Welcome to the Cooperating Teacher Experience

Thank you for opening your classroom to our students and assuming the vital role as teacher educators. This PowerPoint contains guidelines and suggestions intended to support the important work you do with our students.

Please select from the following topics:

- Teacher Preparation at TC
- Familiarizing your Class with the Student Teacher
- Gathering Information and Establishing Channels of Communication
- Planning for your Student Teacher’s Growth and Development Over Time
- Inducting your Student Teacher into the Teaching Profession
- Assessing Teaching Readiness and Fit
- edTPA
- Feedback to Student Teachers
- The Benefits of Serving as a Cooperating Teacher for Teachers College
- Tuition Credits for Cooperating Teachers
- Student Teaching Coordinators
Introduction to Teacher Preparation at Teachers College

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

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

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

**Social justice stance**
Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities. The three philosophical stances provide the context for developing and assessing candidates’ proficiencies based on professional, state, and institutional standards.
All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

- **Talk** to your students ahead of time about the second teacher who will be joining the class. Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.

- **Encourage** your student teacher to learn the names and important background information of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.

- **Be prepared** to spend some time talking with your student teacher. Share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, think aloud about the goals you have for your students that year. Encourage your student teacher to share in return...goals, fears, talents, previous experience, etc. Get to know one another.

- **Introduce** your student teacher to other faculty and personnel in the school.

- **Provide** a work area for your student teacher and a space for personal belongings.

- **Acquaint** your student teacher with curriculum materials, instructional supplies, teaching aids, and other available equipment or technology.

- **Articulate** the rules, regulations and practices of the school; share the school’s mission, as well as the services and programs that are provided.

- **Add** the student teacher’s name to the classroom door.

- **Do not forget** to underscore confidentiality issues.
**Exchange** phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.

**Review** program documents and student teaching guidelines together.

**Meet** with your field supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the cooperating teacher can discuss goals, needs and progress.

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

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

There are many aspects of becoming a teacher that extend beyond direct interaction with and instruction of students. Think about knowledge, skills and experiences your student teacher will need to participate fully and productively in the school and the profession.

For example,

You may consider sharing assessment and record keeping techniques, involving your student teacher in grade/department/school meetings, or, when appropriate, including your student teacher in conferences with parents.

You may also want to encourage your student teacher to attend after-school activities or events, or to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.
Teacher quality is one of the most critical issues currently being discussed both within and outside the profession. Ensuring teacher quality is the most significant responsibility you assume as a cooperating teacher. In order to confidently recommend a student teacher for certification, we depend on your intimate knowledge of your student teacher and your assessment of their practice. Preparing for this important decision requires careful observation, descriptive detail and documentation. Balancing support with evaluation is always challenging. Yet, learning to teach well requires that both are in place. Ultimately, you want to be sure that your assessment is fair but rigorous and that all student teachers are held to the highest standards of teaching quality.

Assessing teaching readiness and fit

Any concerns you have about your student teacher’s teaching abilities and practice should always be shared with candor and care with your student teacher and the college supervisor. Often, timely intervention, specific feedback and additional support will help strengthen student teachers’ practice. In those cases where intervention and support cannot compensate for a poor match between the student and teaching, then the student teacher can be counseled (by faculty and the college supervisor, but with your insight and help) to consider options other than teaching that may be more suited to her/his skills and temperament. While these decisions are always difficult, they are our professional responsibility.
The edTPA (Teacher Performance Assessment) is intended to be educative and predictive of effective teaching and student learning. This national, multiple measure assessment has been adopted by New York State and requires student teachers to take a lead role in one focal class for a 3-5 day lesson segment. Students will be required to submit lesson plans, 1-2 video clips, and samples of student work.

An introduction to edTPA is available through a PowerPoint presentation that will allow for a better understanding of the performance assessment in order to best support teacher candidates. (Please scroll down to the bottom of the web page as it is located under “edTPA Resources.”)
Guidelines for Communication with Student Teachers

1. Focus feedback on **behavior** rather than the person.

2. Focus feedback on **observations** rather than inferences.

3. Focus feedback on **description** rather than judgment.

4. Focus feedback on the **sharing of ideas and information** rather than on giving advice.

5. Focus feedback on **exploration of alternatives** rather than answers or solutions.

For more information on these guidelines, please see the [Cooperating Teacher Handbook](#).
Benefits

The Benefits of Serving as a Cooperating Teacher for Teachers College

Obtain professional development hours toward the Professional teaching certificate

Collaborate with students who are highly commended for being reflective in their practice

Be invited to a special End of Year Event at Teachers College

Take advantage of tuition credits toward a course at TC

Be awarded Up to $400 for your classroom through the Resources for Classrooms Program

NEW! Get funding for PD for up to $300 for workshops at Teachers College such as the Dignity for All Students Act (DASA), TC Inclusive Classrooms Project, and more!
Cooperating teachers are awarded 2-3 tuition points for hosting a student teacher upon submission of the Record of Hours form by the student teacher.

Tuition vouchers are valid for 4 semesters after the student teacher leaves the classroom. For example, a teacher who hosts a student in the Fall of 2013 will receive a voucher valid for the following semesters: Spring 2014, Summer 2014, Fall 2014, and Spring of 2015.

View the Procedures for Tuition Exemption below, and submit a Voucher Request Form. The following steps must be taken during specified dates of registration before the beginning of each semester to prevent delays in the processing of paperwork.

**STEP 1.**

**Apply for non-degree status via the Office of Admission**
- Complete a Non-Degree Student Application
- Submit Bachelor’s degree transcript(s)
- Pay $65 application fee ($35 for re-applicants)

*(If you have already applied as a non-degree student, please skip to Step 2)*

**STEP 2.**

**Register for a class with the Office of the Registrar**
- Please check for specific instructions at http://www.tc.edu/registrar/. You must know all pertinent information for registering such as course code and title. **Important Note:** Teachers must be registered for the course in order to utilize the voucher. Expired vouchers are not permissible. **Continue to Step 3.**
STEP 3
Submit a “Voucher Request Form” electronically
Email: ote@tc.edu
Fax: 212.678.3153
Mail: Office of Teacher Education, 525 West 120th Street,
Box 97, New York, NY 10027
Drop off: Zankel, Room 411

Notes:
1) Please go to the link below for a full list of course offerings:
2) Tuition vouchers are not transferable. Please see the Cooperating Teacher Handbook for more information.
3) Private fee-based studio courses in the Music Program such as private music lessons are not covered by the voucher. Please check with OTE before registering for such courses.
4) Each semester’s college fee is covered by the voucher. Any additional tuition credits and course fees (i.e., materials fees) not covered by the tuition exemption is the responsibility of the person utilizing the voucher. Payment must be made by the due date set forth by the Office of Student Accounts in order to avoid late fees.
5) Tuition exemption forms are sent electronically to the Office of Student Accounts (Thompson, Room 133) within 2-3 business days.
6) Tuition credits will be posted within the first 2 weeks of classes.
### Student Teaching Coordinators

Each program at Teachers College has its own student teaching coordinator who facilitates placements:

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Teaching Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td>Jo Ann Delgado</td>
<td><a href="mailto:jdelgado@tc.columbia.edu">jdelgado@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Art and Art Education</td>
<td>Iris Bildstein</td>
<td><a href="mailto:bildstein@tc.columbia.edu">bildstein@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td>Sharon Chang</td>
<td><a href="mailto:scc2168@tc.columbia.edu">scc2168@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>Maria Hartman</td>
<td><a href="mailto:hartman@tc.columbia.edu">hartman@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Kara Sheridan</td>
<td><a href="mailto:sheridan@tc.columbia.edu">sheridan@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Elementary Inclusive Education</td>
<td>Katie Ledwell</td>
<td><a href="mailto:ledwell@tc.columbia.edu">ledwell@tc.columbia.edu</a></td>
</tr>
<tr>
<td>English Education (Phase 1)</td>
<td>Randi Dickson</td>
<td><a href="mailto:rd2064@tc.columbia.edu">rd2064@tc.columbia.edu</a></td>
</tr>
<tr>
<td>English Education (Phase 2)</td>
<td>Pat Zumhagen</td>
<td><a href="mailto:Zumhagen@tc.columbia.edu">Zumhagen@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Intellectual Disability/Autism</td>
<td>Emily Shamash</td>
<td><a href="mailto:Shamash@tc.columbia.edu">Shamash@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Stuart Weinberg</td>
<td><a href="mailto:saw29@tc.columbia.edu">saw29@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Music Education</td>
<td>Kelly Parkes</td>
<td><a href="mailto:kap2200@tc.columbia.edu">kap2200@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Sharon Phillips</td>
<td><a href="mailto:srp2123@tc.columbia.edu">srp2123@tc.columbia.edu</a>,</td>
</tr>
<tr>
<td>Science Education</td>
<td>Jessica Riccio</td>
<td><a href="mailto:riccio@tc.columbia.edu">riccio@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Patrick Keegan</td>
<td><a href="mailto:pjk2131@tc.columbia.edu">pjk2131@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>Sharmin Hakim and Ellen Meir</td>
<td><a href="mailto:sah2028@tc.columbia.edu">sah2028@tc.columbia.edu</a>, <a href="mailto:meier@tc.columbia.edu">meier@tc.columbia.edu</a>,</td>
</tr>
<tr>
<td>TESOL</td>
<td>Catherine Box</td>
<td><a href="mailto:box@tc.columbia.edu">box@tc.columbia.edu</a></td>
</tr>
</tbody>
</table>
Cooperating Teacher Handbook

For more information regarding student teaching placements, cooperating teachers, and supervisors, please consult the Office of Teacher Education Cooperating Teacher Handbook.

Other handbooks available through the Office of Teacher Education:
- Student Teacher Handbook
- Supervisor Handbook
Office of Teacher Education

Contact Us

Regular Hours: Monday-Friday: 9am-6pm
Summer Hours: Monday-Thursday: 9am-6pm, Fridays: 9am-1pm

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