquaint yourself with curriculum materials, literature and other relevant resources, and learning standards related to children or youth and specific subject areas. Gather recommendations for good literature to read ahead of time, review curriculum materials in your grade level/subject area, become familiar with the learning standards outlined by NYCDOE and by professional organizations such as NCTE or NCTM, and come to know some of the standards for teaching such as the INTASC standards, or those outlined by Teachers College. An essential aspect of good teaching is good planning and thinking; these activities will help you develop the habits of mind all good teachers demonstrate, and feel confident and more knowledgeable as you enter the classroom.

Preparing for New York State Certification

The goals you have been working toward are finally within your reach—graduation and teacher certification. Congratulations! Below are some steps you can take to ensure that you have all you need in place for the certification process to go smoothly. In addition, we have included **a certification timeline** below, as well as more detailed information about various certification types and regulations.

Teachers College teacher education programs are state approved. As such, Teachers College may recommend students for New York State certification upon successful completion of a degree program. Students are responsible for providing the necessary paperwork to OTE (Zankel, 411).

Taking advantage of resources at Teachers College: Our office is ready to help you with certification questions to set up a meeting with our certification staff. The Office of Career Services maintains job listings that you will want to review. They also offer workshops to help you develop an informative and appealing resume, acquire additional certification information, and hone your interviewing skills. Career Services also hosts numerous job fairs which give you the opportunity to speak with recruitment personnel from both public and private schools in NY and elsewhere. Remember to talk to faculty who also receive numerous job announcements and know much about schools in the area. Be sure to **plan ahead** as you consider recommendation letters.

Liberal Arts Requirements

There are certain requirements (usually covered in an undergraduate degree), including foreign language, math, English, social science and science, that are required both for certification. Generally, a minimum of 3 credits in each of the subjects listed above are required for those seeking secondary level certification and 6 credits are required for the elementary level. It is vital that you check with your program advisor to find out more about these requirements, which ones you may need to fulfill, OR how many credits NYS will grant to you for taking certain CLEP (College Level Examination Program) tests. Usually, two semesters of a language or English are required, but you will need to confirm this with your program advisor. To fulfill these requirements, you can take the CLEP test in the appropriate subject area(s) instead of taking classes. More information on these exams, as well as registration information, can be found at <http://www.highered.nysed.gov/tcert/faqcw.html#six>

Completing all applications: Graduation and certification are related but separate processes, each of which requires a specific application. See the timeline on the following pages for detailed information.

Timeline for Certification

The following is a recommended timeline for completing a New York State Education Department (NYSED) Approved Teacher Preparation Program leading to Initial/Professional Certification

At the start of your program:

Consult with your program advisor to confirm that you have been admitted into a program leading to a NYSED approved initial/professional certificate. Requirements include (but are not limited to):

- Your program teacher preparation course outline
- Depending on program requirement: Student teaching/practicum placement

As you go along in your studies, keep in mind that there are certain certification requirements that also need to be addressed prior to completion of your program:

Complete 3 Training Sessions

- Child Abuse Identification and Reporting Training; list of NYSED approved providers:
<http://www.op.nysed.gov/training/caproviders.htm> (Choose "Distance Learning" for online workshops)
- School Violence Prevention and Intervention Training; Link to providers:
http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html
- Or take HBSS 4116 course at TC
- Dignity for All Students Act (DASA) (This may be taken as a stand-alone workshop, as part of a multicultural or diversity course if the course has been approved by New York State as an approved provider, or through the HBSS 4116 (pending NYS approval as of 7/18/2013).

Take required New York State Teacher Certification Exams (NYSTCE) – Exam requirement(s) will vary depending on your certificate title. Please note: required exams should be taken and passed no later than your last semester prior to graduation from Teachers College. Information regarding these tests can be found at: www.nystce.nesinc.com

- Academic Literacy Skills Test (ALST)
- Educating All Students Test (EAS)
- Revised Content Specialty Test (CST) (Check NYSED website for which test) (The previous CST will be accepted)
- edTPA (Teacher Performance Assessment) (Unless you already hold an initial certificate from New York State)
Special Note: A passing score on the ATS-W exam will be accepted toward certification if you did not obtain a passing score on the edTPA between 5/1/14-6/30/15.
- Bilingual Education Assessment (BEA) – required ONLY for Bilingual Extension program completer

Obtain Fingerprint clearance

- If fingerprinted at Teachers College or at the New York City Department of Education (NYCDOE) at 65 Court Street, you will have to complete an OSPRA 104 Form to transfer your prints to the State level for certification
- Or go to a police precinct or the Public Safety office at the main Columbia campus

Certification Recommendation Process /Requirements (to be done during last semester at TC)

- Submission of the Student Teaching Record of Hours is a MUST. Late and/or incomplete submission of required documents WILL delay your graduation and certificate. The hours completed during your student teaching placement will be reflected on your transcript.
- Submission of a COMPLETED Institutional Recommendation Data Form (IRDF) for New York State Certification, with required documentations, to the OTE (411 Zankel).
- IRDF's should be submitted in the semester in which you are graduating.
- A GRADUATION FORM must be filed with the Registrar's Office in Thompson Hall, 3rd floor.

NYSED - TEACH Online Services System Process (to be done during your last semester at TC)

Students are to:

- ✓ Go to the NYSED website: www.highered.nysed.gov/tcert/
- ✓ Create a TEACH account
- ✓ Apply electronically for certificate(s) through TEACH
- ✓ Pay for certificate(s).

The Office of Teacher Education will:

- Enter in TEACH your NYS-institutional certification recommendation after:
 - ✓ The Registrar's Office has granted you graduation clearance
 - ✓ The OTE has received your IRDF with all supporting documents
 - Upon having all of the abovementioned requirements fulfilled and after entering your institutional recommendation in TEACH, generate a letter to the student stating the completion of the NYSED approved teacher preparation program (to be used for possible employment purposes)(upon request)

You can track your certification status at www.highered.nysed.gov/tcert

Certification Exams and edTPA

The table below identifies the new exams:

	New Exams: Applying for certification on or after 5/1/2014
Teacher	Teacher Performance Assessment (edTPA)
	Educating All Students Test (EAS)
	Academic Literacy Skills Test (ALST)
	Revised Content Specialty Tests (CST)

Sample test questions and frameworks are available at:

http://www.nystce.nesinc.com/NY_annProgramUpdate.asp#TestMaterials

edTPA (Teacher Performance Assessment)

Authored and developed by a team of Stanford University researchers, with substantive advice from teachers and teacher educators, edTPA is designed to be used as a portfolio-based assessment for pre-service teacher candidates. Aligned with the Common Core and InTASC Standards, the edTPA assesses high leverage teaching behaviors that focus on student learning. The edTPA is intended as a multiple measure system to assess teacher quality.

The edTPA, identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment—3--5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from their actual teaching during a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on student learning strengths and needs. Candidates' evidence is evaluated and scored on multiple measures within **five dimensions of teaching**.

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/assessments, as well as a planning commentary that justifies the plans based on the candidate's knowledge of diverse students' learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core), build upon students' prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.
2. **Instructing and Engaging Students in Learning** includes one or two **unedited video clips** of 15-20 minutes from lessons taught in the learning segment, and an instruction commentary analyzing how the candidate engages students in learning tasks and activities. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings.
3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.
4. **Analysis of Teaching Effectiveness** includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' use of language (subject specific vocabulary and processing and production of oral/written texts) to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples or video recordings of student engagement.

-Stanford Center for Assessment, Learning and Equity (SCALE) June 2012

*For more information, please see the edTPA PowerPoint on the OTE website at :
http://www.tc.columbia.edu/i/a/document/32034_edTPAPPT.pdf

Certification in Other states

New York State has interstate reciprocity agreements with many other states. For more information, please go to: <http://www.highered.nysed.gov/tcert/ctstate.html>

- Reciprocity means that states will accept the coursework that you have taken for a certification area in NY toward the closest area of certification in that state.
- You will still need to get fingerprinted again, take their state certification exam(s), and fulfill any additional certification requirement(s) they may have.

States may require verification of program completion:

- Either on a form provide by the state's department of education you are trying to become certified/licensed in
- OR on an official letter from the Office of Teacher Education
- Some states require the institution's Certification Officer to send this form directly to them; others require students to send it to them when they submit their certification packet. These instructions should be part of the state's certification packet.

NYS Certification for International Students

In New York State, you must have a certificate to teach in a public school. Certification means that the state has reviewed your credentials and certified you as eligible to teach. Teachers in charter schools may or may not require certification. Private or Independent schools, however, do not always require a teaching certificate.

Visa concerns:

Certification makes you eligible to teach, but it does not supersede your visa status. You also need an appropriate work authorization to teach in the schools. One option for F-1 students is Optional Practical Training, which provides an employment authorization for a maximum of 12 months. See “F-1 Employment and Practical Training” information at www.tc.columbia.edu/~international. For information on work authorization sponsored by the NYC Department of Education, contact the International Recruitment Office at (718) 935-2803

There 2 types of teaching certificates: Initial Certification and Professional.

- **US citizenship is not required for New York State initial teacher certification.**
- **US Permanent Residence (“Green Card”) is required for Professional Certification but not for Initial Certification.**

Requirements for initial certification can be found at <http://www.highered.nysed.gov/tcert>

Certification through a Teachers College degree program requires:

- 1) Application for Certification
- 2) Completion of a degree program that includes student teaching
- 3) NY State administered tests (see below)
- 4) Fingerprint clearance from New York State Department of Education (see below)
- 5) Detection of Child Abuse Course and School Violence Prevention Course (see below)
- 6) Application Fee (\$50)

Certification through Individual Application (i.e., not through Teachers College):

If you completed your education in another country (or another U.S. institution), you may be eligible for New York State certification. New York State accepts certification from other institutions or agencies. You must meet the following requirements:

For Elementary teacher certification, you need to have an undergraduate liberal arts degree, including 30 credits of pedagogy—6 of which must be in the teaching of reading, plus student teaching.

For Secondary teacher certification, you need to have an undergraduate degree in the field you plan to teach (36 credits in the academic subject), and one year of foreign language study—plus 18 credits of pedagogy, and student teaching.

Certification in special subjects requires 12 credits of pedagogy, 36 credits in the subject, an undergraduate major in that field, plus student teaching.

New York State Certification Exams:

There are 3 general tests, which all applicants for certification must take:

- Academic Literacy Skills Test (ALST)
 - Educating All Students Test (EAS)
 - Revised Content Specialty Test (CST) (Check NYSED website for which test) (The previous CST will be accepted)
 - edTPA (Teacher Performance Assessment) (Unless you already hold an initial certificate from New York State)
- Special Note: A passing score on the ATS-W exam will be accepted toward certification if you did not obtain a passing score on the edTPA between 5/1/14-6/30/15.

There are also specific tests, depending on your field:

- ◆ If you are certifying in TESOL, you must take the English Language Proficiency test.
- ◆ If you are certifying in bilingual education, you must take the Bilingual Education Assessments (BEAs).
- ◆ To add a teaching area (that was not part of your program major) you must have sufficient credits in that area and take the appropriate Content Specialty Test.

Test preparation booklets (containing sample tests) and information about registering for the tests are available at OTE in 411 Zankel.

Obtaining a Job in New York City

Students wishing to work in New York City should complete an online application at <http://teachnyc.net>. This is how NYCDOE recruiters and principals seek future teachers for their schools. After applying, you will also be eligible to receive invitations to special job fairs throughout the 5 boroughs.

Online information sessions sponsored by NYCDOE which are facilitated by a live recruiter are available by clicking on the "online information session" link in the "Recruitment Events" box in the lower left of the teachnyc.net website.

Information on career fairs sponsored by the NYCDOE are available at:
<http://schools.nyc.gov/TeachNYC/recruitmentevents/default.htm>

The teachnyc.net site also offers information on the application and hiring process, in addition to information on salary and benefits as well as opportunities for financial support for incoming and future teachers.

Job Seeking Opportunities at Teachers College

The Teachers College Career Services office sponsors NYCDOE recruitment sessions at Teachers College with the DOE recruitment manager as well as public school and charter school job fairs each spring at the Columbia University campus with schools that specifically look for TC graduates. Please contact TCCS at 212-678-3140 or at email: careerservices@tc.edu for more information.

Obtaining a Substitute Teaching License (Occasional Per Diem [OPD])

Holders of a B.A. degree who have not yet received teaching certification are eligible to apply for a substitute teacher license in New York City. A substitute teacher may teach at any grade level and any subject area for a period of up to 40 days in an academic school year. Individuals who wish to exceed the 40 day limit for substitute teaching or renew the license for the following year must take six credits of professional education courses by the end of the academic school year (i.e., August 31) in which the individual served as a substitute teacher.

Note: Professional education courses are defined as study in instructional planning and assessment, knowledge of the learner, instructional delivery, and the professional environment. Professional education courses are those specifically for individuals preparing for a career in teaching, administration, or pupil personnel services. These courses must be part of a teacher education program at an institution of higher education offering a baccalaureate or higher degree. Semester hour credit for student teaching is not applicable to professional education requirements.

To obtain a NYCDOE Substitute License, take the following steps:

1. Find a school with a principal who would be willing to nominate you for a substitute teaching position
2. Once the principal has entered an online nomination, you will be emailed information on how to access and complete the online application
3. Obtain your official transcripts from all institutions of higher education you have attended.
4. Obtain a \$50 Postal Money Order (at a local post office or at Hartley Chemists at 120th and Amsterdam Avenue).
5. You must complete the fingerprinting process. **If you have already been fingerprinted** for New York State, you will not need to be fingerprinted again. **If you have not been fingerprinted**, please be ready to pay a \$115 fee (by money order, personal check or MC/Visa Credit Card) payable to the NYCDOE/DHR. Bring your completed application, all fees and accompanying documents to Room 102 at 65 Court Street for fingerprinting.
6. Register for or take the required certification exam (as per the NYCDOE instructions), complete 2 Child Abuse and Violence Prevention workshop, and a 10 hour training course. There may be other requirements not listed in this handbook.

Frequently Asked Questions

Q: What do I need to do before student teaching?

A: Pick up a student teaching packet from the 4th floor of Zankel, Room 411 or download it from www.tc.edu/ote and click on the student teaching link. ALL STUDENTS MUST OBTAIN A CLEARANCE LETTER BEFORE STARTING THE PLACEMENT (see packet). Failure to do so will lead to dismissal from the school site until all requirements have been met.

Q: Can I student teach even though I have not taken the TB Tine Test?

A: NO. STATE LAW requires all persons to take a tuberculin test before entering the classroom. TB tests are offered at TC through a special arrangement with Columbia University Health Services. Please contact OTE for the date.

Q: Where can I go to take a TB Test?

A: Columbia University Health Services offers a test to both insured and non-insured students OR you may go to your own personal physician OR attend TB Test day at Teachers College.

Q: When should I get fingerprinted?

A: We recommend that you get fingerprinted 4-6 months before you are to receive your certificate. But if you are student teaching, you must get fingerprinted BEFORE you student teach. A new policy set forth by NCYDOE requires all students who will be observing in NYC public schools to be fingerprinted.

Q: Where can I go to get fingerprinted?

A: Please go to 65 Court Street in Brooklyn registering through the PETS system at : goo.gl/3YTYLf . If you prefer to go to a police precinct or the Public Safety Office at Columbia University, be sure to submit your New York State fingerprint packet to Albany, NY. Note: Fingerprint cards are available in Zankel 411.

Q: What types of professional development opportunities are available for student teachers?

A: The Office of Teacher Ed (OTE) offers general orientations about student teaching at the start of each semester in addition to student teaching colloquia. OTE also offers monthly workshops on how to tackle the certification process through its "Ins and Outs of Teacher Certification" workshops. Please email ote@tc.edu or visit www.tc.edu/ote for dates and times.

Q: When should I take the teacher certification exams?

A: We recommend that you complete the ALST as early as possible and the CST if you have an undergraduate degree in your certificate subject area. We recommend that you take the EAS and edTPA once you have student teaching experience. You must pass all exams at least 4-6 weeks prior to your graduation date. To register online or for more information, go to www.nystce.nesinc.com. Note: Computer based exams are now available on a daily basis through the testing service.

Q: Can I take a teacher certification exam even if I am not in New York?

A: Please visit the NYSTCE site at http://www.nystce.nesinc.com/NY13_testsites.asp for test sites and test availability.

Q: Where can I go for help with the teacher certification process and reciprocity?

A: Feel free to drop by our office on the 4th floor of Zankel and speak to OTE staff. Or call 212.678.3502 or email ote@tc.edu .

Appendix A-Fingerprinting Information

CHOICE 1: NEW YORK CITY DEPT OF ED (NYCDOE) (Fingerprints clear in 48 hours)

ATTENTION: BEFORE GOING TO BROOKLYN: Please go to the following link to be pre-registered for fingerprinting via the PETS Roster: <http://goo.gl/3YTYLf>

Take the following items:

1. Form from PETS Applicant Gateway system. Please see paragraph above.
2. Government issued photo ID e.g. driver's license and your college ID
3. Payment for \$115 fee (money order, personal check, Visa, MasterCard, Discover)

Fingerprints must be transferred **from the city to the state by filling out an OSPRA 104 form. This can be found online by searching "OSPRA 104" or picking up a paper copy in Zankel 411.

Location: 65 Court Street, 3rd Floor, Brooklyn, Phone: (718) 935-2750/2668
Hours: Monday-Friday, 9am-4:30pm

International Students

International students without a valid US social security number **MUST GO TO** Columbia or a police precinct. Please contact the Office of Teacher Education at ote@tc.edu and identify yourself as an international student in need of an ID number. You may use this number for to register with NYSTCE, NYSTCE exams, and NYCDOE.

CHOICE 2 OR 3: COLUMBIA CAMPUS OR POLICE PRECINCT (Fingerprints clear in 2-4 weeks)

The public safety office at Columbia University (Low Library, Room 111) fingerprints students at no cost, but a processing fee of \$91.50 must be paid to New York State. Please take photo ID and 2 fingerprint cards from our office. Fingerprints are done on Thurs, Fri, Sat, Sun, and Mon from 9am-3pm. Appointments are recommended although people may walk in. To make an appointment, go to: <http://www.columbia.edu/cu/publicsafety/>

If you choose to go to a police precinct, the closest one to TC is located at 520 West 126 Street between Broadway and Amsterdam. Please take a \$16 money order. (Personal checks and credit cards are not accepted)

For Columbia or the police precinct: To apply online for fingerprint clearance, go to:
www.highered.nysed.gov/tcert/teach/login.html

Mail 2 fingerprint cards and credit card payment receipt to:
Fingerprint Processing
NYS Education Department, PO Box 7352, Albany, NY 12224

To check on status of prints: 1.Go to: <http://www.highered.nysed.gov/tcert/teach/>, 2.Click on "Account Information, 3.Select "Fingerprinting" inside the white box, 4. Press "Go." It should say, "Your DCJS and FBI results have been received."

After fingerprints have cleared (2-4 weeks), go to 65 Court Street in Brooklyn together with your TC ID AND driver's license and request the transfer of fingerprints **from the state to the city through OSPRA 103. We strongly recommend completing the PETS Roster form and then going to Brooklyn.** PETS link:
<http://goo.gl/3YTYLf>

STUDENT TEACHING CLEARANCE

In order to be cleared for student teaching, you must submit a screen shot of the NYCDOE or NYSED website via email to ote@tc.edu, fax to 212.678.3153, or in person to Zankel, Room 411.

APPENDIX B: CHECKLIST FOR OBTAINING INITIAL TEACHER CERTIFICATION

Through Institutional Recommendation at Teachers College

BEFORE student teaching:

- Download Student Teaching Packet from www.tc.edu/ote or pick up at Zankel, Room 411
- NEW! Register as a student teacher at TC via <http://tinyurl.com/ovy8c8e>
- State Law: Take Tuberculin Tine (TB/PPD) test before student teaching (valid for 1 calendar year)
- Get fingerprinted
- Take [Child Abuse and Identification and Reporting Training](#)
- Take [School Violence Intervention and Prevention Training](#)
- Register online with New York City at www.teachnyc.net
- Obtain **“Clearance Letter”** from the Office of Teacher Education (OTE) after completing all above requirements in order to be allowed to start student teaching

For BOTH placements:

- Track the number of hours at the school site on the time sheet
- Submit “Record of Hours” and “Placement Diversity Report” form to OTE

Obtain Fingerprint Clearance (if not done so already) Please see “Fingerprint Info Sheet” for more details

- Go to NYCDOE in Brooklyn, Columbia University Public Safety Office, or a police precinct
- Send your fingerprints to the State level by filling out the OSPRA 104 form (only applicable to people who were fingerprinted in Brooklyn through NYCDOE)

Take 3 Workshops

- Child Abuse and Identification and Reporting Training (Unless you have taken HBSS 4116)
- School Violence Intervention and Prevention Training (Unless you have taken HBSS 4116)
- Dignity for All Students Act (DASA) Training (Certificate of Completion required and mailed to NYSED)

Meet Liberal Arts credit requirements in following subjects (if not done so already)

- English, Mathematics, Science, Social Science, and Foreign Language

Take 4 New York State Exams for Initial Certification

Registration and preparation guides are available at: www.nystce.nesinc.com and at www.edtpa.com (for the edTPA)

- edTPA (Teacher Performance Assessment) **(Unless you already hold an initial certificate from New York State)**
- Special Note: A passing score on the ATS-W exam will be accepted toward certification if you did not obtain a passing score on the edTPA between 5/1/14-6/30/15.
- Academic Literacy Skills Test (ALST)
- Educating All Students Test (EAS)
- Revised Content Specialty Test (CST) (Check NYSED website for which test) **(The previous CST will be accepted)**
<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Apply for a teaching certificate via the NYSED (State) TEACH system (Different from NYC TEACH)

- Go to <http://www.highered.nysed.gov/tcert/>

Submit Institutional Recommendation Data Form (IRDF)

- Fill out Institutional Recommendation Data Form and submit to Zankel, 411 along with:
 - All official undergraduate and other non-TC transcripts sealed in original envelopes
 - Child Abuse workshop form and school violence prevention workshop certificates unless HBSS 4116 was taken at TC (if not done so already)
 - Proof of Dignity Act (DASA) training

Appendix C: edTPA Guidelines for Acceptable Support

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Acceptable Forms of Support for Candidates

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or videorecordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

▶ **Why should I take a course if I already know the subject matter?**

A possible alternative to taking formal course work would be to demonstrate your knowledge of a subject through obtaining an acceptable score on credit-bearing examinations offered by one of the following organizations:

College Level Examination Program

(CLEP) Exam <http://www.collegeboard.com/student/testing/clep/exams.html> 

Notes: 1) Please check to make sure that credits can be accepted if taking exams through an organization other than CLEP. 2) Information regarding which requirements can be satisfied taking exams is available in the requirement description that can be found when you follow the links from your online evaluation or Search Certification Requirements. Tests taken for certification must not duplicate courses or other tests completed for college credit.

▶ **I really need to take a course quickly. Are there any alternatives to traditional college courses?**

New York State United Teachers (NYSUT)

<http://www.nysut.org>  offers courses that may satisfy some of your requirements.

United Federation of Teachers (UFT)

<http://www.uft.org>  offers courses that may satisfy some of your requirements.

The SUNY Learning Network

<http://sln.suny.edu/index.html>  also offers a number of teacher education, content, and liberal arts and science courses.

Make sure that any course offered conforms to the guidelines offered in course requirement descriptions.

▶ **Can I take courses at a community college?**

To determine whether a community college teacher education course is acceptable:

- Refer to <http://www.suny.edu/student/cmpCreditEquiv/courseEquivSearch.cfm> .
- Enter the Course Prefix (e.g. EDU) in the "From Campus Discipline Abbreviation" field
- Enter the Course Number in the "From Campus Course Number" field
- Select the community college offering the course in the "transferring from" dropdown field
- Select: ALL in the "transferring to" dropdown field.
- If the course appears in the "course equivalencies list" it is acceptable.

▶ **How do I know if the college course will be accepted?**

The college offering the course must be a regionally accredited, degree-granting institution. To determine if a college is regionally accredited and to learn more about regional accreditation, refer to the U. S. Department of Education Database of Accredited Postsecondary Institutions and Programs website located at <http://www.ope.ed.gov/accreditation/> . Courses offered for professional development or for continuing education are not accepted. All courses for certification must be part of or countable toward a degree program.

▶ **I have already taught a course at the college level that appears to match the requirement. Will this satisfy the requirement?**

If you have taught a course that would satisfy a requirement, please submit a letter from the department chair verifying the course number, course title, number of semester hour credits given for the course, the semester that the course was taught and that the course was taught satisfactorily. If the course is determined to be appropriate in content, you would then be credited with the competency and or number of semester hours for the course.

Acceptable Grades

Content and Pedagogical Core- Only courses with a grade of C or above for undergraduate level, and B- or above for graduate level courses are acceptable toward meeting core requirements.

*** Please check with your program before taking a course to make sure it is acceptable / transferable.**

More information is available at: <http://www.highered.nysed.gov/tcert/faqcw.html#six>

Appendix E: CLEP TEST

If you have not completed the adequate amount of undergraduate course work for your pending degree you can receive undergraduate credit by taking the CLEP (College-Level Examination Program) tests. CLEP is the most widely accepted credit-by-examination program in the country. More than 2,900 accredited institutions of higher education award credit for satisfactory scores on CLEP examinations. The tests are a “series of examinations, each 90 minutes long, that allow you to demonstrate your knowledge in a wide range of subjects.”

CLEP TEST INFORMATION

General Information: <http://www.collegeboard.com/student/testing/clep/about.html>

Preparation Resources: <http://www.collegeboard.com/student/testing/clep/prep.html>

Testing Centers: http://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp

Registration: <http://www.collegeboard.com/student/testing/clep/reg.html>

Credit Granting Scoring: http://www.collegeboard.com/student/testing/clep/scr_cgs.html

Additional Questions:

Use the online inquiry form: www.collegeboard.com/about/contact.html?region=NYO

Call: (212) 713-8000

Math Requirements

Three to six credits of math are needed for New York State certification depending on the certification area. A satisfactory score on the College Mathematics examination fulfills three to six hours of semester credit. According to the College Board, a satisfactory score is one that falls between **420-500**. Teachers College requirement for the Mathematics examination is a score of **421**. The College Mathematics examination is different from the individual Subject Examinations that deal with specific mathematical concepts, i.e. Algebra, Algebra-Trigonometry, and Trigonometry. In order to fulfill the state requirement for certification, it is best to take the general examination in whatever subject is needed. For example, if a student was told that he or she needed to fulfill 2 semesters of science, he or she would take the Natural Science exam which falls under the “General Examinations” heading in the CLEP booklet.

Foreign Language Requirements

The requirements for a passing score are listed below:

Foreign Languages: 6 credits (2 semesters)	12 credits (4 semesters)
College French	50
College German	50
College Spanish	50

There are also tests in the areas of Humanities, Natural Sciences, Mathematics, Social Sciences and History, Composition and Literature. See the CLEP booklet for information on each individual test. Test scores can be sent directly to Teachers College. If you do not know the college code, put 9999 and the complete school address. The Office of the Registrar has information regarding passing test scores for Teachers College. If there are any other questions please call CLEP information at (609) 771-7865 (between 8am and 4pm).

Another method of fulfilling content gaps is with course work, you can go to any accredited institution (any 4 year college or community college is acceptable if approved by your department) and register for a relevant course. Choose courses from the right department that fulfill the requirement in a very straight-forward fashion. For example, take a math class from the Math department.

In addition, if you are a native speaker of a language other than English, you can test out of the requirement. Finally, if you took only one term of a language but it was at an advanced level, it can count as two terms since the assumption is that competency at the basic level is assured.

Appendix F: Student Teaching Coordinators

For specific program information, please contact the appropriate person indicated below.

For questions about:	Contact:	At:
Art and Art Education	Iris Bildstein	irobil@aol.com
Bilingual/Bicultural Education	Sharon Chang	scc2168@tc.columbia.edu
Deaf and Hard of Hearing	Maria Hartman	hartman@tc.edu
Early Childhood Education	Kara Sheridan	Sheridan@tc.columbia.edu
Elementary Inclusive Education	Megan Lawless	lawless@tc.edu
English Education - Phase 1	John Browne	browne@tc.edu
English Education - Phase 2	Pat Zumhagen	Zumhagen@tc.edu
Intellectual Disabilities/Autism	Emily Shamash	erg2004@tc.columbia.edu
Mathematics Education	Stuart Weinberg	saw29@tc.columbia.edu
Music and Music Education	Andrea Bonamico	amb2316@tc.columbia.edu
Physical Education	Sharon Phillips	sharon.r.phillips@gmail.com
Science Education	Jessica Riccio	riccio@tc.edu
Social Studies Education	Jennifer Mitnick	mitnick@tc.columbia.edu
Teaching as Applied Behavior Analysis	Jo Ann Delgado	joandelgado12@gmail.com
Teaching English to Speakers of Other Languages (TESOL)	Luciana de Oliveira	ld2593@tc.columbia.edu
Teaching of American Sign Language as a Foreign Language	Russell Rosen	rosen@tc.edu
Technology Specialist	Sharmin Hakim	hakim@tc.edu
Technology Specialist	Ellen Meier	meier@tc.edu
<i>Office of Teacher Education</i>	<i>Student Teaching and Certification Paperwork</i>	ote@tc.edu 212.678.3466/3502

HOTLINES

NEW YORK STATE CHILD ABUSE HOTLINE.....800-342-3720 (General Public)

NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES800-342-3715 (General Information)

Appendix G: Notes to the Cooperating Teacher

Below is an excerpt from the Cooperating Teacher Handbook. The full handbook can be downloaded from: <http://www.tc.columbia.edu/ote/index.asp?Id=Student+Teaching&Info=Cooperating+Teachers>

The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

Welcoming the student teacher to your classroom and school

All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. To make a successful transition into the field placement, student teachers need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as “real” teachers. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

- Talk to your students ahead of time about the second teacher who will be joining the class. Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.
- Encourage your student teacher to learn the names and important background information of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.
- Be prepared to spend some time talking with your student teacher. Share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, think aloud about the goals you have for your students that year. Encourage your student teacher to share in return...goals, fears, talents, previous experience, etc. Get to know one another.
- Introduce your student teacher to other faculty and personnel in the school.
- Provide a work area for your student teacher and a space for personal belongings.
- Acquaint your student teacher with curriculum materials, instructional supplies, teaching aids, and other available equipment or technology.
- Articulate the rules, regulations and practices of the school; share the school’s mission, as well as the services and programs that are provided.
- Add the student teacher’s name to the classroom door.
- Don’t forget to underscore confidentiality issues.

Gathering information and establishing channels of communication

- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- Review program documents and student teaching guidelines together.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been—and will be—going on in the classroom.

- o Meet with your student teacher's college supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the student teacher can discuss goals, needs and progress.

Planning for your student teacher's growth and development over time

Learning to teach is not only complex, but should be deliberate and gradual. Think about how you will scaffold your student teacher's learning and development over time so that she or he can gradually assume more and more responsibility and gain independence as a teacher. At the beginning of the experience, observation is particularly important so that student teachers learn to see classrooms and learners with new and ever more-informed eyes. Guide your student teacher to assume responsibilities in measured increments—beginning first perhaps by working one-to-one with students, then with small groups, on to larger groups or the whole class, moving on to the design and implementation of instructional sequences and unit plans and culminating in full or major responsibility for day-to-day teaching and long term/overall planning.

As you structure learning opportunities for your student teacher, consider your own role and how you will guide and assess her/his progress. Observe your student teacher regularly and offer feedback and suggestions designed to help him/her improve, reconsider, more deeply understand or revise practice. Share your own pedagogical decision-making with your student teacher so she/he can benefit from your "thinking" aloud. Finally, remain open to your student teacher's ideas and create spaces for your student teacher to experiment with possibilities.

Inducting your student teacher into the teaching profession

There are many aspects of becoming a teacher that extend beyond direct interaction with and instruction of students. Think about knowledge, skills and experiences your student teacher will need to participate fully and productively in the school and the profession. For example, you may consider sharing assessment and record keeping techniques, involving your student teacher in grade/department/school meetings, or, when appropriate, including your student teacher in conferences with parents. You may also want to encourage your student teacher to attend after-school activities or events, or to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.

Appendix H: Notes to the Field Supervisor

Below is an excerpt from the Supervisor Handbook. The full handbook can be downloaded from:
<http://www.tc.columbia.edu/ote/index.asp?ld=Student+Teaching&Info=Supervisors>

We know that supervision is a difficult responsibility to take on, given the need to delicately balance support and guidance with critique and evaluation. Supervisors are critical to student teacher success because they guide pre-service teachers to think not only about the “what” or “doing” of teaching, but also the “why” or thinking of teaching. As a supervisor you are responsible for moving new teachers from a focus on themselves to a focus on student learning. Teachers College depends on you—your careful observation, astute judgment, fair and candid feedback and informed assessment—to be able to confidently recommend our graduates for teacher certification. Below are some suggestions, guidelines and basic procedural information that we trust will support the important work you do with our students.

Elements of an observation

While Teachers College does not necessarily subscribe to a particular model of supervision, nor do we tightly regulate the supervision process, we do feel that an observation should constitute:

- o A **pre-observation conference** to discuss the student teacher’s lesson plan and any other details pertaining to the lesson. This discussion could take place at the school site or over the phone one or two days beforehand. We suggest reviewing the student teacher’s lesson plan prior to your discussion so you can offer feedback and suggestions from an informed perspective.
- o The **observation of an actual lesson or teaching episode/interaction** where the student teacher is actively engaged with learners. Your observation should last the entire period so you are able to gather assessment data from lesson initiation to closure.
- o A **post-observation discussion** should follow the lesson. This meeting gives you and your student teacher the opportunity to review, reflect upon, and assess the lesson together. Through the use of careful questioning, you can help student teachers think about what they did and why, the decisions and pedagogical choices they made, and the consequences of their instruction on students’ understanding. Again, this discussion could take place at the school site (if convenient), at Teachers College, or over the phone.

The number of observations required by each program may vary, so be sure to check with the program with which you are working. However, the Teacher Education Policy Committee at Teachers College and the Office of Teacher Education and School-Based Support Services strongly and unanimously recommend **a minimum of three observations per student teaching experience**.

Protocols and scheduling

Like our student teachers, supervisors are also guests in cooperating teachers’ classrooms and in schools and representatives of TC. Thus it is important for you to acquaint yourself with school protocols governing entry into the school, dress and professional demeanor and cooperating teachers’ expectations. It helps to get a sense of the rhythms and schedule of the classroom in which your student teacher is placed, and to meet with the cooperating teacher to explain your supervisory role and discuss how and when observations will occur.

Maintaining high quality supervision

Below are some guidelines for ensuring that the supervision you provide your student teachers is beneficial to their learning:

1. Observe the student teacher on a regular basis and in a variety of situations/subjects.
2. Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
3. Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
4. Encourage good planning and organization.
5. Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
6. Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
7. Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self-assessments for subsequent improvement.
8. Maintain a professional working relationship with the student teacher and cooperating teacher.
9. Encourage and support good rapport between the student teacher and her/his students.

Establishing channels of communication

Open communication between supervisors and cooperating teachers enhances and supports their work as colleagues and partners. Get to know the cooperating teacher. Exchange phone numbers to facilitate opportunities to touch base and discuss progress between observations. Encourage cooperating teachers to observe alongside you and to participate in subsequent post-observation conferences with student teachers. Share your insights and solicit theirs. While the observations you conduct are critical to student teacher development, they still represent snap-shots of practice. Developing a professional relationship with the cooperating teacher allows you to fill in the rest of the picture and triangulate observation data.

Appendix I: Problem Solving Protocols

GENERAL GUIDELINES FOR STUDENT TEACHERS (May differ from program protocols)

Your field supervisor is expected to be the first person you seek support from in cases where conflicts, concerns, or disagreements may exist in the placement.

If you are a **student teacher** with a problem with a **cooperating teacher**:

1. Define the problem for yourself. Determine if the problem is a major issue.
2. Meet with the Cooperating teacher
 - Present the problem
 - Listen to the cooperating teacher
 - Determine joint objectives and generate solutions
 - Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
3. If the problem is resolved, acknowledge the cooperating teacher.
4. If a resolution is not possible, request help from your supervisor or Student Teaching Coordinator.

If you are a **Student teacher** with a problem with a **Supervisor**:

1. Define the problem for yourself. Determine if the problem is a major issue.
2. Meet with the Supervisor
 - Present the problem
 - Listen to the Supervisor
 - Determine joint objectives and generate solutions
 - Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
3. If the problem is resolved, acknowledge the Supervisor.
4. If a resolution is not possible, request help from the Student Teaching Coordinator for your program.

If you are a **Student teacher** with a problem with another **Student teacher**:

1. Define the problem for yourself. Determine if the problem is a major issue.
2. Ask for a meeting in person and privately.
3. Meet with the student teacher
 - Present the problem
 - Listen to the student teacher
 - Determine joint objectives and generate solutions
 - Generate a mutually satisfactory and realistic solution including goals, responsibilities, and timelines
4. If the problem is resolved, acknowledge the student teacher.