

The City College of New York

SCHOOL OF EDUCATION

**Office of Clinical Practice –
*Fieldwork & Student Teaching***

**Handbook for
Student Teachers,
Cooperating Teachers
&
College Supervisors**

Prepared by: *Dr. Bruce M. Billig*, Director
Office of Clinical Practice

Effective for: spring 2014
(Revised: Jan. 28, 2014)

TABLE OF CONTENTS

Description	Page(s)
General Introduction	1
The Student Teaching Calendar for Spring 2014	2
The Teaching Performance Assessment (edTPA): Background and Overview	3-6
Guidelines for Supporting Candidates Completing the edTPA	6-9
FAQ's - General Information - edTPA	10-16
Introduction to Student Teaching for the Cooperating Teacher	16-17
NYCDoE - Student Teacher Handbook	17-23
Appendices – Summary	24
Appendix A - Student Teacher Observation Report (draft)	25-29
Appendix B – Video Recording Permission Form - (part1)	30
Appendix C - Video Recording Permission Form – (part 2)	21
Appendix D - Resources	32-33

GENERAL INTRODUCTION

The New York State Department of Education requirements for Initial Certification for all student teachers have recently changed for those candidates graduating after May 1, 2014. There are new State tests (i.e. ALST, CST and EAS) as well as the edTPA. See our resources and Appendices for further information.

This Handbook is the first edition of our edTPA related Handbook and combines information for all of our student teachers, cooperating teachers and college supervisors. It is not intended to be all inclusive at this time and we will continue to distribute additional information (i.e. revised observation forms, evaluation rubrics, etc.) throughout the spring 2014 semester. These updates will also be made available on our CCNY School of Education website and via email blasts. It is very important, therefore, that all student teachers, cooperating teachers and college supervisors give our Assistant Director, Noris Rodriguez (nrodriguez1@ccny.cuny.edu) their personal email addresses.

I would like to take this opportunity to thank our faculty, college supervisors, cooperating teachers and principals of our partner schools for working with our School of Education during this initial edTPA semester. Please feel free to email me (bbillig@ccny.cuny.edu) if you have any questions

Thank you for your cooperation and support.

Dr. Bruce M. Billig, Director of the Office of Clinical Practice

edTPA STUDENT TEACHING CALENDAR – SPRING 2014

(Revised: November 25, 2013 – Prepared by Dr. Bruce M. Billig)

[Note: The proposed spring 2014 calendar below includes a 10week/5week split to accommodate the student teachers' need to video record their edTPA lessons and the host schools' need to prepare their students for the high stakes tests. Adjustments will be made as we receive further information from Pearson regarding the submission of student teachers' work. The Student Teacher Orientation workshops will be held on January 21, 22 and 24]

Week of...	Activities	Issues?
Jan 27 th - 31 st	1 st full week	Work on task one for the edTPA
Feb. 3-7	2 nd full week	
Feb. 10-14	3 rd full week	
Feb. 17-21	NYC DoE-Midwinter Recess	
Feb. 24-28	4 th full week-Work on edTPA lessons	Plan for the 3 lesson sequence for the edTPA
March 3-7	5 th full week-Begin practice with the video recordings.	
March 10-14	6 th full week-Work on Video recording of lessons	
March 17-21	7 th full week- Video Record Lessons	
March 24-28	8 th full week- Work with CT on Preparation for ELA tests.	Work on edTPA commentaries for the e- portfolio
March 31- April 4	9 th full week- ELA testing in grades 3-8 on April 1, 2, 3.	Consider submission of e-portfolio to Pearson for evaluation
April 7-11	10 th full week- Revise any responses to the rubrics as per the Pearson evaluations	Submit e-portfolio to Pearson
April 14-22nd	NYC DoE Spring Recess	
April 23 rd - 26 th	11 th Partial week- Beginning of second placement	Remain with first placement in case any of the rubrics need to be revised
April 28-30 and May 1 & 2	12 th full week- work with CT on Math for grades 3-8	Math Tests for grades 3-8 on April 30 th , May 1 st & 2 nd
May 5-9	13 th full week	
May 12-16	14 th full week	
May 19-23	15 th Full week	Last week of student teaching. All edTPA tasks should be evaluated by Pearson. Student teaching may be extended if any video recording and artifacts need to be resubmitted.

The Teaching Performance Assessment (edTPA): Background and Overview (from Plainview Old-Bethpage School District, Aug 28, 2012)

A. Introduction. The edTPA is a new and authentic assessment of prospective teachers developed by Stanford University in collaboration with the Teacher Performance Assessment Consortium. The Consortium currently consists of 25 states and over 160 institutions of higher education that have worked together to develop this assessment and pilot it across the country. edTPA is the culmination of many years of work by members of the teaching profession who have designed and refined assessments that capture the act of teaching. These efforts began with the National Board Certification portfolio for recognizing accomplished teaching in the early 1990s, the INTASC assessments of beginning teachers implemented in Connecticut and elsewhere, and the Oregon Teacher Work Sampling System and the Performance Assessment for California Teachers, designed for pre-service teachers.

edTPA was launched as a result of the growing determination by educators to create a nationally available assessment for new entrants to teaching—designed by teachers and teacher educators to reflect the real work of teaching, to support the learning of candidates, and to give useful feedback to programs that prepare teachers.

edTPA, is a pre-service assessment process designed by educators. As with teaching, edTPA is not easy. It requires teacher candidates to demonstrate the skills necessary to meet the daily challenges of classroom teaching: planning around student learning standards, adapting plans for students based on their specific needs, implementing and assessing instruction, developing academic language, evaluating student learning and reflecting on how to improve students' outcomes by continuing to refine teaching plans and strategies. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge.

B. Assignment. To complete the edTPA, teacher candidates will submit artifacts and commentaries as evidence of how they planned and implemented instruction to deepen student learning in their certification area. Artifacts include lesson plans, copies of instructional and assessment materials, video clips of teaching and student work samples. The commentaries describe the artifacts, explain the rationale behind their use, and analyze and reflect on what candidates learned about their teaching practices and students' learning. In each commentary, the edTPA provides prompts to provide evidence of what is known and understood about students and their learning. Note that although writing proficiency will not be scored directly, commentaries must be clearly written and well-focused.

C. Assessment. The evidence submitted will be judged on five dimensions of teaching: Planning, Instruction, Assessment, Analyzing Teaching and Academic Language. Evidence for the planning, instruction, assessment and analyzing teaching dimensions will come from the corresponding tasks. Evidence for the academic language dimension will come from the planning and either the instruction or assessment tasks. The descriptors in the five rubric levels address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to advanced practices of a highly accomplished beginner (Level 5).

D. Submissions.

Planning Instruction and Assessment. Submit context for learning information (rationale, main ideas, goals and alignment with relevant Common Core Standards); lesson plans, instructional material (activity sheets/PowerPoint, media. etc.) and assessment tools; and planning commentary.

Instructing and Engaging Students in Learning. Submit two (2) video clips that do not exceed 10 minutes each and instructional commentary.

Assessing Student Learning. Submit assessments. Three (3) student work samples, evidence of in-depth teacher feedback for two “focus” students and assessment commentary which includes future strategies based on the assessments.

Analyzing Teaching. Your response to questions about teaching practice and two or three revisions to the original lesson plan. Cite evidence in the video clip and in the student work samples that analyze the effectiveness of teacher language supports.

E. Professional Responsibilities. You are responsible to protect confidentiality, acquire permission, cite sources, align instruction with state and national standards, and collaborate with others while developing your own teaching practices.

TPA Implementation Curriculum Plan

	Task Description
TPA Task 1: Planning Instruction and Assessment	
Part A: Context for Learning Information	About the school where you are teaching. About the class featured in this assessment. About the students in the class featured in this assessment.
Part B: Lesson Plans for Learning Segment	1. Lesson Plans, including: <ul style="list-style-type: none">• State Standards targeted in each lesson, learning objectives associated with the content standards.• Informal and formal assessment tools/procedures used to monitor student learning including types of assessment and what is assessed.• Instructional strategies and Learning Tasks used to support student learning, including what you and the students will be doing.• Resources and Materials 2. Key instructional materials and all assessment tools/procedures used during the learning segment (e.g. task cards, peer assessments, class handouts, PowerPoint slides)
Part C: Planning Commentary	1. Content Focus Summary: Summarize the central focus for the competencies and knowledge you will teach in this learning segment. 2. Knowledge of Students to inform Teaching: what do you know about your students’ prior learning and experience with respect to the central focus of the learning segment? 3. Supporting Student Learning: explain how your plans support your

	<p>students' learning related to the central focus of the learning segment. Cite research and theory to support your explanations.</p> <p>4. Supporting Student Understanding and Use of Academic Language: explain how your plans support your students' academic language development.</p> <p>5. Monitoring Student Learning: explain how the assessments were selected and/or designed to provide evidence of student progress toward the learning objectives. Describe any modifications or accommodations to the assessments that allow students with specific needs to demonstrate their learning.</p>
Task Description	
TPA Task 2: Instructing and engaging Students in Learning	
Part A: Video Clips	Video Record teaching: Select 1 clip (15 minutes in length) that shows interactions that demonstrate how you engage students in developing their competencies and knowledge. Select one clip (5 minutes) that demonstrates class management.
Part B: Written Instruction Commentary	<ol style="list-style-type: none"> 1. Identify the number of the lesson(s) from which the video clips were taken 2. Engaging students in learning. 3. Deepening Student Learning During Instruction. 4. Evidence of Academic Language.
Task Description	
TPA Task 3: Assessing Student Learning	
Part A: Student Work Samples	Select 3 student work samples or documented performances (audio, video, PDF samples of graphics, etc.) representing what students in the class understood or could do from the lesson and what a number of students were still struggling to understand or do. At least one student must have identified learning needs.
Part B: Evidence of Feedback	From the 3 student work samples already selected, identify 2 focus students: one with identified learning needs and one other. If your feedback is not shown on the student work samples or in the video clips, document and submit evidence of the feedback you provided to the 2 focus students, either as individuals or as part of a larger group.
Part C: Assessment Commentary	
	<ol style="list-style-type: none"> 1. Analyzing Student Learning: <ul style="list-style-type: none"> • Identify the specific standards/objectives measured by the assessment. • Summarize student performance relative to the evaluation criteria. • Describe the individual learning strengths and challenges for the 2 focus students you chose, make conclusions and cite specific evidence to support your conclusions. 2. Feedback to Guide Further Learning:

	<ul style="list-style-type: none"> • How did feedback provided to each focus student address their learning needs and objectives? • What opportunities were provided for students to apply the feedback? <p>3. Using Assessment to Inform Instruction</p> <ul style="list-style-type: none"> • Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class and individualized steps for the 2 focus students. • Explain how these next steps follow from your analysis of the student performances.
	Task Description
TPA Task 4: Analyzing Teaching	
Analyzing Teaching Commentary	<ol style="list-style-type: none"> 1. What would you do differently? 2. Why would these changes make a difference? Cite evidence from your experience teaching this learning segment to support your explanation.

**Guidelines for Supporting Candidates Completing the edTPA
(From SCALE: Stanford Center for Assessment, Learning and Equity, 2010)**

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 for licensure.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and William, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout your program.

Candidates are learning how to teach and are being guided by more experienced teachers, often in co-teaching contexts. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. Many, if not most candidates, will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers. Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

Strategies for Formative Support

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted.

Acceptable forms of formative support include:

- Providing explanations of **terminology** and concepts covered by edTPA
- Identifying **connections** between assignments completed during coursework and tasks in edTPA
- Assigning **parallel tasks** during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work.
- Distributing edTPA **support documents** such as *Making Good Choices*
- Arranging technical and logistical **support for video recording** and uploading documents into electronic platforms
- Providing and discussing **samples** of previously completed edTPA portfolio materials (with appropriate permissions granted).
- Using the **rubrics** for evaluating embedded signature assessments, course assignments or other formative assessments in the program prior to final edTPA completion
- Using rubric constructs or **rubric language to 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 the edTPA, such as an Academic Language seminar
- Offering the above types of assistance through clinical teaching seminars or through a separate course (methods, foundations, or other modules focused on edTPA components).

Acceptable and Unacceptable Forms of Support*

The chart below pertains to any work related to the **summative edTPA portfolio that is to be formally submitted for official scoring (by Pearson) and/or local evaluation if used consequentially.*

TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Asking Open-Ended or Probing Questions.	Asking open-ended or probing questions that encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.	Offering alternative responses to commentary prompts suggesting changes to be made in an edTPA draft or final version. Using edTPA rubrics to provide formal feedback &/or scores for official edTPA instruction/lessons.
Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process.	Discussions with candidates aimed at improving teaching competence aligned with program values and rubric constructs.	Leading comments in relation to an edTPA draft that is perceived to be weak, aimed at helping a candidate to pass edTPA.
Curriculum Materials or Instructional Strategies.	Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on their own knowledge of their students' strengths and needs and on the content to be taught.	Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) <u>for</u> the candidate.

The chart below pertains to any work related to the **summative edTPA portfolio that is to be formally submitted for official scoring (by Pearson) and/or local evaluation if used consequentially.*

TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Editing	No editing of edTPA is acceptable.	Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.).
Electronic Platforms	Assisting with the use of electronic platforms such as TaskStream, LiveText or Chalk & Wire.	Uploading artifacts or commentaries for candidates.
Handbooks & Templates	Providing password-protected access to edTPA handbooks and templates.	Displaying or discussing edTPA handbooks, prompts, rubrics and templates in public websites.
Rubrics Explanation	Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.	Using edTPA rubrics to provide formal feedback &/or scores on drafts of edTPA tasks for official submission.
Rubrics Use	Using edTPA rubrics to provide feedback and/or assess embedded signature assessments, course assignments, or other formative assessments (formative support as above).	Providing specific analysis (e.g., scoring) of the candidate's artifacts or commentaries for the final edTPA submission, including drafts.
Support Documents	Sharing support documents from TPAC Online or Pearson such as "Making Good Choices", video tutorials, help line assistance, etc.	Sharing edTPA materials addressed by non-disclosure agreements (official scoring or local evaluation training materials provided by SCALE and/or Pearson, including benchmarks).
Technical Assistance	Arranging technical resources for video recording and guidance with uploading documents into electronic platforms.	Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.
Timelines	Providing explicit timelines for completion of the edTPA.	

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from: <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

FAQ's - General Information – edTPA

(From SCALE: Stanford Center for Assessment, Learning & Equity)

Question: What is edTPA?

Answer:

edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Question: Who created edTPA?

Answer:

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA, formerly the Teacher Performance Assessment. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers). The design and review team was comprised of more than 100 university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.) and K-12 teachers.

Question: What is edTPA designed to achieve?

Answer:

edTPA is intended to be used for teacher licensure and to support state and national program accreditation.

By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. This is the first time teacher preparation programs will have access to a multiple-measure assessment system aligned to state and national standards to guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement. edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as, the medical licensing exams, the architecture exam, or the bar exam in law. As a nationally available teacher performance assessment, edTPA:

- Will help candidates develop the confidence and skills they need to be successful in urban, suburban and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.

- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

Question: How is edTPA constructed and used?

Answer:

Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries.

Based on the submitted evidence, which is reviewed by trained scorers, faculty and candidates can discuss the impact of candidates' teaching performance on student learning and determine ways to improve teaching.

Faculty can analyze evidence of candidate performance to guide decision-making about program revision. State education agencies may use edTPA scores for licensure and accreditation.

Question: What are the standards upon which edTPA is based?

Answer:

edTPA is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards and various professional standards, depending on the subject area, including Common Core State Standards and Specialized Professional Association (SPA) standards.

Question: Does edTPA take the place of faculty observation of candidates' clinical experience?

Answer:

No. Teacher educators in states that use edTPA will continue to observe and assess their students, and design their program and coursework as they always have. edTPA was not designed to take the place of faculty observation. Indeed, faculty observation is critical to the success of the implementation of a multiple-measures assessment system.

Faculty observations, along with assessments embedded across the preparation curriculum, ensure that candidates gain the skills and knowledge to demonstrate their readiness for the classroom. Well-prepared candidates with the dispositions to teach are expected to perform well on their capstone assessment, edTPA.

Question: What subjects will be available for edTPA?

Answer:

The following subjects will be available for assessment under edTPA:

- Early Childhood
- Elementary Literacy
- Elementary Mathematics
- Middle Childhood (English-Language Arts, Mathematics, History/Social Studies, and Science)
- Performing Arts (Music, Dance, Theater)
- Physical Education
- Secondary English-Language Arts
- Secondary Mathematics
- Secondary History/Social Studies
- Secondary Science, World Language
- Special Education (Inclusive Settings)*
- Visual Arts

* Available January 2013

Question: Who is participating in edTPA?

Answer:

Current members of the Teacher Performance Assessment Consortium (TPAC) include Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Indiana, Maryland, Massachusetts, Minnesota, Missouri, New York, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Virginia, Washington, Wisconsin, and Wyoming. In addition, Western Governors University is also a member of TPAC and offers online accredited teacher preparation programs across the United States.

Partner Roles in edTPA

Question: What is AACTE's role in edTPA?

Answer:

The American Association for Colleges of Teacher Education (AACTE) supports the development and implementation of edTPA and is helping to share information about edTPA with its member institutions.

Question: What is Stanford University's role in edTPA?

Answer:

Stanford University is the author and exclusive owner of edTPA and responsible for ongoing development of the assessment and implementation support resources for participating states, and institutions of higher education. Stanford University is also responsible for the design and development of the online scoring training, including selecting and coding subject-specific benchmarks and other training materials.

Question: Will the Pearson platform replace other electronic portfolio vendors for edTPA?**Answer:**

No. Electronic platform providers are working very closely with Pearson so that candidates can construct and submit their edTPA materials for scoring to the Pearson platform via the platform used at each campus. Five platform vendors (TaskStream, Livetext, Chalk, Wire and Tk20) were integrated for the spring 2012 field test and additional vendors are expected to be integrated by the time edTPA becomes operational. Candidates at campuses without a commercially available electronic platform will be able to submit their materials through the Pearson platform.

Question: What is Pearson's role in the implementation and rollout of edTPA?**Answer:**

Demand for edTPA grew so rapidly that support was needed to deliver it to campuses and states that asked for it. So through a procurement procedure, Stanford chose Pearson because Pearson has the capacity, experience and infrastructure to offer edTPA at scale quickly, so that students don't have to wait to see the benefits in the classroom. As an operational partner, Pearson will deliver the assessment materials, online technology, program resources and other support to teacher candidates that's required for the multi-state use of the edTPA program.

Question: How will Pearson continue to support edTPA once it becomes operational?**Answer:**

Pearson will continue to support edTPA once it becomes operational through web-based services including information, registration an edTPA submission platform and an edTPA scoring platform; scoring of edTPA submissions and results reporting and recruitment and qualification of scorers.

Question: Who will actually own edTPA upon completion of field-testing and final development work?

Answer: Stanford University is the exclusive author and owner of edTPA.

Submitting and Scoring edTPA

Question: Who scores portfolios?

Answer:

edTPA scorers include teacher educators from the programs participating in edTPA, as well as other qualified teacher education faculty, clinical supervisors of student teachers, K-12 teachers, administrators and National Board Certified Teachers.

All scorers are recruited and selected because of their documented experience both with beginning teachers and subject-matter content. Their efforts help to support the assessment and an evidence-based process that can make objective, comparable and valid predictions of teaching skills and readiness for the classroom.

The criteria for selecting scorers are rigorous. Details can be found in Pearson's [scoring recruitment guidelines](#). These educators are also carefully monitored during scoring activities to maintain high quality. edTPA scorers are compensated for their effort to improve the performance and preparation of incoming teachers. They are paid for training as well as for each assessment scored.

Question: Is feedback given to candidates? If so, how?

Answer:

Institutions of Higher Education are encouraged to review each teacher candidate's portfolio materials prior to final submission. The Faculty Feedback feature in the Pearson submission platform (and other vendor platforms) permits a faculty member to view a candidate's commentaries and video clips and respond with feedback in accordance with acceptable [support guidelines](#).

Question: What are the expected pass rates for edTPA?

Answer:

The rigor of edTPA - or that of any assessment - cannot be determined by pass rates alone. For example, a high pass rate might be the result of effective screening and rigorous preparation, while a low pass rate may reflect a lack of candidate preparedness rather than the difficulty of an assessment.

Like other professional licensing examinations in fields such as medicine and nursing, edTPA's goal is two-fold:

- 1) Ensure that candidates who pass have met the standards of knowledge and skill required of effective practitioners, and
- 2) Encourage preparation programs to emphasize these elements in their training.

The results of the field test indicate that edTPA is a rigorous assessment that is aligned to state and national teaching standards. It is the final step at the end of a long process of rigorous preparation and evaluation, in which most candidates have already passed a basic skills test and a subject-matter test and will have been evaluated by their professors and classroom teacher mentors in real school settings.

Following additional analysis of the field test, a recommended passing standard that uses a professionally acceptable and credible standard-setting approach will be provided as a guide for states. As is the case with current licensing exams, each state adopting edTPA can elect to set its own passing score to determine who is permitted to practice in that state. This state-level process will determine the ultimate percentages of teacher candidates who pass the assessment.

Question: How can teacher preparation programs utilize their candidates' results? from edTPA?

Answer:

edTPA is designed to help teacher preparation programs increase their focus on practice by providing a set of standards developed by teacher educators and teachers, and based on the best practices that support student learning. As a result, the edTPA process will challenge some institutions and alternative route programs to improve their teacher candidate and preparation programs.

It will also provide valid research-based performance data for ongoing program revision. Candidate score profiles, artifacts and commentaries provide a rich data source for programs to examine how they are preparing quality teachers to respond effectively to varied student learning needs.

Security, Video, and edTPA

Question: What policies are in place to ensure the confidentiality and security of edTPA candidates' materials and assessment data, including access to and use of video recordings?

Answer:

Pearson and Stanford University have prepared the document, [Confidentiality and Security of edTPA Field Test Materials and Assessment Data](#) to outline comprehensive security and confidentiality policies for candidates, faculty and Pearson employees.

Question: What if a candidate's classroom contains students who may not be filmed (witness protection program, religious objections, etc.)?

Answer:

The classroom and filming angle may be set up to exclude these students from the video without excluding them from instruction.

Question: How may the video clips submitted with a candidate's portfolio be structured?**Answer:**

Candidates don't have to spend time editing the video - what we're asking them to provide is a continuous, 15-20 minute excerpt to show their performance in the classroom. Research supports that a 15- 20 minute video is highly correlated with what you'd find in a longer video. Candidates also choose the video that best represents their teaching performance and can select the portion of recorded classroom teaching that is most appropriate for edTPA submission.

INTRODUCTION TO STUDENT TEACHING FOR THE COOPERATING TEACHER

The CCNY School of Education thanks you for working with our student teacher candidate this semester. The fact that you are willing to open your classroom to our candidate clearly attests to your professionalism and your dedication to serving as a mentor and teacher educator. Our candidates will depend on the rich opportunities that you will provide for them as well as their need to test out various teaching practices, create and teach their own lesson plans, video tape the required edTPA lessons, assess their students' learning and learn to become reflective practitioners. We have included in this Handbook suggestions, guidelines and basic information for you to consider along with your own mentoring expertise.

It is very important that the student teacher candidate is appropriately welcomed to your classroom and school. Our candidate will need to feel supported as s/he adjusts to your classroom and school routines and norms, develops relationships with students and colleagues, and most importantly, establishes her/himself as a "real" teacher. Here are some ways that you can help our student teacher candidate enter seamlessly into your classroom:

1. Speak with your students about the new "co-teacher" who will be joining your class. Be clear about your expectations for your students' behavior and interactions with this "co-teacher" and answer any questions that they may have.
2. When your student teacher arrives, encourage your student teacher to learn the names and important background information of the students as quickly as possible.
3. You need to be prepared to spend some time talking with your student teacher. Explain your background, experience, work style and the particular norms and conventions of practice that are the foundation of your teaching. Get to know each other by encouraging your student teacher to share his/her goals, fears, talents, teaching needs, etc.
4. Introduce your student teacher to other faculty and personnel in the school.
5. Provide a work area for your student teacher and a space to store his/her personal belongings.
6. Acquaint your student teacher with curriculum materials, instructional supplies, teaching aids and other available equipment or technology.

7. Review the rules, regulations and practices of the school (i.e. Staff Manual).
8. Add the student teacher's name to the classroom door and other materials distributed to students.
9. Review the issues of confidentiality with the student teacher.

Cooperating teachers should make every effort to gather information from the student teacher and establish lines of communication. Some examples include, but are not limited to:

1. Exchange phone numbers and email addresses and discuss how to best communicate with one another before and/or after school hours.
2. Review this Handbook and other CCNY School of Education documents together on a regular basis.
3. Try to schedule a meeting at least once a week where you can plan together and discuss what has been going on and plans for the next few days.
4. Try to meet with your student teacher's college supervisor as soon as possible. Ideally, this meeting should be a three-way meeting where you, the student teacher and the supervisor can discuss goals, progress and meeting the components of the edTPA.
5. Our college supervisors will be using an Observation Form that follows closely with the Danielson components that your principal is also using to observe you. Share your experiences with this observation process with your student teacher.
6. Our student teachers must complete a minimum of 300 hours during the semester. We recommend that s/he is with you for five days per week. Please be aware that the student teacher may need to leave early on certain days due to courses. For example, we have Friday Student Teacher Workshops that begin at 3:30 PM and may involve travel time from your school. You may ask the student teacher for a copy of his/her schedule and our Student Teacher Calendar or Syllabus. Call Noris Rodriguez (212-650-6915) if you have any questions.

NYCDoE – STUDENT TEACHING HANDBOOK

The following are excerpts from the November 2013 edition of the NYC Department of Education's Handbook:

“This handbook is designed for student teachers, cooperating teachers and principals to provide comprehensive information about student teaching in New York City. Please refer to it for New York City Department of Education student teaching requirements, responsibilities and guidelines. It will be updated continuously as new information becomes available.

A successful pre-service student teaching experience is a critical component in preparing aspiring teachers to become effective full-time classroom instructors. Student teachers in New York City public schools have the opportunity to gain practical hands-on experience with a diverse student population in a dynamic, urban classroom environment. By working with experienced cooperating teachers, student teachers can learn the instructional strategies, assessment practices and classroom management skills that result in positive student outcomes.

Student Teachers

Requirements

• Online registration

*All education students planning to student teach in a NYC public school must register with the NYC Department of Education via our online registration system. **Registration is not required for charter school or private school student teaching placements or for field observation work.***

Visit <http://nyc.teacherssupportnetwork.com/studentteacher> to create a user account and complete your online registration. Please note, even if you have already created a user account to begin our full-time teacher application, you must still create a new user account to complete your student teacher registration.

Please submit both personal information as well as your student teacher placement information as part of the registration process. If you do not know your placement information when you first create your user account, you can log back in at a later date to add your placement information. Once you have fully completed all the required registration information, you should print your registration confirmation letter from the site. Your host school principal or his/her representative will ask to see your registration confirmation letter.

Please enter an active email address when registering as we frequently communicate with registered student teachers about the full-time application and hiring process as well as other important information.

- **Fingerprinting**

You must have your fingerprints on file with the NYC Department of Education prior to the start of your student teaching. If you have not been fingerprinted by the NYC Department of Education or the New York State Department of Education, please visit our student teacher registration site at <http://nyc.teacherssupportnetwork.com/studentteacher>. Once you have created a user account, log in to your account and the information on fingerprinting requirements will be visible in the top right corner of your student teacher profile.

- **Chancellor's Regulations**

Please familiarize yourself with the following Chancellor's regulations prior to student teaching in a New York City public school. You are expected to follow the requirements within each of these regulations:

- [A420](#) – Pupil Behavior and Discipline – Corporal Punishment
- [A421](#) – Verbal Abuse
- [A750](#) – Child Abuse
- [C105](#) - Background Investigations of Pedagogical and Administrative Applicants and
- Procedures in Cases of the Arrest of Employees

Cooperating Teachers

Being selected as a cooperating teacher means you possess the skill and experience to play a critical role in the professional development of a student teacher. The New York City Department of Education recognizes and fully supports your efforts to share model teaching practices and continuous feedback with your student teacher. It is an honor to be chosen as a cooperating teacher as you help shape a new generation of future teachers. We thank you in advance for your time and effort.

Recommendations

- You should have at least three years of teaching experience in the subject area in which your student teacher is earning their certification.

Guidelines

• *You should be aware and take advantage of any incentives and/or training that may be available to you from the university that your student teacher attends. These incentives can come in a variety of formats such as:*

□ *University course credit (non-transferable)*

[CCNY: Tuition Waivers for Cooperating Teachers – See below...]

Tuition Waivers

We would like to express our appreciation for the services provided to our student teacher candidates. The cooperating teacher with major responsibilities for supervising one or more student teachers is eligible for a Tuition Waiver for one three-credit teacher education graduate course at any CUNY school under the following conditions:

1. Is entitled to three graduate credits after having served as a cooperating teacher with major responsibilities for supervising one student teacher in one semester.
2. For example, a cooperating teacher must have one student teacher for a period of 10 weeks, or work with one student teacher for 15 weeks or work with two student teachers for five weeks in a semester in order to be eligible for the Tuition Waiver.
3. The City College School of Education does not assume that every cooperating teacher wishes to receive a Tuition Waiver. Consequently, the cooperating teacher will need to submit a Tuition Waiver Request Form (See sample on the CCNY SoE Website) in order to receive a Tuition Waiver. The Tuition Waiver Request Form can also be obtained by: asking the college supervisor for an application, contacting the Office of Clinical Practice at 212-650-6915 or requesting the form by email at educfield@ccny.cuny.edu
4. The Tuition Waiver may only be used within the subsequent three academic sessions (including the summer session). For example, if you served as a cooperating teacher during the spring semester you will be able to use the Tuition Waiver during the following summer, fall or spring semesters.
5. A Tuition Waiver may be transferable among the school personnel (e.g. another teacher in the same school) and it must be approved in writing by the principal of the school and submitted to the OCP. The original Tuition Waiver must be returned to the OCP.
6. A Tuition Waiver may only be extended for one semester at the beginning of the last semester in which you could have used the waiver. The waiver can be extended for up to two semesters. However a Tuition Waiver cannot be extended once the original Tuition Waiver has expired. The original Tuition Waiver must be returned to the OCP.
7. Lost or misplaced Tuition Waivers will not be replaced.
8. All requests for extensions for a Tuition Waiver must be submitted in writing and must be approved/signed by the principal of the school. If the waiver extension is approved by the Office of Clinical Practice, a new Tuition Waiver will be sent to the Cooperating Teacher's home address. The original Tuition Waiver must be returned to the OCP.

For further information about Tuition Waivers contact Noris Rodriguez at: nrodriguez1@ccny.cuny.edu." You may also contact Dr. Bruce M. Billig, Director of the Office of Clinical Practice at: 212-650-5156 or bbillig@ccny.cuny.edu.]

• *You should be well versed in the Charlotte Danielson's Framework or the teaching competency framework being used at your school as well as the [Common Core Learning Standards](#) and use these standards to help guide your daily practice and to provide feedback to your student teacher.*

You are encouraged to read all materials and handbooks provided to you by your student teacher's university to provide more details regarding specific roles and responsibilities. If this information has not been provided to you, please contact the university field placement office.

Responsibilities

- *Understand the importance of hosting a student teacher and allow the student teacher to assume the varying roles of classroom teachers - from observation to work with small groups to fully leading the class.*
- *Familiarize the student teacher with the classroom, the school facilities, the staff, and the policies of the school through activities that include, but are not limited to: tour of the building, introduction to the principal, other administrative staff, and support personnel, library resources, print resources, technology resources, instructional materials, parent handbooks, student tardy and attendance policy, school grading procedures, and school calendar.*
- *Impart to the student teacher the importance of keeping accurate records and maintaining student privacy guidelines.*
- *Model and provide various strategies for effective instruction and classroom management.*

Principals

Requirements

- *All education students planning to student teach in a NYC public school must register with the NYC Department of Education via our online registration system.*
 - Registration is not required for charter school or private school student teaching placements.**
 - Registration is not required for field observations.**
- *Once a student teacher has fully completed their online registration, they will receive a printed registration confirmation letter. Student teachers are required to hand this confirmation letter into your office prior to the start of their student teaching.*
- *In addition to the receiving the registration confirmation letter, you should also expect to receive a letter of introduction from the student teacher's university covering the following information:*
 - Student teacher's name*
 - Certification area*
 - Duration of placement – 1 semester/2 semesters*
 - Weekly schedule*
 - Supervisor's name/contact info*
 - Grade level*
 - Start date/end date*
- *All student teachers must be fingerprinted prior to the start of their student teaching. You can access the Employee Information System (EIS) for fingerprinting confirmation.*
 - Although not required, if you would like your field observation students to be fingerprinted, please provide a written request on school letterhead to the Office of Personnel Investigations, 65 Court Street, Room 102, Brooklyn, NY, 11201.*

Recommendations

- *Prior to accepting a student teacher into your school, you should receive written notification from the college/university field placement office.*
- *Student teachers should be included in school functions and gain experience in areas such as:*
 - Parent conferences*
 - Professional development activities*
 - After school activities (i.e. tutoring)*

• *Every effort should be made to match your student teacher with a cooperating teacher in the same certification area with a minimum of 3 years of experience within that certification area. To the greatest extent possible:*

- Observe and provide feedback to the student teacher*
- Evaluate the student teacher as a potential candidate for hire*

• *Provide time for your cooperating teacher to meet with his/her student teacher within the regular school schedule.*

• *In choosing a cooperating teacher, you should select individuals who are:*

- Proven to be effective in impacting student achievement*
- Reflective practitioners committed to their own development and that of the teaching profession*
- Able to work effectively with adult learners*
- Understanding that the work of the cooperating teacher is use their knowledge of teaching practices and teaching content to coach, guide and support*

• *Provide for the smooth transition of the student teacher to full-time teaching by encouraging the student to engage in a variety of activities, such as:*

- One-to-one tutoring*
- Small group instruction*
- Lead short discussions*
- Team teaching*
- Preparation of instructional materials and development of bulletin boards and instructional displays*
- Evaluation of student work and feedback to students on next steps*
- Supervision of students doing independent work*
- reflection/evaluation of own teaching strategies*

• *Observe the student teacher frequently and offer verbal and/or written feedback after each observation.*

• *Facilitate observation of other effective teachers in same or related grade/subject area.*

• *Encourage the student teacher to be creative and innovative based on the particular needs and interests of the students.*

• *Communicate daily with the student teacher, providing feedback on strengths and weaknesses and next steps.*

• *Actively include the student teacher in non-teaching functions such as staff meetings parent conferences, in-service activities, etc.*

• *Participate in formal and informal evaluations with university personnel.*

• *Communicate frequently with the university supervisor to support and evaluate the student teacher's performance, reporting any concerns or problems about the student teacher immediately.*

• *Cooperating teachers are legally responsible for their classroom and should not leave an uncertified student teacher alone with students at any time.*

Frequently Asked Questions

Registration

1. How do I register to become a student teacher?

All student teachers must register with the Department of Education via our online registration system. Registration must be completed in order to be placed in a host school. To complete the student teacher registration, please visit <http://nyc.teacherssupportnetwork.com/studentteacher>. You will be asked to create a user account before filling out the registration form.

2. I am having difficulty completing my online registration.

Read the instructions carefully that appear on the site. If you still are having difficulty, contact technical support at 1-877-DO-TEACH (1-877-368-3224) or email nycsupport@teacherssupportnetwork.com

3. I have already registered but can't log back in or I am getting an error message that my social security number is already in use.

Contact technical support at 1-877-DO-TEACH (1-877-368-3224) or email nycsupport@teacherssupportnetwork.com

4. I forgot my password.

Click on "Forgot Password" and enter the information required to reset your password.

5. I would like to add my host school information to my student teacher profile but I cannot find my host school in the drop down menu.

Only New York City public schools are listed in the drop down menus for each borough. It is possible that although your school is located in New York City, it is a charter or private school and not a NYC Department of Education public school. Check with your placement school about its designation. You should not register if you are not student teaching in a New York City public school. If you inadvertently registered, you must notify your college and they in turn will notify the Office of Teacher Recruitment and Quality to remove you from our registration system.

Fingerprinting

1. Do I need to be fingerprinted to student teach?

Yes, every NYC public school student teacher must be fingerprinted in order to be placed in a school.

2. I was fingerprinted at the: NYC Department of Health, at a NYC police precinct, a

NYC agency, etc...do I have to be printed again?

Yes, you do need to be fingerprinted again. Other city agencies do not typically share fingerprint information with the Department of Education. However, we do have reciprocity with New York State.

3. I was fingerprinted by New York State, but I am told my prints are not in the New York City system. Although we have reciprocity between New York City and New York State, you must fill out the appropriate OSPRA form to have your fingerprints released.

**If you were fingerprinted for New York State you will need to fill out the OSPRA 103. <http://www.highered.nysed.gov/tcert/pdf/ospra103.pdf>*

**If you were fingerprinted by NYC Department of Education you need to fill out the OSPRA 104. <http://www.highered.nysed.gov/tcert/pdf/ospra104.pdf>*

4. I am a substitute teacher or paraprofessional with a file number. Do I have to be fingerprinted again?

No. However, be sure to indicate the information that is requested on your student teaching online registration form.

5. I am an international student teacher, what do I have to do?

Follow the directions indicated on the self-registration site as they pertain directly to international students.

6. Do I get an ID card?

No. Student teachers do not receive ID cards. These are only issued to fulltime teachers, paraprofessionals and full-time pay rolled employees of the New York City Department of Education.

7. How will I know when my fingerprints have cleared?

You must contact our customer service hotline, HR Connect, at 718-935-4000. Please allow one week for processing.

8. My university coordinator or my host school principal wants to know if I have fingerprints on file with the NYC Department of Education.

University personnel should contact HR Connect at 718-935-4000. School principals have the ability to access this information via the EIS (Employee Information System) database.

APPENDICES:

- A. Student Teacher Observation Report – Completed by the College Supervisor; Domains 1-3 (draft)
- B. Video Recording Permission Form for Parents' Approval; letter with explanation (page 1)
- C. Video Recording Permission Form (page 2)
- D. Resources



**School of Education Office of Clinical Practice
Fieldwork & Student Teaching**
Tel. (212) 650-6915/FAX (212) 650-5379

STUDENT TEACHING OBSERVATION REPORTS 1-3 (draft)

Part I Background Information

Name of Student Teacher _____

Date of Observation _____ Observation # _____

School _____ Grade Level _____

College Supervisor _____

Cooperating Teacher _____

Part II Summary of Teaching and Learning Activities

A. Learning Experience(s)

Literacy _____ Social Studies _____ Mathematics _____ Interdisciplinary _____

Other _____

B. Objectives of Lesson:

C. Instructional Activities Observed--Including the use of technology in planning and/or instruction (Optional narrative)

PART III

A. Student Teacher's Strengths

B. Suggestions for further Focus and Improvement (Identify one or two components within the three domains that the candidate should target for the next lesson. What particular strategies or instructional approaches can she/he employ to improve in these areas?)

Overall Grade for Lesson: _____

Part IV Domains 1-3

Domain 1: Planning and Preparation Directions: After reading lesson plans and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators.

Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

Component 1a: Demonstrating Knowledge of Content and Pedagogy	1	2	3	4
<p>Critical Indicators:</p> <ul style="list-style-type: none"> Materials prepared or gathered for lesson demonstrate candidate's knowledge of content and content resources; Candidate's planning demonstrates understanding of key content and concepts in the subject; Candidate's planning demonstrates understanding of key <u>pedagogical concepts</u> and <u>instructional practices</u> in subject-area; Candidate's planning demonstrates understanding of how lesson's content and concepts relate to other content and concepts in the subject. 				
Component 1b: Demonstrating Knowledge of Student	1	2	3	4
<p>Critical Indicators:</p> <ul style="list-style-type: none"> Candidate uses resources and materials in lesson that are appropriately challenging; Candidate considers student's prior academic experiences, skills, and knowledge when planning lessons; Candidate gathers relevant contextual information about students as part of planning process (e.g. cultural/linguistic diversity, learning styles, developmental considerations, community makeup); Candidate draws on students' interests, cultural backgrounds, strengths, and needs to inform his/her planning; When possible, candidate identifies and plans accommodations for students in class who may require different strategies/support (e.g., students with IEPs, ELL's, struggling readers, gifted students). 				
Component 1c: Selecting Instructional Goals	1	2	3	4
<p>Critical Indicators:</p> <ul style="list-style-type: none"> Candidate includes goals for developing academic language essential to mastering content or skill objectives; The instructional goals articulate exactly what students will be expected to learn, not what they will do; Candidate chooses goals that are significant for learning in the discipline (or adequately assess the significance of goals chosen for them); Candidate sets instructional goals that are aligned to prior and future lesson goals and the broader goals of the learning unit; When appropriate, outcomes are differentiated, in what- ever way is needed, for individual students. 				
Component 1d: Designing Coherent Instruction	1	2	3	4
<p>Critical Indicators:</p> <ul style="list-style-type: none"> Resources and materials used in lesson align with learning outcomes; The candidate matches instructional activities to learning outcomes; The sequence of learning activities and time allotments support learning outcomes; Instructional activities provide opportunity for higher-level thinking and permit student choice when appropriate; The candidate organizes instructional student groups thoughtfully to maximize learning and build on student strengths. 				
Component 1e: Designing Student Assessments	1	2	3	4
<p>Critical Indicators:</p> <ul style="list-style-type: none"> Planned assessments include performance expectations with clearly written criteria; Planned assessments correspond with instructional outcomes; Plan includes modified assessments for individual students when appropriate; Plan includes formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction. 				

Comments:

Domain 2: The Classroom Environment Directions: After observing lesson and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators. Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

Component 2a: Creating an Environment of Respect and Rapport	1	2	3	4
Critical Indicators: <ul style="list-style-type: none"> • Candidate promotes respectful talk, active listening, and turn taking; • Candidate models and promotes politeness and encouragement of students' efforts; • Candidate demonstrates knowledge and caring about students' background and lives outside of the classroom; • Candidate's body language expresses caring, builds rapport with students, and make them feel supported; • Candidate's movement and physical proximity communicates awareness and interest in students' performance; • Candidate demonstrates fairness, appropriate to the diverse needs of the students in the class. 				
Component 2b: Establishing a Culture for Learning	1	2	3	4
Critical Indicators: <ul style="list-style-type: none"> • Candidate demonstrates passion for subject and value of what is being learned; • Candidate seeks to create a "community of learners" where students display/ support intellectual curiosity and risk-taking; • Candidate expects and recognizes effort and persistence on the part of students; • Candidate expects high quality work and provides models and criteria for producing it; • Candidate encourages students to take responsibility for their own learning by independently assessing the quality of their thinking and work and initiating improvement. 				
Component 2c: Managing Classroom Procedures	1	2	3	4
Critical Indicators: <ul style="list-style-type: none"> • Candidate has instructional materials ready and readily available to students so they can access and return them efficiently; • Candidate monitors time and helps students monitor it independently; • Candidate provides students with advance notice before transitions so they have time to shift gears; • Candidate prepares students for independent/group work through thorough explanation and review of procedures; • Candidate has meaningful supplemental work ready for students who finish tasks early. 				
Component 2d: Managing Student Behavior	1	2	3	4
Critical Indicators <ul style="list-style-type: none"> • Candidate clearly and assertively communicates expectations; • Candidate consistently monitors level of attention and engagement across classroom; • Candidate monitors and responds to the behavior of all students; • Candidate employ strategies to effectively refocus attention when necessary; • Candidate deals with disruptions and off-task behavior quickly, directly, privately when possible, and with the minimum it takes to get the students back on track; • Candidate employs behavior management strategies that are appropriate for the circumstances and student. 				
Component 2e: Organizing Physical Space	1	2	3	4
Critical Indicators: <ul style="list-style-type: none"> • Candidate monitors all activities in the classroom to ensure the safety of students; • Candidate ensures that physical space is organized so that all students can see, hear, and participate in learning activities; • Candidate has considered how to maximize or when possible change physical space so as to align it with the instructional objectives of the lesson; • Candidate implements procedures to create a safe environment that include procedures for the care, use and storage of equipment and materials. 				

Domain 3: Instruction Directions: After observing lesson and conducting post-observation conference, circle one performance level for each component based on holistic assessment of critical indicators. Key: 1 = Baseline (candidate meets *few or none* of critical indicators); 2 = Approaching Target (candidate meets *some* critical indicators); 3 = Target (candidate meets *most* critical indicators); 4 = Exceeds Target (candidate meets *all* critical indicators)

<p>Component 3a: Communicating with Students</p> <p>Critical Indicators:</p> <ul style="list-style-type: none"> • Candidate’s purpose for the lesson is clear, including where the lesson is situated within broader learning, and/or how it is linked to students’ interests; • Candidate provides clear directions and procedures specific to lesson activities, and anticipates possible misunderstandings; • Candidate’s explanation of content is appropriate, absent of errors, and connects with students’ knowledge and experience; • Candidate’s spoken language is correct, expressive and uses phrases and terms that expand student’s vocabulary while supporting students understanding of concepts and content. 	1	2	3	4
<p>Component 3b: Using Questioning and Discussion Techniques</p> <p>Critical Indicators:</p> <ul style="list-style-type: none"> • Candidate structures questions to engage various types of thinking (recall, summary inference) including ones of high cognitive challenge (synthesis, evaluation) and provides adequate time for students to respond; • Candidate effectively uses students’ responses and ideas; • Candidate invites students to formulate questions when appropriate; • Candidate creates a genuine discussion among students, stepping aside when appropriate; • Candidate seeks to engage all students in the discussion. 	1	2	3	4
<p>Component 3c: Engaging Students in Learning</p> <p>Critical Indicators:</p> <ul style="list-style-type: none"> • Candidate strives to generate enthusiasm for and interest in learning topics and tasks; • Candidate limits teacher-talk to ensure that students spend ample time in lessons actively practicing and applying skills and knowledge; • Candidate takes steps to motivate students to work on all tasks and persist even when the tasks are challenging; • Candidate paces lesson to ensure maximum engagement: neither dragging nor rushed, with time for closure and student reflection. 	1	2	3	4
<p>Component 3d: Using Assessment in Instruction</p> <p>Critical Indicators:</p> <ul style="list-style-type: none"> • Candidate pays close attention to evidence of student understanding; • Candidate utilizes purposeful questions and tasks to elicit evidence of student understanding; • Candidate circulates to monitor student learning and to offer feedback; • Candidate takes steps to understand students’ process of learning, not just the extent of their learning; • Candidate takes steps towards having students assess their own learning. 	1	2	3	4
<p>Component 3e: Demonstrating flexibility and responsiveness</p> <p>Critical Indicators:</p> <ul style="list-style-type: none"> • In reflecting on lesson, candidate accurately identifies students who struggled to meet learning outcomes and offers specific reasonable follow-up steps for helping them succeed; • In reflecting on lesson, the candidate accurately assesses strengths and weaknesses of planning and instruction and offers alternative actions for improving them; • Candidate seizes on “teachable moments” during lesson; • Candidate adjusts instruction in response to evidence of student understanding (or lack of it); • In reflecting on lesson, the candidate accurately assesses strengths and weaknesses of classroom environment and offers alternative actions for improving it. 	1	2	3	4

Comment:



The City College of New York of
 The City University of New York
 School of Education
 160 Convent Avenue
 New York, New York 10031
 (NAC Building, Room: 6/207A)
 Tel. 212-650-6915
 Fax. 212-650-5379

E-mail: educfield@ccny.cuny.edu or billig@ccny.cuny.edu

Office of Clinical Practice -
 Field Experiences & Student Teaching

Dr. Bruce M. Billig,
 Director

Video Recording Permission Form (part 1)

To: Parents & Guardians
 Date: _____
 Topic: Student Release Form

From: _____ (Student Teacher), The City College of New York, School of Education
 School: _____ Class: _____

I am a student teacher who is involved in assessment tasks required by the New York State Department of Education’s Office of Teacher Certification. This is known as the edTPA (Teacher Performance Assessment). This edTPA requirement will include submissions of short video recordings of my teaching in your child’s class. Although the video recordings involve both me and various students, the primary focus is upon my instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child’s work. No student’s name will appear on any materials that are submitted. The video recordings may be viewed by the City College faculty and other student teachers in a secure environment. They will not be on YouTube and cannot be viewed by anyone not associated with our student teaching program.

This form continues on the next page and will be used to document your permission for your child’s participation in these activities.

If you have any questions, please feel free to contact the Director of the Office of Clinical Practice, Dr. Bruce M. Billig, at: billig@ccny.cuny.edu or 212-650-5156.

Thank you for your cooperation and support.

Signature of student teacher: _____

Signature of Cooperating Teacher: _____

Signature of Principal: _____



The City College of New York of
 The City University of New York
 School of Education
 160 Convent Avenue
 New York, New York 10031
 (NAC Building, Room: 6/207A)
 Tel. 212-650-6915
 Fax. 212-650-5379

E-mail: educfield@ccny.cuny.edu or billig@ccny.cuny.edu

Office of Clinical Practice -
 Field Experiences & Student Teaching

Dr. Bruce M. Billig,
 Director

Video Recording Permission Form (part 2)

Please Complete and Return to your Child's Teacher on or before: _____
Date

Student's Name:	Student DOB:
Street Address:	School:
City/State/Zip Code:	Teacher:
<p>I am the parent/legal guardian of the child named above. I have received and read your letter regarding a student teacher assessment being conducted by the City College, and agree to the following: <i>(Please initial either the I DO or the I DO NOT box below)</i></p>	
(Initial here) ↓	<p>I DO give permission to you to include my child's image on video recordings as s/he participates in class and/or to reproduce materials that my child completed as part of classroom activities. No student names will appear on any materials submitted by the student teacher as part of his/her evaluation required by the NY State Department of Education's Office of Teacher Certification.</p>
(Initial here) ↓	<p>I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.</p>
Parent/Guardian's Signature:	Date:
Permission Slip for Student more than 18 Years of Age	
<p>I am the student named above and am more than 18 years of age. I have read and understand the description given above. I understand that my performance is not being evaluated by these video recordings and that my last name will not appear on any materials that may be submitted by the student teacher. <i>(Please initial either the I DO or the I DO NOT box below)</i></p>	
(Initial here) ↓	<p>I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.</p>
(Initial here) ↓	<p>I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.</p>
Student's Signature:	Date:

RESOURCES

A. NYS Teacher Certification Exams: Homepage- <http://www.nystce.nesinc.com/>

Updates on the New Certification Exams:

http://www.nystce.nesinc.com/NY_annProgramupdate.asp

edTPA in NYS: http://www.nystce.nesinc.com/NY_annTPA.asp

B. NYS DoE Certification Website: <http://www.highered.nysed.gov/tcert/>

C. TPAC online: <http://tpaconline.ning.com/>

E. AACTE edTPA website: <http://edtpa.aacte.org>

F. NYS Office of Higher Ed – New Certification Exams:

<http://www.highered.nysed.gov/certexam.html>

G. edTPA Support Materials for Students: www.edTPA.com

H. CCNY - School of Education

edTPA

On this page (see: www.ccny.cuny.edu/education/edtpa.cfm) you will find information which will help you through the edTPA process:

STUDENTS & FACULTY

- [Making Good Choices - A Support Guide for edTPA Candidates](#)
This is a support guide for students to help them to develop the artifacts and commentaries for their edTPA portfolios.
- [Using edTPA](#)
- [NYS Ed Department Guidance on NYS Certification Exams](#)
- [edTPA Resources](#)
- [NYS Teacher Certification Examinations. edTPA for NY State](#)
- [NYC Department of Education CONSENT TO PHOTOGRAPH, FILM, OR VIDEOTAPE A STUDENT FOR NON-PROFIT USE](#) (e.g. educational, public service, or health awareness purposes)
- [Multimedia Center of the School of Education](#)
Resource, technical advice and assistants with videotaping, cutting, video recorders (camcorders, cameras, iPods, iPads, SmartPhones) for the video component of edTPA. ([edTPA PowerPoint in pdf](#))
- Teaching Channel Resources:
 - [Using Video to Improve Practice: Do It Yourself!](#)
A teacher reflects on her use on videotaping in the classroom.
 - [Using Video to Improve Practice: Video 101](#)
A teacher speaks about videotaping tips in the classroom.

FACULTY

All instructors and supervisors have been entered into the edtpa.aacte.org site from which you can access handbooks, resources, frequently asked questions, webinars and discussion groups moderated by official AACTE staff. You can get official answers from SCALE on your edTPA related questions at that website too. If you have problems accessing the site please contact our edTPA coordinator Dr. Bruce Billig via email bbillig@ccny.cuny.edu.

- [Getting Ready for edTPA](#) (3 part webinar series)
- [Guidelines for Supporting Candidates Completing edTPA](#)
- [Guidelines for edTPA Retake Decision-Making and Support](#)
- [Supporting Candidates with Video Documents](#)
- [Video Case Studies on edTPA](#)
- [CCNY edTPA Forum](#)
In this forum faculty and staff of the School of Education at The City College of New York communicate about their edTPA implementation and support each other in this initiative. This forum is for faculty and staff only.
- [engageNY](#): Common Core Curriculum & Assessment, Teacher/Leader Effectiveness, Data Driven Instruction, Video Library, Professional Development & Network Teams, Parent & Family Resources

Notes