

English Education
Master of Arts

**STUDENT TEACHING
HANDBOOK**

Teachers College, Columbia University

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Preface

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

-Ruth Vinz, *Composing a Teaching Life*

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

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

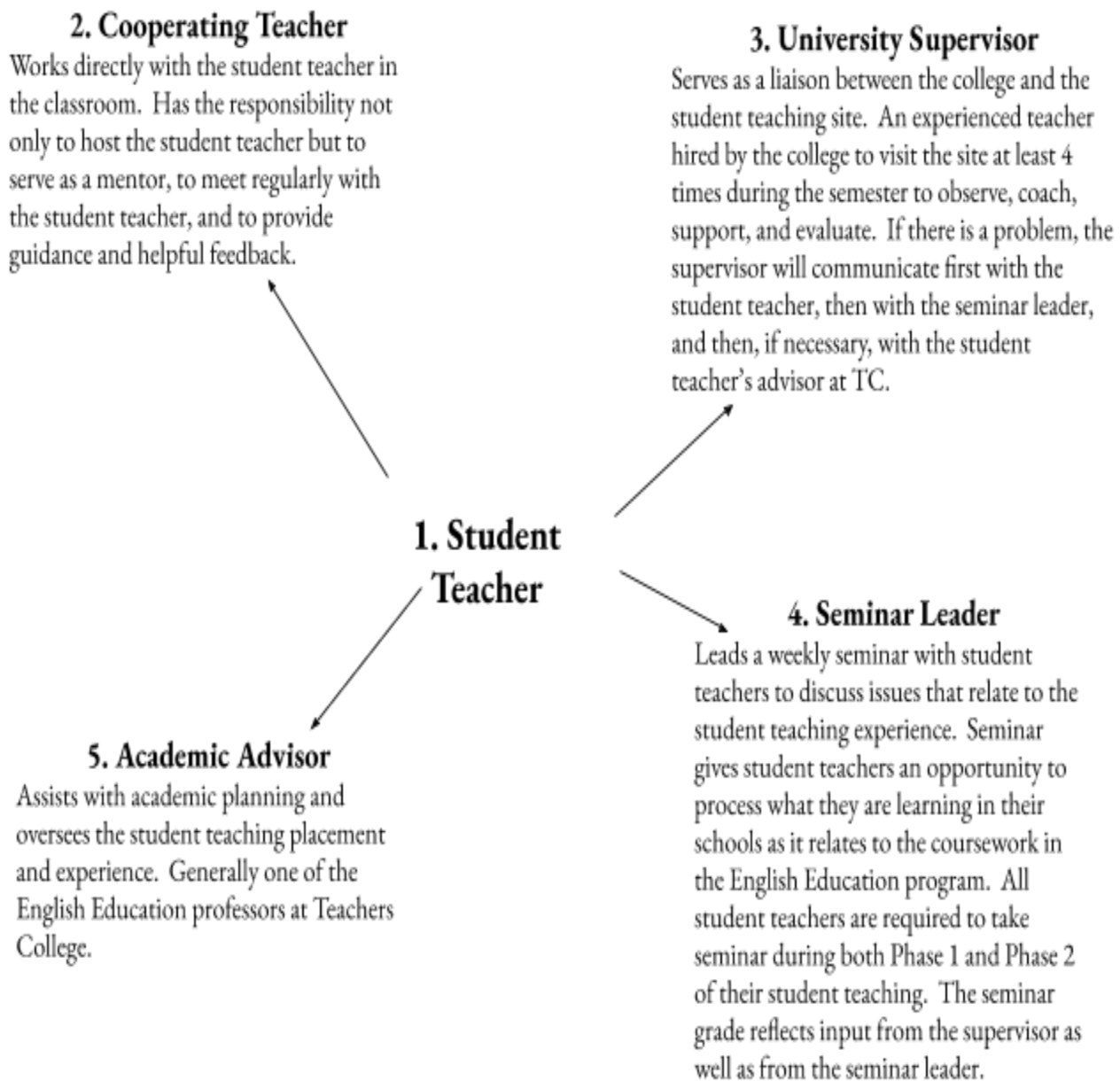
Teachers College Mission Statement

In keeping with the College's long tradition of the leading intellectual influence on the development of the teaching profession, of serving the needs of urban and suburban schools, in the United States and around the world, the mission of teacher education at Teachers College is to establish and maintain programs of study, service and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This mission is based on three shared philosophical stances that underlie and infuse the work we do:

1. **Inquiry stance:** We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.
2. **Curricular stance:** Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.
3. **Social justice stance:** Our graduates choose to collaborate across differences in and beyond their school communities to demonstrate a commitment to social justice and to serving the world while imagining its perspectives.

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

Key Participants in the Student Teaching Experience



STUDENT TEACHING SITE LIAISON: Administrative Contact

Coordinates student teachers at the site. Often a Department Chair or an Assistant Principal, possibly an experienced cooperating teacher. Student teachers may have much or little contact with this person, but he/she will be the initial contact at the school. → See [Notes to the Administrative Contact](#)

1. Student Teacher

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

We divide the student teaching experience into two semesters, Phase 1 and Phase 2. To comply with New York State requirements, both a middle school and a high school placement are required and provided.

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

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

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

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

Student teachers will log at least 50 hours of observation and fieldwork, and share their observations and reflections with colleagues (see [p.36](#) for details on hours).

2. Cooperating Teacher

The cooperating teacher is a master teacher with a minimum of three years of successful teaching as a state certified teacher. The cooperating teacher volunteers to participate in our student teaching program and is compensated with tuition credits, which can be used for course work at Teachers College. Each placement site has an Administrative Contact who serves as the student teacher's initial contact with the school and also familiarizes the student teachers with the specific requirements and rules of the school and/or department. Many of our cooperating teachers are also graduates of our MA program. Each fall, they receive our student teaching handbook and have ongoing phone, or email contact with one of our Coordinators for Student Teachers.

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

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

→ See [Notes to the Cooperating Teacher](#)

3. University Supervisor

University supervisors are resources and advocates for the student teacher. The university supervisor is an experienced teacher hired by the college to make ongoing visits to the site, and to make positive connections with the administration, the cooperating teacher and the student teacher. Each term there is an orientation session for supervisors led by our Coordinators for Student teachers at which time they also meet with their assigned student teachers. University supervisors will observe the student teacher a minimum of four times each semester. The supervisor will discuss the observation with the student, and will complete a written performance evaluation. Conferencing with the cooperating teacher is a major aspect of this process as well. In addition to providing oral and written feedback regarding lesson plans and their applications, supervisors offer an experienced perspective on overall classroom effectiveness, including approaches to classroom management, student response and apparent effects of the student teacher's presence in the classroom.

The supervisor also serves as a liaison between the college and the student teaching site. If a problem arises, the supervisor will communicate first with the student teacher, then with the seminar leader, and then, if necessary, with one of the Student Teacher Coordinators at Teachers College. If the problem continues or escalates, the supervisor will be called upon to mediate the situation with the student teacher and cooperating teacher. In rare cases, this may result in the reassignment of the student teacher.

→ See [Notes to the University Supervisor](#)

4. Seminar Leader

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

The major goals of the seminar experiences are:

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

Seminar leaders meet as a collaborative group several times each semester to coordinate approaches and to share insights and concerns. They also serve as a vital connection to the placement coordinator, the student teacher's university supervisor, and to the academic advisor.

5. Academic Advisor

At the time of registration, all new M.A. students will attend an Orientation session regarding the Program and will meet with an advisor to discuss further their course of study. Following initial registration, all students will be assigned a permanent academic advisor. Throughout the remainder of the year, students are welcome to meet with their advisors as needed. Some students use their advisors to assist in future registrations; other students draw upon the resources of any available faculty member. English Education faculty members set aside three hours a week for office hours.*

Faculty members' office hours are usually held between 3 and 5 p.m. Monday through Thursday. Additionally, faculty can be contacted through inter-office mail (Teachers College Box 183) and through the staff mail files in 327 Horace Mann.

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

Current English Education MA Advisors:

Adele Bruni Ashley, azb2104@tc.columbia.edu

Kelly DeLuca, kmd2185@tc.columbia.edu

Marcelle Mentor, mm3128@tc.columbia.edu

Yolanda Sealey-Ruiz, sealeyruiz@tc.columbia.edu

** Weekly office hours for each advisor will be posted at the beginning of each semester.*

The Office of English Education is located in 327 Horace Mann, 212-678-3070.

Program Secretary, Margaret Scanlon: scanlon@exchange.tc.columbia.edu

Part-Time Program Secretary, Anna Urrea: englished@exchange.tc.columbia.edu

Expectations for Student Teaching

While student teaching, English Education students are expected to:

1. Arrange to meet and communicate with cooperating teacher regularly.
2. Submit lesson plans to cooperating teacher at least 24 hours in advance or as required by the placement school.
3. Seek out and incorporate suggestions for improvement from cooperating teacher and university supervisor.
4. Develop an organizational system to keep track of all academic and school site related materials.
5. Be aware of placement school's mission statement and profile and be acquainted with the school's learning goals and curriculum.
6. Seek out a variety of experiences during student teaching, such as parent-teacher conferences, extracurricular activities, Regents exam preps and grading, student conferences as needed, and tutoring of students.
7. Practice good time management in class. Meet deadlines and administrative responsibilities on time.
8. Learn New York State rules and regulations pertaining to such issues as child abuse, drug use, sexual harassment, and corporal punishment.
9. Be familiar with placement school's support personnel and consult with them about student problems extending beyond the expertise of the teacher candidate.
10. Limit absence to serious illness and emergency situations. Discuss absence protocol with cooperating teacher.
11. Make sure their appearance and demeanor reflects the professional standards and the culture of the placement school.
12. Follow cooperating teacher's and school's schedule, even when TC's schedule does not match.

PLEASE NOTE: Students who are experiencing difficulty with meeting any of these expectations may anticipate the following supports and interventions. We encourage students to seek the assistance of their advisor immediately if problems arise. The program may choose to:

1. Schedule a conference with advisor to discuss problems.
2. Gather data to document student's, cooperating teacher's, or supervisor's concerns.
3. Draft a plan for improvement with faculty, cooperating teacher, or supervisor as appropriate. Set a timeline for follow up.

If the situation does not improve, a conference may be held to determine the student's future in the program. Measures might include:

- a) Being asked to adhere to a contract specific to the individual student's challenges.
- b) Being asked to complete additional fieldwork and/or placements.
- c) Being denied future placement and/or certification.

d) Being asked to withdraw from the English Education program.

Phase 1 Guidelines for Student Teaching

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

Teaching Responsibilities (based upon 15 week semester)

Week 1

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

~Weeks 2-6

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

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

~Weeks 7-11

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

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

~Weeks 12-15

Once the cooperating teacher and the student teacher feel the time is right, the student teacher should assume full responsibility for teaching one class. A three to four week unit of study might be appropriate at this point. This may include:

- 1) researching and writing lesson plans
- 2) planning day-to-day activities
- 3) designing and evaluating assessments
- 4) dealing with student conduct
- 5) managing disciplinary issues as needed

General Information

Throughout the semester, students enrolled in this placement should:

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

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

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

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

A Note to Cooperating Teachers

We hope to be able to support you and your student teacher and to ensure that you both have a good experience. Your student teacher's supervisor will visit your school at least four times, and we hope that you will make time to speak with him or her. During the supervisor's initial visit, he/she will sit down with you and the student teacher to clarify Phase 1 student teaching responsibilities.

Each Seminar Leader is also another person you may contact with any questions or concerns. He/she is closely involved in the student's teaching experiences. In fact, the Seminar Leaders will be asking for mid-term feedback regarding student teacher progress. (Please be sure to get the name, number and email address of the Seminar Leader from your student teacher.)

After the semester ends you will receive a voucher from the Office of Teacher Education for three (3) free credits towards any course taken at Teachers College. There will be a registration fee. Any questions regarding this can be directed to Katie Ledwell at Ledwell@tc.columbia.edu.

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

Kelly DeLuca, Phase 1 Student Teaching Coordinator

kmd2185@tc.columbia.edu; 860-368-9621

Phase 2 Guidelines for Student Teaching

Teaching Responsibilities

After a transition period that the student teacher and cooperating teacher will determine, the student teacher should be independently responsible for the teaching, planning, and assessment of TWO of the cooperating teacher's classes. Ideally, the student teaches two sections of the same class if that is possible. The student teacher and cooperating teacher should work out the specific classes to be taught and the times the student teacher will be in school with the cooperating teacher. The student teacher is responsible for these classes on a daily and ongoing basis. Please note that in some schools this procedure may be adapted.

Assuming full responsibility for these classes means:

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

Throughout the semester, students should:

1. Submit all lesson plans, hand-outs, and other materials to your cooperating teacher and to your University Supervisor during formal observations
2. Work closely with your cooperating teacher to ensure that appropriate material is covered
3. Consult with the cooperating teacher on a regular basis, at least weekly, for suggestions on curricular issues, classroom management, and disciplinary issues.
4. Keep in regular touch with and respond to suggestions/feedback offered by your University Supervisor

General Information

→ The cooperating teacher must be present and should be providing mentoring and feedback on a daily basis.

→ The student teacher should be at your school every day for at least half of the school day for about 20 -25 hours each week. The student teacher should make every effort to attend faculty meetings, be involved in parent contacts, participate in the cooperating teacher's other duties and responsibilities.

→ *The Woody Allen Theory of Student Teaching*

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

→ If the school requires the student teacher to stay through the end of classes in late January/mid-June, the student teaching commitment extends beyond the end of the semester at Teachers College. In this case, the student teacher may be able to register for a credit of Fieldwork for Summer A. The student teacher should discuss an exit date with the cooperating teacher early on.

A Note to Cooperating Teachers

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

Each Seminar Leader is also another person you may contact with any questions or concerns. He/she is closely involved in the student’s teaching experiences. In fact, the Seminar Leaders will be asking for mid-term feedback regarding student teacher progress. (Please be sure to get the name, number and email address of the Seminar Leader from your student teacher.)

After the semester ends you will receive a voucher from the Office of Teacher Education for 3 free credits towards any course taken at Teachers College. There will be a registration fee. Any questions regarding this can be directed to Katie Ledwell at Ledwell@tc.columbia.edu.

Please note that student teachers in Phase 2 can expect to be at their schools for at least half of each school day, for approximately 15-20 hours per week. They are usually carrying a full course load (11/12 credits) while student teaching, so their time spent student teaching needs to be limited to the 15-20 range. If you have questions that you want to discuss with us, please feel free to call. We look forward to working with you this semester.

Marcelle Mentor, Phase 2 Student Teaching Coordinator
mm3128@tc.columbia.edu; 646-339-5264

English Education Program, Teachers College, Columbia University

Assessment of the Student Teacher

Collaborative and Continuous

For the best professional results, it is vital for the student teacher to be an active participant in the assessment by his/her cooperating teacher and supervisor. If the student teacher is to have genuine opportunities for growth, the feedback received from the cooperating teacher and supervisor must be regular and consistent, i.e. an integral part of the overall student teaching experience.

Comprehensive

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

Self-Reflective

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

Specific

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

Satisfactory Completion of Requirements

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

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

APPENDIX A

Student Teacher Professional Behavior

A Document for Student Teachers

Professional Behavior Protocol

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

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

Guest-Host Relationship

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

Confidentiality

During your student teaching, you will be involved in a privileged situation in which you are exposed to a variety of confidential information, such as student records, school and classroom problems, and teacher lounge conversation. Public exposure of confidential information is detrimental to the rapport that Teachers College has established with the many schools in which it places student teachers. Such information is best discussed, if at all, in the realm of student teaching seminar.

Attendance

Participation in the student teaching program requires a total commitment. You have a responsibility to the program, to the cooperating teacher, and most importantly to the students. In cases of excused absences, it is important to contact your cooperating teacher.

N.B. *Cell Phones* - Must be off and away during class time. There have been reports of student teachers texting while the cooperating teacher is teaching. Doing this would obviously be unprofessional in addition to being rude. Keep in mind the Guest-Host Relationship noted above.

APPENDIX A

A Step by Step List for Student Teachers

1. When you receive your placement, be sure to record all the information about your school, your cooperating teacher and your partner, if you are paired with another student teacher.
2. Contact the appropriate person who is listed as the contact for your school. If you are paired with another student teacher, decide who will make the call and how you will communicate with each other. Please understand that the first week of school is a very hectic time and that everyone is very busy. You may need to be persistent in your phone calling or you may have to contact the person at home if s/he has provided that information.
3. Arrange a first visit to your site. It is important that you treat that first visit as an interview. When you meet with your cooperating teacher for the first time, review the material on the Student Teacher Agreement form so that both of you are clear about requirements, expectations and purposes of your Phase 1 placement. It is particularly important that you discuss your exit date early on since that is frequently a source of misunderstanding.
4. Complete the forms for the Office of Teacher Education from the Student Teaching Packet ` you are given. Download *Student Teaching Packet* from www.tc.edu/ote or pick one up at the OTE Office in Zankel 411. Turn in the completed forms to Zankel 411. Email any questions to ote@tc.edu.
 - To obtain Clearance Letter:
 - Tuberculin test and Fingerprinting
 - Register online at
<https://nyc.teacherssupportnetwork.com/studentteacher/Home.do>
[teacher/Home.do](https://nyc.teacherssupportnetwork.com/studentteacher/Home.do)

(See *Student Teaching Packet* for instructions on these items which need to be completed.)

PLEASE NOTE: You will keep the form called “Record of Student Teaching Hours” and turn it in at the end of the semester.

5. You should plan to begin student teaching no later than_____.
6. You will be meeting with your University Supervisor following Student Teaching Orientation. Arrange with your supervisor to make a first visit to your site as soon as possible. This is not an evaluation of your performance or the cooperating teacher’s- it’s to come in and get to see you and the teacher and the situation. If you don’t get to meet with your supervisor today, please call him/her and arrange a site visit as soon as you begin student teaching.

APPENDIX A

Student Teaching Agreement

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

- **TIMING:** Discuss the exact days and hours of the classes that you will be working with. You need to be at your school five half days a week, involved with two classes a day. This may be a change for some cooperating teachers, but it is what we – and the state – now require. When will you arrive and when will you leave? Be sure the time frame allows for some time to meet with your cooperating teacher each day. You will need time to discuss lessons, planning, and goals. If the situation is at all unclear or if it does not appear to meet the requirements of TC, discuss this with your seminar leader or advisor.
- **CONTENT:** Discuss the content of the classes - the overarching goals for the classes, the materials, books and literature that will be read. Try to get a sense of where you will fit in to the class, and what you will be able to contribute in terms of preparation, teaching, working with small groups, etc.
- **COLLABORATION:** Discuss opportunities for collaborative work with the cooperating teacher and with your colleague from TC (if there are two student teachers in a single classroom). Discuss the cooperating teacher's methods and preferred approaches.
- **ASSESSMENT:** Discuss the cooperating teacher's methods of assessment and possible ways you can be involved.
- **PARTICIPATION:** Get a sense of what the cooperating teacher expects in terms of your classroom participation. Will you be planning and teaching independently at some point? Will you be working collaboratively? Running small groups?
- **CLASSROOM VISITS:** Discuss opportunities for visiting and observing other teachers. You should be doing this as well as working with your cooperating teacher!

When will the student teaching placement end?

The Phase 1 semester at TC ends when TC's term ends in December/May. Some schools will require student teachers in Phase 2 to remain in their placement until the public schools end classes in late January/mid-June. In this case, you may register for "Fieldwork" for one credit for this additional student teaching, if you have an elective credit available (see your advisor).

APPENDIX A

Orientation To Placement Site

✓ Check each item as you complete it

Teaching Duties

1. ___ Know your class schedule
 - A. Time begin and end: _____
 - B. Classroom(s): _____
2. ___ Class roster and seating plans (if applicable). Develop a plan to become familiar with student names as quickly as possible. Take special care to use the correct pronunciation.

Non-Teaching Duties

1. ___ When and where are the faculty/department meetings?
2. ___ When does school formally start? End?
3. ___ Policy regarding making copies and access to computers-where?
4. ___ Audio-Visual resources-kinds available, procedure and rules?

School Layout

Be sure to locate...

1. ___ Your assigned classroom(s).
2. ___ Other classrooms in the same grade/department.
3. ___ The students' restroom
4. ___ The teachers' restroom
5. ___ The teachers' lounge (if any)
6. ___ The Central Office (support staff)
7. ___ The guidance counselor's office-His/Her name _____
8. ___ The nurse's office-His/Her name _____
9. ___ The principal's office-His/Her name _____
10. ___ Cafeteria/Faculty Eating Area _____
11. ___ Emergency exit route-walk the emergency route
12. ___ Other essential colleagues: security, custodian, deans

School/Student Teaching Calendar

Each term in your Supervised Teaching of English course, you will be required to create a calendar reflecting key school dates, such as parent-teacher conferences, and dates for Teachers College requiring your attendance during the day, such as Institute schedule.

APPENDIX A

Student Teaching Q & A

Do I have to student teach both semesters?

Yes. We divide the student teaching experience into two semesters, Phase I and Phase 2. To receive New York State certification, you must spend time in both a middle and a high school. They can be non-consecutive semesters.

What's the difference between Phase 1 and 2?

Phase 1 is designed to ease you into the classroom, by allowing you to observe and participate as you and the cooperating teacher feel comfortable. You may be paired with another student who will share your cooperating teacher. You will have the opportunity to lead small groups and plan lessons, and to observe your cooperating teacher as well as other teachers in the school. As the semester progresses, you and your cooperating teacher may feel comfortable having you teach classes independently. The primary goal of Phase 1 is to have you immerse yourself in the culture of the school.

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

How many hours a week do I student teach?

During both phases, you are expected to be at your school every day. (This may vary if your school employs block scheduling.) Exact times are negotiated with your cooperating teacher, but you should be involved with the same two classes on an ongoing basis. During each Phase, you should expect to be at your school at least half the day, and you can expect to put in at least 15-20 hours per week on site. The more committed you are, the more likely it is that you will make contacts that lead to jobs. Many of our student teachers are hired by schools where they have student taught.

The state requires 170 hours during each Phase of Student Teaching (including observing your cooperating teacher, other teachers in your school or at different sites plus planning/teaching). We, however, feel strongly that your commitment to your school, your students and your cooperating teacher should not be measured strictly in hours. See [p. 36](#) for details on hours.

Can I student teach near where I live?

Our placements are in all New York City boroughs. New York has an extensive, efficient and safe mass transit system and you should expect to spend some time commuting and making friends with all

the other teachers reading and grading papers on the train or bus. Long Island, New Jersey and Connecticut placements are a possibility as well.

Can I work and student teach?

Only if you want to have a nervous breakdown. Seriously, student teaching is a professional commitment, a job in itself. Additionally, if you are a full time student, you may be taking as many as 17 points a semester. In between you need to eat, sleep and study. Our advice, then, is no.

Once I'm student teaching, who do I turn to if there's a problem?

We have a strong support system in place. You have a university supervisor who will visit you on site, and observe and conference with both you and your cooperating teacher. Additionally, you will meet once a week with a seminar (Supervised Teaching of English) where you will discuss and examine issues involved with your teaching life. The seminar, and your colleagues in it, will be a tremendous support network. Also, it is imperative that you contact your advisor and the Student Teaching Coordinator-Phase 1-Kelly DeLuca; Phase 2-Marcelle Mentor.

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

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

APPENDIX A

Self-Analysis During Student Teaching

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

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

Questions to Ask As You Evaluate Your Own Lesson

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

Some Suggestions to Consider for Improving Lessons

Planning

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

Implementation

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

Learner Assessment

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

Classroom Management/Learning Environment

1. Explain rationale for rules; have students determine rules wherever appropriate.
2. Treat students in a respectful manner and demand that they treat you and the other students the same way.
3. Be consistent; do not leave students wondering if it is acceptable to break rules sometimes.
4. Make smooth transitions so there is less time for off-task behavior to begin.
5. Plan for the entire class time.

APPENDIX A

Evaluation of Student Teaching

Student teacher evaluations are submitted by the Cooperating Teacher and University Supervisor electronically to the Seminar Leader. The standardized evaluation form serves as a guideline for them. A copy of the evaluation is also sent to our archive email account. Cooperating Teachers and University Supervisors are encouraged to share their evaluations with the student teachers before submitting them. Once they have been forwarded, they are confidential. A blank copy of the standardized evaluation form will be shared with student teachers early in the semester through the Supervised Teaching of English seminar.

APPENDIX B

Notes to the Cooperating Teacher

I. Orientation for Cooperating Teachers

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

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

II. Observation and Participation

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

- Encourage your student teacher to observe with a purpose. Model successful teaching techniques.
- Provide your student teacher with opportunities to observe and study classroom routines, procedures and rules.
- Introduce your student teacher to classroom management styles. Discuss different ways problems can be handled.
- Involve your student teacher in preparation and discussion of daily and long-term planning, including assessment and record keeping techniques.
- Listen to your student teacher’s ideas and suggestions. Help revise these ideas and suggestions as necessary.
- Involve your student teacher in grade/department/school meetings.
- When appropriate, include your student teacher in conferences with parents.
- Familiarize your student teacher with classroom duties (school protocols dealing with attendance, discipline, etc.) apart from preparing and implementing lessons.

III. Induction into Teaching

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

A. Suggestions to Help Student Teachers Plan Effectively

1. Acquaint your student teacher with your long-range plans for the semester and the year so that her/his planning will be consistent with the overall objectives you have established in the past. Show her/him sample plans, which could serve as guides.
2. Detail your expectations regarding this student teacher experience.
3. Writing lesson plans is one of the greatest challenges for your student teacher. Show her/him the format you prefer, if you have one, and encourage your student teacher to work with you in the writing and revising of lesson plans.
4. Explain your system of collecting and organizing files of instructional materials. Encourage your student teacher to develop her/his own files.
5. Allow time in your schedule for regular feedback on the student teacher's presentation of her/his lesson plans.

B. Questions to Ask to Help the Student Teacher Evaluate Plans

1. Can we discuss the purpose/objective of the learning for the lesson?
2. What provisions have you made for individual differences in student needs, interests and abilities?
3. To what extent are your plans flexible, and yet focused on the subject?
4. How might you alter your plans when you see they are not working?
5. What criteria do you use to determine where in your plans you were most successful?
6. To what extent do you think your use of language in discussion suited to the students' level?

If a problem should arise, please contact the Student Teaching Coordinator:

Phase 1: Kelly DeLuca, kmd2185@tc.columbia.edu; 860-368-9621

Phase 2: Marcelle Mentor, mm3128@tc.columbia.edu; 646-339-5264

APPENDIX B

Notes for the Administrative Contact

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

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

If a problem should arise, please contact the Student Teaching Coordinator:

Phase 1: Kelly DeLuca, kmd2185@tc.columbia.edu; 860-368-9621

Phase 2: Marcelle Mentor, mm3128@tc.columbia.edu; 646-339-5264

APPENDIX B

Notes to the University Supervisor

A key ingredient of success in student teaching is the quality of the supervision you provide for the student teacher.

Some suggestions for maintaining high quality supervision might include:

1. Observe the student teacher on a regular basis and in a variety of situations.
2. Provide feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records). Supportive and thorough perceptions should be included.
3. Help the student teacher relate teaching theory to classroom practice (e.g. discussion of reasons for selecting materials and methods).
4. Provide opportunities for input from the cooperating teacher.
5. 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.
7. Support the habit of self-assessment, including post-lesson analyses, for subsequent improvement.
8. Encourage and support a good rapport between the student teacher and her/his students.
9. Encourage and support a positive relationship between the student teacher and the cooperating teacher.
10. Provide thorough, documented, and thoughtful evaluations at the end of each term, in consultation with the student teacher, if possible.

Conferencing

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

- Initial conference/opening meeting at Teachers College
- For each observation:
 - Pre-teaching conference
 - Post-observation conference
- Mid-semester conference
- Final conference

If a problem should arise, please contact the Student Teaching Coordinator:

Phase 1: Kelly DeLuca, kmd2185@tc.columbia.edu; 860-368-9621

Phase 2: Marcelle Mentor, mm3128@tc.columbia.edu; 646-339-5264

APPENDIX C

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

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

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

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

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

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

If you have teaching experience, and wish to seek independent certification, New York State will no longer evaluate your teaching experience.

After May 1, 2014, INDIVIDUAL EVALUATION is longer an option for candidates seeking teacher certification through the New York State Education Dept. (NYSED). ALL applicants will have to complete an "Approved Teacher Preparation Programs" through an accredited College/University/Institution.

Therefore, you would need to be in TC's 38 Point Program or if you wish to continue teaching, while seeking certification, contact Kelly DeLuca (kmd2185@tc.columbia.edu) immediately.

(If you are already certified in a state that has reciprocity with New York State, see OTE regarding the process involved. Reciprocity is NOT affected by the May 1, 2014 deadline.)

English Education Program
 Teachers College, Columbia University
 525 West 120th Street, Box 183
 New York, NY
 (212) 678-3070

APPENDIX C

Master of Arts in Teaching of English 34 Point Program Description

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

SPECIFIC REQUIRED CORE COURSES:

A&HE 4058 The Teaching of Reading * **3 points**

A&HE 4151 The Teaching of Writing * **3 points**

Note: Teaching of Writing and Writing Nonfiction are taught as one class, in a four-hour block. Sign up for them together, i.e. with the same instructor.

A&HE 4156 Writing Nonfiction* **3 points**

Note: see above

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

**A&HE 5518 Teaching English in Diverse Social/
Cultural Contexts** **2-3 points**

A college approved Diversity class may be substituted for the in-program diversity class with the permission of your advisor.

ADDITIONAL REQUIREMENTS:

One Topic Specific Methods Course **2-3 points**

The topic specific methods course must be in-program. Courses that qualify include *Teaching of Poetry, Teaching of Shakespeare, Literacies and Technologies, and The Teaching of Drama and Theatre* also vary each semester. Most are 3 points; some offered for variable points, 2-3.

One Literature Course **2-3 points**

The literature course must be in-program. Courses that qualify include *The Study of Lit, Cultural Perspectives, Feminist Perspectives, and Adolescent Lit*. Course offerings vary each semester. Most are 3 points; some offered for variable points, 2-3.

N.B. *Teaching of Shakespeare, Literature and Teaching* and *Narrative and Story* can meet either the Topic Specific Method or the Literature course requirement.

REQUIRED WORKSHOPS

A&HE 5204 Fieldwork: Workshops* **1 point**
(Fall Semester)

A&HE 5206 Fieldwork: Workshops **1 point**
(Spring Semester)

Note: A&HE 5204 & A&HE 5206 Fieldwork: Workshops focus on professional development in a variety of areas and serve as a complement to required A&HE coursework. Two terms are required, but take one in the Fall term and one in the Spring term to avoid repetition of content. There is no required sequence.

REQUIRED SEMINARS

A&HE 4557 Seminar in Teaching English * **1 point**
(Fall Term)-Required only for Students currently teaching

A&HE 4557 Seminar in Teaching English **1 point**
(Spring Term)-Required only for Students currently teaching

A&HE 5590 Master's Seminar **1 point**
All MA students are required to enroll in the A&HE 5590 Master's Seminar.

TWO to THREE FOUNDATIONS COURSES (total of at least 6 points)

There are 6 points of required Foundations courses: They must be taken at TC and outside of our program and **must be taken for a minimum of two points.** A Foundations class is any class at TC that does not have the "A&HE" prefix. Foundations classes are meant to broaden your knowledge about the historical, psychological, and cultural foundations of education. Consider this when making your selections.

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

ELECTIVE COURSES-OPTIONAL

If you wish to take an elective course, then you must take three (3) courses for 2 credits to have a 2 point elective available. If you take four (4) courses for 2 credits, you will have a 3 point elective available. Electives can be taken at Columbia's main campus or at TC. An elective can be an additional English Ed class. You will have the option to take an elective ONLY if your schedule allows for "saving up" enough credits to take an elective. See your advisor on how to do this. Electives must be graduate level classes. **It is imperative that you plan carefully to fit classes in when they are offered. Don't over-pay. Do the math in advance.** (You must take ONE course for 2 credits to avoid overpaying.)

**For All Students Beginning the Program Fall, 2016 or later,
the following are now mandated graduation requirements:**

→ **3 Workshops**

1. **Detection & Reporting of Child Abuse and Substance Abuse***
2. **Violence Prevention course***
 - a. *Both of these may be taken on-line or in-person. They will also be offered at Teachers College through the Office of Teacher Education.
3. **Dignity for All Students Act (DASA) Training-** See Office of Teacher Education about fulfilling the DASA Requirement. This must be done in person.

A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State. For further information, please contact the Office of Teacher Education at 678-3502.

→ **Liberal Arts and Science Requirements**

In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education. See also in *Appendix C: [Liberal Arts and Science Requirements](#)* in Handbook.

For All Students Seeking Professional Certification as of 2017

For all students who have initial certification and seek professional certification through the 24 pt.MA program, CAEP, the Council for the Accreditation of Educator Preparation requires that you satisfy

an instructional assessment, by teaching to lessons developed in the Curriculum Plan developed in the English Methods course. See Marcelle Mentor for more details.

**After May 1, 2014, INDIVIDUAL EVALUATION is no longer an option for candidates seeking teacher certification through the New York State Education Dept. (NYSED). ALL applicants will have to complete an "Approved Teacher Preparation Programs" through an accredited College/University/Institution. See "*Should I be in the 34 or the 38 point program?*" p. 45 in Handbook and/or see Kelly DeLuca for more details.

(If you are already certified in a state that has reciprocity with New York State, see OTE regarding the process involved. Reciprocity is NOT affected by the May 1, 2014 deadline.)

Master of Arts in Teaching of English Transitional B Certificate 35 Point Program Plan

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

You are required to take these courses:

A&HE 5204	Fieldwork: Workshops* (Fall Semester)	1 point
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A&HE 5206	Fieldwork: Workshops (Spring Semester)	1 point
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A&HE 4557	Seminar in Teaching English * (Fall semester)- See Page 2	1 point
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A&HE 4557	Seminar in Teaching English (Spring semester)-See Page 2	1 point
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A&HE 4058	The Teaching of Reading *	3 points
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A&HE 4151	The Teaching of Writing *	3 points
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Note: Teaching of Writing and Writing Nonfiction are taught as one class, in a four hour block. Sign up for them together, i.e. with the same instructor.

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

A&HE 5590	Masters Seminar	1 point
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You must enroll in this course for one point in your final year (Advisable to take in the Fall Term of last year).

A&HE 4057	English Methods *	3 points
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**A&HE 5518 Teaching English in Diverse Social/
Cultural Contexts** **2-3 points**

A college approved Diversity class may be substituted for the in-program diversity class with the permission of your advisor.

In addition, you must complete the following requirements:

ONE LITERATURE COURSE **2-3 points**

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

Most are 3 points; some are offered for variable points, 2-3

ONE TOPIC SPECIFIC METHODS COURSE **2-3 points**

The topic specific methods course must be in-program. Courses that qualify include *Teaching of Poetry, Teaching of Shakespeare, Literacies and Technologies, Curriculum & Assessment* and also vary each semester. Most are 3 points; some are offered for variable points, 2-3

N.B. *Teaching of Shakespeare, Literature and Teaching* and *Narrative and Story* can meet either the Topic Specific Method requirement or the Literature course requirement.

TWO to THREE FOUNDATIONS COURSES (total of at least 6 points)

MUST TAKE EACH FOR A MINIMUM OF TWO POINTS.

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

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

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

Note Well

You will have the option to take an elective ONLY if your schedule allows for “saving up” enough credits to take an elective. See your Advisor on how to do this and always do the math. You must take two (2) courses for 2 credits to have a 2 point elective available. If you take three (3) courses for 2 credits, you will have a 3 point elective available.

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

For All Students Beginning the Program Fall, 2016 or later,

the following are now mandated graduation requirements:

→ **3 Workshops**

4. **Detection & Reporting of Child Abuse and Substance Abuse***

5. **Violence Prevention course***

- a. *Both of these may be taken on-line or in-person. They will also be offered at Teachers College through the Office of Teacher Education.

6. **Dignity for All Students Act (DASA) Training-** See Office of Teacher Education about fulfilling the DASA Requirement. This must be done in person.

A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State. For further information, please contact the Office of Teacher Education at 678-3502.

→ **Liberal Arts and Science Requirements**

In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education. See also in *Appendix C: [Liberal Arts and Science Requirements](#)* in Handbook.

Certification Exams for “Transitional B’ starting May 1, 2014

1. edTPA (Teacher Performance Assessment)
2. Educating All Students Test (EAS)
3. Revised Content Specialty Test in English (CST)

www.nystce.nesinc.com (Check this site for all information on the exams, including preparation materials.)

Revised: Summer 2019

Master of Arts in Teaching of English with New York State Initial Certification 38 Point Program Description

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

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

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

DEGREE REQUIREMENTS

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

APPENDIX C

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

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

ENGLISH EDUCATION PROGRAM REQUIREMENTS

METHODS

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

Required courses include:

A&HE 4057	English Methods	(3 pts)
A&HE 4058	Teaching of Reading	(3 pts)
A&HE 4151*	Teaching of Writing	(3 pts)
A&HE 4156	Writing Nonfiction	(3 pts)
A&HE 5518**	Teaching English in Diverse Social & Cultural Contexts	(2 pts)

*A&HE 4151 is taken as a 6-credit block with A&HE 4156

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one Topic Specific Methods class:

A&HE 4152	Literacies & Technologies in the Secondary English classroom	(3 pts)
A&HE 4155	Critical Issues in the Secondary English Classroom	(2-3 pts)
A&HE 4157	Writing: Fiction and Personal Narrative	(2-3 pts)
A&HE 4550	Teaching of Poetry	(3 pts)
A&HE 4551	Teaching of Shakespeare	(3 pts)
A&HE 4552	Curriculum and Assessment	(3 pts)

A&HE 4100 Teaching of Drama and Theater (3 pts)

Or other available topic specific methods classes in A&HE (these vary by semester).

N.B. Teaching of Shakespeare can meet either the Topic Specific Method requirement or the Literature course requirement (see below).

CONTENT

Content courses consist of a two-part (Writing and Literature) requirement:

Writing

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

A&HE 4151 Teaching of Writing (3 pts)

A&HE 4156 Writing Non-Fiction (3 pts)

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

A&HE4157 Writing: Fiction (3 pts)

A&HE4158 Writing: Poetry (3 pts)

Literature

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

A&HE 4561 Narrative and Story (3 pts)

A&HE 4050 Literature and Teaching (3 pts)

A&HE 4051 Critical Approaches
to Literature (3 pts)

A&HE 4052 Adolescent Literature (3 pts)

A&HE 4053 Cultural Perspectives (3 pts)

A&HE 4056 Feminist Perspectives (3 pts)

A&HE 5151 Popular Texts (3 pts)

Or other available literature classes in A&HE (these vary by semester).

N.B. Literature and Teaching and Narrative and Story can meet either the Topic Specific Method requirement or the Literature course requirement.

FOUNDATIONS

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least three Foundations courses (courses outside of the English Education Program not designated "A&HE"). Students must use Foundations credits to meet

the NY State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if they have not had previous college level coursework in these areas. All MA students should review their undergraduate or other college level transcripts with an advisor before registration. If you have met the **NY State requirements as an undergraduate or during other college level coursework, you will have more flexibility in taking Foundations classes.** Foundations courses may be taken as Pass/Fail.

Foundations courses must meet the following criteria:

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

**For students entering our Program on or after the Summer 2011 term, the Special Education Foundation course MUST be taken for 3 credits to meet NYS Certification requirements.*

N.B.: You must take at least two (2) of your Foundation courses for 2 points each to avoid overpaying.

ELECTIVES

38-point students will have room for only a one (1) point elective if a Literature course is available for 2 credits (this is a rare situation). The only restrictions on elective courses are that they must be taken at Teachers College or Columbia University at the graduate level. See your advisor.

SEMINARS

All student teachers must be registered for A&HE 4750 & A&HE 4751 Seminars during each phase of student teaching.

A&HE 4750 Supervised Teaching of English (3 pts)

A&HE 4751 Fieldwork and Observation (1 pt)

Two terms of Fieldwork: Workshops are required, but take one in the Fall term and one in the Spring term to avoid repetition of content. There is no required sequence. Therefore, you can first take the Spring term session, then the Fall term session, or visa versa. The key is not to take two Fall term sessions or two Spring term sessions. You do not need to take these courses during student teaching, though it is recommended.

A&HE 5204 Fieldwork: Workshops (Fall) (1 pt)

A&HE 5206 Fieldwork: Workshops (Spring)(1 pt)

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

A&HE 5590 Masters Seminar (1 pt)

GRADING POLICIES

Pass/Fail vs. Letter Grades

All courses within the English Education Program are to be taken for a letter grade, with the exception of the Masters Seminar & Fieldwork and Observation which are graded Pass/Fail. Foundation courses may be taken as Pass/Fail. In order to do so, a Change in Grade Mode Form, with the approval of the instructor, must be submitted to the Registrar during the first three class sessions. Once the grade option has been approved, it may not be changed.

Incompletes

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

Attendance

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

For All Students Beginning the Program Fall, 2016 or later,

the following are now mandated graduation requirements:

→ 3 Workshops

7. **Detection & Reporting of Child Abuse and Substance Abuse***
8. **Violence Prevention course***
 - a. *Both of these may be taken on-line or in-person. They will also be offered at Teachers College through the Office of Teacher Education.
9. **Dignity for All Students Act (DASA) Training-** See Office of Teacher Education [about fulfilling the DASA Requirement. This must be done in person.](#)

A copy of the Certificate of Completion or Certificate of Participation must be turned in to the Registrar if you are seeking certification from NY State. For further information, please contact the Office of Teacher Education at 678-3502.

→ Liberal Arts and Science Requirements

In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education. See also in *Appendix C: [Liberal Arts and Science Requirements](#)* in Handbook.

Certification Exams

- 1) edTPA (Teacher Performance Assessment)
- 2) Educating All Students Test (EAS)
- 3) Revised Content Specialty Test in English (CST)

www.nystce.nesinc.com (Check this site for all information on the exams, including preparation materials.)

Revised: Summer 2018

APPENDIX C

The Student Teaching Experience

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

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

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

→ For each Phase you will submit a Student Teaching Record of Hours; see [Student Teaching Packet](#).

There are two categories for Student Teaching hours:

Teaching Hours (#1): (~120 hours/ semester)

What counts as Actual Teaching Hours: Teaching hours include classroom instruction, tutoring of small groups or individuals, on-site planning and reading/grading of student work, laboratory and studio work, and supervision of homeroom or study halls, i.e. time spent interacting with students in some way.

Observation & Support Hours (#2): (~50 hours/ semester)

What counts as Observation Hours: observing the cooperating teacher or other teachers, attending professional development or staff meetings, conferences or parent teacher meetings. Many of these observational hours can be acquired in the first few weeks of your placement

before you begin engaging in teaching, and when you are familiarizing yourself with the classroom and the teaching of the cooperating teacher and the other teachers in the school.

You must have hours listed in both Teaching & Observation categories. 50 in observational hours and 120 in teaching hours. The combination of the two must add up to a minimum of 170 hours. Certainly in Phase 1 category, observation hours will be the easiest to acquire.; The Phase 2 category will have the most opportunity for teaching hours, but observational hours can be added through by means of planning and visits to other classrooms. The minimum hours (Total Hours (Column D), for each Phase of Student Teaching, must equal 170. We, however, feel strongly that your commitment to your school, your students and your cooperating teacher should not be measured strictly in hours.

→ **TB Test**

In order to adhere to New York State law, student teaching placement information will be withheld until the TB Test form (see *Student Teaching Packet*) is completed and submitted to the Office of Teacher Education-Zankel 411. Please note that TB tests are valid for one year.

→ **Fingerprinting**

All student teachers must be fingerprinted before entering the classroom. There have been important changes made in terms of pathways and requirements. Pathway One -for the fastest turnaround- involves visiting *one* destination at 65 Court Street, in Brooklyn, NY. Pathway Two has a longer turnaround but with the convenience of multiple destinations around the city. Finally, the pathway for students without social security numbers requires being fingerprinted twice: once at the New York City Department of Education, for student teaching, and once at the state level, for certification (Please see *Student Teaching Packet* for extended information on all of these pathways). See Office of Teacher Education for any further information, if needed.

APPENDIX C

New York City Certification Procedures

→ Contact The Office of Teacher Education (Zankel 411) for the most up to date requirements and certification meetings: ote@tc.edu; 212-678-3502

To be certified by New York State, additional requirements include:

- 24 points in English content courses (required prior to admission in the Program)
- 12 credits in education or methods courses
- One (2 points) college-approved, program-offered diversity education course
- 2 semesters of student teaching
- Certification Exams:
 1. edTPA (Teacher Performance Assessment); complete during Phase 2
 2. Educating All Students Test (EAS); recommended after Special Education course
 3. Revised Content Specialty Test in English (CST); can complete any time

→ Check this site for all information on exams, including preparation materials:

www.nystce.nesinc.com

→ Check with your Advisor regarding 'Safety Nets' for these exams in place until June 30, 2018.

- Liberal Arts and Science Requirements
(If this requirement was not fulfilled as an undergraduate, necessary courses may be obtained at Columbia University or any other accredited institution. In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education).
- Three workshops:
 1. Detection & Reporting of Child Abuse and Substance Abuse course (at [TC](#) or [online](#))
 2. Violence Prevention course (at [TC](#) or [online](#))
 3. Dignity for All Students Act (DASA) Training- Contact Office of Teacher Education about fulfilling the DASA Requirement. (at [TC](#))

→ A copy of the Certificate of Completion or Certificate of Participation for each workshop must be turned in to the Registrar if you are seeking certification from NY State. For further information, please contact the Office of Teacher Education at 678-3502.

N.B.: The 3 workshops and Liberal Arts and Science Requirements are required for NY State certification. In addition, for students beginning the program Fall 2016 and after, these 3 workshops and Liberal Arts and Science Requirements are also required for graduation.

To be certified by Teachers College (meaning that the college recommends you to the state for certification), a candidate *must be* in the 38 point MA Program with Initial Certification. Prior teaching experience *cannot* be substituted for student teaching.

→ When you near completion of your degree, you must fill out and submit to the Registrar an application for Institutional Recommendation (OTAPP-3) for Initial Certification. Along with your application, you will need to submit a money order payable to the New York State Education Department. Test, licensing and certification information is available in the Office of Teacher Education (212-678-3502/411 Zankel Hall).

Requirements for Certification in Other States

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

APPENDIX C

Liberal Arts and Science Requirements in English

Mathematics: 3 credits

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, statistics, and studies in which mathematics is applied to solving problems (e.g., engineering) are not acceptable.

Science: 3 credits

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. 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.

Social Studies & History: 3 credits

Examples of acceptable courses include courses in history, geography, anthropology, economics, sociology, and political science.

Foreign Language: 3 credits

Sign Language is acceptable as well to fulfill this requirement. Also, if you know a language other than English and didn't take a foreign language course as an undergraduate, see your advisor.

→ If any of these requirements was not fulfilled as an undergraduate, course(s) may be obtained at any accredited undergraduate institution. Online courses may be taken as well, but only if approved by the Office of Teacher Education.

→ These requirements may be also met by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Teacher Education, Zankel 411.

APPENDIX C

Helpful Websites

TC ENGLISH EDUCATION

<http://www.tc.columbia.edu/arts-and-humanities/english-education/>

The English Education Website is an excellent source for all your burning questions about program requirements, job listings, certification, faculty information, etc.

OFFICE OF TEACHER EDUCATION

<http://www.tc.columbia.edu/office-of-teacher-education/>

The Office of Teacher Education is another important resource, especially regarding licensing/certification requirements, plus meetings on certification.

OFFICE OF CAREER SERVICES

<http://www.tc.columbia.edu/career-education/>

TC's Office of Career Services-invaluable help in resume writing, interviewing techniques, etc.

NEW YORK STATE CERTIFICATION

<http://www.highered.nysed.gov/tcert/>

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

CERTIFICATION EXAMS

www.nystce.nesinc.com

Check this site for all information on exams, including preparation materials.

NEW YORK CITY DEPARTMENT OF EDUCATION

<http://www.nycenet.edu>

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

INSIDESCHOOLS.ORG

<https://insideschools.org/>

A guide to New York City's Public Schools; the website of a nonprofit organization which provides statistical portraits of NYC's public schools.