



The City College of New York
City University of New York
The School Of Education

OFFICE OF CLINICAL PRACTICE FIELDWORK & STUDENT TEACHING

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HANDBOOK FOR STUDENT TEACHERS

(Revised 08/2012)

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**School of Education
Office of Clinical Practice**

**Dr. Bruce M. Billig
Director**

Dear Student Teacher,

Congratulations on meeting the requirements for student teaching! As a student teacher, you will be gaining valuable practical experience, which will help you to enter the teaching profession. In addition, as a representative of City College, you will be looked upon to continue to enhance our reputation of preparing excellent teachers. The school where you train and the staff with whom you will work are entitled to your best efforts, and they in turn will do their best to provide you with an excellent student teaching experience.

As you begin this professional experience, there are certain responsibilities and procedures that must be observed. This handbook has been created to help you understand the many responsibilities you have during student teaching. Please carefully review the contents in this handbook. Each candidate is held accountable for the procedures, responsibilities and expectations included in this handbook.

The student teaching experience is one that you will remember for a long time to come. We wish you, and the children whom you will be teaching, much success.

Please feel free to contact the Office of Clinical Practice (OCP) if you have any questions.

Respectfully,

Bruce M. Billig, Ed.D.
Director of Field Experiences

The School of Education

Conceptual Framework

The City College School of Education prepares knowledgeable, reflective and caring educators who are qualified and committed to teaching and leading in diverse communities.

THEMES

A. EDUCATING FOR AND ABOUT DIVERSITY

We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings.

B. DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD

We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates' abilities and dispositions to realize their potentials and become life-long learners.

C. BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS

We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.

D. NURTURING LEADERSHIP FOR LEARNING

Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.

E. BUILDING CARING COMMUNITIES

We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.

Student Teaching

Terms Used in Student Teaching

Many terms are used in this handbook that are familiar. They are defined here simply to ensure that everyone uses the terms the same way.

Candidate

A college student seeking initial state certification.

College Supervisor

A college assigned supervisor who observes the student teacher in the classroom and shares the responsibility of developing and evaluating with the cooperating teacher.

Cooperating Teacher

A classroom teacher who assumes responsibility for the direct supervision of the student teacher.

Director of Field Experiences

A college staff member who administers the total field experience program.

Dispositions

Arrangement of traits that influence the ability to become an effective teacher.

School

A location in which candidate is placed for student teaching.

Seminar Leader

A faculty member who facilitates weekly seminars about teaching and learning through reflective practice.

Student

This refers to the school age child in the classroom.

Student Teacher

A candidate for initial state certification participating in an intensive field experience in a school under the direction of a cooperating teacher and a college supervisor.

Student Teaching Coordinator

A school designated person who coordinates the student teaching program within a school to work directly with the students, college supervisors and the Director of Field Experiences.

General Description of Student Teaching

Student teaching is defined “as a structured, college supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the areas of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class” (Part 80 of the Commissioner’s Regulations).

All candidates seeking initial state certification are required to complete a student teaching practicum as designed by the program. This high quality, professional experience is designed to familiarize candidates with professional responsibilities associated with teaching. Student teaching will provide the candidate with the opportunity to view the entire scope of teaching and to develop the skills and self-confidence necessary to be an effective teacher. Student teaching is the culminating experience designed to develop the candidate’s knowledge, skills and dispositions necessary to help all students learn.

The student teaching experience spans over the course of the semester, in some programs over two semesters. The time is split between lower and upper grades. The fall semester of student teaching begins on the first day of public schools’ opening and generally lasts through December. The spring semester of student teaching begins on the first day of classes at the College and generally lasts through May.

The candidate should have many opportunities for daily teaching practice during student teaching. It is expected that, with the cooperating teacher, the candidate is planning, preparing and discussing next steps for student learning, based on observations and interactions. Written plans should be reviewed for feedback. The emphasis of the student teaching experience is to develop the candidate professionally. Candidates are expected to apply prior knowledge from coursework and fieldwork experiences into the classroom. Candidates are encouraged to use a variety of teaching strategies and materials to demonstrate the necessary knowledge, skills, assessments and dispositions to meet the needs of all learners.

Activities for methods courses should be planned and connected with what is already being taught at the school. How these experiences are documented will be up to the individual course instructor.

The candidate will assume more responsibilities over time. In addition to teaching small or whole groups of children, one will prepare teaching aids, plan, assess students’ work, conference with students and parents and attend professional opportunities as well as assume responsibilities for some clerical duties.

The candidate should not be left alone for any extended period of time, which includes on the playground or on field trips without a licensed teacher being within shouting distance. A candidate may not be used as a substitute teacher. The candidate may teach in the absence of the cooperating teacher with a substitute teacher in the classroom.

These rules are for the candidate’s protection and it is important that the college supervisor be notified if they are being violated.

Student Teaching Orientation

Upon approval for student teaching, candidates will receive a letter of acceptance and an invitation to the student teaching orientation. The orientation will be hosted by the Office of Clinical Practice (OCP). The orientation takes place prior to the student teaching experience in late August or January. At the orientation the student teachers have an opportunity to meet one another, get information about the upcoming experience, review the handbook, have responsibilities explained, ask questions and meet with the college supervisor.

Placements

The Office of Clinical Practice will jointly determine the specific field placements with program directors and schools. The goal of the School of Education is to provide high quality placement sites. All sites will foster a positive learning environment. Generally, placements will be in sites that include diverse socio-cultural backgrounds, as well as, a diverse learning population. All sites will foster a positive learning environment that is in alignment with the School of Education's Conceptual Framework. Classrooms will be chosen to support candidates' learning.

Hours

Candidates must complete a minimum of **300** clock hours of student teaching during the 15-week semester in order to meet New York State Certification requirements. Each candidate must be present Monday through Friday at the start of the school day. The schedule the candidate follows may be full-time or part-time as determined by the candidate's program and OCP staff. During student teaching, the candidate follows the public school calendar rather than the College calendar for professional development, clerical, and vacation days.

Medical

All student teachers candidates must have a negative Tuberculin skin test result or proof of non-active Tuberculosis (chest X-rays result) on file in the OCP. **Please note that some school sites may require that the skin test result must have been taken within one year prior to the first day of student teaching.** See the OCP Staff for the TB Test form or go to: <http://www1.ccnycuny.edu/prospective/education/clinicalpractice/upload/TBTestForm.pdf> if you would like to have the Wellness and Counseling Center, Marshak Building, Room J15) give you the TB test. You may also use your own physician or you may call 311 for information concerning the free Health Department Chest Centers. Reminder: Your completed TB test form must be brought to the Office of Clinical Practice before you can begin student teaching.

Seminars and Workshops

Each candidate will be registered by our Student Teacher Manager for EDUC 41900 (UG) or EDUC 1900G (G), which is a series of workshops that prepare you for New York State Certification, the job-hunting process, and ultimately, your own classroom. The workshops include but are not limited to: Child Abuse Identification and Reporting, Violence Prevention and Intervention, résumé writing and interviewing skills. The weekly Student Teaching Seminars have also been developed to compliment the student teaching experience and facilitate an understanding of the process of learning to teach by having candidates participate in reflective conversations with other candidates and faculty members.

The Office of Clinical Practice

The OCP will maintain all records related to the student teaching experience: record of experiences, medical form, timesheets, observation forms and evaluations. The office will also work closely with the Office of Student Services and the Certification Officer to ensure that the candidate is ready to apply for Initial State Certification.

Certification

Candidates seeking to work in New York State must obtain certification in their specific teaching area as required by the New York State Education Department. Upon successful completion of the program, the School of Education will recommend the candidate for certification.

In order for you to receive Initial Certification from New York State, you **MUST** meet the following requirements:

- Conferred Bachelors or Masters Degree or completion of an Advanced Certificate program
- Required amount of academic credits for specific area of certification
- Required amount of professional education credits for specific area of certification
- College supervised student teaching experience
- Passing scores on the LAST, ATS-W and CST exams
- 2 hour training seminar on the Identification and Reporting of Child Abuse and Maltreatment
- 2 hour training seminar on School Violence Prevention and Intervention

The processing of your application for certification can begin as soon as your degree is posted. Applications can be downloaded from the Certification Office website at <http://www1.ccnycuny.edu/prospective/education/certification/applications.cfm>. You are encouraged to file your application electronically via New York State's TEACH Online Services system. Instructions for doing so can also be found at the Certification Office website. The cost for processing the application via Institutional Recommendation from City College is \$50.00. If you are filing a paper application, you must make a request for an official transcript to be sent to the Certification Office (NAC 3/213). Remember to have it held for degree posting. If applying electronically, you do not have to submit a transcript. The Certification Officer will handle the application from this point on.

A candidate may apply for certification on his/her own and the cost is \$100.00. The burden of providing the appropriate information demonstrating the completion of the requirements would be on the candidate.

Fingerprinting

The following procedures are in effect for student teachers that are assigned to New York City public schools:

1. All student teachers must be fingerprinted by the Department of Education (DoE) prior to beginning Student Teaching.
2. The OCP will register the candidates for student teaching with the DOE after they have been approved for student teaching by the OCP. Only after you have been registered with the DoE as a student teacher can you be fingerprinted. The Office of Teacher Recruitment and Quality's Student Teaching Initiative has an on-line registration procedure for student teachers. Each student teacher will be able to create his/her personal account via their website. By completing this required DoE registration, student teachers will have access to current information about teaching in New York City's public schools.
3. Student teachers who were previously fingerprinted by an external agency (other than NYCDOE or NYSED) are required to be fingerprinted by the NYCDOE at 65 Court Street, Brooklyn, N.Y. The fee is \$115. You must bring a required document, such as: U.S. Passport, Certificate of U.S. Citizenship or college photo ID and U.S. Social Security card, etc. The student teacher manager may arrange for the NYCDOE to fingerprint our candidates on campus prior to the beginning of the semester. You will be notified as to the date, time and location. Contact the OCP if you have any questions concerning this procedure.
4. If a student teacher was previously fingerprinted by the NYCDOE, s/he does not have to be fingerprinted again.
5. If you were previously fingerprinted by the NY State Department of Education, you do not have to be fingerprinted again. However, you must go to 65 Court Street, present a photo ID and complete the OSPRA 103 form. This form will permit the release of your fingerprint information to the DOE.

Please feel free to contact the OCP if you have any questions concerning the above NYCDoE policies.

Student Teaching Guidelines

Attendance and Punctuality

The cooperating teacher to whom you are assigned is expecting you. Arrive promptly each day. Early departures are as disruptive as late arrivals. Show common courtesy. Leave during transitions and down time. Lateness and/or absences will lead to considerable frustration on the part of the teacher and children. Keep track of your attendance and the activities on your timesheet. It is expected that you will be in everyday. If you must be absent, call the school office to notify the teacher. Absences should be recorded on the timesheets. You must complete the minimum number of requisite hours to meet the Initial State Certification requirements. You are responsible for making up missed days. Excessive absence or lateness can result in: a lower final grade; the withholding of financial aid; removal from student teaching.

Timesheets

New York State requires a minimum of **300** clock hours of student teaching. Monthly timesheets are required for all candidates. They are to be submitted to the OCP at the end of every month, countersigned by your cooperating teacher or designated school official. All timesheets must be completed before final grades can be submitted.

When completing timesheets, be sure to:

- Count time from arrival to departure.
- Use only one line for each school day.
- Under each heading list appropriate activities.
 - Teaching duties include class or group teaching, tutoring, etc.
 - The student teacher must have a minimum total of 100 hours listed under teaching duties.
 - Observations
 - Other duties include clerical work, proctoring, conferences, etc.
- Complete computations correctly.
- Timesheets must be free of white outs and/or any other marks or changes.
- Please use only blue or black ink.
- Always make a copy of your timesheet before submitting the original to the OCP and pick up a blank timesheet for the following month. You can download timesheets and other forms from the CCNY SoE website.

Observations (See Appendix I) (Note: Each program has a specific observation report)

Observations are a source of information with the purpose of facilitating growth through professional discussions and reflections on the teaching and learning experience. Observations are not merely an exercise of critique or praise. They allow you to develop the ability to resolve your own questions about practice.

During your student teaching experience you will be observed a minimum of four times by the college supervisor who will arrange a date and time for your formal observations. The formal observations will be conducted approximately once a month and entered into TASKSTREAM for your review. The Director of Clinical Practice may also do informal observations. An informal observation is an unannounced observation or walk-through. It is not uncommon for school administrators to observe you while you are teaching to decide whether you are a potential teacher candidate for their school. Your Cooperating Teacher may also informally observe you teaching and review the outcomes with you. At the conclusion of an observation you should have a post conference.

You are also expected to complete the Post-Observation Self-Reflection form (See Appendix S) and email it to your college supervisor and the Director of the OCP.

Evaluations (See Appendix J) (Note: Each program has a specific evaluation Form).

Before you switch grade levels, the cooperating teacher should complete our “Cooperating Teacher’s Evaluation of the Student Teacher” form (Appendix M) and a final evaluation of your student teaching experience (Appendix J). These evaluations are an overview of your work as a student teacher. Observations cover very specific periods of time. The evaluation is broken down into many categories. The college supervisor will complete an evaluation as a midterm evaluation. At the end of the second placement, the second cooperating teacher and college supervisor will each complete another evaluation. Upon conferencing with the cooperating teacher and college supervisor about the evaluations and recommendations, you should sign and date the evaluation form (Appendix J). The signature on the evaluation does **not** infer agreement with the evaluation.

Concerns or questions about the specific content in the observations and/or evaluations should be directed to the Director of the OCP. All concerns will remain confidential.

NOTE: Your observation and evaluation forms will be submitted to TASKSTREAM by your college supervisor.

Student Teacher’s File

Items found in a student teacher’s file:

- student teaching application, essays, interview notes
- student teaching contract
- student teaching monthly timesheets
- copy of the Student Teacher Responsibilities Agreement
- copies of the observations and the evaluation forms
- copies of LAST, ATS-W, or CST scores (if applicable)
- copies of the Child Abuse and/or Violence Prevention Workshops (if applicable)
- copies of transcripts
- copies of correspondence
- copies of TB Test
- fieldwork timesheets

In addition to the candidate, the following individuals are allowed access to the student teacher’s file:

- OCP personnel
- Dean and Associate Dean of the School of Education
- Designated Chairperson and Program Director
- College Supervisor (supervisees only)

The Director of the OCP will determine who will have access to the student teacher’s file.

Developing a Professional Teaching Portfolio

The culminating project during the student teaching semester is the development of a professional teaching portfolio. The portfolio is a purposeful collection of selected materials by and about the candidate’s practice. This must include students’ work. The portfolio should be evidence of growth towards meeting the objectives of the candidate’s program. College supervisors and seminar leaders will guide the candidate through the process of portfolio development. Each program has very specific guidelines for the development of the portfolio. Be sure to follow those specifications. Most candidates use the portfolios to enhance a job interview and continue to add to the portfolio throughout their teaching career. The contents of your portfolio should be submitted to TASKSTREAM.

Responsibilities and Expectations

The City College of New York has established relationships with schools to help support your professional growth. Based on this professional relationship, the school principal and teachers accept you into their classrooms. Remember that you are a guest. Positive relations must be maintained with teachers, school personnel, students and their parents. In order to continue offering candidates quality experiences, it is imperative that you follow several guidelines. If you fail to adhere to any of the guidelines, the School of Education in collaboration with the school, reserves the right to terminate your student teaching experience. The case will be forwarded to the Committee on Student Services who will determine whether your student teaching experience continues or will be terminated. Termination of student teaching will be recorded as a failure for the course. The decision can be appealed to the Committee on Course and Standing.

Dress Code

You are a professional in a professional setting. Remember that when you enter the classroom, you become a part of the learning environment. Appropriate dress and good grooming are essential. If the school follows a dress code, be respectful of it. If you are unsure what is appropriate, dress up for your first visit and then follow the cooperating teacher's advice.

Professional Conduct and Attitude

Proceed with student teaching as efficiently and with as little disruption to the class as possible. Remain objective during your experience. Generally speaking, negative criticism is unwarranted and should not be offered. Any concerns you may have regarding your placement or relationship with the cooperating teacher should be discussed with your college supervisor and the Director of the OCP in a confidential setting. It will be considered on a case-by-case basis. Do not wait until the end of the semester to correct a lingering problem or misunderstanding. Avoid confrontations. The Office of Clinical Practice is your advocate and will support you when necessary. Become familiar with school rules. Be alert to standards set by the cooperating teacher. Display a highly professional attitude with respect to confidential information about children and parents and with respect to relationships and practices with colleagues and schools.

Your attitude, as well as your physical appearance, indicates your level of seriousness in the field. Having joined a professional community, it is also expected that you will speak and write in ways that are acceptable to this professional community.

Professional Relationships

Be a responsive person, who is genuinely interested in the teacher and the students, yet maintains enough emotional distance to be seen as a professional. The nature of your relationship with the students should always be positive. You should maintain a professional demeanor at all times that supports the students' environment, interests, activities, needs, requests, and questions.

A professional disposition will help you establish credibility with teachers, school personnel, administrators, students and their parents. It is expected that you will help in whatever is needed for classroom functioning or the school community. It is expected that you will attend faculty and parent meetings and professional development opportunities whenever possible. You may document classroom activities for methods courses, seminars or your portfolio. It is appropriate to share this information with the cooperating teacher. It is also expected that you will ask questions about the school, children and the teacher's practice. The way in which you ask questions is critical. Do not give the impression of criticism or disapproval.

Childhood Education Student teachers: Observation on Health and Physical Education

See appendices (N, O, P) for information on New York State Standards for Health and Physical Education Elementary level, Observations on Health and Physical Education and Health and Physical Education reflection Rubric. The health and physical education assignment will be discussed in your childhood education seminar.

First Visit

Arrive at the school promptly. Have an identification card with photo (the CCNY ID or NYCDOE ID) with you. Introduce yourself to the student teaching coordinator who will introduce you to the cooperating teacher. Do not forget to present your letter of introduction. Ask what procedures you should follow when visiting, especially with regard to checking in and out of the school. (e.g. use of a time card)

When you visit the cooperating teacher for the first time, introduce yourself and present the packet. Be sure to agree on a schedule and complete the contract. Do not forget to express your appreciation to the cooperating teacher for his/her willingness to mentor you.

Keep in mind that your cooperating teacher is very busy during the school day and may not have the time to have a leisurely meeting with you during your first visit. Use your first meeting as the first step toward building a solid relationship. Remember that you are both making first impressions which often change as you become better acquainted and more comfortable with each other.

A Student Teacher's Responsibility Checklist

The information below contains some examples of responsibilities that were collected from comments made by cooperating teachers and college supervisors.

To Your Cooperating Teachers...

- _____ Give him/her a copy of our Cooperating Teacher's Handbook.
- _____ Review the various responsibilities, forms and contract.
- _____ Be punctual and prepared for all assignments.
- _____ Agree on a communication procedure (i.e. home phone, e-mail or school phone) if you are absent.
- _____ Plan for an appropriate sequence of student teaching experiences and assessment of student learning.
- _____ Discuss and agree upon a time frame for submitting your lesson plans to your cooperating teacher prior to teaching.
- _____ Coordinate observation dates with your college supervisor and cooperating teacher.
- _____ Share your progress and/or concerns on an ongoing basis.

To Your College Supervisor...

- _____ E-mail your student teaching schedule and CCNY course schedule within the first week.
- _____ E-mail your absences ASAP
- _____ Suggest observation dates after speaking with your cooperating teacher.
- _____ Plan for pre and post observation conferences.
- _____ Share any problems/concerns on an ongoing basis.
- _____ E-mail your lesson plan 48 hours prior to the pre-observation conference
- _____ At the post-observation conference, be prepared to discuss how you assessed for student learning, your results and your follow-up steps.
- _____ Email your completed Post-Observation Self-Reflection form to your Supervisor and the Director of the OCP.

The Role of the Cooperating Teacher

The cooperating teacher plays a major role in your development as a teacher. The cooperating teacher is instrumental in guiding you through your daily classroom experiences. You must make yourself available to respond to the many demands a cooperating teacher might place on you. It is important that you have open communication with your cooperating teacher.

Selection of Cooperating Teachers

The procedure for selecting the cooperating teachers involves school principals, the teachers themselves, college faculty and the Director of the OCP. A teacher is designated as a cooperating teacher because the following criteria have been met:

- The teacher holds an appropriate teaching license
- The teacher has taught successfully for a minimum of 3 years
- The teacher teaches in a diverse setting
- The teacher shows a commitment to modeling best practices
- The teacher is willing to meet regularly with the student teacher to plan lessons and provide feedback
- The teacher exhibits the desire to grow professionally through the exchange of ideas with the student teacher and through conversations with college faculty and the college supervisor

Cooperating Teacher Agreement

In partnership with the cooperating teacher, you must work together to ensure that you get the most enriching experience possible. Cooperating teachers have agreed to the following:

- To create an atmosphere in which the student teacher feels welcome
- To acquaint the student teacher with school policies and procedures and available resources
- To encourage the student teacher to ask questions and reflect on practice
- To provide time for and maintain communication with the student teacher and the college supervisor
- To inform the student teacher about upcoming faculty, parent, and professional opportunities
- To verify attendance
- To observe the student teacher and complete a final evaluation (see Appendix M)

A regular meeting time should be established for a minimum of once a week to discuss schedules, ask questions, review plans, discuss progress and generally to learn as much as you can. Do not expect your cooperating teacher to be perfect. Do expect to share ideas, listen to feedback, receive guidance and take risks. The cooperating teacher should be seen as a resource for curriculum, instruction, classroom management, lesson planning, use of technology and using data to assess for student learning.

The Role of the College Supervisor

Another important aspect of your student teaching experience is your college supervisor. As a representative of the School of Education, the college supervisor assumes responsibility for the supervision of the student teacher and serves as the link between the college, the school and you. The college supervisor acts as your advocate and should provide you with support and guidance throughout your student teaching experience.

Observations

Along with your cooperating teacher, the college supervisor will work towards your professional development. The college supervisor has the responsibility for documenting your growth as a teacher through formal written observations.

- A minimum of four observation reports which include a summary of your performance with constructive feedback.
- The student teacher will have a pre and post observation conference and will be able to read a copy of the formal observation report in TASKSTREAM no later than one week after the observation.
- Areas of strengths and areas for improvement will be outlined and discussed.
- An action plan will be created, if needed, to develop areas that need improvement.

Expectations for the College Supervisor

The college supervisor is expected to provide support to you and the cooperating teacher. The college supervisor has agreed to the following:

- Provide pertinent materials to student teachers, cooperating teachers and school leaders
- Encourage and support the candidate throughout the student teaching experience
- Collaborate regularly with the cooperating teacher about each student teacher's progress
- Help the student teacher become a reflective practitioner
- Monitor the student teacher's content knowledge, pedagogical skills, use of technology, assessment of student learning and dispositions as per the SoE Conceptual Framework

The college supervisor will assist in the improvement of your instructional, management and discipline skills through regular observations and conferences. The college supervisor, along with your cooperating teacher, will shape your experience to ensure that you get the most out of it.

Goals for Student Teaching

The purpose of the student teaching experience is to provide the candidate with hands-on classroom and teaching experiences in schools. Student teaching offers the candidate opportunities to observe and interact with diverse populations throughout the city. Students will be placed with cooperating teachers who understand the School of Education Conceptual Framework and will help candidates to meet these objectives. Through observations, interactions and reflections, the student teacher will develop and strengthen the skills and competencies needed to become effective teachers. The student teaching experience also provides the substance for worthwhile and meaningful reflections on the candidate's decision to become a teacher.

Calendar for the Student Teaching Experience

During your planning discussions with your cooperating teacher you should focus on the experiences below. This calendar should assist you with meeting some of the expectations indicated in the Student Teaching Evaluation form located in the Appendix J (i.e. Developing In-Depth Knowledge about the World; Becoming a Skillful Reflective Practitioner; Educating For and About Diversity: Nurturing Leadership for Learning and Building Caring Communities). Please note that this calendar and experiences may not apply to all situations, but are offered as a guide for your discussions with your cooperating teacher.

WEEK 1....

- _____ Observe classroom routines
- _____ Learn students' names
- _____ Familiarize yourself with educational materials, record keeping procedures, student assessment tools, lesson planning policies, use of technology in the classroom and school-wide routines and resources.
- _____ Begin to supervise some daily classroom routines.
- _____ Begin to work with small groups of students.
- _____ Discuss with your cooperating teacher, how you will increase your teaching responsibilities (e.g., co-teaching).
- _____ Meet other teachers working on your grade level to arrange for your observation of their classrooms.

WEEK 2....

- _____ Begin to supervise student transition activities, such as, escorting students to lunch, to other classrooms and dismissal depending upon the school's policies.
- _____ Begin to plan for Co-teaching, begin to take responsibility for teaching a whole class lesson as you continue to work with small group of students.
- _____ Begin record keeping procedures for homework, grades, etc.
- _____ Begin your observations of other teachers.
- _____ Sit in on planning sessions, staff meetings, parent conferences and other professional meetings.

WEEK 3....

- _____ Discuss with your cooperating teacher how you should plan, assess and teach a unit of study.
- _____ Follow up with your college supervisor regarding suggestions for improvement of your Instruction and your date for observations.
- _____ Continue to increase your level of teaching responsibilities.

- _____ Implement the use of technology in your instruction.
- _____ Participate in parent teacher conferences.

WEEK 4....

- _____ Finalize your planning for teaching a unit of study.
- _____ Continue to increase your teaching responsibilities and classroom observations of other teachers.
- _____ Complete the Post-Observation Self-Reflective Form after you are observed by your college supervisor.

WEEK 5....

- _____ Begin to teach a unit of study.
- _____ Continue with your other teaching responsibilities.
- _____ Review your assessments of student learning with your cooperating teacher on an ongoing basis. Revise lesson plans as needed.
- _____ Reflect on your classroom management techniques and make adjustments where needed.
- _____ Begin to set aside your lesson plans, examples of students' work, examples of your use of technology, photos of classroom activities, assessment tools and other materials that you may wish to include in your portfolio.
- _____ Continue to observe other teachers.

WEEK 6....

- _____ Continue teaching the unit of study
- _____ Review your students' levels of understanding of the unit of study and adjust your instruction accordingly.
- _____ Continue with other teaching responsibilities and observing other teachers.
- _____ Continue to implement your cooperating teacher's and college supervisor's suggestions for improvement.

WEEK 7....

- _____ Complete your unit of study and assess students' outcomes.
- _____ Work with your cooperating teacher to transition your departure from the class if you are changing your student teaching assignment.
- _____ Review evaluations from your cooperating teacher and college supervisor.
- _____ Make arrangements to meet with your next cooperating teacher, if needed.
- _____ Assist your student teacher colleagues through introduction to the classroom, cooperating teacher, school and students so there is a smooth transition

WEEKS 8-15....

_____ As an experienced student teacher you should be able to accelerate the activities in your first placement so that you can co-teach and teach lessons earlier in this new placement.

Follow-up of Teacher Education Graduates

The Office of Clinical Practice will collect information about each candidate at the end of the student teaching experience for the purposes of follow-up. In an effort to provide support and instructional assistance to recent graduates of the School of Education, the OCP and the Dean's Office will host and facilitate study groups, follow-up observations, and information on the School of Education Alumni website. Through regular contact with the graduates that are in the field, the School of Education seeks to improve its teacher education programs. We hope that in the future you will be able to host our fieldwork and/or student teachers.

Conceptual Framework Revisited

By the end of the student teaching experience and the completion of the City College education program, we expect the candidate to be able to demonstrate the following:

- Embrace issues of diversity so they can best be used to support student learning.
- Develop the content knowledge and skills that are needed to help all students learn.
- Expand the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities
- Enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.
- Continue to examine and enhance their practice through the assessment of student learning

Employment Opportunities

Our student teachers are registered with the New York City Department of Education's Office of Recruitment and Quality. In addition to meeting with a recruiter during one of the scheduled student teaching seminar sessions, candidates can complete the NYCDOE's online registration form, which will enable them to attend selected job fairs. You may also work with the CCNY Career Center (NAC 1/111) to have them review your resume, interview skills and register to attend their job fairs. The Director of the OCP will periodically email blast graduates with employment opportunities received from school principals. Please make certain that we have your updated email address.

Student Teachers' Input

Student Teachers are involved in the ongoing review of the SoE's teacher education preparation program. During the student teaching semester you will be completing surveys regarding your cooperating teacher (see Appendix - Q-"The Student Teacher's Assessment of the Cooperating Teachers") and your College Supervisor (see Appendix- R-"Student Teacher's Comments Regarding the College Supervisor"). You will also complete an on-line survey during the last Friday workshop that will address many of the components of your SoE Program.

Appendices

<i>Mandatory Tuberculin Test</i>	A
<i>Tuberculin Test Form</i>	B
<i>Student Teacher Placement information-Sample</i>	C
<i>Student Teaching/Practicum Monthly Timesheet</i>	D
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<i>Health and Physical Education Reflection- Rubric</i>	P
<i>The Student Teacher's Assessment of The Cooperating Teacher (CT)First Placement</i>	Q
<i>Student Teacher's Comments Regarding the College Supervisor</i>	R
<i>Post- Observation Self-Reflection Form</i>	S



SCHOOL OF EDUCATION / OFFICE OF CLINICAL PRACTICE
Tel. (212) 650-6915 / FAX (212) 650-5379

MANDATORY TUBERCULIN TEST

MEDICAL CLEARANCE BASED ON A TUBERCULIN SKIN TEST (AND CHEST X-RAY IF NECESSARY) IS A MANDATORY PRE-REQUISITE FOR FIELD EXPERIENCES.

TB tests are given at no charge through the
Wellness and Counseling Services Center, Science Building (J) Room 15
to all registered undergraduate students.

Please call for hours of operation at 212-650-8222
There is a high demand for tests at the beginning of each semester.
Call as soon as possible for an appointment.

STATE LAW REQUIRES THAT YOU SUBMIT DOCUMENTATION OF A VALID TUBERCULIN TEST BEFORE ENTERING THE CLASSROOM.

If you use a private physician, a statement written on letterhead by the physician indicating the medical exam results and the Tuberculin test form or the Office of Clinical Practice Tuberculin Test Form **MUST BE STAMPED BY A PHYSICIAN** and must be submitted to the Office of Clinical Practice **BEFORE** entering the classroom.



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Tel: (212) 650-6915 / Fax: (212) 650-5379

TUBERCULIN TEST FORM

Undergraduate ___ Graduate ___ Student Teacher ___
Date: _____

This is to certify that:

Mr. /Ms. _____ ID Number (Last 4 digits of SS#) _____
Last, (please print) First

had a PPD (Tuberculin) Test placed on _____ and read on _____
Date Date

Results: Negative _____ Positive _____

If positive, a chest x-ray performed on _____ revealed no active disease.
Date

Form must be stamped by physician's office

Printed Name of Physician _____

Address _____

City, State Zip Code _____

Signature of Physician _____

**THIS FORM WILL NOT BE ACCEPTED BY
THE OFFICE OF CLINICAL PRACTICE WITHOUT
COMPLETE INFORMATION**

<p>The City College of the City University of New York School of Education Office of Clinical Practice NAC 6/207A 212-650-6915 Email:educfield@ccny.cuny.edu</p>		<p>Dr. Bruce M. Billig, Director Email:bbillig@ccny.cuny.edu</p> <p>Ms. Noris Rodriguez, Assistant to the Director, Student Teacher Manager Email:nrodriguez1@ccny.cuny.edu</p>
--	---	---

Student Teacher Placement Information

Semester:

Name:

You have been assigned as a Student
Teacher to:

Your College Supervisor is:

School:

Please report to the assigned school on:

Address:

September 8, 2010

Contact Information:

Your student teaching will begin on
September 8
Note:

Please bring the "Letter of introduction to the principal" on the first visit to the school



The City University of New York
 The City College of New York
 SCHOOL OF EDUCATION
 OFFICE OF CLINICAL PRACTICE
 Fieldwork & Student Teaching

Convent Avenue at 138th Street
 New York, New York, 10031
 NAC 6/207A
 212-650-6915

STUDENT TEACHING/ PRACTICUM MONTHLY TIMESHEET

D

MONTH/YEAR _____

Name _____ ID # (Last four digits) _____
 Last First

Phone Number _____ Course # _____ College Supervisor _____

School _____ Cooperating Teacher _____ Grade Level _____

* SPECIFY BRIEFLY, ONE LINE PER DAY
 See back for description and sample

Date	TEACHING DUTIES	Hours	OBSERVATION	Hours	MISCELLANEOUS	Hours

SAMPLE

Total: _____ Total: _____ Total: _____

Absences: 1. _____ 2. _____ 3. _____ 4. _____
 (Date) (Date) (Date) (Date)

X _____
Signature of School Representative
 (Cooperating Teacher, Assistant Principal, Chairperson of Department)

For office use: TD = _____ Obs. = _____ Misc. = _____ TOTAL= _____
--

Description and sample of Daily Activities

*Sample (For a Childhood)

Date	TEACHING DUTIES	Hours	OBSERVATION	Hours	MISCELLANEOUS	Hours
10/01	Group Teaching	2	Obs. Ms. Reynolds-ELA	1	Graded Papers/Prepared Bulletin Board	3
10/2	Co-teach, Social Studies Lesson, taught ELA	3	Obs. Ms. Reynolds-ELA and Math lessons	2	Proctored, graded tests	2
10/3	Taught Math and Science Lessons	2.5	Observed Ms. Reynolds- Math lesson	1.5	Reviewed Students' Science Project	3
10/4	Co-taught science, taught math and ELA	3.5	Observed Ms. Reynolds- ELA lesson	1	Make copies of students' homework	2
10/5	Field Trip-Museum of Natural History	7				
10/9	Attended Staff Development Meeting/ Planned math lesson with Ms. Reynolds	3	Observed students in the Gym	1	Various clerical duties	2
		Total: <u>21</u>			Total: <u>6.5</u>	Total: <u>12</u>

*Notes: *Use blue or black ink pen only.*

No whiteout or cross-outs for the hour's columns.

Write legibly and count the hours in each vertical column and write the total.



SCHOOL OF EDUCATION / OFFICE OF CLINICAL PRACTICE

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Semester

Letter of Introduction to the Principal

The New York City Department of Education's Office of Student Teaching would like to thank you for hosting a student teacher during thesemester. We know that offering our education students a dynamic student teaching placement, working alongside experienced educators, will help them develop the necessary skill set to effectively drive student achievement. We would like to take a moment to introduce you to your student teacher:

Name: _____

College / University: The City College of the City University of New York

Grade level / Certification Area: _____

Start date / End Date: _____

Weekly schedule: Two full days (8:00-3:00) and three half-days (8:00-12:00)
(Suggest 25 hours/week- to be discussed with Cooperating teacher)

College Supervisor: _____

Student teacher requirements:

Prior to the start of their student teaching assignment, all student teachers are required to:

1. Complete an online registration form with the Department of Education
2. Ensure fingerprints have been taken and are on file with the Department of Education

The attached letter will provide you with confirmation of the completion of the online registration.Please access the Employee Information System (EIS) to confirm fingerprinting has taken place.

Cooperating teacher recommendations:

We suggest all cooperating teachers:



1. Read all materials provided by the student teacher's college/university regarding specific guidelines and expectations of the student teaching placement
2. Take full advantage of the following incentives being offered by your college/university partner.
 - College/university waiver (3 college credits)

College/University recommendations/requirements: (Semester)

1. The student teacher will complete the requirements as prescribe by our pre-service teacher education program: Please feel free to visit our website (<http://www.cuny.edu/educationfieldexperiences/>) to view important information regarding student teaching.
2. At the end of each month the student teacher's cooperating teacher will be responsible for signing off on the timesheets that will account for the time and activities that the student teacher participated in. Toward the end of the each cycle () we will ask the cooperating teacher for a final evaluation of the student teacher.
3. The students will be observed at least two times by one of our College Supervisors.
4. The college will verify that the student teacher is in compliance with New York City Health Code regarding the Tuberculin skin test

You may contact the college/university field placement representative for more information:

Name: Noris Rodriguez, Asst. to the Dir. of Office of Clinical Practice
 Email: Nrodriguez1@ccny.cuny.edu
 Phone: 212-650-6915

	<p>The City University of New York The City College of New York SCHOOL OF EDUCATION OFFICE OF CLINICAL PRACTICE Convent Avenue at 138th Street New York, New York 10031 NAC 6/207A 212-650-6915</p>	
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PLEASE CHECK ONE: FIRST PLACEMENT SECOND PLACEMENT

STUDENT TEACHING/ PRACTICUM CONTRACT

(Please ask your cooperating teacher to sign this contract on your first day of student teaching)

STUDENT TEACHER

I, _____, have met with the cooperating teacher and we have discussed the responsibilities and expectations for student teaching/ practicum. We have also agreed on a schedule.

Starting Date

Ending Date

Student Teacher's Signature

Date

COOPERATING TEACHER

I understand that I will be responsible for signing monthly timesheets and a student teaching evaluation form that will be returned to the Office of Clinical Practice.

If the arrangement between the student teacher and me does not meet the needs of my classroom or the course, I will bring it to the immediate attention of the Office of Clinical Practice.

Name of Cooperating Teacher (Print)

School

Grade Level/Subject

Degree(s)

Area(s) of Certification

Years of Teaching

E-mail

Telephone or Cell Number

Cooperating Teacher's Signature

Date



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Student Teacher's Responsibilities

As a student teacher candidate, I understand that I represent The City College School of Education when I enter my student teaching school site. During my student teaching experiences, I will maintain a professional relationship with the school community as I strive to make the most of this learning experience.

I have reviewed the responsibilities listed below and understand that it is a summary of the minimum criteria necessary for a successful student teaching placement. I further understand that these are some of the key components that will be reviewed as part of my final student teacher evaluation.

Therefore, I agree to the following responsibilities:

- Review the contents of The City College of New York School of Education's Student Teaching Handbook.
- Exchange phone numbers and email addresses with my cooperating teacher and college supervisor as soon as my school placement is confirmed by the Office of Clinical Practice.
- Be punctual for all my student teaching appointments and assignments.
- Be mindful of the appropriate dress and appearance required by my cooperating school site(s).
- Be professional in my relationship with my cooperating school's educational community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher, college supervisor, cooperating school's staff, parents, and students.
- Confer on a regular basis with my cooperating teacher and college supervisor regarding my professional concerns, interests, questions or problems.
- Immediately notify my college supervisor when a problem arises.
- Strive to learn my students' names and to develop an appropriate rapport with them.
- Strive to become involved in my cooperating school's educational community by attending faculty conferences, parent conferences, and after-school activities.
- Participate in professional development days with my cooperating school's faculty.
- Strive to become familiar with the community in which my students live as well as the neighborhood of my cooperating school.
- Strive to take the initiative for assuming increasing teaching responsibilities that are appropriate to the expectations of my program and in collaboration with my cooperating teacher.
- Make every effort to become acquainted with the curriculum and materials for my grade level and/or subject area.
- Make every effort to implement the teaching methods and strategies that I have learned in my teacher preparation courses.
- Write lesson plans for all lessons that I teach and make them available to my college supervisor and cooperating teachers.
- Strive to utilize various methods to assess for my students' learning.
- Strive to become a reflective student teacher by making adjustments to my teaching based upon my assessments of my students' learning.

I have read and understood the above responsibilities for a student teacher.

Student Teacher Candidate's Name (print): _____ ID Number (last 4 digits) _____

Student Teachers Candidate's Signature: _____ Date: _____



Note: Each program has a specific Observation Report



**SCHOOL OF EDUCATION – OFFICE OF CLINICAL PRACTICE –
FIELDWORK & STUDENT TEACHING**
Tel: (212) 650-6915 / Fax: (212) 650-5379

STUDENT TEACHING OBSERVATION REPORT-GENERAL

Part I. Background Information

Name of Student Teacher: _____ Date of Obs.: _____

Name of College Supervisor: _____ Program: _____

School: _____ Class/Grade level: _____

Name of Cooperating Teacher: _____ Obs.#: _____

Part II. Summary of Teaching and Learning Activities

A. Learning Experience(s)

____ Literacy ____ Social Studies ____ Mathematics ____ Science

____ Interdisciplinary (_____) ____ Other (_____)

B. Aim/Goal of the Lesson

C. Instructional Activities Observed (Indicate the use of technology in the planning and/or teaching of the lesson)

Student Teacher's Name:

Date of Obs.:

Part III. Narratives

A. Student Teacher's Strengths:

B. Student Teacher's Assessment of Students' Learning_____

C. Suggestions for Further Focus and Improvement_____

Student Teacher's Name:

Date of Obs.:

Part IV. Evaluation of the Lesson

Use the Lesson Rating Scale (4, 3, 2, 1, to the 0.1 placd) for each of the performances listed below that are based upon the SOE's Conceptual Framework. [Note: The items in the parentheses refer to the Program Outcomes listed on the Student Teaching Evaluation Form.]

4 = Highly Effective = There was clear and ample evidence that the ability was well developed and exceeded the standard.

3 = Effective = There was clear evidence that the ability was competent and met the standard.

2 = Developing = There was clear evidence that the ability was progressing toward meeting the standard, but had not as yet reached a competent level.

1 = Ineffective = There was clear evidence that the ability was not progressing toward a level of competence that would meet the standard.

N/0 = Not Observed = The ability could not be determined during this observation.

Place one of the above numbers in the spaces provided below.

- A. The student teacher's planning for this lesson demonstrated the ability to develop an "*in-depth knowledge about the world*" by:
- A. 1. ___ Writing clear, concise and complete learning goals (1.1; 1.3; 2.4)
 - A. 2. ___ Considering teaching techniques that promote critical thinking and problem solving skills (1.4).
 - A. 3. ___ Demonstrating knowledge of the subject matter critical to this lesson
- B. The student teacher demonstrated the ability to be "*a skillful, reflective practitioner*" by:
- B. 1. ___ Demonstrating strategies that created a positive learning environment (2.1).
 - B. 2. ___ Utilizing multiple forms of assessment to evaluate instruction (2.2).
- C. The student teacher demonstrated the ability to "*educate for and about diversity*" by:
- C. 1. ___ Providing for individual and/or group needs during the lesson (3.1).
 - C. 2. ___ *Demonstrating an attempt to learn more about the students' cultural and/or language backgrounds* (3.2).
- D. The student teacher demonstrated the ability to "*nurture leadership for learning*" by:
- D. 1. ___ Utilizing prior recommendations from the cooperating teacher and/or college supervisor that led to improved instruction (4.2).
-

Student Teacher's Name:

Date of Obs.:

**E. The student teacher demonstrated the ability to “*build a caring community*”
by:**

- E. 1. ___ Modeling appropriate behaviors that encouraged students to be respectful of each other (5.1).**
- E. 2. ___ Utilizing a variety of positive and developmentally appropriate classroom management techniques (5.2).**

Part V. Summary

Overall Rating of this Lesson (use 4, 3, 2, 1 to the 0.1 place from page 3): _____

Comments:

Signature of College Supervisor: _____ Date: _____
Signature of Student Teacher: _____ Date: _____
Date of Next Observation: _____



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OFFICE OF CLINICAL PRACTICE
Fieldwork & Student Teaching
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 New York, New York 10031
 Tel. 212-650-6915
 Fax. 212-650-5379



Note: Each program has a specific evaluation form

STUDENT TEACHER/PRACTICUM EVALUATION FORM-GENERAL

J

PART I. Background information

CANDIDATE'S NAME _____
 LAST FIRST
 CANDIDATE'S ID# _____ PROGRAM _____
 SEMESTER _____ UNDERGRADUATE _____ GRADUATE _____
 SCHOOL _____ SCHOOL'S ADDRESS _____
 GRADE LEVEL OR SUBJECT _____ COLLEGE SUPERVISOR _____
 COOPERATING TEACHER'S NAME _____ EVAL.#: _____

PART II. Assessment of Candidate's Performance

Assessment of the candidate's performance in student teaching was based upon The City College of New York School of Education Conceptual Framework, the goals of the candidate's program and the standards of the appropriate professional association. The supervisor rated each of the Program Outcomes according to the following rating scales:

4 = Highly Effective = There was clear and ample evidence that the Program Outcome was exceeded.

3 = Effective = There was clear and adequate evidence that the Program Outcome was achieved.

2 = Developing = There was clear and adequate evidence that there was progress made toward meeting the Program Outcome but not as yet at the Developing level.

1 = Ineffective = There was clear and adequate evidence that the Program Outcome was not achieved. Substantial improvement will be needed to meet a Developing level of performance.

N.A = Not applicable = Evidence for this Performance Outcome could not be determined or was not relevant to the candidate's program.

Final Grading guidelines:

Highly Effective = Average of all Program Outcomes was above 3.7 (A+)

Effective = Average of all Program Outcomes was 3.0 to 3.6 (A, A-, B+, B, B-)

Developing = Average of all Program Outcomes was 2.0 to 2.9 (C+, C, C-)

Ineffective = Average of all Program Outcomes was below 2.0 (F)

Cooperating Teacher's Suggested Final Grade: _____ **College Supervisor's Final Grade** _____

Cooperating Teacher's Signature _____ **Date** _____

College Supervisor's Signature _____ **Date** _____

Student Teacher's Signature _____ **Date** _____

Note: The student teacher's signature indicates that he/she has read this report, but does not imply that he/she has agreed with the above evaluation.

CANDIDATE'S NAME _____

EVALUATOR'S NAME: _____

PART III. OUTCOMES AND RATINGS BASED UPON THE CONCEPTUAL FRAMEWORK

1. DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD

Demonstrated knowledge of: subject matter; content of the curriculum, developmental characteristics of age groups and influences on learning; and desire to seek to deepen knowledge in these areas.

RATING (4-1,N.A)

PROGRAM OUTCOMES

1.1. _____ Utilized content knowledge to organize, plan and implement lessons.

1.2. _____ Utilized knowledge of the developmental characteristics of the age group to organize, plan and implement lessons.

1.3. _____ Planned lessons that were aligned with the NYS learning standards

1.4. _____ Utilized a variety of teaching methods that encouraged students' development of critical thinking, problem solving, and performance skills.

1.5. _____ Challenged students to develop skills that would advance their level of understanding.

1.6. _____ Demonstrated a desire to deepen own knowledge of subject content, curriculum and how children learn.

Comments regarding: "Developing In-Depth Knowledge About the World":

2. BECOMING A SKILLFULL, REFLECTIVE PRACTITIONER

Demonstrated the ability to: create a positive environment for learning; set expectations for student behavior and achievement; set short and long-range goals; evaluate one's plans; assess students' learning and revise instruction where needed.

RATING (4-1,N.A)

PROGRAM OUTCOMES

2.1. _____ Demonstrated strategies that created a positive learning environment.

2.2. _____ Utilized multiple forms of assessment to evaluate instruction

2.3. _____ Assessed and analyzed student learning outcomes and made appropriate adjustments to instruction

2.4. _____ Utilized school based expectations for students in order to plan short and long-range goals

2.5. _____ Reflected on teaching practice and suggestions of cooperating teacher and/or college supervisor to inform subsequent lesson planning and instruction.

Comments regarding "Becoming a Skillful, Reflective Practitioner" (Include candidate's use of technology):

CANDIDATE'S NAME _____

EVALUATOR'S NAME: _____

3. EDUCATING FOR AND ABOUT DIVERSITY

Demonstrated the ability to: build on strengths of learner; connect with diverse students and staff; continue to learn about students, schools, staff and communities

RATING (4-1,N.A)

PROGRAM OUTCOMES

3.1. _____ Provided for individual and/or group needs in the classroom.

3.2. _____ Demonstrated attempts to learn more about the students' culture and/or language backgrounds.

Comments regarding: "Educating For and About Diversity":

4. NURTURING LEADERSHIP FOR LEARNING

Demonstrated: growth in self-awareness and critical thinking skills, understanding of how to contribute to school-wide improvement initiatives.

RATING (4-1,N.A)

PROGRAM OUTCOMES

4.1. _____ Fostered relationships with colleagues and members of the school community to support students' learning and well-being.

4.2. _____ Demonstrated a willingness to improve in areas that needed strengthening.

Comments regarding: "Nurturing Leadership For Learning":

5.BUILDING CARING COMMUNITIES

Demonstrated the ability to: create a democratic community in the classroom; model caring, committed and ethical practices.

RATING (4-1,N.A)

PROGRAM OUTCOMES

5.1. _____ Demonstrated the ability to develop a democratic, respectful classroom by modeling caring, committed and ethical practices.

5.2. _____ Utilized a variety of positive and developmentally appropriate classroom management techniques.

Comments regarding: "Building Caring Communities"

Comments from Former Student Teachers about Student Teaching

The following comments are a representative sample of our student teachers' feedback taken from their student teaching feedback forms:

"I feel prepared and ready to start teaching although I do have some anxiety about being in the classroom alone."

"The student teaching experience gave me the opportunity to apply all that I have learned and put it into practice. The children were my teachers because I have learned from them. They confirmed that I will be a good teacher and that I am in the right career!"

"My greatest satisfaction with student teaching has been to be able to help my students with math and reading. They responded to me as not just another adult, but as an actual teacher."

"You cannot really feel prepared to teach until you are in the classroom, I have valued the advice and feedback that I received from the cooperating teacher, CCNY supervisor, fellow teachers in the school and most of all, the students."

"I appreciated my fellow teachers' suggestions for effective classroom management practices."

"Student teaching is a good time to learn from your mistakes."

"I know that the first year of teaching will be difficult but I feel ready to take on the challenge."

"I learned not to let my past experiences in classrooms prejudge my student teaching experience. I wasn't open to new ideas and methods and lost valuable time."

"I was able to relate my fieldwork in my previous courses to my student teaching experiences. Everything really clicked as the two experiences came together."

"Through my student teaching experience, I have had many opportunities to test what works and doesn't work for me as a teacher."

"Making connections with children, despite the short period, really exemplified the difference we can make as teachers, I learned how to be flexible not just in the classroom, but also when faced with other conditions within the school. My education classes thoroughly prepared me to effectively plan and implement developmentally appropriate lessons."

"I felt most satisfied (and very surprised) when students complimented my teaching and/or thanked me for working with them."

"Through student teaching, I was exposed to a full range of teaching experiences and gained an understanding of a teacher's multiple responsibilities throughout the course of a day and beyond (i.e. after-school activities, tutoring, parent contacts, graduate school, etc.)"

"I now understand why teachers have told me that it may take three to five years to become a very good teacher."

<p><i>School of Education Office of Clinical Practice – Fieldwork & Student Teaching</i></p>		<p><i>Dr. Bruce M. Billig Director NAC 6/207A Phone 212-650-6915</i></p>
--	---	--

NEEDS ASSESSMENT FOR STUDENT TEACHERS

Candidate's Name: _____ **Program** _____ **Date** _____

Directions: As you begin your student teaching experience we would like to know your level of need for each of the areas described in the items below. You may wish to share this information with your cooperating teacher and/or college supervisor.

Note: This form will be collected during the student teaching orientation program.

Circle the number that best responds to each area of need:

- 5= Very high need for assistance
- 4= High need for assistance
- 3= Moderate need for assistance
- 2= Some need for assistance
- 1= Little or no need for assistance

1.	What is expected of me as a student teacher	5	4	3	2	1
2.	How to plan for effective instruction	5	4	3	2	1
3.	How to assess students' learning through a variety of means	5	4	3	2	1
4.	How to motivate students	5	4	3	2	1
5.	How to work with diverse students	5	4	3	2	1
6.	How to identify and address students' special learning needs and/or difficulties	5	4	3	2	1
7.	How to support English Language Learners	5	4	3	2	1
8.	How to ask questions that stimulate students' learning	5	4	3	2	1
9.	How to reflect on my student teaching practice and improve my instruction	5	4	3	2	1
10.	How to maintain an orderly classroom environment	5	4	3	2	1
11.	How to use technology in my lessons that will lead to increased student interest and learning	5	4	3	2	1

Comments: Please indicate any other needs that you may have:

Candidate's Signature: _____ Date: _____

Contact information: Phone _____ E-Mail: _____
BMB/np/6/2012



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160 CONVENT AVENUE - NAC BUILDING - ROOM 6/207A, NEW YORK, N.Y. 10031
Tel. (212) 650-6915 / FAX (212) 650-5379

Cooperating Teacher's Evaluation of the Student Teacher

Candidate's Last Name First ID (Last 4 digits)

Program Semester Year Und Grad

Cooperating Teacher's Name Class School or Site

To the Cooperating Teacher: The City College of New York's School of Education would appreciate your assistance with the assessment of our candidate's performance and/or dispositions during student teaching. Please complete this form and mail or fax it to our office. Circle the appropriate rating: 4=Highly Effective (Consistently); 3=Effective (Often); 2=Developing (Sometimes); 1= Ineffective (Rarely or Never) or N/O= (Not able to observe) for each of the criteria listed below.

The above candidate:

Table with 10 rows of criteria and 6 columns for ratings (4, 3, 2, 1, N/O). Criteria include: 1. Was respectful and fair to students, staff and parents; 2. Was dependable and punctual; 3. Respected individual and/or cultural differences; 4. Acted in a professional manner; 5. Demonstrated a caring attitude toward students; 6. Demonstrated content knowledge and appropriate teaching skills; 7. Demonstrated the ability to use various tools to assess for students' learning; 8. Demonstrated the use of technology in the classroom; 9. Demonstrated the personal and professional qualities that indicate his/her readiness to become a teacher; 10. Demonstrated the belief that all students can learn.

Please provide any comments below, especially if a criterion received a rating of 1 (Ineffective).

Blank lines for providing comments.

Thank you for your participation as a Cooperating Teacher for our student teacher candidate.

Cooperating Teacher's Signature Date
School Phone # Cell # E-Mail

NEW YORK STATE STANDARDS FOR HEALTH AND PHYSICAL EDUCATION ELEMENTARY LEVEL

STANDARD 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea **Students will:**

1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

1b: design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Objectives:

Students will:

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through regular practice, effort, and perseverance
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)
- demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness
- understand the relationship between physical activity and individual well-being

STANDARD 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea **Students will:**

2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Objectives:

Students will:

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- work constructively with others to accomplish a variety of goals and tasks
- know how injuries from physical activity can be prevented or treated
- demonstrate care, consideration, and respect of self and others during physical activity

STANDARD 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Key Idea **Students will:**

3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity.

3b: be informed consumers and be able to evaluate facilities and programs.

3c: be aware of some career options in the field of physical fitness and sports.

Objectives:

Students will:

- know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- demonstrate the ability to apply the decision making process to physical activity



Observations on Health and Physical Education

The purpose of this assignment is to better understand the **New York State Standards for Health and Physical Education** by analyzing what is available to the students in the classroom where you are student teaching.

1. Review the *three standards for health and physical education* (see attached):
 - Personal Health and Fitness
 - A Safe and Healthy Environment
 - Resource Management
2. Observe your class in as many physical education and “recess” activities as possible, both those supervised by your cooperating teacher and those taught by a physical education teacher. Attend at least one physical education class with your students. **TAKE FIELD NOTES**
3. Talk to your classroom teacher about health and physical education activities that occur throughout the school year. You may want to take a look at the state standards together. **TAKE FIELD NOTES**
4. Talk to several of the children about health and physical activities that they engage in during school hours (including during lunch and recess). Be sure to talk to girls as well as boys. How do these children understand physical education? Do they talk about any aspect included within the state standards? **TAKE FIELD NOTES**
5. Analyze the physical education curriculum in relation to the 3 health and physical education standards. Be specific. **Address each objective under each standard!** Where does the curriculum seem to meet or exceed the standards? Where does it seem to fall short of meeting the standards?

Written Assignment Requirements

1. Use 12 point Times New Roman font and double-space.
2. Label the follow sections in your paper:
 - Description of observations (include grade level, type of class)
 - Teacher interview
 - Interviews with students
 - Analysis of PE curriculum in regard to NY state standards for PE
3. Write a narrative response for each of the above sections.
4. In addition to the written paper, you will need to post your work on your Electronic Portfolio

Health and Physical Education Reflection**RUBRIC**

	3 Accomplished	2 Acceptable	3 Developing
Observations of PE and recess activities	Gathers and records insightful and comprehensive notes on his or her observations. Provides a reflective and interesting narrative with examples.	Gathers and records adequate notes on his/her observations. Provides a narrative with some examples.	Observational notes are scanty and/or lacking in relevancy. The narrative lacks cohesion and examples.
Teacher Interview	Asks the teacher interesting and relevant questions about PE and/or recess. Provides a reflective narrative regarding the interview.	Asks the teacher relevant questions about PE and/or recess. Provides an adequate narrative regarding the interview.	Asks the teacher too few questions to draw reasonable conclusions. The narrative lacks cohesion and/or is irrelevant.
Children Interview	Asks children interesting and relevant questions about PE and recess. Interviews a representative sample of both boys and girls. Provides a reflective narrative of these exchanges.	Asks children relevant questions about PE and recess. Interviews a few girls and boys. Provides a narrative of these exchanges.	Asks more questions of one gender than the other and/or interviews only 1-2 students. The narrative of these exchanges is lacking in detail.
Analysis of Health and PE curriculum in relation to the three New York state health and physical education standards	A cogent and convincing analysis is presented based upon the evidence gathered through observations and interviews. Each standard is addressed in detail.	A reasonable analysis is presented based upon evidence gathered through observations and interviews. Each standard is addressed.	The analysis is not based upon evidence gathered through the observations and interviews. Not every standard is addressed.
Overall quality of text	Excellent organization, clarity, and accuracy of English grammar and spelling.	Adequate organization, clarity and/or accuracy of English grammar and spelling.	Weak organization, clarity and/or accuracy of English grammar and spelling.

Name of Teacher Candidate _____

Total score _____ Grade _____



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School of Education

Dr. Bruce M. Billig

Office of Fieldwork & Student Teaching, NAC 6/207A

Director of Clinical Practice

STUDENT TEACHER’S ASSESSMENT OF THE COOPERATING TEACHER (CT) – FIRST PLACEMENT

Your Name: _____ Program: _____

Email: _____ Cell #: _____

Semester: ___ Fall ___ Spring Year: _____ Date of Survey: _____

___ Graduate ___ Undergraduate

School Placement: (Name of school or #): _____

Grade/subject: _____

Cooperating Teacher’s Name: _____

PART I. DIRECTIONS: For each of the statements below, indicate the degree to which you agree or disagree by placing the number [or the letter(s) “U” or “N/A”] of one of the responses below in the space provided.

- RESPONSES:**
- 4 = STRONGLY AGREE
 - 3 = AGREE
 - 2 = DISAGREE
 - 1 = STRONGLY DISAGREE
 - U = UNCERTAIN
 - N/A = NOT APPLICABLE

1. Overall, my student teaching experience went well. ____
2. My CT was supportive of me. ____
3. My CT guided me with lesson preparation. ____
4. My CT modeled effective classroom management while teaching. ____

5. My CT communicated with my college supervisor. ____
6. My CT was fair to the students in the class. ____
7. My CT provided me with oral feedback after I taught a lesson. ____
8. My CT discussed effective questioning techniques with me. ____
9. My CT provided me with written feedback on my teaching. ____
10. My CT modeled the use of technology in the classroom. ____
11. My CT gave me opportunities to use technology during my teaching. ____
12. My CT wanted me to teach the way s/he teaches her students. ____
13. My CT respected that my perspectives on teaching were at times different from his/hers. ____
14. My CT showed me how to assess for students' learning. ____
15. My CT clearly articulated what I needed to do to improve my teaching. ____
16. My CT had a significant influence on my development as a teacher during this student teaching experience. ____
17. My perspectives on teaching changed as a result of this student teaching experience. ____
18. I listened to and respected my CT. ____
19. My CT offered suggestions as to how to teach English Language Learners. ____
20. My CT offered suggestions as to how to teach Students with Disabilities. ____
21. My CT assisted me with differentiating instruction. ____
22. My CT explained how s/he utilized data to improve instruction. ____
23. My CT gave me opportunities to meet with other school staff. ____
24. My CT gave me opportunities to work with students' parents. ____
25. I would like to become a teacher like my CT. ____
26. I would recommend this CT for other student teachers. ____

PART II. REFLECTIONS: Please indicate any comments that you would like to add regarding your student teaching experience with this cooperating teacher.

Thank you for completing this survey. [Reminder: The results of this survey will not be shared with anyone until your final grade is submitted by your supervisor]



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Dr. Bruce M. Billig

Director of Clinical Practice

[Please note: *The results of this survey will be used along with our other surveys to improve our student teaching program. Your comments in this survey will be made known to your college supervisor after the grades for student teaching are submitted.*]

STUDENT TEACHER'S COMMENTS REGARDING THE COLLEGE SUPERVISOR

Candidate's Name: _____ Program: _____

_____ Year ____ Fall ____ Spring Date of Survey: _____

Student Teaching Location(s): _____

Grade/Subject: _____

College Supervisor's Name: _____

Part I. Directions: For each of the statements below, please indicate the degree to which you agree or disagree by placing the number (or the letters "U" or "N/A") for each of the responses in the space provided.

RESPONSES:

4 = STRONGLY AGREE

3 = AGREE

2 = DISAGREE

1 = STRONGLY DISAGREE

U = UNCERTAIN

N/A = NOT APPLICABLE

My college supervisor...

1. ____ demonstrated an understanding of the relevant subject matter during our discussions of teaching.
2. ____ demonstrated an understanding of the relevant pedagogy during our discussions of teaching.

(Continue to the next page)

3. ____ connected subject matter to “best practices” in instruction when giving me feedback.
4. ____ provided me with helpful feedback on how to assess student data so that I could revise my teaching strategies in order to improve upon my students’ learning.
5. ____ provided me with helpful suggestions for making instructional adjustments, as needed, to help all students to learn.
6. ____ provided me with helpful feedback on how to utilize technology to enhance my students’ learning.
7. ____ facilitated discussions with my cooperating teacher that were collaborative, productive and professional.
8. ____ conveyed an enthusiasm and caring for teaching and learning.
9. ____ made comments to me that reflected an understanding of the complexities of teaching.
10. ____ communicated with me on a regular basis and responded to my concerns (either in person or through emails and/or phone calls).
11. ____ demonstrated knowledge of research-based practices and current educational trends during our discussions of teaching.
12. ____ provided me with suggestions as to how to develop a classroom environment that will help me to successfully manage my own class in the future.
13. ____ provided me with resources and/or suggestions for finding outside resources for use with my lesson planning and/or classroom instruction.
14. ____ provided me with suggestions for working with English Language Learners.
15. ____ provided me with suggestions for working with Students with Disabilities.

Part II. Directions for the Open-Ended questions: Please provide the following information regarding your experiences this semester with your college supervisor:

- A. What were some of the ways that your college supervisor supported you the most throughout your student teaching experience?

B. What were some of the ways your college supervisor worked with you that were the least supportive?

C. What are some of the ways that your college supervisor could improve upon when s/he works with the next student teacher?

D. What are some comments or suggestions that you would like your college supervisor to know that were not indicated above?

E. What are some comments or suggestions for improving the student teaching program that you would like Dr. Billig to know?

Indicate the final grade that you believe you should receive for student teaching: _____

Please sign and date the survey and return it to the OCP staff. Thank you for your input and cooperation.

Student Teacher's Signature

Date

The City College of New York School of Education
Office of Clinical Practice – Fieldwork & Student Teaching

STUDENT TEACHING: POST-OBSERVATION SELF-REFLECTION FORM

Student Teacher's Name (Last, First): _____ Program: _____
Date of Obs.: _____ Class/Grade: _____ School: _____
Aim (Objective, Goal) of Lesson/Activity: _____

Directions: Please complete this form based upon your reflections after you have discussed this lesson/activity with your college supervisor and/or cooperating teacher. Email the completed form to your supervisor and Dr. Billig (bbillig@ccny.cuny.edu) within 48 hours of the observation. You may also upload this form to your portfolio in your TASKSTREAM account.

1. Did this lesson unfold as you (and/or your supervisor or cooperating teacher) had planned? If not, what changed and why? If yes, what was the # 1 aspect of the lesson that went well?

2. Did the students learn what you had intended them to learn? How did (or will) you know? Refer to any data or students' work that helped (or will help) you to determine your students' progress. Comment on how this lesson connected with the Unit and/or any ongoing projects.

3. Briefly describe (include evidence) the extent of your students' engagement (and/or your classroom management) during the lesson. If you were not satisfied, what could you have done differently to improve upon their engagement (and/or your classroom management)?

4. If you could teach this lesson again to the same group of students, what changes would you make and why? (Example: Did you account for students' individual learning styles, special needs, ELL's needs, use of technology, cultural relevance, etc.)

5. Based upon your reflections (after the post-observation conference with your supervisor and/or cooperating teacher), what have you learned about your teaching strengths and weaknesses? What are some next steps that you could take before your next observation that could strengthen any of your teaching skills?

[Please attach additional pages for your responses, as needed.]

