

2014 -2015

STUDENT TEACHERS

**OFFICE OF TEACHER EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Welcome

Welcome to the Student Teaching Experience

This PowerPoint contains guidelines intended to support the important work you will be doing as a student teacher. More detailed information can be found in the [Student Teaching Handbook](#).

Please select from the following topics:

- [Student Teaching Coordinators](#)
- [Teacher Preparation at TC](#)
- [Timeline for Student Teaching and Certification](#)
- [Fingerprinting](#)
- [Teacher Certification Exams and edTPA](#)
- [Working with your Cooperating Teacher and Field Supervisor](#)
- [Essential Information](#)
- [General Expectations](#)
- [General Guidelines for Student Teachers](#)
- [Job Search](#)

Student Teaching Coordinators

Each program at Teachers College has its own student teaching coordinator who facilitates placements:

Program	Student Teaching Coordinator	Email
Applied Behavior Analysis	Jo Ann Delgado	jdelgado@tc.columbia.edu
Art and Art Education	Iris Bildstein	bildstein@tc.columbia.edu
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.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 Disability/Autism	Emily Shamash	Shamash@tc.columbia.edu
Mathematics Education	Stuart Weinberg	saw29@columbia.edu
Music Education	Andrea Bonamico	amb2316@tc.columbia.edu
Physical Education	TBD	TBD
Science Education	Jessica Riccio	riccio@tc.edu
Social Studies	Jennifer Mitnick	jsm2195@tc.columbia.edu
Teaching American Sign Language as a Foreign Language	Russell Rosen	rrosen@tc.edu
Technology Specialist	Sharmin Hakim and Ellen Meir	sah2028@columbia.edu , meier@tc.edu ,
TESOL	Luciana de Oliveira	ld2593@tc.columbia.edu

Teacher Preparation at Teachers College

Introduction to Teacher Preparation 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 interrelated roles of learner, teacher, and leader in P12 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.

Standards

TC STANDARDS

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:

- 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 in the learning community.
- 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.
- 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.
- 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.
- 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.

Timeline Student Teachers



Timeline for Teacher Certification

Upon entrance to TC, we recommend the following:

- Meet with an advisor to make sure you are enrolled in a program that leads to certification
- Check that you have met *Liberal Arts credit requirements*

Before Student Teaching:

- Look over the [Student Teaching Packet and Checklist](#)
- Obtain a Clearance Letter in order to be allowed to start student teaching

After Each Student Teaching Placement:

- Submit [Record of Hours](#) form
- [Placement Diversity Report](#)

Last Semester at TC:

- Fill out [Institutional Recommendation Data Form \(IRDF\)](#) and submit to Zankel, Room 411 along with all official undergraduate and other non-TC transcripts sealed in original envelopes
- Apply to [NYS online](#) through the TEACH system

***You can view our Teacher Certification Timeline [here](#).*

Student Teaching Checklist

Please download the [Student Teaching Packet](#) for the entire checklist

BEFORE Student Teaching:

- ✓ Download Student Teaching Packet from <http://www.tc.columbia.edu/studentteaching/> or pick up at Zankel, Room 411
- ✓ NEW! : Complete online Student Teaching Form at <http://tinyurl.com/mf9t8fx>
- ✓ State Law: [Take Tuberculin Tine \(TB/PPD\) test](#) before student teaching (valid for 1 calendar year)(This can be done at Columbia Health Services or by a private physician)
- ✓ Get fingerprinted
- ✓ Take [Child Abuse and Identification and Reporting Training](#)
- ✓ Take [School Violence Prevention and Intervention Training](#)
- ✓ Register online with NYCDOE 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 "Record of Hours" (time sheet)
- ✓ Submit [Record of Hours Form](#)
- ✓ Submit [Placement Diversity Report](#)

Fingerprinting

Fingerprinting through NYCDOE, Columbia University, or Police Precinct

[Fingerprinting Information Sheet](#) explains fingerprinting options

**Fingerprints will clear within 48 hours via NYCDOE and within 2-4 weeks via police precinct or Columbia. If you will be student teaching in a New York City public school, you should go to 65 Court Street in Brooklyn*

Fingerprints must be transferred **from the city to the state by filling out an [OSPRA 104](#) form. Paper copies are available at Zankel 411.

Student Teaching Clearance

In order to be cleared for student teaching, you must submit a screen shot showing that your prints have cleared. This can be emailed to ote@tc.edu, fax to 212.678.3153, or dropped off in Zankel, Room 411. Please cover your social security number.

Policy Change for Fall 2014: ALL International students MUST be fingerprinted before student teaching.

Teacher Certification Exams

New York State Teacher Certification Exams

Registration and preparation guides are available at: www.nystce.nesinc.com and at www.edtpa.com

- [edTPA \(Teacher Performance Assessment\)](#) (Unless you already hold an initial certificate from New York)
- Academic Literacy Skills Test (ALST)
- Educating All Students Test (EAS)
- Revised Content Specialty Test (CST) (Old CST exams will be accepted)
(Check [NYSED website](#) for which test)

Possible order for exams

Please note this is purely a recommendation. You do not need to follow this order.

1. [Academic Literacy Skills Test \(ALST\)](#)
2. [Revised Content Specialty Test \(CST\)](#) (Old CST exams will be accepted) (Check [NYSED website](#) for which test)

During semester of student teaching or after first semester of student teaching:

3. [Educating All Students Test \(EAS\)](#)
4. [edTPA](#)

Teacher Certification Requirement: edTPA

The edTPA (Teacher Performance Assessment) is intended to be educative and predictive of effective teaching and student learning. This national, multiple measure assessment has been adopted by New York State and requires student teachers to take a lead role in one focal class for a 3-5 day lesson segment. Students will be required to submit lesson plans, 1-2 video clips, and samples of student work.

An introduction to edTPA is available through a [PowerPoint presentation](#) that will allow for a better understanding of the performance assessment. (Please scroll down to the bottom of the web page as it is located under "edTPA Resources.")

Cooperating Teacher

Interacting with your Cooperating Teacher

Cooperating teachers serve as mentors and models 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.

Meeting with your cooperating teacher and supervisor as a group of 3 to discuss goals, expectations, roles, and responsibilities is recommended before the first official observation.

A [Cooperating Teacher Handbook](#) is available through the Office of Teacher Education.

Field Supervisor

Interacting with your Field Supervisor

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.

Meeting with your supervisor to discuss goals, expectations, roles, and responsibilities is recommended before the first visit.

A handbook for [Supervisors](#) is available through the Office of Teacher Education.

Essential Information

Essential Information

The New York State Education Department requires a minimum of 200 hours of student teaching; the amount of time each student teacher spends in each placement typically exceeds this minimum according to the requirements outlined by the program at Teachers College. 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.

General Expectations

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:**

- ✓ Collaborate with your cooperating teacher, other teachers, and your students
- ✓ Develop strong, supportive relationships with students and their families
- ✓ Create rich learning environments and opportunities
- ✓ Become an astute observer of students
- ✓ 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
- ✓ Assess learners using multiple means or methods, and in relation to different instructional purposes
- ✓ Use a variety of culturally relevant resources and technologies to support learning
- ✓ Develop a repertoire of classroom management strategies and insights
- ✓ Develop strong communication skills
- ✓ Reflect upon and analyze your own teaching
- ✓ Demonstrate professionalism and dependability

General Guidelines

Gaining familiarity with the classroom and school

Each classroom has a unique context; entering this unique setting is facilitated by:

- ❑ Observing in your cooperating teacher's classroom (and in the classrooms of other teachers, wherever appropriate) and conferring daily with your cooperating teacher
- ❑ Becoming acquainted with the school's resources and students
- ❑ Studying the scope and sequence of the curriculum
- ❑ Assisting with daily routines wherever appropriate and possible
- ❑ Introducing yourself (or ask to be introduced) to colleagues of the cooperating teacher, principal, department chair, etc.

Respecting the guest-host relationship

Each school maintains individual regulations, procedures, instructional practices, professional philosophies and expectations; 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 and procedures of the particular school to which you have been assigned.

Guidelines: Confidentiality and Attendance

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.

Attendance

In the case of necessary absences, it is important to call your cooperating teacher as soon as you know you will be absent.

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. If you are going to be absent for an observation, please inform your supervisor as soon as possible.

Job Search

Employment Considerations

Principals begin searching for potential teachers in April although most of the hiring occurs in August (due to budget considerations)

- The New York [CITY TEACH online application](#) system is open Jan.-June.
- Applications to the New York [STATE TEACH](#) system for your teaching certificate can be done at any time during the year. *This should be done before submitting your [Institutional Recommendation Data Form \(IRDF\)](#).*

Special Note: *Both the City and the State call their systems TEACH but they are separate and serve two very different functions. The NY City system is for jobs in New York City. The NY State system is for your actual teaching certificate.*

Student Teaching Handbook

Student Teaching Handbook



[Student Teaching Handbook](#)

For more information regarding student teaching placements, cooperating teachers, and supervisors, please consult the Office of Teacher Education [Student Teaching Handbook](#) or your program handbook.

Other handbooks available through the Office of Teacher Education:

- ✓ [Cooperating Teacher Handbook](#)
- ✓ [Supervisor Handbook](#)



Office of Teacher Education

Contact Us

Regular Hours: Monday-Friday: 9am-6pm

Summer Hours: Monday-Thursday: 9am-6pm, **Fridays:** 9am-3pm

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