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Preface

This handbook is designed to be helpful to all persons involved in the student teaching experience – student teachers, cooperating teachers and university supervisors. Because each member of this triad plays a vital role in creating the best possible experience for all involved, information has been included here designed to ensure that participants have compatible expectations for the roles they will play, the policies that exist to guide their experiences and assessment procedures.

We hope that participants will find this handbook a convenient guide as they progress through the student teaching and mentoring processes together. Our best wishes for a productive and exciting semester.

“Composing a teaching life, like composing any text, requires rehearsals of meaning, ways of reading and rereading the text as it is written, explorations with revising, ideas thrown out and taken on, and the mosaic of individual, collaborative, and public presentations that must be balanced. There is nothing linear or tidy in the process” (p. 243).

Ruth Vinz, *Composing a Teaching Life*

Handbook revised January, 2008
MISSION STATEMENT

In keeping with the College’s long tradition of the leading intellectual influence on the development of the teaching profession, of serving the needs of urban and suburban schools, in the United States and around the world, the mission of teacher 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 mission is based on three shared philosophical stances that underlie and infuse the work we do:

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

2. 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.

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

These stances are the three dimensions of the educational space that we continuously create. By using critical inquiry as a tool in approaching the complexity of students and their learning, of ourselves and our teaching, our subject matter, and the contexts in which all these operate (Rogers, 2002), we and our students and graduates build effective curricula which benefit students’ learning and ultimately serve the larger purpose of the moral growth of the individual and society.
Key Participants in the Student Teaching Experience

Student Teacher

In the student teaching experience, students will apply what they are learning, and will work to modify and adjust their practice according to the specific context in which they are placed. This is where the ideals of teaching are countered by the realities of the urban classroom, and we expect that many questions will arise; therefore, students should enter into this process with an attitude of inquiry.

The student teacher will be given first hand experience in all aspects of a teaching life. We divide the student teaching experience into two semesters, Phase 1 and Phase 2. To comply with New York State requirements, both a middle school and a high school placement are provided.

During Phase 1, the student teacher will have the opportunity to lead small groups, plan lessons, and observe the cooperating teacher as well as other teachers in the school. As the semester progresses, the cooperating teacher will encourage the student teacher to teach more independently. The essential goals of Phase 1 are to ease the student teacher into the classroom environment and to immerse her/him in the culture of the school.

During Phase 2, the student teacher will move to a different school and assume responsibility for the planning, teaching and assessment of multiple classes. In this Phase, the student teacher will be responsible for implementing the curriculum, monitoring classroom management, assessing the students and interacting as a member of the school staff, which includes duties such as attending faculty meetings and parent conferences.

During both Phases, the student teacher is expected to be at his/her school every day. Exact times are negotiated with the cooperating teacher. Student teachers in Phase 1 can expect to be at their schools for at least half of each school day, for at least 15-20 hours per week. Phase 2 student teachers, because of increased responsibility, may put in 20 to 25 or more hours each week. While these hours offer basic guidelines, we feel strongly that our student teachers’ commitment to the school, students, and cooperating teacher should not be measured strictly by the state mandated minimum requirements, but rather by their ongoing commitment and involvement in the school.

Concurrently with student teaching in both Phases, student teachers will be involved in Fieldwork and Observation in Secondary English which will provide a series of guided observations of schools, teachers, and students. Student teachers will begin to synthesize theoretical knowledge with intense practical experience, and to integrate educational philosophy with the reality of day-to-day life teaching in a secondary school.

Student teachers will log at least 50 hours of observation and fieldwork, and share their observations and reflections with colleagues. They will produce a series of written and oral analyses of the observed classes and will devise topics and strategies for mini-studies relevant to their fieldwork.
Cooperating Teacher

The cooperating teacher is a master teacher with a minimum of three years of successful teaching as a state certified teacher. The cooperating teacher volunteers to participate in our student teaching program and is compensated with tuition credits, which can be used for course work at Teachers College. Each placement site has an Administrative Contact who serves as the student teacher’s initial contact with the school and also familiarizes the student teachers with the specific requirements and rules of the school and/or department. Many of our cooperating teachers are also graduates of our MA program. Each fall we hold an Orientation Session for new and returning cooperating teachers. In addition, they receive our student teaching handbook and have ongoing phone, or e-mail contact with one of our Coordinators for Student Teachers. We also schedule a social/informational event at the beginning of each spring semester to maintain contact with the cooperating teachers and have them meet informally with supervisors and student teachers.

The cooperating teacher works directly with the student teacher in the classroom. S/he has the responsibility to mentor as well as host the student teachers, and to meet regularly with the student teacher, and to provide guidance and helpful feedback. As the student teacher develops greater comfort and expertise the cooperating teacher should delegate increasing teaching responsibility to her/him, accepting the student teacher as a partner in the classroom.

The cooperating teacher’s role evolves as the semester proceeds and the needs of the student teacher change. The stages can be defined roughly as (1) orientation, (2) observation and participation, (3) induction into teaching, (4) teaching with supervision, (5) teaching independently. The stages may overlap and will vary depending on the Phase of student teaching. As partners in the student teaching experience, it is important that the cooperating teacher feel that the time spent with a student teacher contributes to her or his ongoing professional development as well as to the student teacher’s.

University Supervisor

University supervisors are resources and advocates for the student teacher. The university supervisor is an experienced teacher hired by the college to make ongoing visits to the site, and to make positive connections with the administration, the cooperating teacher and the student teacher. Each term there is an orientation session for supervisors led by our Coordinators for Student teachers at which time they also meet with their assigned student teachers. University supervisors will observe the student teacher a minimum of four times each semester. The supervisor will discuss the observation with the student, and will complete a written performance evaluation. Conferencing with the cooperating teacher is a major aspect of this process as well. In addition to providing oral and written feedback regarding lesson plans and their applications, supervisors offer an experienced perspective on overall classroom effectiveness, including approaches to classroom management, student response and apparent effects of the student teacher’s presence in the classroom.
The supervisor also serves as a liaison between the college and the student teaching site. If a problem arises, the supervisor will communicate first with the student teacher, then with the seminar leader, and then, if necessary, with one of the Student Teacher Coordinators at Teachers College. If the problem continues or escalates, the supervisor will be called upon to mediate the situation with the student teacher and cooperating teacher. In rare cases, this may result in the reassignment of the student teacher.

**Seminar Instructor**

All student teachers are required to take a Supervised Teaching of English Seminar during both Phase 1 and Phase 2 of their student teaching. This Seminar, also taught by an experienced teacher, is the complementary course work to the student teaching practicum. The seminar instructor leads weekly meetings with student teachers to discuss issues that relate to the teaching experience. Seminar gives student teachers an opportunity to process what they are learning in their schools and relate it to the course work in the English Education Program. The culmination of the Phase 2 coursework is the creation of a Teaching Portfolio.

The major goals of the seminar experiences are:

1. The establishment of a communal atmosphere for teacher support and professional scaffolding.
2. A forum for sharing and for modeling in constructive, honest and open ways their fears, successes, frustrations, and insights related to their teaching experiences.
3. Ongoing observation and reflection about the philosophy and the reality of teaching in a secondary school classroom.
4. Reading, writing and discussions designed to contribute to the growth of a personal philosophy about teaching and education.
5. A close examination of the school community, including the role of the teacher and student.

Seminar leaders meet as a collaborative group several times each semester to coordinate approaches and to share insights and concerns. They also serve as a vital connection to both the student teacher’s university supervisor and to the academic advisor.
Assessment of the Student Teacher

Assessment is collaborative and continuous

“Assessment” implies collaborative interaction with other persons in order to identify teaching moves that will address observed classroom behaviors. For the best professional results, it is vital for the student teacher to be an active participant in the assessment by his/her cooperating teacher and supervisor. If the student teacher is to have genuine opportunities for growth, the feedback received from the cooperating teacher and supervisor must be regular and consistent, i.e. an integral part of the overall student teaching experience.

Assessment is comprehensive

Being a teacher means much more than merely being able to dispense information. Additional attributes include such diverse skills as developing effective working relationships, maintaining high standards of professional behavior, having a sound knowledge base, and being enthusiastic and responsible. The assessment of the student teacher must therefore extend beyond classroom performance to include these other components of the role of “teacher.”

Assessment is self-reflection

Self-reflection offers the student teacher the opportunity to engage in a process of inquiry, to test and refine developing belief systems. The student teacher needs to consider why he/she employs certain instructional strategies in given situations and to recognize the effects of these strategies on students. It is essential for the student teacher to recognize the components of effective teaching in his/her own classroom performance and to be able to identify his/her own relative strengths and weaknesses.

Assessment is specific

The student teacher is participating in a professional practicum in order to learn. Making mistakes is part of this learning process. When an activity is successful, specific feedback defines and highlights the nature of this success. Similarly, when an activity is unsuccessful, the student teacher needs to be aware of the reasons for this lack of success, and encouraged to propose and implement appropriate solutions.
Satisfactory Completion of Requirements

The faculty of Teachers College, together with the key participants in the student teaching experience, is dedicated to supporting students through the uncharted seas of student teaching. The grade for each Phase of student teaching reflects evaluations from the cooperating teacher and university supervisor as well as input from the seminar leader. Student teachers also provide each semester a written evaluation of their placement sites, cooperating teachers, and university supervisors, in addition to a student evaluation of their seminar leaders.

In rare instances, students who do not complete the program expectations regarding student teaching in a satisfactory manner may not be recommended for certification. This occurs only when full and complete documentation from everyone concerned in the student teaching experience has been collected and the student has been counseled and advised.
Self-Analysis During Student Teaching

One of the principal goals of the student teaching program is to enable student teachers to become reflective decision-makers and professionals who can solve problems and who, in turn, will encourage their students to become reflective learners.

Self-analysis offers the opportunity to engage in a process of inquiry where you construct new knowledge, and test and refine your developing belief system. You need to consider why you employ certain instructional strategies in given situations and recognize the effects of your actions on students. You will also have opportunities to draw upon educational theories and principles of learning and apply them to your daily teaching practice.

Questions to Ask As You Evaluate Your Own Lesson

1. What were the strengths of my lesson? What evidence do I have?
2. What were the weaknesses of my lesson? What evidence do I have?
3. Did I use strategies appropriate to the learning task?
4. What activities were helpful in accomplishing my outcomes?
5. Was my knowledge of the material adequate?
6. Was the lesson properly paced?
7. How effective was my voice (tone/level)?
8. How did the physical condition of the room impact on the lesson?
9. Did I provide adequate time for giving homework directions and for clean up?
10. Did I summarize the lesson at the end as a form of closure?

Some Suggestions To Consider For Improving Lessons

Planning

1. Keep lesson clearly focused on your objective(s).
2. Organize plans so the lesson sequence is clear and specific. It isn’t enough to say, “Students will discuss…”
3. Vary strategies and pace to suit group.
4. Gather resources well ahead of time.
5. Adapt plan to fit classes’ interests and developmental levels.
6. Assess prior knowledge of concepts to be learned.
7. Relate content to students’ lives and experiences.
8. Vary teaching strategies within each period.
9. Provide examples/modeling of tasks assigned.
10. Get students actively involved.

Implementation
1. Be ready to change approach based on students’ responses.
2. Help students see how each day’s work relates to previous and coming work.
3. Clearly recognize the purpose of activities.
4. Help students make connections between activities, ideas and concepts.
5. Consciously control volume and inflection of voice, gestures and body language.
6. Wait for more volunteers (“wait time”).
7. Have students answer other students’ questions in the context of class dialogue. Encourage student-student dialogue.
8. Plan how to deal with incorrect answers in a positive way.
9. Use questions to assess student learning during teaching.

Learner Assessment
1. Modify assessments to fit students’ developmental level.
2. Be sure assessments accurately reflect the emphases of actual teaching.
3. Modify assessment procedures to provide for individual differences.
4. Return papers and record evaluations promptly.
5. Blend instruction and assessment as authentically as possible.
Classroom Management/Learning Environment

1. Explain rationale for rules; have students determine rules wherever appropriate.

2. Treat students in a respectful manner and demand that they treat you and the other students the same way.

3. Be consistent; do not leave students wondering if it is acceptable to break rules sometimes.

4. Make smooth transitions so there is less time for off-task behavior to begin.

5. Plan for the entire class time.
Orientation To Placement Site

Check Each Item As You Complete It

**Teaching Duties**

1. ____ Your Class Schedule  
   A. Time begin and end  
   B. Classroom(s)

2. ____ Class roster and seating plans (if applicable). Develop a plan to become familiar with student names as quickly as possible. Take special care to use the correct pronunciation.

**Non-Teaching Duties**

1. ____ When and where are the faculty/department meetings?

2. ____ When does school formally start? End?

3. ____ Policy regarding making copies and access to computers-where?

4. ____ Audio-Visual resources-kinds available, procedure and rules?

**School Layout**

1. ____ Your assigned classroom(s).

2. ____ Other classrooms in the same grade/department.

3. ____ The students’ restroom

4. ____ The teachers’ restroom

5. ____ The teachers’ lounge

6. ____ The Central Office (support staff)

7. ____ The guidance counselor’s office-His/Her name________________________

8. ____ The nurse’s office-His/Her name________________________

9. ____ The principal’s office-His/Her name______________________

10. ____ Cafeteria/Faculty Eating Area___________
11. Emergency exit route—walk the emergency route

12. Other essential colleagues: security, custodian, deans

School/Student Teaching Calendar

Each term in your Student Teaching Seminar, you will be required to create a calendar reflecting key school dates, such as parent-teacher conferences, and dates for Teachers College requiring your attendance during the day, such as Institute schedule.
Notes To The Cooperating Teacher

I. Orientation for Cooperating Teachers

Here are some ways you can prepare your student teacher in advance for their participation in your classroom:

- Introduce your student teacher to your students. Make it clear that your student teacher is indeed a “teacher” in the classroom.
- Speak with your student teacher informally to get to know her/him as an individual.
- Explain if there are particular codes and conventions of practice student teachers must abide by in this particular school.
- 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 instructional supplies, teaching aids, and available equipment (e.g. audio-visual equipment, computers, copying machines).
- Acquaint student teachers with rules, regulations and practices of the school day/week/year.
- Explain assessment procedures, reporting, and exam protocols used by the school.
- Encourage your student teacher to learn the names and important background information of students as quickly as possible.

II. Observation and Participation

Some suggestions for helping your student teacher observe and participate effectively:

- Encourage your student teacher to observe with a purpose. Model successful teaching techniques.
- Provide your student teacher with opportunities to observe and study classroom routines, procedures and rules.
- Introduce your student teacher to classroom management styles. Discuss different ways problems can be handled.
- Involve your student teacher in preparation and discussion of daily and long-term planning, including assessment and record keeping techniques.
• Listen to your student teacher’s ideas and suggestions. Help revise these ideas and suggestions as necessary.

• Involve your student teacher in grade/department/school meetings.

• When appropriate, include your student teacher in conferences with parents.

• Familiarize your student teacher with classroom duties (school protocols dealing with attendance, discipline, etc.) apart from preparing and implementing lessons.

III. Induction into Teaching

At all phases of your student teacher’s practicum, you are asked to provide support, suggestions, and guidelines. This is perhaps most important as your student teacher begins to be more actively involved or begins to take over the day-to-day teaching in the classroom (see descriptions of Phase 1/Phase 2 responsibilities-p.4). You are asked to be particularly sensitive to making this transition as smooth as possible. Making time to help the student teacher plan her/his “first moves” is vital.

A. Suggestions to Help Student Teachers Plan Effectively

1. Acquaint your student teacher with your long-range plans for the semester and the year so that her/his planning will be consistent with the overall objectives you have established in the past. Show her/him sample plans, which could serve as guides.

2. Detail your expectations regarding this student teacher experience.

3. Writing lesson plans is one of the greatest challenges for your student teacher. Show her/him the format you prefer, if you have one, and encourage your student teacher to work with you in the writing and revising of lesson plans.

4. Explain your system of collecting and organizing files of instructional materials. Encourage your student teacher to develop her/his own files.

5. Allow time in your schedule for regular feedback on the student teacher’s presentation of her/his lesson plans.

B. Questions to Ask to Help the Student Teacher Evaluate Plans
1. Can we discuss the purpose/objective of the learning for the lesson?

2. What provisions have you made for individual differences in student needs, interests and abilities?

3. Are your plans flexible, and yet focused on the subject?

4. How might you alter your plans when you see they are not working?

5. What criteria do you use to determine where in your plans you were most successful?

6. Was your use of language in discussion suited to the students’ level?

Notes To The University Supervisor
A key ingredient of success in student teaching is the quality of the supervision you provide for the student teacher. Some suggestions for maintaining high quality supervision might include:

1. Observing the student teacher on a regular basis and in a variety of situations.
2. Providing feedback on the student teacher’s execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records). Supportive and thorough perceptions should be included.
3. Helping the student teacher relate teaching theory to classroom practice (e.g. discussion of reasons for selecting materials and methods).
4. Provide opportunities for input from the cooperating teacher.
5. Encouraging independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
6. Helping the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others.
7. Supporting the habit of self-assessment, including post-lesson analyses, for subsequent improvement.
8. Encouraging and supporting a good rapport between the student teacher and her/his students.
9. Encouraging and supporting a positive relationship between the student teacher and the cooperating teacher (if a problem should arise, see procedure p. 4).
10. Provide thorough, documented, and thoughtful evaluations at the end of each term, in consultation with the student teacher, if possible.

Conferencing
We recommend that the university supervisor meet with the student teacher in several types of conferences:

- Initial conference-opening meeting at Teachers College
- For Each Observation
  - Pre-teaching conference
  - Post-observation conference
- Mid-semester conference
- Final conference

Notes for the Administrative Contact
The following list details some of the ways the Administrative Contact can become positively involved in the teaching lives of student teachers:

1. Arrange procedures for the assignment of student teachers with cooperating teachers.
2. Discuss school policies, rules, regulations and general procedures.
3. Give a brief history and description of the school, its community, parents and student body.
4. Provide student teachers with an orientation to the physical layout of the school.
5. Inform student teachers of the school calendar, including holidays, half-days, parent conference dates and faculty/department meetings.
6. Foster a climate for student teachers to observe other teachers and learners in settings other than in the student teacher’s cooperating teacher’s classroom.

Professional Behavior

Protocol
Practicum, or student teaching, experiences are designed to provide students with an opportunity to observe and participate in the professional activities of a teacher. The practicum is a cooperative venture. The student teachers, as representatives of Teachers College, are given a responsibility in the development of this cooperative relationship.

As you engage in your student teaching, it is vital to keep in mind how important it is to demonstrate professionalism in your interactions with those you meet in the school setting. You will need to develop collaborative relationships with your cooperating teacher and supervisor because the three of you will be working together. Likewise, your cooperating teacher and supervisor should seek to develop a supportive relationship with you and with each other, in order to sustain an encouraging structure around your teaching experiences. Open, honest communication is necessary for these relationships to be successful, as are flexibility and willingness to adapt to new situations.

**Guest-Host Relationship**

Student teachers and University supervisors who are invited into schools are always there as guests of the host schools. Each school maintains individual regulations, procedures, instructional practices, professional philosophies, and professional expectations with regard to student teachers working within the school. You need to be aware that acceptance of an assignment indicates: (1) an understanding of this guest/host relationship; and (2) an understanding that you are expected to abide by the regulations, procedures, instructional practices and professional expectations of the particular school to which you have been assigned.

**Confidentiality**

During your student teaching, you will be involved 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 Teachers College has established with the many schools in which it places student teachers. Such information is best discussed, if at all, in the realm of student teaching seminar.

**Attendance**

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

**Appendix A: Student Teaching Documents**

Contents:
Student Teaching Q & A

Student Teaching Agreement

A Step by Step List for Student Teachers

Phase 1 and Phase 2 Guidelines

Student Teacher Support Grid

Evaluation of Student Teaching
Student Teaching Q and A

Do I have to student teach both semesters?
Yes. We divide the student teaching experience into two semesters, Phase I and Phase 2. To receive New York State certification, you must spend time in both a middle and a high school.

What’s the difference between Phase 1 and 2?
• Phase 1 is designed to ease you into the classroom, by allowing you to observe and participate as you and the cooperating teacher feel comfortable. You may be paired with another student who will share your cooperating teacher. You will have the opportunity to lead small groups and plan lessons, and to observe your cooperating teacher as well as other teachers in the school. As the semester progresses, you and your cooperating teacher may feel comfortable having you teach classes independently. The primary goal of Phase 1 is to have you immerse yourself in the culture of the school.
• During Phase 2, you will move to a different school and assume responsibility for the planning, teaching and assessment of two classes. In this phase, you will be responsible for planning and implementing the curriculum, monitoring classroom management, assessing the students and interacting as a member of the school staff, which includes duties such as attending faculty meetings and parent conferences.

How many hours a week do I student teach?
During both phases, you are expected to be at your school every day. (This may vary if your school employs block scheduling.) Exact times are negotiated with your cooperating teacher, but you should be involved with the same two classes on an ongoing basis. During each Phase, you should expect to be at your school at least half the day, and you can expect to put in at least 20 to 25 hours per week on site. The more committed you are, the more likely it is that you will make contacts that lead to jobs. Many of our student teachers are hired by schools where they have student taught.

The state requires 120 hours during each Phase of Student Teaching (including observing and planning). In addition, each Phase requires 50 hours of Fieldwork—observing your cooperating teacher, other teachers in your school or at different sites. The total minimum number of hours for each Phase equals 170. We, however, feel strongly that your commitment to your school, your students and your cooperating teacher should not be measured strictly in hours.

Can I student teach near where I live?
Our placements are in all New York City boroughs. New York has an extensive, efficient and safe mass transit system and you should expect to spend some time commuting and making friends with all the other teachers reading and grading papers on the train or bus.

Can I work and student teach?
Only if you want to have a nervous breakdown. Seriously, student teaching is a professional commitment, a job in itself. Additionally, if you are a full time student, you may be taking as many as 16 points a semester. In between you need to eat, sleep and study. Our advice, then, is no.

Once I’m student teaching, who do I turn to if there’s a problem?
We have a strong support system in place. You have a university supervisor who will visit you on site, and observe and conference with both you and your cooperating teacher. Additionally, you will meet once a week with a seminar (Supervised Teaching of English) where you will discuss and examine issues involved with your teaching life. The seminar, and your colleagues in it, will be a tremendous support network.

**When can I make vacation plans if the calendar of my school and Teachers College are not the same?**

Teachers College and the public schools do not follow the same calendar, and the only holidays that overlap are Christmas and Thanksgiving. You are expected to be at your school site even if Teachers College is not in session. Your TC Spring break, for instance, is in March, but the public schools take their break at a different time, so there is no opportunity to take a spring vacation. Some schools will require you in Phase 2 to remain in your placement until the public schools end classes in late January/mid-June. In this case, you may register for “Fieldwork” for one credit for this additional student teaching.
Student Teaching Agreement

This is designed to facilitate the initial discussion between the student teacher and the cooperating teacher, and to make the relationship easier by defining expectations and needs on both sides.

- Discuss the exact days and hours of the classes that you will be working with. You need to be at your school five days a week, involved with two classes a day. This may be a change for some cooperating teachers, but it is what we – and the state – now require. When will you arrive and when will you leave? Be sure the time frame allows for some time to meet with your cooperating teacher each day. You will need time to discuss lessons, planning, and goals. If the situation is at all unclear or if it does not appear to meet the requirements of TC, discuss this with your seminar leader or advisor.

- Discuss the content of the classes - the overarching goals for the classes, the materials, books and literature that will be read. Try to get a sense of where you will fit in to the class, and what you will be able to contribute in terms of preparation, teaching, working with small groups, etc.

- Discuss opportunities for collaborative work with the cooperating teacher and with your colleague from TC (if there are two student teachers in a single classroom. Discuss the cooperating teacher’s methods and preferred approaches.

- Discuss the cooperating teacher’s methods of assessment and possible ways you can be involved.

- Get a sense of what the cooperating teacher expects in terms of your classroom participation. Will you be planning and teaching independently at some point? Will you be working collaboratively? Running small groups?

- Discuss opportunities for visiting and observing other teachers. You should be doing this as well as working with your cooperating teacher!

- When will the student teaching placement end? The semester at TC ends before the NYC schools break for Christmas. Some cooperating teachers prefer that the student teachers remain. **Decide on a mutually acceptable exit date.**
A Step by Step List for Student Teachers

1. When you receive your placement, be sure to record all the information about your school, your cooperating teacher and your partner, if you are paired with another student teacher.

2. Contact the appropriate person listed on the grid, the person who is listed as the contact for your school. If you are paired with another student teacher, decide who will make the call and how you will communicate with each other. Please understand that the first week of school is a very hectic time and that everyone is very busy. You may need to be persistent in your phone calling or you may have to contact the person at home if s/he has provided that information.

3. Arrange a first visit to your site. It is important that you treat that first visit as an interview. When you meet with your cooperating teacher for the first time, review the material on the Student Teacher Agreement form so that both of you are clear about requirements, expectations and purposes of your Phase 1 placement. It is particularly important that you discuss your exit date early on since that is frequently a source of misunderstanding.

4. Complete the forms for the Office of Teacher Education from the packet you are given. Turn the appropriate forms into the OTE Office in Russell Hall-4th floor. You must turn in:
   • Application for student teaching
   • Principal’s consent form (requires the signature of a school administrator giving permission for you to student teach in his/her school.
   • Tuberculin test-turn this in to Coordinator English Education and a copy to OTE
   • Fingerprinting-to OTE

   You will keep the form called “Record of student teaching hours” and turn it in at the end of the semester.

5. You should plan to begin student teaching no later than______________.

6. You will be meeting with your University Supervisor following Student Teaching Orientation. Arrange with your supervisor to make a first visit to your site as soon as possible. This is not an evaluation of your performance or the cooperating teacher’s- it’s to come in and get to see you and the teacher and the situation. If you don’t get to meet with your supervisor today, please call him/her and arrange a site visit as soon as you begin student teaching.
Phase 1 Guidelines for Student Teaching

Please note that these are the minimum guidelines and will be modified and adapted during your three-way meeting (which should occur early in the term) with the cooperating teacher, supervisor, and student teacher.

Student Teaching Placement I

Suggested timeframe-first week

• The student will begin their experience by OBSERVING the teaching and learning that is taking place in the classrooms to which they have been assigned.

Suggested timeframe-next 4 weeks

• After the first week or so, the student teacher will in addition to observing the cooperating teacher will assist with curriculum development and class planning, will help run group work and other activities, and will slowly become integrated into the daily functioning of the classes.

The student teacher and the cooperating teacher need to work out specific classes for observation/participation. Be sure to set up a common meeting time for planning and evaluating with the cooperating teacher at least weekly. The student teacher should be involved in two different classes.

Suggested timeframe-next 4 weeks

• Next, the student teacher will begin to assume greater responsibility for the day-to-day conduct of the classes. This may include:

  1) writing lesson plans and submitting them in advance to the cooperating teacher for feedback and critique
  2) teaching large blocks of material each week
  3) taking on primary control of teaching for designated meetings of the class
  4) responding to student work

Suggested timeframe-final 3-4 weeks until the end of the TC semester.

Once the cooperating teacher and the student teacher feel the time is right, the student teacher should assume full responsibility for teaching one class.

  1) researching and writing lesson plans
  2) planning day-to-day activities
  3) designing and evaluating assessments
  4) dealing with student conduct
  5) managing disciplinary issues as needed
A three to four week Unit of study might be appropriate

- Throughout the semester, students enrolled in this placement should:

  1) submit all lesson plans, hand-outs, and other materials to their cooperating teachers for feedback and critique, and to supervisors during formal observations.
  2) Work closely with their cooperating teachers to ensure that appropriate material is covered.
  3) Consult with the cooperating teachers on a regular basis for suggestions on curricular issues, classroom management, and disciplinary issues.
  4) Keep in regular touch with and respond to suggestions and critiques offered by their supervisors.

- Observing other English classes at the school and other schools is a crucial element of the Phase 1 experience.

- Please note that student teachers in Phase 1 can expect to be at their schools for at least half of each school day, for at least 15-20 hours per week. The student teacher should make every effort to attend faculty meetings, department meetings, participate in the cooperating teacher’s other duties and responsibilities.

The cooperating teacher must be present with the student teacher in the classroom.

A Note to Cooperating Teachers
We hope to be able to support you and your student teacher and to ensure that you both have a good experience. Your student teacher’s supervisor will visit your school at least four times, and we hope that you will make time to speak with him or her. During the supervisor’s initial visit, he/she will sit down with you and the student teacher to clarify Phase 1 student teaching responsibilities. If you have questions that you want to discuss with us, please feel free to call. We look forward to working with you this semester.

John Browne
browne@tc.edu
212-678-3470
English Education Program
Teachers College, Columbia University
Teachers College, Columbia University  
Program in English Education  

Information and Guidelines for Phase 2 Student Teaching  
For Student Teachers and Cooperating Teachers

Teaching Responsibilities

- After a transition period that you and your coop will determine, you should be independently responsible for the teaching, planning, and assessment of TWO of your cooperating teacher’s classes. You and your cooperating teacher should work out the specific classes you will teach and the times you will be in school with your cooperating teacher. You are responsible for these classes on a daily and ongoing basis. Please note that in some schools this procedure may be adapted.

- **Assuming full responsibility for these classes means:**
  1. researching and writing lesson and unit plans  
  2. planning day-to-day activities  
  3. designing and evaluating assessments and assignments  
  4. dealing with classroom management  
  5. managing disciplinary issues as needed  
  6. consulting with parents and specialists as needed (with the support of the cooperating teacher)

- **Throughout the semester, students should:**
  1. submit all lesson plans, hand-outs, and other materials to your cooperating teacher and to your University Supervisor during formal observations  
  2. work closely with your cooperating teacher to ensure that appropriate material is covered  
  3. consult with the cooperating teacher on a regular basis, at least weekly, for suggestions on curricular issues, classroom management, and disciplinary issues.  
  4. keep in regular touch with and respond to suggestions/feedback offered by your University Supervisor

- Your cooperating teacher must be present and should be providing mentoring and feedback on a daily basis.

- You should be at your school every day for at least half of the school day and you should make every effort to attend faculty meetings, be involved in parent contacts, participate in your teacher’s other duties and responsibilities.
General Information

- The Woody Allen Theory of Student Teaching: Woody Allen once said, “Showing up is 80% of any successful enterprise.” You are required to be in your placement when the NYC public schools are open. There are some conflicts. When TC has a break in March, the public schools are open.

- If your school requires you to stay through the end of classes in late January/mid-June, your commitment extends beyond the end of the semester at Teachers College. In this case, you may be able to register for a credit of fieldwork for Summer A.

Discuss your exit date with your cooperating teacher early on.

A Note to Cooperating Teachers
We hope to be able to support you and your student teacher and to ensure that you both have a good experience. Your student teacher’s University Supervisor will visit your school at least four times, and we hope that you will make time to speak with him or her.

Each Seminar Leader is also another person you may contact with any questions or concerns. He/she is closely involved in the student’s teaching experiences. In fact, the Seminar Leaders will be asking for mid-term feedback regarding student teacher progress.

If you have questions that you want to discuss with us, please feel free to call. We look forward to working with you this semester.

Randi Dickson and Pat Zumhagen

English Education Program
Teachers College, Columbia University

Dickson@tc.edu
(212) 678-8137

Zumhagen@tc.edu
(212) 678-8138
Student Teaching Supervisor: The supervisor serves as a liaison between the college and the student teaching site. The supervisor is an experienced teacher hired by the college, and will visit the site at least four times during the semester to observe, coach, support and evaluate. If there is a problem, the supervisor will communicate first with the student teacher, then with the seminar leader, and then, if necessary, with the student teacher’s advisor at TC.

Seminar Instructor: Leads a weekly seminar with student teachers to discuss issues that relate to the teaching experience. Seminar gives student teachers an opportunity to process what they are learning in their schools as it relates to the course work in the English Education program. All student teachers are required to take seminar during both Phase I and Phase 2 of their student teaching. The seminar grade reflects input from the supervisor as well as from the seminar leader.

Academic Advisor: Your advisor, generally one of your professors at Teachers College, who will assist you with academic planning and oversee your student teaching placement and experience.

Administrative Contact: Coordinates student teachers at the site—often a Department Chair or an Assistant Principal; possibly an experienced cooperating teacher. You may have much or little contact with this person but s/he will be your initial contact with the school.

Cooperating Teacher: Works directly with the student teacher in the classroom. Has the responsibility not only to host the student teacher but to serve as a mentor, to meet regularly with the student teacher, and to provide guidance and helpful feedback.

* possibly dazed and confused
EVALUATION OF STUDENT TEACHING

Student teacher evaluations are submitted by the Cooperating Teacher and University Supervisor electronically in the form of a narrative letter to the Seminar Leader. The standardized evaluation form (see following pages) serves as a guideline for them. A copy of the evaluation is also sent to our archive email account. Cooperating Teachers and University Supervisors are encouraged to share their letters with the student teachers before submitting them. Once they have been forwarded, they are confidential.
Field Performance Evaluation Form (4-24-07 update)
Teachers College, Columbia University
Program in the Teaching of English

Student Teacher’s Name: __________________________
Your Name/Role (Supervisor, Cooperating Teacher): __________________________
School: __________________________ Grade Level: __________
Semester: __________________________ Phase I or II: ______
Number of Visits to the School: __________ Dates of Visits: __________________________

Suggested Guidelines: For each item place an X in the appropriate box, considering the student teacher’s
development and practice. Below each section comments may be written about areas of strength and/or any concern.

<table>
<thead>
<tr>
<th><strong>A. Personal Characteristics</strong></th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfills Expectations</th>
<th>Surpasses Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>level of enthusiasm, energy</td>
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<td>demonstration of consistent sustained effort</td>
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<td>flexibility, ability to deal with the unexpected</td>
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<td>adequate speaking volume</td>
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<td>variation in tone of voice</td>
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<td>clear enunciation</td>
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</table>

Comments:

Ratings

**Surpasses expectations**
Evidence of strong ability in this area. The student teacher uses this skill effectively.
Evidence of this ability exceeds what is expected of an entry-level professional.

**Fulfills expectations**
Demonstrates skills needed for an effective beginning teacher. The student teacher is able to carry out the responsibilities required of this area.

**Adequate**
Skills may be evident, but they are not consistently demonstrated over time.

**Not ready**
The student teacher has not demonstrated sufficient growth or change in this area during the semester observed.

**Not applicable**
No opportunity to view this behavior. Not applicable to student teacher at this level or at this site.
### B. Interpersonal Relationships (S4.1, D4.1)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfills Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>listens carefully to students</td>
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<td>perceives student feelings accurately</td>
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<td>responds with warmth and respect to students’ feelings</td>
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<td>recognizes and accepts cultural differences</td>
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<tr>
<td>remains calm in dealing with conflict and disagreement</td>
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<tr>
<td>works cooperatively with other teachers and staff</td>
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<tr>
<td>accepts suggestions by responding appropriately</td>
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<td>expresses negative feelings without causing resentment or hostility</td>
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<tr>
<td>helps to create productive dialogue with supervisors</td>
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</tbody>
</table>

**Comments:**

### C. Application of Subject Matter Knowledge (K3.1)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfills Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates background knowledge in the subject</td>
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<tr>
<td>demonstrates skill in written and spoken English</td>
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<tr>
<td>presents content at an appropriate level of difficulty</td>
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<tr>
<td>responds appropriately to student questions</td>
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<tr>
<td>brings information and material beyond that found in the text</td>
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<tr>
<td>uses assignments, tasks, or class projects that are stimulating and that enhance student growth</td>
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<tr>
<td>relates the subject to other areas of the curriculum and to the students’ current interests</td>
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**Comments:**
### D. Skill in Planning and Organization (S3.1)

<table>
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<tr>
<th>Requirement</th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfils Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>plans individual lessons to contribute to long-range goals</td>
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<tr>
<td>lesson plans clearly distinguish between teacher behavior and student behavior</td>
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<tr>
<td>states objectives clearly</td>
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<tr>
<td>clearly relates goals, objectives, and learning activities</td>
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<tr>
<td>uses vocabulary, materials, and activities that are suitable for the age level, abilities, and interests of the students</td>
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<tr>
<td>provides for a variety in activities</td>
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<tr>
<td>crafts questions that address a variety of cognitive levels</td>
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<td>plans with student engagement in mind</td>
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<tr>
<td>establishes sequential learning experiences</td>
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<td>plans for smooth transitions between activities</td>
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<tr>
<td>plans culminating or summarizing activities</td>
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<tr>
<td>assures that facilities, supplies, and equipment are available, in good order, and accessible to students</td>
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<tr>
<td>attention to reading, writing, speaking an listening skills in lessons</td>
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</table>

**Comments:**

### E. Conducting Instructions (S3.2)

<table>
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<tr>
<th>Requirement</th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfils Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>communicates to students the purpose, objectives, and procedures for lessons and assignments</td>
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<tr>
<td>gives directions clearly</td>
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<tr>
<td>uses a creative variety of teaching techniques</td>
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<tr>
<td>adjusts presentation to needs of students: large group, small group, individual learning experiences</td>
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<tr>
<td>maintains visual contact with students</td>
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<tr>
<td>uses students’ names when interacting with them</td>
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<tr>
<td>uses student contributions</td>
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<tr>
<td>uses appropriate verbal reinforcement in learning activities</td>
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<tr>
<td>provides students with choices in reading, assignments, and ways of responding</td>
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<tr>
<td>changes activities and pace of lesson when appropriate for maintaining student interest</td>
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<tr>
<td>uses good questioning skills: probing, redirecting</td>
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<tr>
<td>assures that students have opportunities for success</td>
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<tr>
<td>encourages student-to-student discussion</td>
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<tr>
<td>encourages students to speak loudly enough for class to hear</td>
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</table>
F. Assessment and Evaluation (S3.4)

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<tr>
<th></th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfills Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>assesses student knowledge, skills, and interests</td>
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<tr>
<td>identifies students for possible remedial help or for enrichment activities</td>
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<tr>
<td>uses assessment information in planning</td>
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<tr>
<td>involves students in self-evaluation</td>
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<td>keeps accurate and complete records of student progress</td>
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<td>uses a variety of appropriate evaluation techniques</td>
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<tr>
<td>diagnoses student cognitive understandings beyond the recall level</td>
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<tr>
<td>clearly articulates criteria for grading for tasks assigned</td>
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Comments:

G. Classroom Management (S3.3)

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<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Not ready</th>
<th>Adequate</th>
<th>Fulfills Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>establishes procedures and routines that are easily followed and that minimize disorder and wasted time</td>
<td></td>
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<tr>
<td>observes and upholds school rules</td>
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<tr>
<td>maintains standards of organization and order that promote learning in the classroom</td>
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<tr>
<td>starts class promptly and with little confusion</td>
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<tr>
<td>keeps students productively engaged</td>
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<tr>
<td>anticipates problems, plans to prevent their occurrence</td>
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<tr>
<td>reinforces appropriate behavior through recognition or reward</td>
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<tr>
<td>uses tact and humor</td>
<td></td>
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<tr>
<td>is aware of individual students—their interests, attention, and performance—throughout instruction</td>
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<tr>
<td>establishes a positive, supportive classroom climate</td>
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Comments:
Appendix B: Program Requirements

Contents:

Should I be in the 34 or the 38 point program?

Master of Arts in English Education
(34 Point Program Description)

Planning for 34 Point Program

Master of Arts in English Education
Transitional B Program
(35 Point Program Description)

Planning for 35 Point Program

Master of Arts in English Education
With New York State Certification
(38 Point Program Description)

Planning for 38 Point Program
Should I be in the 34 or the 38 Point Program?

What is the difference between the 34 point Masters program and the 38 point Masters program?

The 34 point MA is a Masters degree in English Education fulfilling the academic requirements of New York State for an advanced degree. The 38 point MA with certification includes two semesters of student teaching (Phase 1 & Phase2). For each Phase you will have a support seminar/field work that meets weekly, a university supervisor who will visit your school site and a cooperating teacher who will serve as your mentor in the classroom. Upon successful completion of the program, you will receive a Masters degree and you will be provisionally certified to teach in New York State.

What if I have previous teaching experience? Can I substitute that for student teaching?

To be certified by Teachers College (institutionally recommended for certification), a candidate must be in the 38 point MA program with certification. We cannot accept your prior teaching experience as a substitute for student teaching.

How do I get certified by New York State using my prior teaching experience instead of student teaching at Teachers College?

If you have teaching experience, and wish to seek independent certification, New York State will evaluate your teaching experience. You must immediately contact our Office of Teacher Education (ext. 3502/ 4th floor Russell Hall) for advisement regarding this process. You must also make an appointment to see your advisor.
An English teacher creates contexts for reading, writing, listening, speaking and representing. Classrooms are transitory environments and demand teachers who are aware of themselves as learners, capable of adapting to change, skilled at negotiating, and respectful of diversity. Our program is student-centered and committed to the personal and professional development of teachers as they pursue their academic and research lives. We recognize and value the variety of needs and experiences of a diverse student body, and we strive to provide our students with individualized programs.

Our program encourages students to seek a balance between breadth and specialization by offering a variety of both methods and content courses. Methods courses focus on the design and implementation of curriculum as well as diverse strategies and methods for the teaching of literature, writing, and language. Content courses include literature and writing courses that model the various practices that can be useful in teaching secondary students in English classrooms.

For full-time students, we recommend that you begin your coursework the summer before your first full academic year.

DEGREE REQUIREMENTS

All coursework outlined below must be undertaken at Teachers College. We do not accept transfer credits. During the first semester, each student will be assigned a faculty advisor who will assist in choosing courses. We strongly encourage you to plan course work early in your program.

MA in the Teaching of English (Professional Certificate) – 34 Points

The MA in the Teaching of English without certification is a 34-point degree designed for in-service teachers already working in the field. To earn this degree, students must complete 34 points of coursework at Teachers College.

ENGLISH EDUCATION PROGRAM REQUIREMENTS

1. Methods – All MA students must take 12 points of methods classes. The methods coursework is designed to provide students with a strong foundation in the teaching of English. The Teaching of Reading and the Teaching of Writing courses are usually taken at the beginning of the program to facilitate students’ understanding of other courses.
English Methods follows, and integrates various methodologies while addressing language and curricular components. The fourth methods course allows students to concentrate on specific areas of interest.

Required courses include:

A&HE 4057   English Methods (3 pts)
A&HE 4058   Teaching of Reading (3 pts)
A&HE 4151   Teaching of Writing* (3 pts)

* Taken as a 6 credit block with A&HE 4156 Writing Non-fiction (Listed in Writing requirements under Content).

In addition, students must choose at least one topic specific methods class:

A&HE 4152   Literacies & Technologies in the Secondary English classroom (3 pts)
A&HE 4155   Critical Issues in the Secondary English Classroom (3 pts)
A&HE 4157   Writing: Fiction and Personal Narrative (3 pts)
A&HE 4550   Teaching of Poetry (3 pts)
A&HE 4551   Teaching of Shakespeare (3 pts)
or other available topic specific methods classes in A&HE.

The English Education Program has a diversity requirement

A&HE 5518** Teaching English in Diverse Social & Cultural Contexts (2 - 3 pts)

**A&HE 5518 meets the diversity requirement. You can also satisfy this requirement by taking an approved diversity course outside of A&HE as one your foundations courses. See your Advisor for an approved diversity course.

2. Content – Content courses consist of a two-part (writing and literature) requirement:

Writing—This writing requirement is usually met by taking the six-credit writing block consisting of:

A&HE 4151   Teaching of Writing (see Methods section) (3pts)
A&HE 4156   Writing Non-Fiction* (3pts)

Alternatively, a student may choose to take Writing: Nonfiction as a non-credit course, and take one of the following courses to fulfill this writing content requirement:
A&HE4157  Writing: Fiction  (3 pts)  
A&HE4158  Writing: Poetry  (3 pts)  

Literature—At least one literature course within the program is required. There are many different courses from which students may choose:

A&HE 4050  Literature and Teaching  (3pts)
A&HE 4051  Critical Approaches to Literature  (3pts)
A&HE 4052  Adolescent Literature  (3pts)
A&HE 4053  Cultural Perspectives  (3pts)
A&HE 4056  Feminist Perspectives  (2-3pts)

3. Seminars

Seminar:
A&HE 4556  Seminar for In-Service Teachers  (3 pts)

This course is designed to support In-service Teachers through readings, writings, class discussions. Students will continue to develop their professional identity, confidence, and resources as a supportive community of professional colleagues.

(ONLY OFFERED IN THE FALL TERM)

Masters Seminar:
A&HE 5590  Masters’ Seminar  (1 pt)

All MA students are required to enroll in the A&HE 5590 Masters Seminar. Students in the 34-point MA program enroll in A&HE 5590 during their last term of study. All students work with an advisor to design and complete their master’s projects.

4. Foundations — Foundation courses are intended to broaden students’ knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least three Foundations courses outside of the English Education Program (courses not designated “A&HE”).

Foundation courses may be taken as Pass/Fail. These must meet the following criteria:

1. They must not possess the “A&HE” (Prefix stands for English Education);
2. They must be Teachers College courses;
3. They must be for a minimum of two credits each.

Students must use Foundations credits to meet the NY State requirements for classes in History/Philosophy of Education, Disabilities/Special Education and Human Development / Psychology if they have not had previous college level coursework in those areas.
If you have met the NY State requirements for classes in History/Philosophy of Education Disabilities/Special Education and Human Development/Psychology as an undergraduate or during other college level coursework, you will have more flexibility in taking Foundations classes. Please review your transcript with your advisor as soon as possible.

5. **Electives** – Electives provide opportunities for 34-point students to explore particular interests as they design their program. Electives may be taken for as many credits as a student needs to finish his or her degree program. The only restrictions on elective courses are that they must be taken at Teachers College or elsewhere in the Columbia system at the graduate level.

*NOTE: One Detection and Reporting of Child Abuse and one Substance Abuse Violence Prevention Workshops are required if you are seeking NY State Certification. You may take these required classes on line or in person; you may take them for 0 credits. A copy of the Certificate of Completion/Participation must be returned to the Registrar if you are seeking certification. Please see your advisor for further discussion.*

**GRADING POLICIES**

**Pass/Fail vs. Letter Grades**

All courses within the English Education Program are to be taken for a letter grade, with the exception of the Masters Seminar which is graded Pass/Fail. Foundation courses, taken outside of the English Education Program, may be taken for either a letter grade or P/F, depending on the policy of individual instructors.

**Incompletes**

The English Education Program does not give Incompletes except in extreme situations. Any request for an Incomplete must be submitted in writing and the reasons for requesting such a grade must be detailed. The decision to grant an Incomplete is solely at the discretion of the instructor.

**Attendance**

Students are expected to follow attendance policies as stated on course syllabi. Completing course work without attending classes is not sufficient to receive a passing grade.

**OFFICE HOURS, ADVISING, AND COMMUNICATION**

All students will be assigned a permanent faculty advisor. During registration, any one of the faculty members can answer questions and explain the program. Some students use their advisor to assist in future registrations; other students draw upon the resources of any available faculty member. English Education faculty set aside three hours a week for office hours.

If prospective students would like an appointment to see a faculty member, please email Leigh Reilly at pa_enged@exchange.tc.columbia.edu. Appointments are generally scheduled for 15 minutes. Faculty office hours are usually held between 3 and 5 p.m. Monday through Thursday.
Our primary means of communication is email. Please be sure to edit your email profile through the TC classweb as well as keep the Registrar’s Office informed of any changes to your contact information. Students should check their email accounts as information is frequently disseminated there, so please be sure the English Education Office has your current working email address.

SUGGESTED SEQUENCE OF COURSEWORK
FOR FULL-TIME STUDENTS
* Part-time students should see their advisor to make a program plan

**Fall:**
Teaching of Writing
Writing - Nonfiction
Teaching of Reading
Literature Requirement
*Seminar for In-Service Teachers
*(ONLY OFFERED IN THE FALL TERM)*
Foundations or Diversity course

**Spring:**
English Methods
Topic Specific Methods
  Teaching of Poetry or
  Teaching of Shakespeare
  Literacies & Technologies in the Secondary English
  Classroom
  Curriculum and Assessment
Masters Project
Foundations, Critical Issues or Diversity Course
Elective

**Summer:**
Foundations course
Literature course

34 points total for graduation

JB Reviewed 1/23/08
English Education Program
Teachers College, Columbia University
Program Plan for 34 Point MA Degree
(Professional Certificate)
Beginning May 2004, Updated January 2008

Our course requirements are listed below. A few of these courses are intended to start your program here, and thus should be taken in your first semester or as soon after as possible. They are indicated by an asterisk (*).

You are required to take these courses:

- **A&HE 4556** Seminar for Inservice Teachers  *  (Offered in the Fall Term ONLY)  3 points
- **A&HE 4058** The Teaching of Reading  *  3 points
- **A&HE 4151** The Teaching of Writing  *  3 points
  
  Note: Teaching of Writing and Writing Nonfiction are taught as one class, in a four hour block. Sign up for them together, i.e. with the same instructor.

- **A&HE 4156** Writing Nonfiction  *  3 points
  
  Note: see above

- **A&HE 5590** Masters Seminar  1 point
  
  You must enroll in this course for one point in your final semester. Fall or spring only - it is not offered in summer.

- **A&HE 4057** English Methods  3 points

- **A&HE 5518** Teaching English in Diverse Social/Cultural Contexts  2-3 points
  
  A college approved Diversity class may be substituted for the in-program diversity class with the permission of your advisor.

In addition, you must complete the following requirements:

**ONE LITERATURE COURSE**

The literature course must be in-program. Courses that qualify include *The Study of Lit, Cultural Perspectives, Feminist Perspectives, and Adolescent Lit*. Course offerings vary each semester.

**ONE TOPIC SPECIFIC METHODS COURSE**

The topic specific methods course must be in-program. Courses that qualify include *Teaching of Poetry, Teaching of Shakespeare, Literacies and Technologies, Curriculum & Assessment* and also vary each semester.

**THREE FOUNDATIONS COURSES, EACH FOR A MINIMUM OF TWO POINTS.**

Foundations courses are courses outside of the English Education Program - i.e. anything at Teachers College with a program code that begins with anything other than A & HE (English Education). **If you are**
seeking NY State certification, foundations credits must be used to meet the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology. If you have had college level coursework in any of these areas, you will have more flexibility in choosing Foundations courses. Review your transcript with your advisor.

If you are already New York State certified, then you have completed these requirements. You still MUST take 3 Foundation courses at TC for a minimum of 2 credits each.

If you are not New York State certified and are applying for this certification, then you MUST select Foundation courses that clearly reflect in the course title the NYS requirement, e.g. Introduction to Special Education. Be sure to see your advisor regarding Foundation course selection.

DETECTION & REPORTING OF CHILD ABUSE & SUBSTANCE ABUSE VIOLENCE PREVENTION
Required if you are seeking NY State certification: You may take these required classes on line or in person; you may take them for 0 credits. A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State.

NOTES

• **Foundations classes:** All MA students should review their undergraduate or other college level transcripts with an advisor before registration. If you have met the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology as an undergraduate or during other college level coursework, you will have more flexibility in taking Foundations classes. Foundations classes must be taken at TC and outside of our program. A Foundations class is any class at TC that does not have the “A&HE” prefix. Foundations classes are meant to broaden your knowledge about the historical, psychological, and cultural foundations of education. Consider this when making your selections.

• Foundation courses may be taken as Pass/Fail. In order to do so, a Change in Grade Mode Form, with the approval of the instructor, must be submitted to the Registrar during the first three class sessions. Once the grade option has been approved, it may not be changed.

• **Electives** can be taken at Columbia’s main campus or at TC. An elective can even be an additional English Ed class. You will have the option to take an elective **ONLY** if you take several classes for 2 points, thus “saving up” enough credits to take an elective. **See your advisor on how to do this. Electives must be graduate level classes.**

• It is imperative that you do some planning so that you can fit classes in when they are offered, and don’t end up overpaying for needed classes at the end. Do the math in advance!

Effective May 2004
Revised January 2008(MS)
An English teacher creates contexts for reading, writing, listening, speaking and representing. Classrooms are transitory environments and demand teachers who are aware of themselves as learners, capable of adapting to change, skilled at negotiating, and respectful of diversity. Our program is student-centered and committed to the personal and professional development of teachers as they pursue their academic and research lives. We recognize and value the variety of needs and experiences of a diverse student body and we strive to provide our students with individualized programs.

Our program encourages students to seek a balance between breadth and specialization by offering a variety of both methods and content courses. Methods courses focus on the design and implementation of curriculum as well as diverse strategies and methods for the teaching of literature, writing and language. Content courses include literature and writing courses that model the various practices that can be useful in teaching secondary students in English classrooms.

**DEGREE REQUIREMENTS**

All course work outlined below must be undertaken at Teachers College. *We do not accept transfer credits.* During the first semester, each student will be assigned a faculty advisor who will assist in choosing courses. *We strongly encourage you to plan course work with your advisor early in the program.*

**MA in the Teaching of English (Transitional B Alternative Route Certification) – 35 Points**

The Transitional B Masters of Arts in the Teaching of English is a 35 point degree designed for in-service teachers working in the field. To earn this degree, students must complete 35 points of course work at Teachers College.

**ENGLISH EDUCATION PROGRAM REQUIREMENTS**

1. **Methods**—All MA students must take 12 points of methods classes. The methods course work is designed to provide students with a strong foundation in the teaching of English. The Teaching of Reading and the Teaching of Writing courses are usually taken at the beginning of the program to facilitate students’ understanding of other courses. English Methods follows and integrates various methodologies while addressing language and
curricular components. The fourth methods course allows students to concentrate on specific areas of interest.

Required courses include:

- A&HE 4151 Teaching of Writing* (3 pts)
- A&HE 4058 Teaching of Reading (3 pts)
- A&HE 4057 English Methods (3 pts)

*usually taken as a block with A&HE 4156 Writing Non-Fiction as a 6 credit block (Listed in Writing Requirements under Content)

In addition, students must choose at least one topic specific methods class:

- A&HE 4152 Literacies & Technologies in the Secondary English Classroom (3 pts)
- A&HE 4155 Critical Issues in the Secondary English Classroom (3 pts)
- A&HE 4157 Writing: Fiction and Personal Narrative (3 pts)
- A&HE 4550 Teaching of Poetry (3 pts)
- A&HE 4551 Teaching of Shakespeare (3 pts)
- or other available topic specific methods classes in A&HE.

The English Education Program has a diversity requirement.

- A&HE 5518**Teaching English in Diverse Social & Cultural Contexts (2-3 pts)

**A&HE 5518 meets the diversity requirement. You can also satisfy this requirement by taking diversity courses outside A&HE as one of your Foundations courses. See your advisor for approval and direction in course selection.

2. Content – Content courses consist of a two-part (writing and literature) requirement.

Writing—This writing requirement is usually met by taking the six credit writing block consisting of:

- A&HE 4151 Teaching of Writing (see Methods section) (3 pts) and
- A&HE 4156 Writing Non-Fiction (3 pts)

Alternatively, a student may choose to take Writing Non-Fiction as a non-credit course and take one of the following courses for credit to fulfill this writing content requirement:

- A&HE 4157 Writing Fiction (3 pts)
- A&HE 4158 Writing Poetry (3 pts)
Literature—At least one literature course within the program is required. There are many different courses from which students may choose:

A&HE 4050 Literature and Teaching (3 pts)
A&HE 4051 Critical Approaches to Literature (3 pts)
A&HE 4052 Adolescent Literature (3 pts)
A&HE 4053 Cultural Perspectives (3 pts)
A&HE 4056 Feminist Perspectives (3 pts)

3. Seminars

A&HE 4556 Seminar for In-Service Teachers (3 pts)

(ONLY OFFERED IN THE FALL TERM)

A&HE 4557 Critical Issues Seminar for Transitional B Students (1 pt)

This course is designed to support Transitional B teachers through readings, writing and class discussions. Students will continue to develop their professional identities, confidence and resources in a supportive community of colleagues. (Spring Term-Only)

Master’s Seminar:

A&HE 5590 Master’s Seminar (1 pt)

All MA students are required to enroll in the A&HE 5590 Master’s Seminar. Students in the 35 point Transitional B Master of Arts Program must enroll in A&HE 5590 during their last Fall or Spring term of study. All students work with an advisor to design and complete their master’s project.

4. Foundations—Foundations courses are intended to broaden students’ knowledge of the history of education, philosophies of education and educational issues and practices beyond their particular area of concentration. All students must take at least three Foundations courses (courses not designated A&HE).

Foundations courses may be taken as Pass/Fail. These must meet the following criteria:

A. They must not carry the A&HE prefix (the “E” stands for English Education)
B. They must be Teachers College courses.
C. They must be taken for a minimum of two credits each.

Foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education and Human Development/Psychology if you have not had previous college level course work in those areas. You may meet these requirements with appropriate undergraduate course work or through Transitional B Summer Programs.
If you have met the New York State requirement for classes in History/Philosophy of Education, Disabilities/Special Education and Human Development/Psychology as an undergraduate or during other college level course work, you will have more flexibility in taking the required Foundations courses. Please review your transcripts with your advisor as soon as possible.

NOTE: One Detection and Reporting of Child Abuse and Substance Abuse and one Violence Prevention Workshops are required if you are seeking New York State certification. You may take these required courses online or in person. These courses are offered for no credit (0 points). A copy of the Certificate of Completion/Participation must be returned to the Registrar if you are seeking certification. Please see your advisor to discuss.

GRADING POLICIES

Pass/Fail vs. Letter Grades—All courses within the English Education Program are to be taken for a letter grade with the exception of the Master’s Seminar which is graded Pass/Fail. Foundations courses taken outside the English Education Program may be taken for either a letter grade or P/F depending on the policy of the individual instructors.

Incompletes—The English Education Program does not give Incompletes except in extreme situations. Any request for an Incomplete must be submitted in writing and the reasons for requesting such a grade must be detailed.

Attendance—Students are expected to follow attendance policies as stated on course syllabi. Completing course work without attending classes is not sufficient to receive a passing grade.

OFFICE HOURS, ADVISING AND COMMUNICATION

All students will be assigned a permanent faculty advisor. During registration, any one of the faculty members can answer questions and explain the program. Some students use their advisor to assist in future registrations but you may draw on the resources of any available faculty member. English Education faculty set aside three hours a week for office hours. Faculty office hours are usually held between 3 and 5 P.M. on Monday through Thursday. If prospective students would like an appointment to see a faculty member, please contact Program Associate, Leigh Reilly at pa_enged@exchange.tc.columbia.edu.

Our primary means of communication is email. Please be sure to edit your email profile through the TC classweb as well as keep the Registrar’s Office informed of any changes to your contact information. Students should check their email accounts as information is frequently disseminated there, so please be sure the English Education Office has your current working email address.

Reviewed by
JB1/23/08
Our course requirements are listed below. A few of these courses are intended to start your program here, and thus should be taken in your first semester or as soon after as possible. They are indicated by an asterisk (*).

You are required to take these courses:

A&HE 4556  Seminar for Inservice Teachers  *  
(Fall semester only)  3 points

A&HE 4557  Transitional B: Critical Issues for Inservice Teachers of English  
(Spring semester only)  1 point

A&HE 4058  The Teaching of Reading  *  
3 points

A&HE 4151  The Teaching of Writing  *  
Note: Teaching of Writing and Writing Nonfiction are taught as one class, in a four hour block. Sign up for them together, i.e. with the same instructor  3 points

A&HE 4156  Writing Nonfiction  *  
Note: see above  3 points

A&HE 5590  Masters Seminar  
You must enroll in this course for one point in your final semester. Fall or spring only - it is not offered in summer.  1 point

A&HE 4057  English Methods  
3 points

A&HE 5518  Teaching English in Diverse Social/Cultural Contexts  
A college approved Diversity class may be substituted for the in-program diversity class with the permission of your advisor.  2- 3 points

In addition, you must complete the following requirements:

ONE LITERATURE COURSE
The literature course must be in-program. Courses that qualify include The Study of Lit, Cultural Perspectives, Feminist Perspectives, and Adolescent Lit. Course offerings vary each semester.

ONE TOPIC SPECIFIC METHODS COURSE
The topic specific methods course must be in-program. Courses that qualify include Teaching of Poetry, Teaching of Shakespeare, Literacies and Technologies, Curriculum & Assessment and also vary each semester.
THREE FOUNDATIONS COURSES, EACH FOR A MINIMUM OF TWO POINTS.

Foundations courses are courses outside of the English Education Program - i.e. anything at Teachers College with a program code that begins with anything other than A & HE (English Education). If you are seeking NY State certification, foundations credits must be used to meet the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology. If you have had college level coursework in any of these areas, you will have more flexibility in choosing Foundations courses. Review your transcript with your advisor.

1. **Note:** Transitional B candidates may have completed these requirements as part of their preservice summer coursework.

1. DETECTION & REPORTING OF CHILD ABUSE & SUBSTANCE ABUSE
2. VIOLENCE PREVENTION

3. **Required if you are seeking NY State certification:** You may take these required classes on line or in person; you may take them for 0 credits. A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State.

4. **Note:** Transitional B candidates may have completed these requirements as part of their preservice summer coursework.

**NOTES**

- **Foundations classes:** All MA students should review their undergraduate or other college level transcripts with an advisor before registration. If you have met the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology as an undergraduate or during other college level coursework, you will have more flexibility in taking Foundations classes. Foundations classes must be taken at TC and outside of our program. A Foundations class is any class at TC that does not have the “A&HE” prefix. Foundations classes are meant to broaden your knowledge about the historical, psychological, and cultural foundations of education. Consider this when making your selections.

1. Foundation courses may be taken as Pass/Fail. In order to do so, a Change in Grade Mode Form, with the approval of the instructor, must be submitted to the Registrar during the first three class sessions. Once the grade option has been approved, it may not be changed.

2. **Electives** can be taken at Columbia's main campus or at TC. An elective can even be an additional English Ed class. You will have the option to take an elective ONLY if you take several classes for 2 points, thus “saving up” enough credits to take an elective. See your advisor on how to do this. **Electives must be graduate level classes.**

- It is imperative that you do some planning so that you can fit classes in when they are offered, and don’t end up overpaying for needed classes at the end. Do the math in advance!

Effective May 2004
Revised 1/08 (MS)
An English teacher creates contexts for reading, writing, listening, speaking and representing. Classrooms are transitory environments and demand teachers who are aware of themselves as learners, capable of adapting to change, skilled at negotiating, and respectful of diversity. Our program is student-centered and committed to the personal and professional development of teachers as they pursue their academic and research lives. We recognize and value the variety of needs and experiences of a diverse student body, and we strive to provide our students with individualized programs of study.

Our program encourages students to seek a balance between breadth and specialization by offering a variety of both methods and content courses. Methods courses focus on the design and implementation of curriculum as well as diverse strategies and methods for the teaching of literature, writing, and language. Content courses include literature and writing courses that model the various practices that can be useful in teaching secondary students in English classrooms.

We recommend that full-time students begin their coursework the summer before their first full academic year. Please note that the English Education program values, and looks for in its applicants, prior experience with secondary school-aged students in various contexts (schools, recreational centers, tutorials and/or after-school workshops).

DEGREE REQUIREMENTS

All course work outlined below must be undertaken at Teachers College. We do not accept transfer credits. Each student will be assigned a faculty advisor during the first semester who will assist in choosing courses.

MA in the Teaching of English (With Initial Certification) – 38 Points

The MA in the Teaching of English is a 38-point degree which leads to Initial New York State Certification. It is designed for pre-service teachers who are newly entering the field of English teaching. To earn this degree, students must complete 38 points of coursework in the English Education Program at Teachers College including two semesters (fall and spring) of student teaching. Please note that, although most courses are held in the evenings, students who plan to earn certification must be available during the school day in order to student teach.
To be certified by New York State, additional requirements include:

- 24 points in English content courses (required prior to admission in the Program);
- 12 credits in education or methods courses;
- One (2-3 points) college-approved, program-offered diversity education course;
- One Detection & Reporting of Child Abuse and Substance Abuse course, and one Violence Prevention course (These may be taken on-line or in-person. However, they are not offered at Teachers College. A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State. For further information, please contact the Office of Teacher Education at 678-3502.
- One semester of foreign language (If this requirement was not fulfilled as an undergraduate, this course may be obtained at Columbia University or any other accredited institution. In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education). Sign language is acceptable as well to fulfill this requirement. If you choose to take a language class as an elective toward your degree, it must be a graduate level course;
- 2 semesters of student teaching;
- Certification Exams
  - Liberal Arts & Sciences Test (LAST)
  - Assessment of Teaching Skills–Written (ATS-W)
  - Content Specialty Test in English (CST)

To be certified by Teachers College (meaning that the college recommends you to the state for certification), a candidate must be in the 38 point MA Program with Initial Certification. Prior teaching experience cannot be substituted for student teaching. When you near completion of your degree, you must fill out and submit to the Registrar an application for Institutional Recommendation (OTAPP-3) for Initial Certification. Along with your application, you will need to submit a money order payable to the New York State Education Department. Test, licensing and certification information is available in the Office of Teacher Education (212-678-3502/4th Floor Russell Hall).

If you have teaching experience, and wish to seek independent certification, New York State will evaluate your teaching experience and may grant you certification upon completion of your Masters degree at TC. The state will need to validate that you have been a full-time paid teacher in the discipline. If you wish to apply directly to the state, you should enroll in the 34 point Program and seek assistance from the Office of Teacher Education.
ENGLISH EDUCATION PROGRAM REQUIREMENTS

4. Methods—All MA students must take 14-16 points of methods classes. The methods coursework is designed to provide students with a strong foundation in the teaching of English. The Teaching of Reading and the Teaching of Writing courses are usually taken at the beginning of the program to facilitate students’ understanding of other courses. English Methods follows, and integrates various methodologies while addressing language and curricular components. An additional methods course allows students to concentrate on specific areas of interest.

Required courses include:

- A&HE4057  English Methods (3 pts)
- A&HE4058  Teaching of Reading (3 pts)
- A&HE4151*  Teaching of Writing (3 pts)
- A&HE5518**  Teaching English in Diverse Social & Cultural Contexts (2 - 3 pts)

* A&HE 4151 is taken as a 6-credit block with A&HE 4156
** A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic specific methods class:

- A&HE4152  Literacies & Technologies in the Secondary English classroom (3 pts)
- A&HE4155  Critical Issues in the Secondary English Classroom (2 -3 pts)
- A&HE4157  Writing: Fiction and Personal Narrative (3pts)
- A&HE4550  Teaching of Poetry (3 pts)
- A&HE4551  Teaching of Shakespeare (3 pts)
- A&HE4552  Curriculum and Assessment (2 pts)

or other available topic specific methods classes in A&HE.

5. Content – Content courses consist of a two-part (writing and literature) requirement:

- **Writing** – This requirement is usually met by taking the six credit writing block consisting of
  - A&HE 4151  Teaching of Writing (3 pts)
  - A&HE 4156  Writing Non-Fiction (3 pts)

  Alternatively, a student may choose to take Writing Nonfiction as a non-credit course, and take one of the following courses to fulfill this writing content requirement:
A&HE4157  Writing: Fiction  (3 pts)
A&HE4158  Writing: Poetry  (3 pts)

Literature – At least one literature course within the Program is required:
There are many different courses from which students may choose (for example, Cultural
Perspectives, Feminist Perspectives, Adolescent Literature, Critical Approaches to
Literature, and Literature and Teaching).

6. Foundations – Foundations courses are intended to broaden students’ knowledge of the
history of education, philosophies of education, and educational issues and practices
beyond their particular area of concentration. All students must take at least three
Foundations courses (courses outside of the English Education Program not designated
“A&HE”). Students must use Foundations credits to meet the NY State
requirements for classes in History/Philosophy of Education, Disabilities/Special
Education, and Human Development/Psychology if they have not had previous
college level coursework in these areas. All MA students should review their
undergraduate or other college level transcripts with an advisor before registration. If
you have met the NY State requirements as an undergraduate or during other college
level coursework, you will have more flexibility in taking Foundations classes.
Foundations courses may be taken as Pass/Fail.

They must meet the following criteria:

☐ they must not possess the “A&HE” (E stands for English Education);
☐ they must be Teachers College courses;
☐ they must be for a minimum of two credits each.

7. Electives – Electives may be taken for as many credits as a student needs to finish his or
her degree program. 38-point students will not have room for electives unless they take
several classes for two points each. The only restrictions on elective courses are that they
must be taken at Teachers College or Columbia University at the graduate level.

8. Seminars

A& HE 4750  Supervised Teaching of English  (3 pts)
A& HE 4751  Fieldwork and Observation  (1 pt)

(All student teachers must be registered for both sections during each phase of student
teaching).

A&HE 5590  Masters Seminar

(All 38 point MA students are required to enroll in the A&HE 5590 Masters Seminar
during the Phase II student teaching semester).
THE STUDENT TEACHING EXPERIENCE

Students in the 38-point English Education program have two separate semesters of student teaching. As required by the State, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected.

The student teaching experiences differ by semester. In the fall, a team of students is placed in a classroom under the supervision of a cooperating teacher. The cooperating teacher has primary responsibility for designing the curriculum. Students do not have the major responsibility for designing or organizing the course of instruction, but are active participants in the classroom and school community. While the fall experience varies, students are primarily engaged in observation, group work with students, conferencing, and some teaching. During this semester, students understand, appreciate, learn from, and coach students as readers and writers. In the spring semester, students work one-on-one with a cooperating teacher where they are expected to take on full responsibility for designing, assessing, and teaching two classes.

Both semesters of the student teaching experience are accompanied by the A&HE 4750 Supervised Teaching of English seminar and A&HE 4751 Fieldwork and Observation, which facilitate the development of the skills and strategies that are needed for successful teaching. These courses also serve as forums to address the needs, issues, and problems that may arise. In addition, supervisors from Teachers College visit student teachers on at least three occasions each semester. Supervisors talk with student teachers before and after each observation and consult with them on an individual basis regarding their progress.

NOTE WELL
For each Phase you will submit a Student Teaching Record of Hours. There are two categories for Student Teaching:

Actual Teaching Hours (A):
What counts as Actual Teaching Hours: classroom instruction, tutoring of small groups or individuals, laboratory and studio work, or supervision of homeroom and study halls, i.e. time spent interacting with students in some way.

Observation Hours (B):
What counts as Observation Hours: classroom observations, lesson preparation, grading, or extracurricular activities.

Combined the minimum hours (A&B) for each Phase of Student Teaching is 120.

On your Student Teaching Record of Hours there is a third category for Field Observation Hours. This is separate from your Student Teaching Hours (A&B). These are additional hours observing your cooperating teacher, other teachers at your school or at different sites.

The minimum number of Field Observation Hours for each Phase is 50.
TB TEST

In order to adhere to New York State law, student teaching placement information will be withheld until the TB Test form (see Student Teaching Packet) is completed and submitted to the Program Secretary in Horace Mann 327. Please note that TB tests are valid for one year.

FINGERPRINTING

All student teachers must be fingerprinted before entering the classroom (see Student Teaching Packet). See Office of Teacher Education for any further information, if needed.

New York City Certification Procedures:

Contact The Office of Teacher Education for up to date requirements:

Russell Hall, 4th Floor
212-678-3502

Requirements for Certification in Other States

Students who plan to seek certification in other states are expected to determine if any additional certification requirements are required in those states and to plan their programs accordingly. Information about state requirements is available at both the Teachers College Library and at the Office of Teacher Education, (212) 678-3502.

GRADING POLICIES

Pass/Fail vs. Letter Grades—All courses within the English Education Program are to be taken for a letter grade, with the exception of the Masters Seminar which is graded Pass/Fail. Foundation courses, taken outside of the English Education Program, may be taken for either a letter grade or P/F, depending on the policy of individual instructors.

Incompletes—The English Education Program does not give Incompletes except in extreme situations. Any request for an Incomplete must be submitted in writing and the reasons for requesting such a grade must be detailed. The decision to grant an Incomplete is solely at the discretion of the instructor.

Attendance—Students are expected to follow attendance policies as stated on course syllabi. Completing course work without attending classes is not sufficient to receive a passing grade.
OFFICE HOURS, ADVISING, AND COMMUNICATION

All students will be assigned a permanent faculty advisor. During the initial registration period, any one of the faculty members can answer questions and explain the program. English Education faculty set aside three hours a week for office hours.

Prospective students who would like more information should contact Leigh Reilly at pa_enged@exchange.tc.edu. Faculty office hours are usually held between 3 and 5 p.m. Monday through Thursday.

Our primary means of communication is email. Please be sure to edit your email profile through the TC classweb as well as keep the Registrar’s Office informed of any changes to your contact information. Students should check their email accounts as information is frequently disseminated there, so please be sure the English Education Office has your current working email address.

Revised 1/23/08
by JB
Our course requirements are listed below. A few of these courses are intended to start your program here, and thus should be taken in your first semester or as soon after as possible. They are indicated by an asterisk (*).

You are required to take these courses:

A&HE 4058 The Teaching of Reading * 3 points
A&HE 4151 The Teaching of Writing * 3 points
Note: Teaching of Writing and Writing Nonfiction are taught as one class, in a four hour block. Sign up for them together, i.e. with the same instructor
A&HE 4156 Writing Nonfiction * 3 points
Note: see above
A&HE 4750 Supervised Teaching of English * Phase 1 3 points
A&HE 4751 Field Work and Observation * Phase 1 1 point
A&HE 4750 Supervised Teaching of English: Phase 2 3 points
A&HE 4751 Fieldwork and Observation: Phase 2 1 point
A&HE 5590 Masters Seminar 1 point
You must enroll in this course for one point in your final semester. Fall or spring only - it is not offered in summer.
A&HE 4057 English Methods 3 points
A&HE 5518 Teaching English in Diverse Social/Cultural Contexts 2-3 points

Total 23 - 24 points

Remaining 14-15 points

ONE LITERATURE COURSE
The literature course must be in-program. Courses that qualify include The Study of Lit, Cultural Perspectives, Feminist Perspectives, and Adolescent Lit. Course offerings vary each semester.

ONE TOPIC SPECIFIC METHODS COURSE
The topic specific methods course must be in-program. Courses that qualify include Teaching of Poetry, Teaching of Shakespeare, Literacies and Technologies, Curriculum & Assessment and also vary each semester.
THREE FOUNDATIONS COURSES, EACH FOR A MINIMUM OF TWO POINTS.
Foundations courses are courses outside of the English Education Program - i.e. anything at Teachers College with a program code that begins with anything other than A & HE (English Education). If you are seeking NY State certification, foundations credits must be used to meet the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology. If you have had college level coursework in any of these areas, you will have more flexibility in choosing Foundations courses. Review your transcript with your advisor.

DETECTION & REPORTING OF CHILD ABUSE & SUBSTANCE ABUSE VIOLENCE PREVENTION
Required if you are seeking NY State certification: You may take these required classes on line or in person; you may take them for 0 credits. A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State.

Total 38 – 39 points

NOTES
In order not to exceed 38 points, one class must be taken for TWO points.

All MA students should review their undergraduate or other college level transcripts with an advisor before registration. If you have met the NY State requirements for classes in History/Philosophy of Education, DisAbilities/Special Education and Human Development/Psychology as an undergraduate or during other college level coursework, you will have more flexibility in taking Foundations classes.

• Foundations classes must be taken at TC and outside of our program; a Foundations class is any class at TC that does not have the “A&HE” prefix. Foundations classes are meant to broaden your knowledge about the historical, psychological and cultural foundations of education. Consider this when making your selections.

• Foundation courses may be taken as Pass/Fail. In order to do so, a Change in Grade Mode Form, with the approval of the instructor, must be submitted to the Registrar during the first three class sessions. Once the grade option has been approved, it may not be changed.

• Electives can be taken at Columbia’s main campus or at TC. An elective can even be an additional English Ed class. You will have the option to take an elective ONLY if you take several classes for 2 points, thus “saving up” enough credits to take an elective. See your advisor on how to do this. Electives must be graduate level classes.

• New York State requires that you one semester of language study on your transcript as a graduate or undergraduate student. Sign language is acceptable. You may be able to “place out” of this requirement with a CLEP test. See your advisor.

• We strongly recommend that
  • You take Teaching of Writing /Writing Nonfiction (6 credits) and Teaching of Reading (3 credits) in your first semester here, or as soon as possible.
  • You begin your course of study the summer BEFORE the full academic year. This will offer you more options both in terms of timing and coursework.
  • You plan to take a lighter course load (no more than 6 – 12 credits) during your Phase 2 student teaching when you will have greater teaching responsibilities.
  • Plan carefully and do the math in advance so that you don’t end up taking more credits than you need.

Effective 5/2003 Revised 1/2008 (MS)

Appendix C: Program Reference Points
Contents:

Faculty Advisement and Offices

Informational Websites
Faculty Advisement and Offices

Professor Ruth Vinz, Program Coordinator    vinz@tc.edu    678-3191
416A Zankel Hall

The Office of English Education is located in 327 Horace Mann.

Program Secretary    Margaret Scanlon    scanlon@tc.edu    678-3070

The faculty in this office are listed below:

Professor Janet Miller    jm1397@columbia.edu    678-8140
Professor Sheridan Blau    blau@tc.edu    678-7430
Assistant Professor Yolanda Sealey-Ruiz    sealeyruiz@tc.edu    678-3003

The faculty in 334 Horace Mann are listed below:

Assistant Professor Renee Cherow-O’Leary    Cherow-o’leary@tc.edu    678-4045
Assistant Professor Mikki Shaw    mikkishaw@gmail.com    678-8252
Assistant Professor Patricia Zumhagen    zumhagen@tc.edu    678-8138

The faculty in 511 Thompson are listed below:

Instructor Sophia Sarigianides    sarigianides@tc.edu    678-3164
Instructor John Browne    browne@tc.edu    678-3470
Instructor Erick Gordon    ergordon@tc.edu    678-8339

Additionally, faculty can be contacted through inter-office mail (Teachers College Box 183) and through the staff mail files in 327 Horace Mann.

At the time of registration, all new Master’s students will attend an orientation session regarding the Program and will meet with an advisor to discuss further their course of study. Throughout the remainder of the year, students are welcome to meet with their assigned advisor as needed.
The English Education Website is an excellent source for all your burning questions about program requirements, job listings, certification, faculty information, etc. It can be found at:

http://www.tc.columbia.edu

Click on Academics
Click on Programs
Scroll down to Teaching of English

The Office of Teacher Education is another important resource, especially regarding licensing/certification requirements. They can be reached in the following ways:

http://www.tc.columbia.edu

Click on Students
Scroll down to General Services
Click on Office of Teacher Education

Telephone: (212) 678-3502

400 Russell Hall (4th floor of the library)

New York State Certification Website is a resource for information regarding certification information such as testing and dates:

Website: http://www.highered.nysed.gov/tcert/

New York City Department of Education Websites provides a wide range of information such as career fairs and school websites.

Website: http://www.nycenet.edu
Website: www.schools.nyc.gov

A Guide to New York City’s Public Schools Website of a nonprofit organization which provides statistical portraits of NYC’s public schools.

Insideschools.org