PROGRAM IN SOCIAL STUDIES
MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (38-POINT) HANDBOOK

Revised August 2015
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Social Studies Program Philosophy

We live in challenging times. Problems on the near horizon, including global climate change, mass violence, deteriorating social welfare, and human rights violations can lead to cynicism and social decline. Yet we paradoxically live in a time of hope and opportunity as the rise of social media foils the despotic reach of governments, new technologies create space for robust public discourse, and education stands front and center as the last great hope of humanity's aim to live peaceably, sustainably and humanely.

Social educators are crucial contributors in helping shape this uncertain future. Engaging students in social learning in schools and beyond is fundamentally the task of social studies, a field of integrated study that draws upon history, political science and allied disciplines while seeking new interdisciplinary and trans-disciplinary ways of knowing and doing. Given the problems and promise of global concerns immediately on the horizon, we must rise to this occasion and champion education that is reflectively situational and robustly humanistic.

We undertake this challenge amidst a strong headwind that has reduced discourse about education to simplistic formulations, to a series of quick-fixes that are neither efficient nor resolving. Literacy and numeracy in some quarters have become ends in themselves. Assessment and measurement are too often viewed as achievements in a final sense. Research is reduced to providing formula for actions rather than discursive objects towards a fuller, if incomplete, understanding. Social educators, by their practices, can and ought lead a conversation about the fundamentally social nature of all knowledge and the special task of schools in building this good community.

And while we encounter resistance, we are supported by a strong wind at our backs. Social studies education was founded by Teachers College faculty at the beginning of the last century as they sought to ameliorate the social ills wrought by urbanization and industrialization in their time. They reshaped public education in the City of New York and around the country with child-centered pedagogy that pointed towards addressing social ills that was truly ahead of its time. While the nature of the issues have changed since then, the steadfast and principled commitment of our progenitors is a supplicant for the work that lies ahead.

Engaged democratic citizenship is a steep climb as it requires substantially more than the private interests of citizens. An engaged citizen is one who takes an active role in contributing to the public good. They are active at many levels in their communities and seek to redress injustice, expand opportunities for all, and educate across the lifespan and in places near and far. That the engaged citizen is globally connected is by virtue of the fact that they inhabit and share a planet of limited resource, grave injustices, and pervasive inequality. Thus engaged, they reach beyond national frontiers in seeking true partners with similarly engaged citizens across the planet.

One potential danger of this wide view of citizenship is its tendency to be alien and alienating. No one lives globally in an everyday sense, but rather in particular places with specific concerns and needs. So to keep our focus firmly rooted in this community, we work locally to critically and helpfully attend to our community. Perhaps Columbia’s preeminent anthropologist Margaret Mead
said it best when she argued that the real value of working elsewhere and with others becomes evident upon homecoming, seeing new vistas nearby that our travels have allowed.

Grand visions require hard work and thoughtful reflection to be realized. Our reserve is deep, both in the talented and committed educators who staff our program, the enthusiastic and open students who join our endeavor, and our storied and accomplished graduates who enact our historic charge. We invite you, colleagues, students, community members and citizens, to join with us in this exciting and challenging journey.

Program Requirements and Course of Study

The 38-point M.A. degree in Social Studies Education with Initial Teacher Certification is divided into four constituent parts:

1. Social Studies Core Courses
2. Social Studies Content
3. Professional Development
4. Student Teaching

Students complete a series of core courses in social studies foundations and methods of instruction, along with courses that enhance students’ ability to link content knowledge with pedagogical approaches appropriate for the context in which they are teaching. Students must also complete three courses in professional development that address broader topics related to literacy, adolescent psychology, and special education. Finally, students must complete a two-semester student teaching placement, accompanied by two seminars whose curricula are linked to the student teachers’ experiences in the classroom.

Due to students’ increased teaching responsibilities in the spring semester, the department strongly recommends that students register for no more than 8 points during the spring semester. Therefore, the students’ schedule will include 15 points in the fall semester, 8 points in the spring semester, and 15 points total across the two summer sessions.

A. Social Studies Core (9 points)*

Core courses are designed to help students connect social studies content and pedagogy. To this end, students complete two social studies methods courses and one diversity course. These courses address curriculum development, lesson planning, student assessment, classroom management, differentiated instruction, classroom technology, diversity in the classroom, and other important topics.

Required:

- A&HW 4036 – Teaching of Social Studies (3)
- A&HW 5037 – Advanced Methods of Teaching Social Studies (3)
- A&HW 5030 – Diversity and the Social Studies Curriculum (3)

* Most courses in the Program in Social Studies are offered only once each academic year.
B. SOCIAL STUDIES DISCIPLINARY CONTENT (10-12 POINTS)†

Social studies content courses develop students' knowledge of the various disciplines that comprise the field. The program seeks to help students better understand the relationship between social studies education and social justice education.

Required:

- A&HW 4199 – Social Inquiry: NYC’s Central Park
  
  *Note: This is an American history course that spans the fall and spring semesters.*

Students are also required to take a series of additional courses to ensure breadth of knowledge in the social studies disciplines for certification (see below).

Between students’ undergraduate and graduate coursework, the state of New York requires students to demonstrate proficiency in the following areas for certification:

- American History & Geography
- World History & Geography
- Civic Decision Making
- Economic Decision Making

The state of New York requires 30 credits of social science coursework at the time of certification, and at least 21 of those 30 credits must be taken in history. Students can earn up to 12 content credits as part of the required coursework for the Master of Arts in Social Studies Education. It is the students’ responsibility to work closely with their advisors to ensure that they fulfill the appropriate content requirements to be eligible for certification upon graduation.

Students should reference the degree checklist (Appendix A) for a list of the classes that will fulfill the requirement for each content area.

C. PROFESSIONAL DEVELOPMENT OR BREADTH REQUIREMENTS (7-9 POINTS)

Professional development courses offer students the opportunity to supplement their education in areas outside the social studies. Teachers College requires that students take a minimum of three classes outside of their department (outside the A&HW designation) for a minimum of two points each.

The state of New York requires students to take one course in each of the following broad categories for certification:

- Literacy (3 points)
- Special Education (2 or 3 points)
- Adolescent or Developmental Psychology (2 or 3 points)

† Students are eligible to register for coursework in the Departments of History and Political Science at Columbia University. Students are required to register for courses at or above the 4000-level and must file the appropriate documentation with the Teachers College Registrar's Office. Courses from Columbia University should be chosen in consultation with an advisor to ensure they meet the requirements for graduation and certification.
Students should refer to the degree checklist for a list of the classes that will fulfill the requirement for each content area. Coursework from other institutions can sometimes be substituted for these certification requirements; students should consult with their advisors before enrolling in their first term. **Important:** Regardless of how the certification requirements are met, students are required to take three classes at Teachers College for professional development outside of the Program in Social Studies (A&HW) for a minimum of two points each.

**D. STUDENT TEACHING CORE (10 POINTS)**

Student teaching is a key component of pre-service preparation. The centrality of the student teaching experience is reflected in the fact that 25% of the total points required for the degree are earned in coursework related directly to student teaching. Moreover, its centrality is evident in the fact that all students are placed in New York City schools for two full semesters.

All students must register for the following courses associated with the student teaching experience.

- A&HW 4729 – Fall Observation in Social Studies (0)
- A&HW 4530 – Fall Seminar for Student Teaching (2)
- A&HW 4730 – Fall Student Teaching Placement (3)
- A&HW 4530 – Spring Semester for Student Teaching (2)
- A&HW 4730 – Spring Student Teaching Placement (3)
- A&HW 5503 – Research Paper: Social Studies (Portfolio) (0)‡

**E. TECHNOLOGY WORKSHOPS**

Students are required to complete two technology workshops under the auspices of Computing and Technology or another division of Teachers College. The workshop schedule is available on the Teachers College Computing and Technology website. Students are required to complete the technology workshop verification form and essay (see Appendix B) for each workshop and put it on file in the Program in Social Studies office.

**Additional Certification Requirements**

In addition to completing the program requirements for certification, students are required to complete a core of liberal arts classes, along with a series of workshops and examinations for certification.

**GENERAL CORE CLASSES IN THE LIBERAL ARTS**

Liberal arts requirements are typically met through students’ undergraduate coursework or CLEP credit ([http://clep.collegeboard.org/exam](http://clep.collegeboard.org/exam)). Students should meet with their advisors early in their program to ensure that they have fulfilled all the necessary liberal arts classes for certification.

‡ Students will be assigned an instructor and a section for this course. May graduates register for this course in the spring term, October graduates register for this course in the Summer A term.
Students are required to have a minimum of three credit hours in each of the following areas:

**Language (other than English):**

Acceptable courses are those typically offered by the department specific to the language and which are considered core requirements toward a degree in that language. Culture, civilization, and film courses are acceptable when offered by the language department as part of a concentration in that language.

**Scientific Processes:**

Acceptable courses are those typically offered by specific science departments (biology, chemistry, earth science, and physics) and are considered core requirements for a degree in any of those sciences.

In **biology**, this includes courses in cell biology and biochemistry, anatomy and physiology, genetics and evolution, biological diversity, human biology, and zoology. Courses in nutrition are acceptable only if they are in cell nutrition.

In **chemistry**, this includes courses in matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions, and quantitative relationships. Courses in geochemistry are generally applied science courses, so they are not acceptable.

In **earth science**, this includes courses in space systems, atmospheric systems, geological systems, and water systems. Applied science courses, such as environmental science, conservation and wildlife management, and agriculture are not acceptable.

In **physics**, this includes courses in mechanics and heat, electricity and magnetism, waves, sound and light, and quantum theory and the atom. Applied science courses, such as study in engineering, are not acceptable.

**Mathematical Processes:**

Acceptable courses are those typically offered by a mathematics department and are considered core requirements toward a degree in mathematics. This includes courses in mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. Courses in computer science, accounting, finance, and studies in which mathematics is applied to solving problems (e.g., engineering) are not acceptable.

**Written Analysis and Expression:**

In general, courses offered by an English department that are considered core requirements toward a degree in English are acceptable. For example, courses in composition, English literature, poetry, playwriting, grammar, and English linguistics are acceptable. (Study in related areas such as speech, drama, theater, and journalism may be allowed toward this requirement.)
**REQUIRED STUDENT TEACHING WORKSHOPS**

The following workshops must be completed prior to graduation:

- Child Abuse Identification and Reporting Training
- School Violence Prevention and Intervention Training
- Dignity for All Students Act (DASA) Training

These workshops are organized by the Teachers College Office of Teacher Education. Further information, including the dates and times of upcoming workshops, can be found on their website (http://www.tc.columbia.edu/ote/).

**REQUIRED EXAMINATIONS**

The following examinations should be completed during or after the spring student teaching placement:

- edTPA – The Educative Teacher Performance Assessment
- ALST – Academic Literacy Skills Test
- EAS – Educating All Students Test
- CST – Content Specialty Test (Revised)

**THE STUDENT TEACHING EXPERIENCE**

The student teaching placement is a planned and carefully supervised learning experience. It provides students with the opportunity to integrate the principles, theories, and methods that they have developed in their Teachers College coursework. The placement will help student teachers develop their personal teaching styles based on self-reflection and feedback from cooperating teachers, supervisors, and students. The major objectives of the student teaching placement include:

- To provide opportunities for students to become self-directed teaching professionals
- To experiment with and refine students’ own theories of pedagogy
- To implement various instructional strategies, employ a variety of educational resources and materials, and design varied forms of assessment
- To develop desirable professional interests, attitudes, and ideas about teaching as a career
- To provide a support network for novice teachers through mentoring, supervision, peer networking, and advisement
- To provide experiences for understanding of the actual working conditions of secondary schools
- To broaden students’ perspectives on the role of schools within their communities
- To make students aware of the importance of human relations as they apply to students, faculty, administrators, parents, and the community at-large
- To encourage students to respect the individual and cultural differences of both students and school communities
Above all, the student teaching placement should impart an appreciation of the challenges of planning, teaching, and interacting with young people on a daily basis and over the course of a school year. Student teachers engage in a variety of different tasks, and no two placements are exactly alike. Students and cooperating teachers will negotiate a working relationship appropriate for the particular placement.

**Before the Student Teaching Placement**
- Complete the steps outlined in the Student Teaching Packet available from the Office of Teacher Education ([http://www.tc.columbia.edu/studentteaching/](http://www.tc.columbia.edu/studentteaching/))

**During the Student Teaching Placement**
- Track your observation and teaching hours on the Record of Hours Form available from the Office of Teacher Education ([http://www.tc.columbia.edu/studentteaching/](http://www.tc.columbia.edu/studentteaching/))
- Complete the Placement Diversity Report available from the Office of Teacher Education ([http://www.tc.columbia.edu/studentteaching/](http://www.tc.columbia.edu/studentteaching/)), return this form to the Social Studies Office
- Submit lesson plans for the days you will be observed to TC Field Supervisor

**After the Student Teaching Placement**
- Obtain cooperating teacher’s signature on the Record of Hours Form available from the Office of Teacher Education ([http://www.tc.columbia.edu/studentteaching/](http://www.tc.columbia.edu/studentteaching/))
- Turn in the Record of Hours form to the Office of Teacher Education

**Fall Student Teaching Placement Overview**

The fall placement allows student teachers to gain confidence in front of the classroom and in the general school setting. Student teachers are provided opportunities to transition into real school settings, first by observing the everyday workings of the classroom, and later assuming various responsibilities for instruction, such as curriculum planning, facilitating, and teaching. Students are encouraged to use the fall placement timeline (Appendix C) as a model for this placement. Each placement is unique, so this model should be tailored to fit the classroom you are assigned.

**Fall Student Teaching Duration**

The fall placement lasts approximately ten weeks. Student teachers are expected to observe roughly four hours every day, Monday through Friday. The final date should be chosen early in the semester in consultation with your cooperating teacher. Student teachers should wrap up their fall placements around the Thanksgiving holiday, so that they have time to complete their Teachers College coursework. Some schools request that student teachers remain in the placement for the duration of the semester. This is at the student's discretion, and should be done only if coursework to this point has been completed satisfactorily.

**Fall Stage I: Observation**

The first two to three weeks of the placement should be primarily observational in character. Student teachers are encouraged to conduct daily observations of their cooperating teacher’s classes and visit other teachers in the social studies across grade levels. Students may find it
useful to review the school’s teacher and student handbooks, along with syllabi, textbook, and other materials used in the course. Student teachers should be available to assist their cooperating teacher in planning lessons, grading homework and exams, facilitating activities, and managing the classroom.

Fall Stage II: Teaching
As the semester progresses, student teachers should gradually assume more responsibility for planning their own lessons and teaching one or more of the cooperating teacher’s classes. The cooperating teacher will determine how best to implement this stage of the student teaching placement. She or he does not have to relinquish control of a single class to the student teacher, but should provide the student teacher with the opportunity to gain some familiarity with actual teaching. By the conclusion of the fall placement, student teachers should teach an entire curriculum unit lasting several class periods.

Additional Responsibilities (Recommended)
Student teachers can also become involved in other aspects of the school community, at the cooperating teacher’s discretion. These activities could include attending department meetings, assisting with extracurricular activities, tutoring, participation in parent-teacher conferences, etc.

Spring Student Teaching Placement Overview

The spring placement allows student teachers the opportunity to assume full teaching responsibilities for several class periods over the duration of the semester. The student teacher should begin by observing, and gradually take over classes as she or he gains confidence and familiarity with the school. Students are encouraged to use the spring placement timeline (Appendix D) as a model for this placement. Each placement is unique, so this model will need to be tailored to fit the classroom you have been assigned.

Spring Student Teaching Duration
The spring placement begins when New York City Public Schools resume classes in January and lasts the entire Teachers College semester. This means that student teachers will begin their placements before classes begin at Teachers College in the spring semester. Student teachers are expected to follow the schedule of their placement school and be in the classroom all day Monday through Friday. The only exception to this rule is for students who need to leave slightly early one day a week to attend the student teaching seminar.

Students should plan to end their placement on the last Friday of the spring semester. Prior to that date, student teachers should gradually reduce their classroom responsibilities so that they have time to complete their Teachers College coursework.

Spring Stage I: Observation
The first one to two weeks of the placement should focus on observation. Student teachers are encouraged to conduct daily observations of their cooperating teacher’s classes and begin planning the classes they are to teach. Students may find it useful to review the school’s teacher and student handbooks, along with the syllabus, textbook, and other materials used in the course. Student teachers should be available to assist their cooperating teacher in planning lessons, grading homework and exams, facilitating activities, and managing the classroom.
Spring Stage II: Teaching

As the semester progresses, student teachers should gradually assume more responsibility for planning lessons and teaching one or more of the cooperating teacher’s classes. The cooperating teacher will determine how best to implement this stage of the student teaching placement. She or he must relinquish control of at least one class to the student teacher, but ideally the student teacher will eventually take over 80% of the cooperating teacher’s classes. Toward the end of the semester, the student teacher will begin giving these classes back to the cooperating teacher so that the student can have more time to focus on her or his final projects.

Additional Responsibilities (Recommended)

Student teachers can also become involved in other aspects of the school community, at the cooperating teacher’s discretion. These activities could include attending department meetings, assisting with extracurricular activities, tutoring, participation in parent-teacher conferences, etc.

STUDENT RESPONSIBILITIES

Professionalism

Student teachers will comport themselves professionally and understand that working in schools requires dedication, effort, responsibility, and maturity. Students must understand that working at a school, and working with children, is a highly serious endeavor.

Student teachers will have access to sensitive information about their students including grades, accommodations, and behavior plans. Student teachers are expected to protect the privacy of their students at all times.

Student teachers are expected to maintain a professional working relationship with their students. Contact with students outside of the school setting (in person, over the phone, or through the Internet) should be exercised with caution. Student teachers should monitor the privacy settings of their social media profiles to ensure they are conveying an appropriate image for their students.

Guest-Host Relationship

Student teachers are guests of the host schools in which they are placed. The acceptance of a student teaching placement indicates that the student teacher: a) understands the nature of this guest-host relationship; b) understands that she or he is expected to abide by the regulations, procedures, instructional practices, and the professional and personal expectations of the school to which she or he has been assigned; and, c) understands that she or he is a representative of Teachers College and is expected to abide by the regulations, procedures, and expectations of the Program in Social Studies while in her or his placement.

Important: Student teachers cannot serve as substitute teachers without a proper substitute teacher’s license. You may not receive payment for any student teaching hours. If you are substitute teaching in your cooperating teacher’s absence, you cannot count those hours toward your certification requirements. This represents a conflict of interest and can result in removal from the student teaching placement.
Values
The prevailing values of school personnel and students may conflict with the ideas and personal opinions of student teachers. It is important for student teachers to realize that their values may be different from those of the school and the community. Differences of opinion may range from the superficial (i.e. hairstyles, personal appearance, and taste preferences) to significant political and moral issues regarding highly controversial matters. Student teachers should use appropriate language (oral and written), exercise good judgment, and exhibit thoughtful behavior at all times.

Attendance and Punctuality
Student teaching placements entail a significant time commitment. Punctuality is of paramount importance. Tardiness is inexcusable as it signifies a lack of commitment and personal responsibility. Teachers are legally responsible as guardians during the time that students are in their classrooms.

Regular attendance is expected. Student teachers should only miss class in extreme circumstances and appropriate school personnel (e.g. cooperating teacher) must be informed in advance of an absence. Student teachers are expected to adhere to the placement school’s academic calendar, even during times when Teachers College is not in session. Student teachers should continue working at their placement during Teachers College, Columbia University breaks.

Placements last a minimum of four hours a day during the fall semester and the full school day during the spring semester. As a result, students will significantly exceed the state mandated minimum student teaching hours.

Classroom Management
Student teachers are encouraged to talk with their cooperating teachers, field supervisors, and seminar instructors about best practices for creating democratic classrooms. Under no circumstances should a student teacher use physical force or verbal humiliation to discipline a student.

Appearance / Dress Code
Each school has its own faculty dress code. Many New York City public schools have a relaxed approach to professional dress. Student teachers should not interpret this as permission to be lax about their own professional appearance. Student teachers are expected to dress professionally and conduct themselves in a manner befitting their position as an educator and representative of Teachers College, Columbia University.

Employment During Student Teaching Placement
Employment is not recommended during either the fall or the spring student teaching placement. Student teaching is a full time commitment, especially when coupled with the required coursework at Teachers College.

§ New York State Teacher Certification requires 110 hours of observation and 110 hours of student teaching. Students are to remain in their schools for the duration of the placement, even if they have exceeded the minimum requirements set forth by the state.
Important: Student teachers cannot serve as substitute teachers without a proper substitute teacher’s license. You may not receive payment for any student teaching hours. If you are substitute teaching in your cooperating teacher’s absence, you cannot count those hours toward your certification requirements. This represents a conflict of interest and can result in removal from the student teaching placement.

Changing or Leaving a Student Teaching Placement
Placements are changed only in very rare circumstances with the permission of Dr. Wylie. Disliking a placement, personality conflicts with the cooperating teacher, or concerns about commuting to a school are not appropriate reasons for leaving a placement. It is the student’s responsibility to make the placement work. Students who feel their situation warrants consideration of a change in placement must convey their request in writing to Dr. Wylie, detailing the very serious reasons for requesting a change.

Removal from a Student Teaching Placement
There are, unfortunately, situations that can arise that necessitate the removal of a student teacher. Repeated tardiness or absences; failure to notify the cooperating teacher of tardiness or absence; disrespect toward students, faculty, and/or staff at the placement school; inappropriate dress, language, or behavior; or any other attitudes and/or dispositions that negatively impact students could result in removal from the placement and a delay in graduation.

SUPervision and Support of Student Teachers

Cooperating Teachers
Student teachers spend more direct contact time with cooperating teachers than with any other instructors. The cooperating teachers working with the Program in Social Studies are selected carefully from a pool of qualified and experienced educators in a variety of school settings. These teachers are valuable mentors and are integral to the development of future educators.

The cooperating teacher should ease the student teacher into the life of the school, making appropriate introductions and offering assistance in socializing the student teacher to the daily routines of classroom. The cooperating teacher should provide opportunities for observation and interaction with students and other teachers both in social studies and other subject areas.

We expect the cooperating teacher to be present in the classroom when the student teacher is teaching. She or he will provide guidance, encouragement, and daily constructive feedback to the student teacher about her or his performance. Cooperating teachers will be asked to complete a formal written evaluation attesting to the progress of the student teacher. These evaluations are meant to be formative rather than summative, and provide feedback about the progress of the student teacher.

Field Supervisors
Field supervisors will observe their student teachers in the classroom three times during each semester. Ideally, these observations will occur near the beginning, middle, and end of the semester. Following each observation, the supervisor and cooperating teacher will complete an observation feedback form. These forms will be used to document the student’s growth and demonstrate satisfactory progress over the course of the semester. By the end of the semester, students are expected to be performing at the basic/proficient level.
In addition to the classroom observations, students will attend a total of five group meetings with the other students working with your supervisor, to discuss your challenges and successes as student teachers.

Each observation will consist of a pre-observation meeting, a classroom observation, and a post-observation discussion. Following the observation, the field supervisor will write a brief narrative addressing the four areas of professional practice: planning and preparation, classroom environment, instruction, and professional responsibilities.

Students are encouraged to maintain regular contact with their supervisors by phone and/or e-mail. Regular communication can make the placement more productive for the student teacher and help in addressing any classroom issues. Students should respond in a timely manner to calls or email messages so that the supervisors can fulfill their responsibilities to assess the quality of the student teaching. Failure to communicate with supervisors could prevent students from passing the student teaching placement and delay graduation.

**Teachers College Faculty**

The student teacher’s advisor or the student teaching coordinator are always available to discuss issues or problems that arise during the student teaching placement. In addition, all students register for *A&HW 4530 – Seminar in Student Teaching*, a course that provides an opportunity for students to share their teaching experiences and receive feedback from their colleagues.

The Office of Teacher Education is responsible for all matters pertaining to student teaching clearance and New York teacher certification. They are located in Zankel Hall, Room 411 and are available to handle inquiries about paperwork, testing, and steps toward certification.

**Frequently Asked Questions about Student Teaching**

**At what kind of schools can I student teach?**

The Program in Social Studies has a close relationship with a variety of schools in New York City. Our student teachers are placed at large, comprehensive high schools, as well as small, alternative schools. All students are placed in New York City schools during both the fall and spring semester. One placement will be in grades 7, 8, or 9 and the other placement will be in grades 10, 11, or 12.

**Do I have a choice in where I student teach?**

We place students at a variety of different schools throughout the city, based on the schools’ relationships with Teachers College and their willingness to accept a student teacher. We first ensure that each student has the placement they need at a middle or high school. We then look at location and do our best to ensure a reasonable commute. Once those issues are accounted for, there are typically only one or two schools that will work for each student. From that point, it is a matter of making sure everyone has a placement that will fulfill the requirements for certification while providing a high quality learning experience.
When will I find out the name of my placement school?
We try to finalize placements as early as possible. Typically, placements are announced the week before the Teachers College semester begins in both the fall and the spring. In some cases, this is not possible and students receive their placement assignments during their first student teaching seminar.

Will I have to teach right away?
Both semesters of student teaching begin with a period of observation followed by a gradual assumption of teaching duties. During the fall placement, students will primarily focus on observation, coaching students individually, and occasionally teaching whole group classes as they gain experience and confidence. In the spring placement, students will assume teaching responsibilities for several classes over the course of the semester.

Does the program offer support for student teachers?
Each student teacher will be assigned to a seminar course in which they will reflect on their experiences alongside other social studies student teachers under the guidance of the seminar instructor. In addition, each student teacher will work with a field supervisor who will observe several lessons over the course of the semester. Finally, each student teacher will work closely with her or his cooperating teacher.

The College also has a support system for student teachers in the form of the Registrar's office, headed by Sam Fugazzotto, the Office of Teacher Education and Field-Based Support Services, headed by Associate Dean A. Lin Goodwin, and the Office of the Vice President for Diversity and Community Affairs headed by Vice President Janice Robinson.

How do I get a job?
Career Services at Teachers College hosts several job fairs throughout the year that are attended by school districts from across the country. In addition, the Program in Social Studies is often contacted about job openings at various schools. These opportunities will be shared with students via email as they arise. Students should be proactive in their job search. Check the New York Times each week (the Week in Review section), send out cover letters and resumes, and network with faculty and staff at your student teaching placements. Teachers College has a reputation as a top-tier school of education and our graduates teach at schools nationwide.

Requirements for the Portfolio Project

All students will develop an integrative portfolio to meet the requirements for the Master of Arts Degree. This portfolio should represent the student’s educational, intellectual, and professional development during the Master's program. The portfolio is not a scrapbook, but a new creation that assimilates the diverse aspects of the candidate's experiences during the Master's program. Detailed requirements for the portfolio, along with the assessment rubrics for each section, will be provided in the fall student teaching seminar.
Graduation and certification requires the coordination of several departments at Teachers College including the Registrar, the Office of Teacher Education, and the Program in Social Studies. Students are responsible for reviewing the information provided on each departments’ website concerning the deadlines for the submission of graduation and certification paperwork.

In the semester before graduation, students should complete the certification checklist and Institutional Recommendation Data Form for New York State Certification (available from the Teachers College Office of Teacher Education).

**Program Timeline**

The following timeline is provided as a guide and may differ based on the semester in which you begin the program (Summer A / Summer B / Fall). Students are ultimately responsible for ensuring that all deadlines are met and appropriate paperwork is completed. Students are encouraged to work closely with their advisors and thoroughly read all correspondence from Teachers College faculty and staff to remain informed about requirements and deadlines.

- Meet with advisor to review liberal arts core classes and potential program plan
- Thoroughly review the Student Teaching Handbook and complete all the steps outlined in the Student Teaching Packet available from the Office of Teacher Education ([http://www.tc.columbia.edu/studentteaching/](http://www.tc.columbia.edu/studentteaching/))
- Fall coursework (15 points) and fall student teaching placement
- Submit fall Record of Hours to the Program in Social Studies
- Spring coursework (8 points) and spring student teaching placement
- Submit spring Record of Hours to the Program in Social Studies
- Summer coursework (15 points total across both summer sessions)
- Submit final portfolio during the Summer A session (A&HW 5503)**
- Review final transcripts with academic advisor, turn in graduation paperwork (signed by advisor) to the registrar’s office
- Submit IRDF form to the Office of Teacher Education

** May graduates submit the final portfolio in mid-April
APPENDIX A –
Degree Checklist
## Masters Degree with Recommendation for Initial NYS Certification* (38 Points)

### Degree Checklist

**IMPORTANT**: This checklist is to assist you in selecting classes and is **not** a replacement for academic advisement.

<table>
<thead>
<tr>
<th>Name:</th>
<th>TC ID:</th>
<th>Advisor:</th>
</tr>
</thead>
</table>

### I. Social Studies Core (9 Points)

Students must take **all** of the following classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem/Yr</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4036: The Teaching of Social Studies (3)</td>
<td>______</td>
<td>____</td>
</tr>
<tr>
<td>A&amp;HW 5030: Diversity and the Social Studies Curriculum (3)</td>
<td>______</td>
<td>____</td>
</tr>
<tr>
<td>A&amp;HW 5037: Advanced Methods of Teaching Soc St (3)</td>
<td>______</td>
<td>____</td>
</tr>
</tbody>
</table>

### II. Social Studies Content (10-12 Points)

Courses can be taken at Teachers College or Columbia University (1-4 points each). Based on both undergraduate and graduate work, students must demonstrate proficiency in American History & Geography, World History & Geography, Civic Decision Making, and Economic Decision Making.

#### A. American History & Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4035: New York City as a Learning Lab (1-3)</td>
<td>A&amp;HW 4038: Study of Amer History and Geography (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 4803: Facing History (Fall Semester) (1)</td>
<td>A&amp;HW 4076: History of Urban Education (3)</td>
</tr>
</tbody>
</table>

#### B. World History & Geography

<table>
<thead>
<tr>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4000: Teaching Middle East History (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 4037: East Asia: Geographic Perspectives (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 4028: History and Geo of Europe Since 1914 (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 4803: Facing History (Summer Semester) (1-2)</td>
</tr>
</tbody>
</table>

#### C. Civic Decision Making

<table>
<thead>
<tr>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4005: Sustainability and the Social Studies (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 5040: Global Citizenship Education (2-3)</td>
</tr>
<tr>
<td>A&amp;HW 5043: Controversial Issues and the Sec Class (2-3)</td>
</tr>
</tbody>
</table>

#### D. Economic Decision Making

<table>
<thead>
<tr>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4041: Econ Decision Making in Cit Educ (2-3)</td>
</tr>
</tbody>
</table>

#### E. Other Social Studies Courses

<table>
<thead>
<tr>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 5199B: Freedom Movements 60s (2-3)</td>
</tr>
</tbody>
</table>
III. Professional Development (7-9 Points)

Must be earned in at least three TC courses from outside the A&HW (Social Studies) designation for a minimum of 2 points each (literacy courses must be taken for three points). The three courses must be taken in the following areas: Literacy, Special Education, and Psychology.

<table>
<thead>
<tr>
<th></th>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Literacy</td>
<td>A&amp;HE 4058: Teaching of Reading (3)</td>
</tr>
<tr>
<td></td>
<td>A&amp;HL 4030: Second Language Literacy Development (3)</td>
</tr>
<tr>
<td></td>
<td>A&amp;HL 4185: Ped Approaches in the Content Areas (3)</td>
</tr>
<tr>
<td></td>
<td>A&amp;HL 5199: Second Lang Writing Research &amp; Inst (3)</td>
</tr>
<tr>
<td></td>
<td>C&amp;T 4842: Content Area Literacies (Secondary Educ) (3)</td>
</tr>
<tr>
<td></td>
<td>C&amp;T 4137: Literacy and Learning in Content Area (3)</td>
</tr>
<tr>
<td></td>
<td>HBSK 4072: Theory/Technq Reading Assess/Interv (3)</td>
</tr>
<tr>
<td></td>
<td>HBSK 4074: Reading Comp Strategies/Study Skills (3)</td>
</tr>
<tr>
<td></td>
<td>HBSK 5099: Writing Interventions Theory &amp; Practice (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Special Education</th>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 4001: Diff Instr in Inclusive Classrooms (2-3)</td>
<td>HBSE 4001: Teaching Stu w/ Disabilities Gen Class (2-3)</td>
</tr>
<tr>
<td></td>
<td>HBSE 4002: Instr/Curric Stu with/out Disabilities (2-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Psychology**</th>
<th>Course (Points) / Sem / Yr:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUDK 4015: Psychology of Thinking (2-3)</td>
<td>HUDK 4023: Developmental Psych: Adolescence (2-3)</td>
</tr>
<tr>
<td>HUDK 4080: Educational Psychology (2-3)</td>
<td>HUDK 5023: Cognitive Development (2-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Student Teaching Core (10 Points)</th>
<th>Course</th>
<th>Sem/Yr</th>
<th>Cr</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 4729: Fall Observation in Social Studies (0)</td>
<td>A&amp;HW 4570: Spring Seminar for Student Teaching (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 4530: Fall Seminar for Student Teaching (2)</td>
<td>A&amp;HW 4730: Spring Student Teaching Placement (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 4730: Fall Student Teaching Placement (3)</td>
<td>***A&amp;HW 5503: Research Paper Soc Studies (Portfolio) (0)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Technology Workshops (0 Points)</th>
<th>Students are required to complete two non-credit technology workshops under the auspices of CIS or another division of TC/Columbia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name / Semester / Year:</td>
<td>Course Name / Semester / Year:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Child Abuse Identification Workshop (0 Points)</th>
<th>Date of Fulfillment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. School Violence Prevention Workshop (0 Points)</th>
<th>Date of Fulfillment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. Dignity Act Workshop (0 Points)</th>
<th>Date of Fulfillment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This program leads only to New York State Initial Certification. Program Faculty cannot advise about certification in other states.

** Coursework taken at other institutions may be substituted for this requirement; consult an advisor before enrolling in your first term. NOTE: Regardless of how you meet this requirement, you must take three classes outside A&HW at Teachers College for a minimum of 2 points each (literacy courses must be taken for three points).

*** May graduates take this course in Spring term; October graduates take this course in the Summer A term.

PLEASE NOTE: The program recommends only taking 8 credits during the spring term!
APPENDIX B – TECHNOLOGY WORKSHOP FORM
Technology Workshop Cover Page

Student Name: ____________________________  TC ID #: ____________________________

Title of Workshop:

__________________________________________________________________________________

__________________________________________________________________________________

Date(s) of Workshop: ____________________________

I have completed this workshop as partial fulfillment of my program requirement to take two technology workshops prior to graduation.

__________________________________________  Signature of Student / Date

__________________________________________  Signature of Instructor / Date

Directions: Attach a two-page essay (double spaced, 12-point font, one-inch margins) addressing the following questions – How did this workshop model and apply educational technologies? How will you use the lessons you learned in this workshop to engage students and improve their learning? How will you assess those improvements? How will the lessons you learned in this workshop enrich your professional practice as a social studies educator?
### Technology Workshop Essay

**CAEP Standard 1.5:**
Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Unsatisfactory</td>
<td>The essay provides little or no explanation of how this workshop modeled and applied educational technologies. The essay does not discuss how the lessons learned in this workshop will be used to engage students and improve their learning. A description of how one would assess learning gains that result from educational technology is missing or unclear. The essay does not mention how this workshop has enriched the teacher’s practice as a social studies educator.</td>
</tr>
<tr>
<td>2 – Basic</td>
<td>The essay indicates how this workshop modeled and applied educational technologies. The essay includes adequate discussion of how the lessons learned in this workshop will be used to engage students and improve their learning. A description of how one would assess learning gains that result from educational technology is present but lacks detail. The essay provides a superficial description of how this workshop has enriched the teacher’s practice as a social studies educator.</td>
</tr>
<tr>
<td>3 – Proficient</td>
<td>The essay indicates how this workshop modeled and applied educational technologies. The essay includes a thorough discussion of how the lessons learned in this workshop will be used to engage students and improve their learning. A description of how one would assess learning gains that result from educational technology is adequately developed. The essay provides a meaningful description of how this workshop has enriched the teacher’s practice as a social studies educator.</td>
</tr>
<tr>
<td>4 – Distinguished</td>
<td>The essay indicates how this workshop modeled and applied educational technologies. The essay includes a complex and detailed discussion of how the lessons learned in this workshop will be used to engage students and improve their learning. A description of how one would assess learning gains that result from educational technology is well developed and differentiated for diverse learners. The essay provides a meaningful description of how this workshop has enriched the teacher’s practice as a social studies educator.</td>
</tr>
</tbody>
</table>
APPENDIX C –
Fall Placement Timeline
Fall Student Teaching Placement Schedule  
Program in Social Studies, Teachers College, Columbia University

Fall placements last roughly 4 hours each day, Monday through Friday. Students are expected to follow the placement school’s schedule and attend classes even when Teachers College is not in session.

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>ST contacts CT to make arrangements for the first day of the placement (when to arrive, where to go, what to prepare, etc.)</td>
</tr>
<tr>
<td>Week 2</td>
<td>ST observes classes, works closely with cooperating teacher to learn classroom procedures and become familiar with placement school policies</td>
</tr>
<tr>
<td>Week 3</td>
<td>ST continues to observe CT and observes other teachers in the school (when possible), both in the social studies and in other disciplines</td>
</tr>
<tr>
<td>Week 4</td>
<td>ST begins co-teaching with CT (assisting in planning, helping with group work, etc.); ST should plan to lead one or two class periods over the course of the week</td>
</tr>
<tr>
<td>Week 5</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead one or two class periods over the course of the week</td>
</tr>
<tr>
<td>Week 6</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 7</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 8</td>
<td>ST continues observing classes and co-teaching with CT; ST should plan to lead two to four class periods over the course of the week</td>
</tr>
<tr>
<td>Week 9</td>
<td>ST continues observing classes and co-teaching with CT; During week 8 or 9, the ST should plan and teach a complete unit independently (3-4 consecutive lessons)</td>
</tr>
<tr>
<td>Week 10</td>
<td>ST continues observing classes and co-teaching with CT; During week 9 or 10, the ST should plan and teach a complete unit independently (3-4 consecutive lessons)</td>
</tr>
<tr>
<td>Week 11</td>
<td>ST continues observing classes and co-teaching with CT; ST should finish the fall placement by the Thanksgiving holiday break</td>
</tr>
<tr>
<td>Week 12</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 13</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 14</td>
<td>No student teaching placement responsibilities</td>
</tr>
<tr>
<td>Week 15</td>
<td>No student teaching placement responsibilities</td>
</tr>
</tbody>
</table>

ST = Student Teacher  
CT = Cooperating Teacher
APPENDIX D –
SPRING PLACEMENT TIMELINE
### Spring Student Teaching Placement Schedule

**Program in Social Studies, Teachers College, Columbia University**

Spring placements last the entire school day, except on days that the student teacher must leave early for class at Teachers College (typically one day each week). Students are expected to follow the placement school’s schedule and attend classes even when Teachers College is not in session. **NOTE:** The dates listed below are approximate. Please verify all breaks with the TC and NY DOE academic calendars.

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>ST contacts CT to make arrangements for the first day of the placement (when to arrive, where to go, what to prepare, etc.)</td>
</tr>
</tbody>
</table>
| Week 2      | *High School Regents Testing*  
ST observes classes and begins co-planning instruction with CT |
| Week 3      | *Spring Term Begins for High School Students*  
ST takes over full teaching responsibilities for **one** class period (planning, instruction, and assessment); ST continues observation and co-planning with CT |
| Week 4      | ST continues full teaching responsibilities for **one** class period; ST continues observation and co-planning other class periods with CT |
| Week 5      | ST takes over full teaching responsibilities for **two** class periods; ST continues observation and co-planning other class periods with CT |
| Week 6      | *Mid-Winter Recess (NYC Schools Closed)* |
| Week 7      | ST continues full teaching responsibilities for **two** class periods; ST continues observation and co-planning other class periods with CT |
| Week 8      | ST takes over full teaching responsibilities for **three** class periods; ST continues observation and co-planning other class periods with CT |
| Week 9      | ST continues full teaching responsibilities for **three** class periods; ST continues observation and co-planning other class periods with CT  
*Student Teaching Placement Continues Through Teachers College Spring Holiday* |
| Week 10     | ST takes over full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 11     | ST continues full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 12     | ST continues full teaching responsibilities for **all but one** class period; CT observes instruction, offers feedback and support |
| Week 13     | *Spring Recess (NYC Schools Closed)* |
| Week 14     | ST reduces teaching load to **three** class periods; ST begins to transfer full teaching responsibilities back to CT |
| Week 15     | ST reduces teaching load to **two** class periods; ST continues to transfer full teaching responsibilities back to CT |
| Week 16     | ST reduces teaching load to **one** class period; ST wraps up student teaching placement and transfers full teaching responsibilities back to CT |
| Week 17     | *No student teaching responsibilities*; Student focuses on Teachers College coursework, final projects, and portfolio (if applicable) |

**ST** = Student Teacher  
**CT** = Cooperating Teacher