PROGRAM IN SOCIAL STUDIES
COOPERATING TEACHER HANDBOOK

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
Program in Social Studies
Department of Arts & Humanities
Teachers College, Columbia University

Professor William Gaudelli, Ed.D.
Program Coordinator

Scott Wylie
Student Teaching Coordinator

Christopher Babits
Student Teaching Graduate Assistant

525 West 120th Street
New York, NY 10027
420 Zankel Hall
Telephone: (212) 678-4083
Fax: (212) 678-4118
Table of Contents

A NOTE FROM THE STUDENT TEACHING COORDINATOR ...................... 4
INTRODUCTION .................................................................................. 5
ABOUT TEACHERS COLLEGE ................................................................. 5
TEACHERS COLLEGE STATEMENT OF DIVERSITY ............................ 5
SOCIAL STUDIES PROGRAM PHILOSOPHY ....................................... 6
COMMITMENT TO URBAN EDUCATION ........................................... 7
PROGRAM CONTACTS ......................................................................... 7
COOPERATING TEACHER ROLES AND RESPONSIBILITIES ............ 8
  BEFORE THE SEMESTER BEGINS ..................................................... 9
  BEGINNING OF THE SEMESTER ..................................................... 9
  CONFERENCES WITH THE STUDENT TEACHER AND FIELD SUPERVISOR ......................................................................................... 9
STUDENT TEACHER ROLES AND RESPONSIBILITIES ................. 10
FIELD SUPERVISOR ROLES AND RESPONSIBILITIES ............... 11
  FIELD SUPERVISORS’ OBSERVATIONS OF STUDENT TEACHERS ......................................................................................................... 11
STUDENT TEACHING COORDINATOR AND GRADUATE ASSISTANT 11
APPENDIX A: ................................................................................... 12
STUDENT TEACHING OBSERVATION ............................................. 12
APPENDIX B: .................................................................................... 19
FALL PLACEMENT TIMELINE ............................................................ 19
APPENDIX C: ...................................................................................... 21
SPRING PLACEMENT TIMELINE ....................................................... 21
Dear Cooperating Teachers:

Thank you for agreeing to host a student teacher from the Program in Social Studies at Teachers College, Columbia University. A significant part of our students’ success in the classroom depends on the experience and guidance you bring to the Program. You will help our student teachers develop the skills, knowledge, confidence, and reflexive abilities that will lead to successful careers as social studies educators.

The following handbook has been developed to clarify your roles and responsibilities as a cooperating teacher, along with those of the student teacher and field supervisor. If you have any questions about the placement process, the expectations for student teachers, or your responsibilities as a cooperating teacher, please contact either myself (see below for contact information) or Chris Babits, the Student Teaching Graduate Assistant (cmb2220@tc.columbia.edu).

We hope you find your work as a cooperating teacher rewarding and we thank you for your commitment to our students.

Sincerely,

Scott Wylie
Student Teaching Coordinator
Program in Social Studies
Teachers College, Columbia University
ssw2126@tc.columbia.edu
(212) 678-3173
INTRODUCTION

This guide is your introduction to the Program in Social Studies and to your roles and responsibilities as a cooperating teacher. You are perhaps the most crucial part of the student teaching experience, as you help student teachers make daily decisions about content, pedagogy, classroom management, and other issues related to the teaching profession. The following guide will explain the duties and expectations of cooperating teacher.

ABOUT TEACHERS COLLEGE

Teachers College, Columbia University, is the oldest and largest graduate school of education in the United States, and is perennially ranked among the nation’s best. Its name notwithstanding, the College is committed to a vision of education writ large, encompassing our four core areas of expertise: health, education, leadership and psychology.

Teachers College sees its leadership role in two complementary arenas: One is as a major player in policy-making to ensure that schools are reformed and structured to welcome all students regardless of their socio-economic circumstances. The other is in preparing educators who not only serve students directly, but also coordinate the educational, psychological, behavioral, technological, and health initiatives to remove barriers to learning at all ages.

For more than 100 years Teachers College has continued to:

● Engage in research on the central issues facing education
● Prepare the next generation of education leaders
● Educate the current generation of leaders in practice and policy to meet the challenges they face
● Shape the public debate and public policy in education
● Improve practice in educational institutions

TEACHERS COLLEGE STATEMENT OF DIVERSITY

To establish Teachers College as an institution that actively attracts, supports, and retains diverse students, faculty, and staff at all levels, demonstrated through its commitment to social justice, its respectful and vibrant community and its encouragement and support of each individual in the achievement of his or her full potential.
We live in challenging times. Problems on the near horizon, including global climate change, mass violence, deteriorating social welfare, and human rights violations can lead to cynicism and social decline. Yet we paradoxically live in a time of hope and opportunity as the rise of social media foils the despotic reach of governments, new technologies create space for robust public discourse, and education stands front and center as the last great hope of humanity's aim to live peaceably, sustainably and humanely.

Social educators are crucial contributors in helping shape this uncertain future. Engaging students in social learning in schools and beyond is fundamentally the task of social studies, a field of integrated study that draws upon history, political science and allied disciplines while seeking new interdisciplinary and trans-disciplinary ways of knowing and doing. Given the problems and promise of global concerns immediately on the horizon, we must rise to this occasion and champion education that is reflectively situational and robustly humanistic.

We undertake this challenge amidst a strong headwind that has reduced discourse about education to simplistic formulations, to a series of quick-fixes that are neither efficient nor resolving. Literacy and numeracy in some quarters have become ends in themselves. Assessment and measurement are too often viewed as achievements in a final sense. Research is reduced to providing formula for actions rather than discursive objects towards a fuller, if incomplete, understanding. Social educators, by their practices, can and ought lead a conversation about the fundamentally social nature of all knowledge and the special task of schools in building this good community.

And while we encounter resistance, we are supported by a strong wind at our backs. Social studies education was founded by Teachers College faculty at the beginning of the last century as they sought to ameliorate the social ills wrought by urbanization and industrialization in their time. They reshaped public education in the City of New York and around the country with child-centered pedagogy that pointed towards addressing social ills that was truly ahead of its time. While the nature of the issues have changed since then, the steadfast and principled commitment of our progenitors is a supplicant for the work that lies ahead.

Engaged democratic citizenship is a steep climb as it requires substantially more than the private interests of citizens. An engaged citizen is one who takes an active role in contributing to the public good. They are active at many levels in their communities and seek to redress injustice, expand opportunities for all, and educate across the lifespan and in places near and far. That the engaged citizen is globally connected is by virtue of the fact that they inhabit and share a planet of limited resource, grave injustices, and pervasive inequality. Thus engaged, they reach beyond national frontiers in seeking true partners with similarly engaged citizens across the planet.

One potential danger of this wide view of citizenship is its tendency to be alien and alienating. No one lives globally in an everyday sense, but rather in particular places with specific concerns and needs. So to keep our focus firmly rooted in this community, we work locally to critically
and helpfully attend to our community. Perhaps Columbia’s preeminent anthropologist Margaret Mead said it best when she argued that the real value of working elsewhere and with others becomes evident upon homecoming, seeing new vistas nearby that our travels have allowed.

Grand visions require hard work and thoughtful reflection to be realized. Our reserve is deep, both in the talented and committed educators who staff our program, the enthusiastic and open students who join our endeavor, and our storied and accomplished graduates who enact our historic charge. We invite you, colleagues, students, community members and citizens, to join with us in this exciting and challenging journey.

**Commitment to Urban Education**

The Program in Social Studies at Teachers College, Columbia University is devoted to providing the intellectual breadth and professional training to high-level applicants interested in teaching social studies in an urban context. In recent years, we have assumed the responsibility of the admissions process for the Program, seeking students who are interested in teaching in urban areas, intellectually curious, and demonstrate high potential for academic success.

**Program Contacts**

Professor William Gaudelli, Ed.D.  
Associate Professor of Social Studies and Education  
Program Coordinator  
[ wg74@tc.columbia.edu ](mailto:wg74@tc.columbia.edu)

Scott Wylie  
Ph.D. Student in the Program in Social Studies  
Student Teaching Coordinator and Instructor  
[ ssw2126@tc.columbia.edu ](mailto:ssw2126@tc.columbia.edu)  
(212) 678-3173

Chris Babits  
Ed.D. Student in the Program in Social Studies  
Student Teaching Graduate Assistant and Field Supervisor  
[ cmb2220@tc.columbia.edu ](mailto:cmb2220@tc.columbia.edu)

Kate Sheeran  
Program Secretary  
[ sheeran@tc.columbia.edu ](mailto:sheeran@tc.columbia.edu)  
(212) 678-4083
Cooperating Teacher Roles and Responsibilities

The cooperating teachers working with the Program in Social Studies are selected carefully from a pool of qualified and experienced educators in a variety of school settings. You are valuable mentors and are integral to the development of future educators.

As the placement begins, cooperating teachers should ease the student teacher into the life of the school, making appropriate introductions and offering assistance in socializing the student teacher to the daily routines of the classroom. As a cooperating teacher, you should provide opportunities for observation and interaction with students and other teachers, both in social studies and other subject areas. We expect you to be present in your classroom when the student teacher is teaching. As a cooperating teacher, you will provide guidance, encouragement, and daily constructive feedback to the student teacher about her/his performance.

At the midpoint and end of the semester, you will submit a formal written evaluation attesting to the progress of the student teacher (Appendix A). These evaluations are meant to be formative rather than summative, as they provide feedback about the progress and growth of the student teacher throughout the semester.

By agreeing to support the Program in Social Studies, cooperating teachers agree to:

- Brief the student teacher on procedures and routines of the school and classroom
- Share instructional philosophies and methodologies used in the classroom and school
- Introduce the student teacher to students, other teachers, administrators, and other school officials as a respected co-worker and as a professional
- Provide continued support for the student teacher throughout the semester
- Assist the student teacher in assuming additional teaching responsibilities as the semester progresses
- Supply regular feedback to the student teacher about his/her teaching practice
- Talk to the student teacher about his/her professional growth
- Participate in mid-semester and end of the semester conferences with the student teacher and the field supervisor
- Inform the Program about student teachers who are performing well below expectations at the time of the mid-term evaluation
- Inform the student teacher of on-site professional development opportunities
- Complete the Student Teacher Responsibilities Contract and assist the student teacher in fulfilling his/her requirements
**Before the Semester Begins**

The Program in Social Studies will email you with your student teacher’s name and contact information. Your student teacher will contact you to set up an initial conference with you and the field supervisor. It is the student teacher’s responsibility to contact the field supervisor about scheduling this meeting.

**Beginning of the Semester**

Refer to this checklist at the beginning of the semester:

- My student teacher has my email address and phone number(s)
- My student teacher has arranged the initial conference
- My student teacher and I have discussed the student teacher’s schedule

For the fall semester, student teachers are encouraged to meet with you *before* the first day of the placement to learn more about your school. The fall placement involves students spending at least four hours each day observing and/or teaching. Student teachers spend the first few weeks observing, gradually assuming more responsibility as the semester progresses. Student teachers should consult with you as to how much they will be allowed to teach during the fall semester. Though the number of classes varies by school, by the conclusion of the fall placement our student teachers should have the opportunity to teach an entire unit lasting several class periods.

Student teachers will have a different on-site placement during the spring semester, as the State of New York requires that student teachers have both a middle/junior high school and a high school placement for the 7-12 Grade Certification.

As the spring semester begins, student teachers should again meet with their cooperating teacher before the start of the placement. Student teachers are expected to follow the placement school’s schedule, which includes teaching during the Teachers College spring break. Student teachers assume a much greater teaching role this semester, ultimately assuming a majority of the teaching responsibilities for the class.

**Conferences with the Student Teacher and Field Supervisor**

It is important to conduct the initial conference as early in the semester as possible. During this meeting, the student teacher, cooperating teacher, and field supervisor will sign the Student Teaching Contract. This contract serves to ensure that our students understand your expectations as a cooperating teacher and that you understand the needs of our students. Use this opportunity to discuss the date that students might begin to assume teaching responsibilities, your classroom management philosophies, and your planning expectations.

For the mid-semester and final observations, you will meet with the student teacher and field supervisor to complete the evaluation form (Appendix A). All three participants will complete the form and discuss the student’s strengths and weaknesses as an educator.
Important: If the student teacher is performing well below your expectations at the mid-semester evaluation, please contact the Student Teaching Coordinator with your concerns. The Student Teaching Coordinator will work with you and the field supervisor to develop an action plan for the student teacher. If the benchmarks identified in the action plan are not met by the end of the semester, the student teacher could fail the student teaching placement.

Cooperating Teacher Compensation: Tuition Benefits
Cooperating Teachers earn two (2) credits of tuition exemption at Teachers College for each student teacher mentored. These tuition exemption points are valid for one year following the completion of the student teaching placement. Information about redeeming these credits can be found on the website of Teachers College Office of Teacher Education (http://www.tc.columbia.edu/admin/studteach/).

Student Teacher Roles and Responsibilities

The student teaching placement is a planned and carefully supervised learning experience. It provides students with the opportunity to integrate principles, theories, and methods that they developed in their Teachers College coursework. The placement will help student teachers develop their personal teaching styles based on self-reflection and feedback from cooperating teachers, supervisors, and students. The major objectives of the student teaching placement include:

- To provide opportunities for students to become self-directed teaching professionals
- To experiment with and refine students’ own theories of pedagogy
- To implement various instructional strategies, employ a variety of educational resources and materials, and design varied forms of assessment
- To develop desirable professional interests, attitudes, and ideas about teaching as a career
- To provide a support network for novice teachers through mentoring, supervision, peer networking, and advisement
- To provide experiences for understanding of the actual working conditions of middle and secondary schools
- To broaden students’ perspectives on the role of schools within their communities
- To make students aware of the importance of human relations as they apply to students, faculty, administrators, parents, and the community at-large
- To encourage students to respect the individual and cultural differences of both students and school communities

Above all, the student teaching placement should impart an appreciation of the challenges of planning, teaching, and interacting with young people on a daily basis and over the course of a school year. Student teachers engage in a variety of different tasks, and no two placements are
exactly alike. Students and cooperating teachers will negotiate a working relationship appropriate for the particular placement.

**Field Supervisor Roles and Responsibilities**

The following serve as general guidelines for the roles and responsibilities of field supervisors:

- Be available during the first two weeks of the semester to meet each student teacher and cooperating teacher on-site to answer questions and sign the Student Teacher Responsibilities contract with both parties
- Help clarify the goals and expectations of the field experience to student teachers, cooperating teachers, and school administrators. This includes, although it is not limited to, reading and discussing the Student Teaching Responsibilities Contract
- Observe the teaching practice of student teachers in the classroom four times over the course of the semester
- Hold pre-observation discussions (in person, if possible) with student teachers to provide structure and focus for the observation
- Hold post-observation discussions with student teachers to discuss their lesson and other issues that may have arisen
- Troubleshoot problems that might arise during the placement, informing the Student Teaching Coordinator of issues that concern you

**Field Supervisors’ Observations of Student Teachers**

Field supervisors must meet with student teachers five times over the course of the semester. The first meeting consists of the initial three-way conference between the student teacher, cooperating teacher and field supervisor. The second and fourth visits consist of a formal observation for which the field supervisor will conduct a pre- and post-observation conference with the student teacher. The third and fifth meetings will consist of a conference between the student teacher, cooperating teacher, and field supervisor. During these conferences, all three participants will complete the evaluation feedback (Appendix A) and discuss the student teacher’s performance.

**Student Teaching Coordinator and Graduate Assistant**

The Student Teaching Coordinator and Student Teaching Graduate Assistant are the primary contacts for anything related to student teaching in the Program in Social Studies. This includes advising and supporting student teachers, assisting and supporting field supervisors, and overseeing the placements of both student teachers and field supervisors. Please do not hesitate to contact either the Coordinator or the Graduate Assistant about any problems or issues that arise during your time as a cooperating teacher.
Appendix A:

Student Teaching Observation
Assessment of Student Teachers’ Practice
Program in Social Studies, Teachers College, Columbia University

The Program in Social Studies at Teachers College, Columbia University, seeks to support our students’ development as educators through Charlotte Danielson’s (2011) *Enhancing Professional Practice: A Framework for Teaching*. The instrument that follows is based on the Danielson Framework and seeks to assess the students’ current level of teaching practice. As you complete this form, please refer to the attached rubric for descriptions of each level.

Semester and Year:
☐ Fall  ☐ Spring  Year: _________

Please Select Your Current Role:
☐ Student Teacher  ☐ Cooperating Teacher  ☐ Field Supervisor

Student Teacher Name:
______________________________________________________________

Cooperating Teacher:
_________________________________________________________________

Field Supervisor:
_________________________________________________________________

School Name:
______________________________________________________________

Grades Taught / Observed by Student Teacher (you may choose more than one):
☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10  ☐ 11  ☐ 12
Domain 1 represents the critical, behind-the-scenes work of organizing classroom instruction. For each component, please select the level that corresponds to the student teacher’s development and practice. Please use the attached rubric to inform your assessment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Beginning Practice (1)</th>
<th>Basic Practice (2)</th>
<th>Proficient Practice (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Setting Instructional Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f. Designing Student Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Areas of Strength**
Please provide at least two specific examples of areas of strength.

**Areas for Improvement**
Please provide at least two specific examples of areas for improvement.
DOMAIN 2: THE CLASSROOM ENVIRONMENT

Domain 2 represents the critical aspects of a teacher’s skill in promoting learning. For each component, please select the level that corresponds to the student teacher’s development and practice. Please use the attached rubric to inform your assessment.

<table>
<thead>
<tr>
<th></th>
<th>Beginning Practice (1)</th>
<th>Basic Practice (2)</th>
<th>Proficient Practice (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creating an Environment of Respect and Rapport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Establishing a Culture for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2c. Managing Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d. Managing Student Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2e. Organizing Physical Space</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Areas of Strength**

Please provide at least two specific examples of areas of strength.

**Areas for Improvement**

Please provide at least two specific examples of areas for improvement.
DOMAIN 3: INSTRUCTION

Domain 3 represents the student’s mental engagement with the art of teaching. For each component, please select the level that corresponds to the student teacher’s development and practice. Please use the attached rubric to inform your assessment.

<table>
<thead>
<tr>
<th></th>
<th>Beginning Practice (1)</th>
<th>Basic Practice (2)</th>
<th>Proficient Practice (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Communicating with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. Using Questioning and Discussion Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c. Engaging Students in Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Using Assessment in Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Demonstrating Flexibility and Responsiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas of Strength
Please provide at least two specific examples of areas of strength.

Areas for Improvement
Please provide at least two specific examples of areas for improvement.
Domain 4: Professional Responsibilities

Domain 4 represents the “behind-the-scenes” work associated with teaching. For each component, please select the level that corresponds to the student teacher’s development and practice. Please use the attached rubric to inform your assessment.

<table>
<thead>
<tr>
<th></th>
<th>Beginning Practice (1)</th>
<th>Basic Practice (2)</th>
<th>Proficient Practice (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Maintaining Accurate Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. Communicating with Families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d. Participating in the Professional Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e. Growing and Developing Professionally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f. Showing Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas of Strength
Please provide at least two specific examples of areas of strength.

Areas for Improvement
Please provide at least two specific examples of areas for improvement.
<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Beginning Practice (1)</th>
<th>Basic Practice (2)</th>
<th>Proficient Practice (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.</td>
<td>Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.</td>
<td>Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.</td>
<td></td>
</tr>
</tbody>
</table>

| Domain 2: The Classroom Environment | Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals. | Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect. | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning. |

| Domain 3: Instruction | Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified. | Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to student interests and their success in learning. | All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student. |

| Domain 4: Professional Responsibilities | The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth. | The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth. | The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communication frequently with families, actively participating in school and district events, and engaging in activities for professional development. |

Adapted from “Figure 3.5: Domain Levels of Performance” (Danielson, 2007, 41-42)
Appendix B:

Fall Placement Timeline
Fall Student Teaching Placement Schedule  
Program in Social Studies, Teachers College, Columbia University

Fall placements last roughly 4 hours each day, Monday through Friday. Students are expected to follow the placement school’s schedule and attend classes even when Teachers College is not in session.

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>ST contacts CT to make arrangements for the first day of the placement (when to arrive, where to go, what to prepare, etc.)</td>
</tr>
<tr>
<td>Week 2</td>
<td>ST observes classes, works closely with cooperating teacher to learn classroom procedures and become familiar with placement school policies</td>
</tr>
<tr>
<td>Week 3</td>
<td>ST continues to observe CT and observes other teachers in the school (when possible), both in the social studies and in other disciplines</td>
</tr>
<tr>
<td>Week 4</td>
<td>ST begins co-teaching with CT (assisting in planning, helping with group work, etc.); ST should plan to lead one or two class periods over the course of the week</td>
</tr>
<tr>
<td>Week 5</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead one or two class periods over the course of the week</td>
</tr>
<tr>
<td>Week 6</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 7</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 8</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 9</td>
<td>ST continues observing classes and co-teaching with CT; During week 8 or 9, the ST should plan and teach a complete unit independently (3-4 consecutive lessons)</td>
</tr>
<tr>
<td>Week 10</td>
<td>ST continues observing classes and co-teaching with CT; During week 9 or 10, the ST should plan and teach a complete unit independently (3-4 consecutive lessons)</td>
</tr>
<tr>
<td>Week 11</td>
<td>ST continues observing classes and co-teaching with CT; ST should finish the fall placement by the Thanksgiving holiday break</td>
</tr>
<tr>
<td>Week 12</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 13</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 14</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 15</td>
<td>No student teaching placement responsibilities</td>
</tr>
</tbody>
</table>

ST = Student Teacher  
CT = Cooperating Teacher
Appendix C:

Spring Placement Timeline
Spring Student Teaching Placement Schedule  
Program in Social Studies, Teachers College, Columbia University

Spring placements last the entire school day, except on days that the student teacher must leave early for class at teachers college (typically one day each week). Students are expected to follow the placement school’s schedule and attend classes even when Teachers College is not in session. **NOTE:** The dates listed below are approximate. Please verify all breaks with the TC and NY DOE academic calendars.

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>ST contacts CT to make arrangements for the first day of the placement (when to arrive, where to go, what to prepare, etc.)</td>
</tr>
</tbody>
</table>
| Week 2      | *High School Regents Testing*  
ST observes classes and begins co-planning instruction with CT |
| Week 3      | *Spring Term Begins for High School Students*  
ST takes over full teaching responsibilities for **one** class period (planning, instruction, and assessment); ST continues observation and co-planning with CT |
| Week 4      | ST continues full teaching responsibilities for **one** class period; ST continues observation and co-planning other class periods with CT |
| Week 5      | ST takes over full teaching responsibilities for **two** class periods; ST continues observation and co-planning other class periods with CT |
| Week 6      | *Mid-Winter Recess (NYC Schools Closed)* |
| Week 7      | ST continues full teaching responsibilities for **two** class periods; ST continues observation and co-planning other class periods with CT |
| Week 8      | ST takes over full teaching responsibilities for **three** class periods; ST continues observation and co-planning other class periods with CT |
| Week 9      | ST continues full teaching responsibilities for **three** class periods; ST continues observation and co-planning other class periods with CT  
*Student Teaching Placement Continues Through Teachers College Spring Holiday* |
| Week 10     | ST takes over full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 11     | ST continues full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 12     | ST continues full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 13     | *Spring Recess (NYC Schools Closed)* |
| Week 14     | ST reduces teaching load to **three** class periods; ST begins to transfer full teaching responsibilities back to CT |
| Week 15     | ST reduces teaching load to **two** class periods; ST continues to transfer full teaching responsibilities back to CT |
| Week 16     | ST reduces teaching load to **one** class period; ST wraps up student teaching placement and transfers full teaching responsibilities back to CT |
| Week 17     | **No student teaching responsibilities;** Student focuses on Teachers College coursework, final projects, and portfolio (if applicable) |

*ST = Student Teacher  
CT = Cooperating Teacher*