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

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

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

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

PREFACE

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

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

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

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

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

3  A Conceptual Framework for Professional Education at Teachers College
4  The Student Teaching Experience
5  Essential Information about the Student Teaching Experience
6  General Expectations for Student Teachers
7  General Guidelines for Student Teaching
9  Preparing for Student Teaching
10 Preparing for New York State Certification
11 Timeline for Certification
13 New Certification Exams *(NEW!)*
15 Certification in other States (Reciprocity)
16 NYS Teacher Certification for International Students
18 Obtaining a Job in New York City
19 Substitute Teaching License
20 Frequently Asked Questions
21 Appendix A: Fingerprinting Information *(Updated 6/2013)*
22 Appendix B: Checklist for Initial Teacher Certification *(Revised 7/2013)*
24 Appendix C: Liberal Arts Requirements FAQs *(NEW!)*
26 Appendix D: CLEP Test Information
27 Appendix E: List of Student Teaching Coordinators by Program
28 Appendix F: Notes to the Cooperating Teacher
30 Appendix G: Notes to the University Supervisor
31 Appendix H: Instructional Resources
A Conceptual Framework for Professional Education at Teachers College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

--- completed at least 50% of their course work, including student teaching,
--- submitted an advisor’s written recommendation to the Office of Teacher Education & School-Based Support Services (Attn: Faride Suarez)
General Expectations for Student Teachers

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

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

Satisfactory completion of requirements

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

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

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

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

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

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

- the safety and care of children/adolescents
emergency procedures
- dress, demeanor and professional behavior
- entering and exiting the building
- communication with homes, families and communities
- field trips and special events
- appropriate responses to students' personal, health or dietary needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At the start of your program:

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

- Your program teacher preparation course outline
- Depending on program requirement: Student teaching/practicum placement
- Child Abuse Identification & School Violence Intervention & Prevention Workshops

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

Complete 3 Training Sessions

- Child Abuse Identification Online Course: www.childabuseworkshop.com
- School Violence Intervention & Prevention: www.violenceworkshop.com. A discount is provided if workshops are taken together with www.childabuseworkshop.com. Please contact OTE at ote@tc.edu or for the “group code.” The total cost is $50 for both workshops with the group code.
- Or take HBSS 4116 course at TC
- Dignity for All Students Act (DASA) (This may be taken as a stand-alone workshop, as part of a multicultural or diversity course if the course has been approved by New York State as an approved provider, or through the HBSS 4116 (pending NYS approval as of 7/18/2013).

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

- Liberal Arts and Science Test (LAST)
- Assessment in Teaching Skills-Written (ATS-W) - refer to the NYSED website for requirement: http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do
- Content Specialty Test (CST) - kindly refer to the NYSED website
- Bilingual Education Assessment (BEA) - required ONLY for Bilingual Extension program completer

***Please see “New Certification Exams Starting Spring 2014” for information regarding changes in teacher certification exams for those applying for teaching certificates on or after 5/1/2014 and Appendix B for a Certification Checklist.

Obtain Fingerprint clearance

- If fingerprinted at Teachers College or at the New York City Department of Education (NYCDOE) at 65 Court Street, you will have to complete an OSPRA 104 Form. Check NYCDOE website for hours, acceptable ID’s & payment. Please Note: This form is to be filed by individuals who have been previously fingerprinted (after July 1, 1990) for a license and/or employment by the New York City Dept. of Education (NYCDOE) and are authorizing the NYCDOE to forward their criminal history to the New York State Education Department for certification application and/or employment purposes. OR
- Pick up a state fingerprinting packet from 411 Zankel. You will have to complete an OSPRA 103 Form packet to send your fingerprints to NYC. Please Note: This form is to be filed by individuals who have submitted, or are in the process of submitting their fingerprints to the New York State Education Department and are seeking employment with the NYCDOE. Inaccurate information will delay processing.

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

- A GRADUATION FORM must be filed with the Registrar's Office in Thompson Hall, 3rd floor.
- Submission of your required Student Teaching Record of Hours is a MUST. Late and/or incomplete submission of required documents WILL delay your graduation and certification process. The hours completed during your student teaching placement will be reflected on your transcript.
- All pending grades and/or required Masters’ Project must be submitted to Registrar “HOLDS” must be cleared and all library books and other borrowed materials must be returned.
- Submission of a COMPLETED Institutional Recommendation Data Form (IRDF) for New York State Certification, with required documentations, to the OTE (411 Zankel). NOTE: OTE will not accept any incomplete IRDF’s.
- IRDF’s can be submitted as early as:
  - March 1st if graduating in May
  - July 1st if graduating in October
  - December 1st if graduating in February

**Required documents:**
- Your complete IRDF. The IRDF can be printed off the OTE website: www.tc.edu/ote OR it can be picked up in Zankel, 411
- Official undergraduate and post-graduate transcripts (other than TC)
- Child Abuse Identification & School Violence Intervention & Prevention workshops (unless you have taken the HBSS 4116 course at TC)
- Completion of Dignity Act training

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

Students are to:
- Go to the NYSED website: www.highered.nysed.gov/tcert/
- Create a TEACH account
- Apply electronically for certificate(s) through TEACH
- Pay for certificate(s). Students will have the option to pay via credit card (you can print out an electronic confirmation) OR by check/money order (a coupon can be printed out and attached to your check/money order). Send check or money order directly to the NYSED:
  
  New York State Education Department  
  Office of Teacher Initiatives  
  P.O. Box 22064  
  Albany, NY 12201

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

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

The table below identifies the current exams and corresponding new exams which will become available in the fall of 2013 for May 2014 graduates and beyond.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Current Exams</th>
<th>New Exams: Applying for certification on or after 5/1/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Assessment of Teaching Skills—Written (ATS–W)</td>
<td>Teacher Performance Assessment (edTPA)</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts And Science Test (LAST)</td>
<td>Educating All Students Test (EAS)</td>
</tr>
<tr>
<td></td>
<td>Content Specialty Tests (CST)</td>
<td>Academic Literacy Skills Test (ALST)</td>
</tr>
</tbody>
</table>

Sample test questions and frameworks are available at: http://www.nystce.nesinc.com/NY_annProgramUpdate.asp#TestMaterials

edTPA (Teacher Performance Assessment)

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

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

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/assessments, as well as a planning commentary that justifies the plans based on the candidate’s knowledge of diverse students’ learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core), build upon students’ prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.

2. **Instructing and Engaging Students in Learning** includes one or two **unedited video clips** of 15-20 minutes from lessons taught in the learning segment, and an instruction commentary analyzing how the candidate engages students in learning tasks and activities. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.
4. **Analysis of Teaching Effectiveness** includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

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

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

*For more information, please see the edTPA PowerPoint on the OTE website at [www.tc.edu/ote](http://www.tc.edu/ote) which will become available in the fall of 2013 or visit the following websites:


Certification in Other states

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

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

States may require verification of program completion:
- Either on a form provided by the state’s department of education you are trying to become certified/licensed in
- OR on an official letter from the Office of Teacher Education
- Some states require the institution’s Certification Officer to send this form directly to them; others require students to send it to them when they submit their certification packet. These instructions should be part of the state’s certification packet.
NYS Certification for International Students

In New York State, you must have a certificate (either Provisional/Initial or Permanent/Professional) to teach in a public school. Certification means that the state has reviewed your credentials and certified you as eligible to teach. Teachers in Charter schools also require certification. Private or Independent schools, however, do not always require a teaching certificate.

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

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

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

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

**Certification through a Teachers College degree program requires:**
1) Application for Certification (OTAPP-3, available at OTE in Zankel 411)
2) Completion of a degree program that includes student teaching
3) NY State administered tests (see below)
4) Fingerprint clearance from New York State Department of Education (see below)
5) Detection of Child Abuse Course and School Violence Prevention Course (see below)
6) Application Fee ($50)

**Certification through Individual Application (i.e., not through Teachers College):**
If you completed your education in another country (or another U.S. institution), you may be eligible for New York State certification. New York State accepts certification from other institutions or agencies. You must meet the following requirements:

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

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

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

All applicants applying as individuals must submit:
1) Application for Certification
2) Original credentials of formal schooling (and notarized translations where applicable) including official transcripts, copies of diplomas and certificates, etc.
3) NY State administered tests (see below)
4) Fingerprint clearance from New York State Department of Education
5) Detection of Child Abuse Course and School Violence Prevention Course
6) Dignity Act Training
7) Application Fee ($100)

New York State Administered Tests:

There are 3 general tests, which all applicants for certification must take:
   1) LAST – Liberal Arts and Sciences Test
   2) ATS-W – Assessment of Teaching Skills-Written
   3) CST—Content Specialty Test (varies)

IMPORTANT NOTE: EXAMS ARE DIFFERENT FOR MAY 2014 GRADUATES

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

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

***Please see “New Certification Exams Starting Spring 2014” for information regarding changes in teacher certification exams for those applying for teaching certificates on or after 5/1/2014 and Appendix B for a Certification Checklist.
Obtaining a Job in New York City

Join New York’s Brightest!

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

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

Information on career fairs sponsored by the NYCDOE are available at: [http://schools.nyc.gov/TeachNYC/recruitmentevents/default.htm](http://schools.nyc.gov/TeachNYC/recruitmentevents/default.htm)

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

Job Seeking Opportunities at Teachers College

The Teachers College Career Services office sponsors NYCDOE recruitment sessions at Teachers College with the DOE recruitment manager as well as public school and charter school job fairs each spring at the Columbia University campus with schools that specifically look for TC graduates. Please contact TC CS at 212-678-3140 or at email: careerservices@tc.edu for more information.
Obtaining a Substitute Teaching License
(Occasional Per Diem [OPD])

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

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

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

1. Find a school with a principal who would be willing to nominate you for a substitute teaching position
2. Once the principal has entered an online nomination, you will be emailed information on how to access and complete the online application
3. Obtain your official transcripts from all institutions of higher education you have attended.
4. Obtain a $50 Postal Money Order (at a local post office or at Hartley Chemists at 120th and Amsterdam Avenue).
5. You must complete the fingerprinting process. If you have already been fingerprinted for New York State, you will not need to be fingerprinted again. Fill out the OSPRA 103 form to transfer your information to the NYCDOE. Download the OSPRA 103 at: http://www.tc.columbia.edu/teachercertification/index.asp?Id=Fingerprinting+Information&Info=Fingerprinting+Information. If you have not been fingerprinted, please be ready to pay a $115 fee (by money order, personal check or MC/Visa Credit Card) payable to the NYCDOE/DHR. Bring your completed application, all fees and accompanying documents to Room 102 at 65 Court Street for fingerprinting.
6. Register for or take the required certification exam (as per the NYCDOE instructions), complete 2 Child Abuse and Violence Prevention workshop, and a 10 hour training course. There may be other requirements not listed in this handbook.
Frequently Asked Questions

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

Q: Can I student teach even though I have not taken the TB Tine Test?
A: NO. STATE LAW requires all persons to take a tuberculin test before entering the classroom. TB tests are offered at TC through a special arrangement with Columbia University Health Services. Please contact OTE for the date.

Q: Where can I go to take a TB Test?
A: Columbia University Health Services offers a test to both insured and non-insured students OR you may go to your own personal physician OR attend TB Test day at Teachers College on August 27, 2013 from 10am-1pm in Zankel, Room 406. You must return on Aug. 29th to have the results read.

Q: When should I get fingerprinted?
A: We recommend that you get fingerprinted 4-6 months before you are to receive your certificate. But if you are student teaching, you must get fingerprinted BEFORE you student teach.

Q: Where can I go to get fingerprinted?
A: Please go to 65 Court Street in Brooklyn with the print out from the NYCDOE online registration site or a letter from Teachers College requesting that you be fingerprinted. Letters can be picked up from Zankel, Room 411. If you prefer to go to a police precinct or the Public Safety Office at Columbia University, be sure to submit your New York State fingerprint packet to Albany, NY. Note: International students without a social security number can only go to a police precinct. Packets are available in Zankel 411.

Q: What types of professional development opportunities are available for student teachers?
A: The Office of Teacher Ed (OTE) offers general orientations about student teaching at the start of each semester in addition to student teaching colloquiums on topics such as classroom management. OTE also offers monthly workshops on how to tackle the certification process through its “Ins and Outs of Teacher Certification” workshops. Please email ote@tc.edu or visit www.tc.edu/ote for dates and times.

Q: When should I take the teacher certification exams?
A: We recommend that you complete the LAST as early as possible and the CST if you have an undergraduate degree in your certificate subject area. We recommend that you take the ATS-W once you have teaching or student teaching experience. You must pass all exams at least 4-6 weeks prior to your graduation date. Registration bulletins are available only online. Avoid registering for the exam at the last minute so you do not have to pay the additional late fee or emergency fee. To register online or for more information, go to www.nystce.nesinc.com. Note: Computer based exams are now available on a daily basis through the testing service. Please be advised that if you are graduating in the SPRING of 2014 or thereafter, YOU MUST TAKE the NEW EXAMS. (See NYSTCE link for more details).

Q: Which ATS-W test should I take?
A: As regulations change frequently, please check the NY State Education Department’s website: www.highered.nysed.gov/tcert/index.html (click on “Certification” then “Search Certification Requirements”).

Q: Can I take a teacher certification exam even if I am not in New York?
A: Please visit the NYSTCE site at http://www.nystce.nesinc.com/NY13_testsites.asp for test sites and test availability.

Q: How can I prepare for the teacher certification exams?
A: LAST, ATS-W and several CST preparation guides are available in our Teacher Resource Center. Guides are also available online. Guides can also be purchased or bookstores or borrowed from any public library. Please be advised that if you are graduating in the SPRING of 2014 or thereafter, YOU MUST TAKE the NEW EXAMS. (See NYSTCE link for more details).

Q: Where can I go for help with the teacher certification process and reciprocity?
A: Feel free to drop by our office on the 4th floor of Zankel and speak to OTE staff. Or call 212.678.3502 or email ote@tc.edu.
Appendix A: Fingerprinting Information

***ATTENTION: BEFORE GOING TO BROOKLYN, you must register with the New York City Dept of Ed (NYCDOE) at www.teachnyc.net and take a print out of the fingerprint document from the website to Brooklyn OR a letter from OTE or you will not be fingerprinted.

NEW YORK CITY DEPT OF ED FINGERPRINTING UNIT

Take the following items:
1. Original forms of ID (Photo ID and SS Card OR Passport) (See I9 form for more choices)
2. Payment for $115 fee (money order, personal check, Visa, MasterCard, Discover)
3. Letter from NYCDOE website or letter from Office of Teacher Education

*Fingerprints will clear within 48 hours

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

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

International Students

International students without a valid US social security number MUST GO TO Columbia or a police precinct. Note: International students are exempt from the fingerprint requirement prior to student teaching.

COLUMBIA CAMPUS OR POLICE PRECINCT:

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

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

To apply online for fingerprint clearance, go to: www.highered.nysed.gov/tcert/teach/login.html. (Paper applications are no longer being accepted)

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

To check on status of prints, go to the NYSED link below and under “Account Information”, it should say, “Your DCJS and FBI results have been received.” Website: www.highered.nysed.gov/tcert/ospra/

After fingerprints have cleared (2-4 weeks), submit OSPRA 103 PACKET (3 forms (Fingerprint Referral form can be signed by any staff or faculty member at TC), nomination letter, and photocopy of proper ID) to transfer fingerprints from the state to the city. Note: If you do not plan to student teach/teach in New York City, there is no need to submit the OSPRA 103 packet. This can be found online by searching “OSPRA 103” or picking up a paper copy in Zankel 411.

STUDENT TEACHING CLEARANCE

In order to be cleared for student teaching, you must submit a copy of the fingerprint receipt or screen shot of NYSED website via email to ote@tc.edu, fax to 212.678.3153, or in person to Zankel, Room 411. 
APPENDIX B: CHECKLIST FOR OBTAINING
INITIAL TEACHER CERTIFICATION
Through Institutional Recommendation at Teachers College

BEFORE student teaching:
___ Download Student Teaching Packet from www.tc.edu/ote or pick up at Zankel, Room 411
___ State Law: Take Tuberculin Tine (TB/PPD) test before student teaching (valid for 1 calendar year)
___ Get fingerprinted
___ Take Child Abuse and Identification and Reporting Training
___ Take School Violence Prevention and Intervention Training
___ Register online with NYCDOE at www.teachnyc.net
___ Obtain “Clearance Letter” from the Office of Teacher Education (OTE) after completing all above requirements in order to be allowed to start student teaching

For BOTH placements:
___ Track the number of hours at the school site on the grid of hours
___ Submit “Record of Hours” form to OTE
___ Submit “Placement Diversity Report” to OTE (NEW!)

Take 3 New York State Exams for Initial Certification
Registration and preparation guides are available at: www.nystce.nesinc.com
___ Liberal Arts and Sciences Test (LAST)
___ Assessment of Teaching Skills—Written (ATS-W)
___ Content Specialty Test (CST) (Check NYSED website for which test)
   http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do

Meet Liberal Arts credit requirements in following subjects (if not done so already)
___ English, Mathematics, Science, Social Science, and foreign language

Obtain Fingerprint Clearance (if not done so already)
___ Go to NYCDOE in Brooklyn, Columbia Public Safety Office, or a police precinct
Note: Please see “Fingerprint Information Sheet” for more details about fingerprinting

Take 3 Workshops (if not done so already)
___ Child Abuse and Identification and Reporting Training (Unless you have taken HBSS 4116)
___ School Violence Prevention and Intervention Training (Unless you have taken HBSS 4116)
___ Dignity for All Students Act (DASA) Training (NEW!) (Unless you have taken HBSS 4116 or a multicultural or diversity course pending approval from NYS)

Apply to NYS online through TEACH system
___ Go to www.highered.nysed.gov/tcert/teach/

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

You MUST do ALL of the following:

BEFORE student teaching:
___ Download Student Teaching Packet from www.tc.edu/ote or pick up at Zankel, Room 411
___ State Law: Take Tuberculin Tine (TB/PPD) test before student teaching (valid for 1 calendar year)
___ Get fingerprinted
___ Take Child Abuse and Identification and Reporting Training
___ Take School Violence Prevention and Intervention Training
___ Register online with NYCDOE at www.teachnyc.net
___ Obtain “Clearance Letter” from the Office of Teacher Education (OTE) after completing all above requirements in order to be allowed to start student teaching

For BOTH placements:
___ Track the number of hours at the school site on the grid of hours
___ Submit “Record of Hours” form to OTE
___ Submit “Placement Diversity Report” to OTE (NEW!)

Take 4 New York State Exams for Initial Certification
Registration and preparation guides are available at: www.nystce.nesinc.com
___ edTPA (Teacher Performance Assessment) (NEW!) (Unless you already hold an initial certificate from New York)
___ Academic Literacy Skills Test (ALST) (NEW!)
___ Educating All Students Test (EAS) (NEW!)
___ Revised Content Specialty Test (CST) (NEW!) (The previous CST will be accepted)
   http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do

Meet Liberal Arts credit requirements in following subjects (if not done so already)
___ English, Mathematics, Science, Social Science, and Foreign Language

Obtain Fingerprint Clearance (if not done so already)
___ Go to NYCDOE in Brooklyn, Columbia Public Safety Office, or a police precinct
Note: Please see “Fingerprint Information Sheet” for more details about fingerprinting

Take 3 Workshops
___ Child Abuse and Identification and Reporting Training (Unless you have taken HBSS 4116)
___ School Violence Prevention and Intervention Training (Unless you have taken HBSS 4116)
___ Dignity for All Students Act (DASA) Training (NEW!) (Unless you have taken HBSS 4116 pending approval from NYS)

Apply for a teaching certificate through the NY STATE TEACH system (Different from NYC TEACH)
___ Go to www.highered.nysed.gov/tcert/teach/

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

FOR MAY 2014 GRADS
Appendix C: Liberal Arts Requirements FAQs

- Why should I take a course if I already know the subject matter?
  A possible alternative to taking formal course work would be to demonstrate your knowledge of a subject through obtaining an acceptable score on credit-bearing examinations offered by one of the following organizations:

  **College Level Examination Program**

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

- I really need to take a course quickly. Are there any alternatives to traditional college courses?
  **New York State United Teachers (NYSUT)**
  [http://www.nysut.org](http://www.nysut.org) offers courses that may satisfy some of your requirements.

  **United Federation of Teachers (UFT)**
  [http://www.uft.org](http://www.uft.org) offers courses that may satisfy some of your requirements.

  **The SUNY Learning Network**
  [http://sln.suny.edu/index.html](http://sln.suny.edu/index.html) also offers a number of teacher education, content, and liberal arts and science courses.

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

- Can I take courses at a community college?
  To determine whether a community college teacher education course is acceptable:

  - Refer to [http://www.suny.edu/student/cmpCreditEquiv/courseEquivSearch.cfm](http://www.suny.edu/student/cmpCreditEquiv/courseEquivSearch.cfm).
  - Enter the Course Prefix (e.g. EDU) in the “From Campus Discipline Abbreviation” field
  - Enter the Course Number in the “From Campus Course Number” field
  - Select the community college offering the course in the “transferring from” dropdown field
  - Select: ALL in the “transferring to” dropdown field.
  - If the course appears in the “course equivalencies list” it is acceptable.
- **How do I know if the college course will be accepted?**

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

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

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

**Acceptable Grades**

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

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

*More information is available at: [http://www.highered.nysed.gov/tcert/faqcw.html#six](http://www.highered.nysed.gov/tcert/faqcw.html#six)*
Appendix D: CLEP TEST

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

**CLEP TEST INFORMATION**

General Information: [http://www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html)
Preparation Resources: [http://www.collegeboard.com/student/testing/clep/prep.html](http://www.collegeboard.com/student/testing/clep/prep.html)
Testing Centers: [http://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp](http://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp)
Registration: [http://www.collegeboard.com/student/testing/clep/reg.html](http://www.collegeboard.com/student/testing/clep/reg.html)
Additional Questions:
Use the online inquiry form: [www.collegeboard.com/about/contact.html?region=NYO](http://www.collegeboard.com/about/contact.html?region=NYO)
Call: (212) 713-8000

**Math Requirements**

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

**Foreign Language Requirements**

The requirements for a passing score are listed below:

<table>
<thead>
<tr>
<th>Foreign Languages: 6 credits (2 semesters)</th>
<th>12 credits (4 semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College French 50</td>
<td>50</td>
</tr>
<tr>
<td>College German 50</td>
<td>50</td>
</tr>
<tr>
<td>College Spanish 50</td>
<td>50</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>For questions about:</th>
<th>Contact:</th>
<th>At:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Art Education</td>
<td>Iris Bildstein</td>
<td><a href="mailto:irobil@aol.com">irobil@aol.com</a></td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td>Yaning Hsu</td>
<td><a href="mailto:yaninghsu@aol.com">yaninghsu@aol.com</a></td>
</tr>
<tr>
<td>Blindness and Visual Impairment</td>
<td>Madeline Appell</td>
<td><a href="mailto:appell@tc.columbia.edu">appell@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>Maria Hartman</td>
<td><a href="mailto:hartman@tc.edu">hartman@tc.edu</a></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Timothy Ignaffo</td>
<td><a href="mailto:ignaffo@tc.edu">ignaffo@tc.edu</a></td>
</tr>
<tr>
<td>Elementary Inclusive Education</td>
<td>Megan Lawless</td>
<td><a href="mailto:lawless@tc.edu">lawless@tc.edu</a></td>
</tr>
<tr>
<td>English Education - Phase 1</td>
<td>John Browne</td>
<td><a href="mailto:brown@tc.edu">brown@tc.edu</a></td>
</tr>
<tr>
<td>English Education - Phase 2</td>
<td>Pat Zumhagen</td>
<td><a href="mailto:Zumhagen@tc.edu">Zumhagen@tc.edu</a></td>
</tr>
<tr>
<td>Intellectual Disabilities/Autism</td>
<td>Emily Shamash or</td>
<td><a href="mailto:erg2004@tc.columbia.edu">erg2004@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Intellectual Disabilities/Autism</td>
<td>Mary Ellen Rooney</td>
<td><a href="mailto:mroon66@aol.com">mroon66@aol.com</a></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Stuart Weinberg</td>
<td><a href="mailto:saw29@tc.columbia.edu">saw29@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Music and Music Education</td>
<td>Andrea Bonamico</td>
<td><a href="mailto:amb2316@tc.columbia.edu">amb2316@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Jennifer Rasmussen</td>
<td><a href="mailto:drjenraz@optimum.net">drjenraz@optimum.net</a></td>
</tr>
<tr>
<td>Science Education</td>
<td>Jessica Riccio</td>
<td><a href="mailto:riccio@tc.edu">riccio@tc.edu</a></td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>Christopher Babits</td>
<td><a href="mailto:cmb2220@tc.columbia.edu">cmb2220@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Teaching as Applied Behavior Analysis</td>
<td>Jo Ann Delgado</td>
<td><a href="mailto:joanndelgado12@gmail.com">joanndelgado12@gmail.com</a></td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
<td>John Balbi</td>
<td><a href="mailto:Balbi@tc.edu">Balbi@tc.edu</a></td>
</tr>
<tr>
<td>Teaching of American Sign Language as a Foreign Language</td>
<td>Russell Rosen</td>
<td><a href="mailto:rrosen@tc.edu">rrosen@tc.edu</a></td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>Sharmin Hakim or</td>
<td><a href="mailto:hakim@tc.edu">hakim@tc.edu</a></td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>Ellen Meier</td>
<td><a href="mailto:meier@tc.edu">meier@tc.edu</a></td>
</tr>
<tr>
<td>Office of Teacher Education</td>
<td>Student Teaching and Certification Paperwork</td>
<td><a href="mailto:ote@tc.edu">ote@tc.edu</a> 212.678.3466/3502</td>
</tr>
</tbody>
</table>

**HOTLINES**

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

NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES .......................800-342-3715 (General Information)
Appendix F: Notes to the Cooperating Teacher

First, thank you for working with a student teacher from Teachers College. Your willingness to open your classroom to our institution and our students attests to your commitment to the teaching profession and underscores the seriousness with which you assume your role as a mentor and teacher educator. The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

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

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

Gathering information and establishing channels of communication
- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- Review program documents and student teaching guidelines together.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been—and will be—going on in the classroom.
- Meet with your student teacher’s college supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the student teacher can discuss goals, needs and progress.
Planning for your student teacher’s growth and development over time

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

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

Inducting your student teacher into the teaching profession

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

Assessing teaching readiness and fit

Any concerns you have about your student teacher’s teaching abilities and practice should always be shared with candor and care with your student teacher and the college supervisor. Often, timely intervention, specific feedback and additional support will help strengthen student teachers’ practice. In those cases where intervention and support cannot compensate for a poor match between the student and teaching, then the student teacher can be counseled (by faculty and the college supervisor, but with your insight and help) to consider options other than teaching that may be more suited to her/his skills and temperament. While these decisions are always difficult, they are our professional responsibility.

Teacher quality is one of the most critical issues currently being discussed both within and outside the profession. Ensuring teacher quality is the most significant responsibility you assume as a cooperating teacher. In order to confidently recommend a student teacher for certification, we depend on your intimate knowledge of your student teacher and your assessment of their practice. Preparing for this important decision requires careful observation, descriptive detail and documentation. Balancing support with evaluation is always challenging. Yet, learning to teach well requires that both are in place. Ultimately, you want to be sure that your assessment is fair but rigorous and that all student teachers are held to the highest standards of teaching quality.
Appendix G: Notes to the Field Supervisor

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

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

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

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

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

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

1. Observe the student teacher on a regular basis and in a variety of situations/subjects.
2. Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).

3. Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).

4. Encourage good planning and organization.

5. Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.

6. Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.

7. Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self-assessments for subsequent improvement.

8. Maintain a professional working relationship with the student teacher and cooperating teacher.

9. Encourage and support good rapport between the student teacher and her/his students.

**Establishing channels of communication**

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

**Assessing teaching readiness and fit**

An important aspect of your supervision work involves assessing student teachers’ readiness for teaching and for certification. Learning to teach is never easy and most student teachers experience road bumps, a crisis of confidence and moments of questionable practice. Your candid assessment grounded in careful observation and descriptive, detailed documentation aids programs in designing additional (and appropriate) support structures and interventions if needed, and to make program adjustments when necessary. Like you, we know full well that all student teachers do not learn in the same way or at the same pace. Your work with student teachers helps us respond best to their needs. We also want our students to reach their potential as teachers, but we also want to be sure that candidates unsuited for the teaching profession are supported to consider other career paths. Thus, you will want to ensure that your assessment is fair but rigorous and that all student teachers are held to the highest standards of teaching quality.

**Travel and visit reimbursement guidelines**

1. Teachers College can only reimburse supervisors for travel from Teachers College to the school in which the student teacher is placed (e.g. a supervisor who lives in Rockland and travels to PS 87 on 78th Street will be paid for a round trip subway ride).

2. If public transportation is not used, please use the mileage guideline (i.e., $0.585 per mile).

3. Each visit to a student teacher’s classroom should cost no more than $10 round trip. Thus, 5 visits for a student will lead to a reimbursement amount of no more than $50 per student.

4. OTE/SSS is unable to reimburse travel expenses beyond $50 per student given our budgetary limitations. If expenses beyond the $50 limit are anticipated, please contact the program coordinator of the appropriate department before incurring the expense.

5. Supervisors are paid $100 per visit per student for a maximum of $500 or 5 visits per student per semester. Payment is processed at the end of each term after supervisors have submitted documentation indicating the number of visits according to the number of students supervised.
Appendix H: Instructional Resources

Annenberg Learner
http://www.learner.org/

New York State Education Department

New York Times: The Learning Network

New York State Learning Standards and Core Curriculum