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*Please visit [www.tc.edu/ote](http://www.tc.edu/ote) for supervisor forms*
INTRODUCTION

The Office of Teacher Education aims to provide information, support and resources to faculty, staff and students engaged in Professional Education Programs that lead to initial and professional certification.

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

We invite you to visit us in Zankel 411, call us at 212.678.4057, or email us at ote@tc.edu with inquiries regarding student teaching and supervision materials and procedures or other questions related to Professional Education at Teachers College.

SCHOOL VISIT PROTOCOLS

All public schools in New York City require visitors to sign in at a security desk and show a photo ID. Please be sure to follow these protocols in addition to any others that the school may require.
A Conceptual Framework for Professional Education at Teachers College

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

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

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

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

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

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

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

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

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

**Standard 5: Advocates of Social Justice and Diversity**: Our candidates are familiar with legal, ethical, and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.
Informed by a strong focus on social justice, curriculum and inquiry, our mission is to prepare teachers who understand the political nature of schooling, are able to recognize and interrupt deficit views of children, and have the skills, knowledge and dispositions to advocate for all students so that each has access to the quality education and care she/he deserves.

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

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

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

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

Field supervisors are resources for the student teacher as well as the cooperating teacher, and serve as liaisons between the college and the field. Supervisors offer experienced and objective perspectives on overall classroom effectiveness, including classroom management, student response and the student teacher's presence and instruction in the classroom. In addition, supervisors work in concert with student teachers to identify specific areas of challenge or interest. In this way, student teachers are able to participate in their own learning and improve, analyze or re-think their practice.

Participation in the student teaching program requires a total commitment to the program, to the cooperating teacher, and most importantly to the students. In the case of necessary absences, student teachers are required to call their cooperating teacher, and their supervisor as needed.

On days that student teachers are scheduled to be visited and observed by their supervisor, they should plan to be actively teaching and fully engaged with students. While teachers are responsible for a variety of other tasks, such as giving a test—instruction and direct interaction with students is where student teachers will be most challenged and will benefit most from a supervisor’s perspective and feedback.
NOTES TO THE FIELD SUPERVISOR

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

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

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

The number of observations required by each program may vary, so be sure to check with the program with which you are working. However, the Teacher Education Policy Committee at Teachers College and the Office of Teacher Education and School-Based Support Services strongly and unanimously recommend a **minimum of 3 observations per student teaching experience**. It is important to spread out observations over the course of the student teaching period (beginning, middle and end). Bunching observation visits for the purpose of expediency or efficiency is inappropriate and does not fulfill the spirit or goals of supervision. Similarly, observing two or more lessons in a row and counting each lesson as a separate “visit” is neither condoned nor acceptable.

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

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

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

Establishing channels of communication

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

Assessing teaching readiness and fit

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

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

   It is important that we refer to what a person does in the classroom rather than a personal trait. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus, we might say a person "talked considerably in this meeting" rather than that this person is "a loudmouth."

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

   Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior (as in "you were defensive"). The sharing of inferences or conclusions may be valuable, but it is important that they be so identified.

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

   The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

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

   By sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

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

   The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

*If an issue or problem arises, please speak openly with the student teacher about your concerns.*
Problem Solving Guidelines and Protocols

Establishing and maintaining relationships are key pieces of a productive learning community. Individuals may come to the situation with different beliefs, values, prior experiences and behaviors and perceive the same event differently. These problems and conflicts can be positive learning experiences, fostering collaboration as individuals learn to communicate and problem solve together.

General Guidelines for Problem Solving and Conflict Management

1. One may perceive a problem, while others may not. Standards and norms may be different from the other person, resulting in a perception of a problem.
2. Most problems are best solved by those in the situation, not those on the outside.
3. Most problems are best solved when they are addressed as soon as possible since unresolved conflicts can lead to an increase in tension. Let student teachers know that professional development includes learning how to solve problems.
4. When problems are well-defined, resolutions often follow more easily. The following steps may be helpful in addressing a problem:
   - The problem should be defined as clearly as possible. What is occurring? How often? Under what circumstances?
   - Consider who/what is contributing to the problem. Is everyone working from the same observations, facts, and vocabulary? Does everyone share the same values and beliefs? Do roles, responsibilities, or expectations need to be clarified? What are the honorable intentions of those involved? How might they be contributing to the problem?
   - What is within one’s control? What is within others’ control? If the problem is outside the control of both parties, who should deal with it or take it to the next level?
   - Stop and check behavior as the problem is addressed. Are people listening to the point of view of the other person? What is the other person’s perception of the problem? Does anyone feel attacked?

In cases where student teachers are experiencing difficulties with their cooperating teacher, encourage them to spend time thinking about how to pose the problem i.e. being concrete and specific, but at the same time respectful as well as the following:
 ➢ **Timing:** Consider when to meet with the person. It is best to meet in private during an agreed upon time rather than in front of others or at an inopportune time.

 ➢ **Approach:** Start with a positive comment and then share perceptions of the problem before suggesting a solution(s). Listen carefully and objectively and focus on the facts.

 ➢ **Tone:** The level of calmness will influence the outcome of the meeting.

 ➢ **Solution and acknowledgment:** If a solution is agreed upon, acknowledging the other person in his/her effort can help everyone put their best foot forward.

### Triad Meetings

Triad meetings with the cooperating teacher and student teacher are vital to relationship building. A strong foundation in the beginning of the semester will lead to a strong sense of collaboration for the rest of the year.

**Initial Triad Meeting:**
Supervisors should remind everyone of their role, i.e. liaison between school and the college, mediator (if applicable), and evaluator. We encourage supervisors to exchange emails and phone numbers with cooperating teachers.

Possible items for discussion:
- Roles and responsibilities of each person
- Level of responsibilities student teacher will take on as semester progresses
- Possible goals and objectives for the student teacher
- Frequency and timeline of observations by supervisor to the classroom
- Level of participation/attendance by cooperating teacher in post conferences following observations

**Triad meetings during the course of the semester are also an opportunity to discuss the following:**

1) What's Working? Provide 1-2 specific areas of success
2) What can be improved? Provide 1-2 specific areas of focus, challenge, or concern
3) Student Teacher’s Next Steps--What are specific steps that the student teacher will take to address the areas for growth?
4) Cooperating Teacher's Next Steps--What are specific next steps that the cooperating teacher will take to address the areas for growth?
PAYMENT AND TRAVEL FAQS

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

Q: What do I need to do after being hired?

A: The Student Teaching Coordinator for the program should send Julia Yu an email at yu@tc.edu identifying you as a newly hired supervisor. An online requisition will then be sent to you with further instructions. Observations cannot begin until clearance from the Human Resources has been received. See page 2 of the Supervisor Packet for more details.

Q: When and how do I get paid for observations of student teachers?

A: Supervisors are paid $120 per visit with a maximum of $600 per student teacher per semester. (The minimum number of required visits is set by each department.) Dates of visits must be recorded in the “List of Visits” form in the OTE Supervisor Packet. Please note: Payment will be received approximately 6-8 weeks after all completed paperwork has been turned into OTE. We appreciate your patience. Payment questions can be directed to Human Resources at (212) 678-3175. Payments are made at the end of each semester unless a financial hardship requires immediate payment. Please contact Claudette Chung at (212) 678-4057 or at chung@tc.edu for further assistance.

Q: Will I be reimbursed for travel expenses?

A: Yes, supervisors are paid a maximum of $50 per student teacher per semester. If expenses beyond the $50 limit are anticipated, please contact the student teaching coordinator and OTE before incurring the expense. A separate check is mailed for travel expenses; it is not part of the check sent for payment of observations.

Q: When and why must receipts for travel be submitted?

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

Q: What if I don’t have receipts?

A: All requests for reimbursements must be substantiated with proof of the amount paid which is required for auditing purposes with the exception of New York City public transportation at the standard fare.
APPENDIX A: SAMPLE STUDENT TEACHER OBSERVATION TEMPLATE

Notes from Observation

Name of Student Teacher:       Date of Observation:

Name of Supervisor:        Lesson Plan Submitted: Yes or No

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

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

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

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

<table>
<thead>
<tr>
<th>Time/Duration (Pace)</th>
<th>Actions/Quotes/Questions by Student Teacher (Facts and observations only)</th>
<th>Actions/Quotes/Questions by PreK-12 Students</th>
<th>Questions/Comments/Concerns by Supervisor</th>
<th>Domain (if applicable)</th>
</tr>
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Appendix B: Certification Exams and edTPA

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<tr>
<th>Teacher Certification</th>
<th>New York State Certification Exams</th>
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<tbody>
<tr>
<td>Teacher Performance Assessment (edTPA)</td>
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<tr>
<td>Educating All Students Test (EAS)</td>
<td></td>
</tr>
<tr>
<td>Academic Literacy Skills Test (ALST)</td>
<td></td>
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<tr>
<td>Revised Content Specialty Tests (CST)</td>
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</tbody>
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**edTPA (Teacher Performance Assessment)**

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

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

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

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

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.

4. **Analysis of Teaching Effectiveness** includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

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

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

*For more information, please see the edTPA PowerPoint on the OTE website at:*
APPENDIX C: edTPA GUIDELINES FOR ACCEPTABLE SUPPORT

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates’ readiness to teach.

Acceptable Forms of Support for Candidates

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.