Welcome to the Student Teaching Experience

This PowerPoint contains guidelines and suggestions intended to support the important work you do with our students.

Please select from the following topics:

- Teacher Preparation at TC
- Role of the Field Supervisor
- School Protocols for Visits
- Establishing Channels of Communication with the Cooperating Teacher
- Elements of an Observation
- Maintaining High Quality Supervision
- Conferences
- Giving Feedback to Student Teachers
- Sample Observation Template
- edTPA (Teacher Performance Assessment)
- Payment and Travel Information
- Student Teaching Coordinators
Introduction to Teacher Preparation at Teachers College

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

**Inquiry stance**
We are an inquiry-based and practice oriented community. We and our students & graduates challenge assumptions and complacency and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P12 schools.

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

**Social justice stance**
Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities. The three philosophical stances provide the context for developing and assessing candidates’ proficiencies based on professional, state, and institutional standards.
Role of the Field Supervisor

Supervisors are resources for the student teacher as well as the cooperating teacher, and serve as liaisons between the college and the field. Supervisors offer experienced and objective perspectives on overall classroom effectiveness, around instruction in the classroom, student response and the student teacher’s presence as well as the classroom environment.

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 improve, analyze or re-think their practice.

Observation Reports

Individual programs distribute and collect their own observation reports. Please contact the Student Teaching Coordinator for the program for which you supervise.

Visits to Student Teachers

On days that student teachers are scheduled to be visited and observed by their supervisor, they 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—instruction and direct interaction with students is where student teachers will be most challenged and will benefit most from a supervisor’s perspective and feedback.
All public schools in New York City require visitors to sign in at a security desk and show a photo ID. Please be sure to follow these protocols in addition to any others that the school may require.

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.
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 snap-shots of practice.

Developing a professional relationship with the cooperating teacher allows you to fill in the rest of the picture and triangulate observation data.
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.
- An observation of an actual lesson or teaching episode/interaction.
- A post-observation discussion.

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 3 observations per student teaching experience.

It is important to spread out observations over the course of the student teaching period (beginning, middle and end). Bunching observation visits for the purpose of expediency or efficiency is inappropriate and does not fulfill the spirit or goals of supervision. Similarly, observing two or more lessons in a row and counting each lesson as a separate “visit” is neither condoned nor acceptable.
Maintaining high quality supervision

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

- Observe the student teacher on a regular basis over time and in a variety of situations/subjects.
- Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
- Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
- Encourage good planning and organization.
- Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
- Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
- Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self-assessments for subsequent improvement.
- Maintain a professional working relationship with the student teacher and cooperating teacher.
- Encourage and support good rapport between the student teacher and her/his students.
Pre and Post Conferences

A three-way meeting conference with the student teacher, cooperating teacher, and supervisor in the beginning of each semester is recommended to discuss how and how often visits will take place in the classroom, whether cooperating teachers will attend the post-conferences, and goals. Supervisors should remind everyone of their role, i.e. liaison between school and the college, mediator, and evaluator. We encourage supervisors to exchange emails and phone numbers with cooperating teachers.

Considerations:

- **Ask** whether cooperating teacher should be present at some, none, or all the post conferences
- **Start** with the positive
- **Let student teacher set the agenda** for the conference in order to make sure their concerns are addressed
- **Be mindful of feedback** posed on lesson plans as ideas/activities may have come from cooperating teacher
Guidelines for Providing Feedback to Student Teachers

1. Focus feedback on **behavior** rather than the person.
2. Focus feedback on **observations** rather than inferences.
3. Focus feedback on **description** rather than judgment.
4. Focus feedback on the **sharing of ideas and information** rather than on giving advice.
5. Focus feedback on **exploration of alternatives** rather than answers or solutions.

For more information on these guidelines, please see the [Supervisor Handbook](#).
Sample Student Teacher Observation Template

Notes from Observation

Name of Student Teacher:    Date of Observation:
Name of Supervisor:     Lesson Plan Submitted: Circle one: Yes or No

Danielson Framework Domains:

1) Planning and Preparation (Demonstrates knowledge of content and pedagogy, students’ needs, skills, etc.; purpose of lesson is clear; appropriate use of materials and resources; instruction is coherent; assessments are congruent with instructional outcomes)

2) Classroom Environment (Classroom interactions are respectful; energy level for learning is high; students take pride in work; routines and transitions occur smoothly; student behavior is monitored; physical space is conducive to learning; technology is used skillfully)

3) Instruction (Expectations, directions, and procedures for learning are clear; questions are at high cognitive level with sufficient time for students to answer; pacing is appropriate, students are engaged; assessment is used in instruction with high quality feedback to students; teacher adjusts lesson accordingly)

4) Professional Responsibilities (Reflects on teaching; maintains accurate records; communicates with families; shows professionalism)

Continued on next page...
### Sample Student Teacher Observation Template

<table>
<thead>
<tr>
<th>Time/Duration (Pace)</th>
<th>Actions/Quotes/Questions Posed by Student Teacher (Facts and observations only)</th>
<th>Actions/Quotes/Questions Posed by P-12 Students</th>
<th>Questions/Comments/Concerns by Supervisor</th>
<th>Danielson Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Things to ponder for next time:**

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

An introduction to edTPA is available through a PowerPoint presentation that will allow for a better understanding of the performance assessment in order to best support teacher candidates. (Please scroll down to the bottom of the web page as it is located under “edTPA Resources.”)
Payment and Travel FAQ’s

Please use the information below as a guide for payments and reimbursements for visits to student teachers. Questions and concerns can be directed to Claudette Chung at (212) 678-4057 or at chung@tc.edu.

Q: What do I need to do after being hired?
A: An email should be sent to Julia Yu at yu@tc.edu by the program/person who hired you. An online requisition will then be sent to you with further instructions. Observations cannot begin until clearance from the Office of Teacher Education and Human Resources has been emailed. For more detail information, please view the Field Supervisor Handbook here.

Q: When and how do I get paid for observations of student teachers?
A: Supervisors are paid $100 per visit with a maximum of $500 per student teacher per semester. (The minimum number of required visits is set by each department.) Dates of visits must be recorded in the chart provided in the Supervisor Packet. Please note: Payments will be sent 6-8 weeks after the end of each semester unless a financial hardship requires immediate payment. Please contact Claudette Chung at (212) 678-4057 or at chung@tc.edu for further assistance.

Payment questions can be directed to Human Resources at (212) 678-3175 or at hr@tc.edu.
Q: Will I be reimbursed for travel expenses?
A: Yes, supervisors are paid a maximum of $50 per student teacher per semester, by filling out the appropriate Travel Expense Statement. If expenses beyond the $50 limit are anticipated, please contact the program coordinator and OTE before incurring the expense. A separate check is mailed for travel expenses; it is not part of the check sent for payment of observations.

Q: When and why must receipts for travel be submitted?
A: Teachers College policy states that receipts must be turned in with a request for reimbursement. Receipts should be submitted by the end of each semester. Receipts MUST be submitted in the academic year in which the travel expense was incurred. Requests will not be honored after the end of the applicable fiscal year which occurs in August at Teachers College. If public transportation is not used, please use the mileage guideline of 56 cents per mile. In cases where supervisors must drive, TC requires proof of mileage which can be in the form of a Mapquest or Google Map print out. The exact mileage on the print out MUST match the travel expense form--DO NOT round mileage. Please note the print out must state the number of miles and the starting point and end point. We recommend printing the printer friendly version as the actual map is not necessary. In addition, EZ Pass Statements must have the “transaction date” circled (not the posting date). If the above steps are not followed, forms will be returned to supervisors for correction. TC recognizes that some supervisors will be travelling from TC to the school sites whereas others may be travelling from other locations to the schools. The mileage for those traveling from TC to the schools will be reimbursed by calculating the distance from TC to the school. When supervisors go directly from their home to the school, the mileage will be reimbursed by calculating the distance from the home to the school. OTE does not reimburse for taxis or parking expenses.

Q: What if I don’t have receipts?
A: All requests for reimbursements must be substantiated with proof of the amount paid which is required for auditing purposes with the possible exception of standard New York City subway fare.
Each program at Teachers College has its own student teaching coordinator who facilitates placements:

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Teaching Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td>Jo Ann Delgado</td>
<td><a href="mailto:jdelgado@tc.columbia.edu">jdelgado@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Art and Art Education</td>
<td>Iris Bildstein</td>
<td><a href="mailto:bildstein@tc.columbia.edu">bildstein@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td>Sharon Chang</td>
<td><a href="mailto:scc2168@tc.columbia.edu">scc2168@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>Kara Sheridan</td>
<td><a href="mailto:sheridan@tc.edu">sheridan@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:browne@tc.edu">browne@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 Disability/Autism</td>
<td>Emily Shamash</td>
<td><a href="mailto:Shamash@tc.columbia.edu">Shamash@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Stuart Weinberg</td>
<td><a href="mailto:saw29@columbia.edu">saw29@columbia.edu</a></td>
</tr>
<tr>
<td>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>TBD</td>
<td>TBD</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</td>
<td>Jennifer Mitnick</td>
<td><a href="mailto:jsm2195@tc.columbia.edu">jsm2195@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Teaching 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 and Ellen Meir</td>
<td><a href="mailto:sah2028@columbia.edu">sah2028@columbia.edu</a>, <a href="mailto:meier@tc.edu">meier@tc.edu</a></td>
</tr>
<tr>
<td>TESOL</td>
<td>Luciana de Oliveira</td>
<td><a href="mailto:ld2593@tc.columbia.edu">ld2593@tc.columbia.edu</a></td>
</tr>
</tbody>
</table>
For more information regarding student teaching placements, cooperating teachers, and supervisors, please consult the Office of Teacher Education Supervisor Handbook.

Other handbooks available through the Office of Teacher Education:
- Cooperating Teacher Handbook
- Student Teacher Handbook
Contact Us

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

Phone: (212) 678-4057/3466
Email: ote@tc.edu
Fax: (212) 678-3153
Web: www.tc.edu/ote