



COOPERATING TEACHER HANDBOOK

Office of Teacher Education
Teachers College, Columbia University

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THE OFFICE OF TEACHER EDUCATION

The Office of Teacher Education at Teachers College, Columbia University, aims to provide information, support and resources to instructors, students, cooperating teachers, and student teaching supervisors engaged with TC Teacher Education Programs that lead to initial and professional certification.

We invite you to visit us in Zankel Hall, Room 411, call us at 212.678-3466, or email us at ote@tc.edu with questions or concerns regarding student teaching materials and procedures, or other questions related to Teacher Education at Teachers College.

For specific program information, please contact the appropriate person indicated below.

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<i>Office of Admissions</i>	<i>Application to Teachers College</i>	admission@tc.columbia.edu 212.678.3710
<i>Office of the Registrar</i>	<i>Course Enrollment</i>	registrar@tc.columbia.edu 212.678.4050
<i>Office of Teacher Education</i>	<i>Tuition Vouchers for Cooperating Teachers</i>	ote@tc.edu 212.678.4057

A CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION AT TEACHERS COLLEGE

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

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

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

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

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

Standard 1: Inquirers and Reflective

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

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

Standard 3: Learner-Centered

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

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

Standard 5: Advocates of Social Justice and Diversity: Our candidates are familiar with legal, ethical, and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

COOPERATING TEACHER ELIGIBILITY

Teachers College adheres to several Cooperating Teacher eligibility requirements, which reflect city and state guidelines:

- Cooperating Teachers are expected to have 3 or more years of full-time teaching experience.
- Cooperating Teachers should be certified in the same area that the student teacher is preparing for, or a closely related area.
- Cooperating Teachers cannot host a student teacher without the approval of their principal.
- Cooperating Teachers must be full-time employees in the school where the student teacher is completing their student teaching experience. Cooperating Teachers who are classroom teachers host the student teacher in their classroom and provide consistent mentorship, typically for a full semester. Cooperating Teachers who are out-of-classroom teachers (such as SETSS providers) allow the student teacher to shadow them throughout the school day. In cases where neither of the above is true, written approval from TC's Office of Teacher Education must be obtained.

In addition, many TC programs adhere to additional program-level requirements for Cooperating Teacher eligibility. If you are interested in becoming a TC Cooperating teacher, please feel free to reach out to us at ote@tc.edu.

THE STUDENT TEACHING EXPERIENCE

Informed by a strong focus on social justice, curriculum and inquiry, our mission is to prepare teachers who understand the political nature of schooling, are able to recognize and interrupt deficit views of children, and have the skills, knowledge and dispositions to advocate for all students so that each has access to the quality education and care they deserve.

We also know that learning to teach requires much more than strategies and techniques. Instead, teaching to meet the complex needs presented by a diverse student population demands the ability to ask critical questions, to “invent” practice by learning from children and listening to them, and to operate from a stance characterized by capacity and possibility, not limitations and low expectations.

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

As such, student teaching takes place in a wide variety of classroom settings located in an equally wide variety of schools. Our programs place student teachers with urban and suburban public schools, private schools, alternative schools, and specialty schools. Each student can expect to complete a minimum of two student teaching placements, each in a different grade level according to the requirements of the specific teaching certificate for which they are preparing. For example, if a student is working toward initial certification in childhood education--grades 1-6, one student teaching experience must be in grades 1-3, the other in grades 4-6. Students can also expect to be

learning to teach in the discipline or subject area (English, mathematics, music, biology, etc.) for which they are seeking certification.

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

Cooperating teachers:

- serve as mentors, models, and instructors to student teachers
- guide student teachers in planning and implementing curriculum
- afford student teachers many opportunities to develop their personal teaching style and full potential
- encourage questions as well as open discussion and dialogue
- monitor and assess the many aspects of each student teacher's growth
- challenge, re-direct, question and explain according to the needs of the pre-service student

INFORMATION FOR THE COOPERATING TEACHER

First, thank you for working with a student teacher from Teachers College. Your willingness to open your classroom to our institution and our students attests to your commitment to the teaching profession and underscores the seriousness with which you assume your role as a mentor and teacher educator. The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

Welcoming the student teacher to your classroom and school

All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. To make a successful transition into the field placement, student teachers need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as “real” teachers. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

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

- o **Encourage your student teacher to learn the names and important background information** of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.
- o **Be prepared to spend some time talking with your student teacher.** For example, share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, and think aloud about the goals you have for your students that year. Encourage your student teacher to share in return; goals, fears, talents, and previous experience are a great place to start. Get to know one another.
- o **Introduce your student teacher to other faculty and personnel in the school.**
- o **Provide a work area for your student teacher and a space for personal belongings.**
- o **Acquaint your student teacher with curricula materials, instructional supplies, teaching aids, and other available equipment or technology.**
- o **Articulate the rules, regulations, and practices of the school;** share the school’s mission, as well as the services and programs that are provided.
- o **Add the student teacher’s name to the classroom door.**
- o **Don’t forget to underscore confidentiality issues.**

Gathering information and establishing channels of communication

- o Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- o Review program documents and student teaching guidelines together.
- o Schedule at least one time a week when you can meet to plan together and talk about what has been—and will be—going on in the classroom.
- o Meet with your student teacher's college supervisor as early in the term as possible and plan ahead for three-way conferences when you, the supervisor and the student teacher can discuss goals, needs and progress.

Planning for your student teacher's growth and development over time

- ☐ Scaffold your student teacher's learning and development over time
- ☐ Observations are very important and should be **frequent** and **purposeful**
- ☐ Guide your student teacher to assume responsibilities

Inducting your student teacher into the teaching profession

Think about the **knowledge, skills, and experiences** your student teacher will need to participate fully and productively in the school and the profession. Here are some examples of how you can help them gain the knowledge they need:

- ☐ Share assessment and data-keeping techniques
- ☐ Invite them to attend school/grade/department meetings
- ☐ Encourage them to attend after school activities
- ☐ Provide *specific* guidelines surrounding the care and safety of students

Assessing teaching readiness and fit

- ☐ Any concerns should be shared with candor and care with both the **student teacher** and **supervisor**
- ☐ Intervention, additional support, and specific feedback are necessary to assist student teacher's growth
- ☐ **Ensuring teacher quality is the most significant responsibility you assume as a cooperating teacher**

Important Policy: Student Teachers May Not be Left Alone with Students

- ☐ While we encourage student teachers to take on increased responsibility over planning and instruction as their capacities grow, the cooperating teacher must be present in the room at all times. The vast majority of our student teachers are not yet certified, nor are they employees of the school.

GUIDELINES FOR COMMUNICATING WITH STUDENT TEACHERS

1. Focus feedback on behavior rather than the person.

It is important that we refer to what a person does in the classroom rather than a personal trait. Thus, we might say a person "talked considerably at the meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences.

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

3. Focus feedback on description rather than judgment.

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

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

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

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

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

COOPERATING TEACHER TUITION VOUCHER INFORMATION

Voucher Policies

- CT Vouchers are available to Teachers College Cooperating Teachers (TC CT). A TC CT is a full time teacher who has hosted a TC student teacher in their classroom for a full student teaching placement experience, as part of the student teacher's progress toward New York State Teaching Certification and with the approval of the student teacher's TC teacher education program.
- CT Vouchers are valid for **four semesters** after the semester in which a CT hosted a student teacher. Summers count as one semester. For example, a voucher earned in Fall 2018 can be used in Spring 2019, Summer 2019, Fall 2019, and Spring 2020. Expired vouchers **cannot** be used toward coursework at Teachers College.
- CT Vouchers **cannot** be used toward courses at Columbia College or other Columbia University affiliates; they can only be used at Teachers College.
- CT Vouchers **cannot** be used toward private fee-based studio courses in the Music or Art program, such as private music lessons or studio art classes.
- CT Vouchers **only** cover the number of tuition credits earned. Any charges for credits not covered by the tuition voucher are the responsibility of the person utilizing the voucher. If you are not sure how many credits you have earned, email ote@tc.edu to check how many credits are available to you.
- In order to use your voucher, you must be one of the following: a registered non-degree candidate at TC, a matriculated student at TC, or an alumni of TC. Those applying to be non-degree candidates at TC will be charged a modest application fee by the Office of Admissions; this fee is not covered by your voucher. However, the college fee, charged when you register for classes, *is* covered by the voucher.
- The steps on the following page must be taken *before* the beginning of the semester in order to avoid delays, late fees, and the passing of the add/drop period. **Tuition voucher requests received after the add/drop deadline for the requested course will not be honored.**
- Tuition vouchers must be used by the Cooperating Teacher who earned them; they are **not** transferable.

Cooperating Teacher Voucher Procedures

Part 1: If You Are NOT a TC Student or TC Alumni, Apply to be a Non-Degree Candidate*

Complete a Non-Degree Application through TC's Office of Admissions at www.tc.columbia.edu/admissions/apply/. Note that you will need to pay a \$65 application fee, and an undergraduate transcript is required. When you are accepted as a non-degree candidate (this usually takes a few days), follow instructions to activate your TC uni, if needed. A "uni" is a TC username that the university issues to you for use in registration and other tasks. **If you are a student or alum, skip to Part 2.**

Part 2: Register for a Class via the "myTC" Portal on the TC Homepage

1. Explore TC course offerings at <https://www.tc.columbia.edu/academics/courses/>. If you are unsure of which course you'd like to take, feel free to reach out to us for support or connections to other CTs who have enjoyed this benefit.
2. Go to www.tc.edu, and click "myTC" in the upper right hand corner. Log into myTC using your uni and password.
3. Click the "Courses" tab at the top of the page. Under "Registration Tools" in the top right corner, click "Add or Drop Classes." Choose the term for which you would like to register. Choose "Add/Drop Classes." Search for the class you would like to take, and "add" it. Please be reminded that your voucher will only cover the number of credits you have earned as well as the college fee. Some courses have special course fees; you are responsible for covering those charges.

Part 3: Complete the Office of Teacher Education's Voucher Request Form

Go to <http://tinyurl.com/mbqzvmg>, OTE's Voucher Request form, and complete it. By completing this form, you are asking the Office of Teacher Education to create a voucher to be applied to your course registration. Please complete this form prior to the first day of the semester in order to avoid incurring late fees (assessed by the bursar's office). Tuition voucher requests received after the add/drop deadline for the requested course will not be honored. If you are indeed eligible for a CT voucher, OTE will send it to the bursar on your behalf. **Please note that the bursar typically posts voucher payments to student accounts during the first two weeks of classes.**

Part 4: Complete the Cooperating Teacher Survey

For accreditation purposes, your final step is to complete our Cooperating Teacher Survey: <http://goo.gl/Kqix4h>

**TC Alumni who wish to redeem a CT voucher do not need to apply to be non-degree candidates. However, they should complete the "Non-Degree Waiver" and email it to: registrar@tc.columbia.edu. The form can be found at: <https://www.tc.columbia.edu/form-library/registrar/non-degree-waiver/files/nondegrewaiver2.pdf>. Cooperating teachers who are enrolled in a degree program at Teachers College may skip Step 1 altogether.*

COOPERATING TEACHER LIBRARY BENEFITS INFORMATION

Cooperating Teachers (CTs) who have hosted a student teacher in one of the previous four semesters may apply for a full semester of access to the Teachers College Library system's online resources.

These resources include e-books, articles, journals, and over 45 comprehensive academic databases such as ERIC, JSTOR, and APA PsycNET. This opportunity is a great fit for Cooperating Teachers who are interested in deepening their engagement with academic literature related to their inquiries in the classroom as well as CTs who are working to conduct research of their own. Please note that the Library system is only able to grant access to 10 Cooperating Teachers per semester, and access will be granted on a first-come, first-served basis to Cooperating Teachers who meet the criteria for this opportunity.

Policies

- The CT Library Benefit is limited to 10 Cooperating Teachers per semester; access will be granted on a first-come, first-served basis.
- Each semester that a CT hosts a student teacher provides the CT with the opportunity to apply for the CT Library Benefit or the CT Tuition Voucher Benefit; a CT cannot use a single semester of service to access both benefits.
- A CT can apply for the CT Library benefit during the **three semesters** after the semester in which the CT hosted a student teacher, summers not included. For example, a CT who hosted a student teacher in Fall 2018 can apply to use the Library Benefit in Spring 2019, Fall 2019, or Spring 2020. After this, the CT's access to this opportunity expires.
- A CT cannot be granted access to this benefit until his or her student teacher has submitted their Record of Hours form to the Office of Teacher Education.
- Applications are due prior to the first day of the semester.

How to Apply

- Once you have confirmed that you are eligible (see above), complete our CT Library Benefit Application by going to <https://forms.gle/X9ExM99fBgEmHooU8>.

APPENDIX A: STUDENT TEACHER INTRODUCTORY CONVERSATION

Key Information for the Semester:

Student Teacher's Name and Preferred Nickname, if Applicable:

Phone Number:

Email:

Student Teaching Supervisor:

Student Teaching Supervisor's Email:

Program-Mandated Student Teaching Schedule:

Possible Prompts for an Introductory Conversation:

What draws you to the teaching profession?

Do you have any previous experience in classrooms? Tell me a little bit about it. What did you enjoy most? What were you most challenged by?

Are there specific teaching practices, skills, and/or strategies that you would like to develop this semester?

As a student of teaching, what is *your* learning style?

What do you think you might need support with this semester?

Are there any big assignments that you know you will need to complete in the classroom this semester?

APPENDIX B: STUDENT TEACHING GUIDELINES AND BENCHMARKS

Below, please find a general guide to inform your work with student teachers in addition to the recommendations earlier in this handbook. Please note that responsibilities and expectations may differ by program. More detailed information may be available from program specific handbooks or student teaching coordinators.

First Student Teaching Placement

Over the course of their first student teaching experience, student teachers' instructional responsibilities are likely to grow substantially. Throughout, you may find that they need support and feedback on **planning, instruction, and assessment**; you may also find that they need help understanding how their assessment data can feed their plans for the next day or the next unit.

- In the first few weeks, it is typical for a student teacher to take on a few small instructional moments, such as a morning meeting or a read aloud. In addition, novice student teachers should engage in a great deal of observation during their first few weeks; programs often provide student teachers with observation assignments that may support them in documenting their learning about classroom community-building, practices, and strategies.
- By the third week, your student teacher may be ready to take on single lessons in a content area.
- By the sixth week, your student teacher may be ready to plan and teach a sequence of lessons in a particular subject area; they may also be ready to take on back-to-back lessons and transitions, such as a full morning or a full afternoon.
- By the end of the first semester, your student teacher may be ready to take on a full day of teaching or more.

Second Student Teaching Placement

Over the course of their second student teaching experience, student teachers' instructional responsibilities continue to grow. Student teachers should enter their second student teaching placement having developed some capacity as lesson planners and having developed a budding repertoire of instructional moves. Many second-semester student teachers are still working on analyzing assessment data and using that data to inform planning; cooperating teachers can be a terrific resource in this work.

- In the first few weeks, it's typical for a student teacher to take on a few small instructional moments, such as a morning meeting or a read aloud. In addition, novice student teachers should engage in a great deal of observation during their first few weeks; programs often provide student teachers with observation assignments that may support them in documenting their learning about their new classroom context.
- By the second week, your student teacher may be ready to take on single lessons in a content area.
- By the fourth week, your student teacher may be ready to plan and teach a sequence of lessons in a particular subject area; they may also be ready to take on back-to-back lessons and transitions, such as a full morning or a full afternoon.
- By the end of the second semester, your student teacher may be ready to take on multiple days of teaching in a row, such as a full week of instruction.

APPENDIX C: COOPERATING TEACHER SURVEY

Directions: For every semester in which you host a student teacher, please complete the survey below to fulfill college accreditation purposes. Surveys can be: 1) faxed to 212-678-3153 OR 2) emailed to OTE@tc.edu OR 3) mailed to Office of Teacher Education at 525 West 120 Street, Box 97, NY, NY 10027, OR 4) Dropped off in Zankel, Room 411. An online version of this form can be completed at: <https://bit.ly/3svz8M7> (The letters are case sensitive.)

Name: _____ Preferred Email: _____

Please indicate the highest degree earned.

____ Bachelor's Degree ____ Master's Degree ____ Doctoral Degree

Are you currently enrolled in a degree program? If yes, please indicate the degree program and institution. _____

Please select the grade levels in which you have taught in a public or non-public school setting.

____ Early Childhood ____ Elementary (Grades 1-6) ____ Secondary (Grades 7-12) ____ Other: _____

Please select the subject areas in which you have taught.

____ Arts ____ Early Childhood ____ Elementary ____ English
____ Math ____ Science ____ Social Studies ____ Other: _____

Please provide the TOTAL number of years of teaching/professional experience in a school setting. _____

Please list teaching certificates, licenses, and credentials related to the subject area you will be hosting a student teacher. _____

Please select the program at Teachers College for which you will be or currently are a cooperating teacher.

____ Applied Behavior Analysis	____ Art	
____ Bilingual/Bicultural Education	____ Deaf & Hard of Hearing	
____ Early Childhood	____ Elementary	____ English
____ Intellectual Dis./Autism	____ Math	____ Music
____ Science	____ Social Studies	
____ Technology Specialist	____ Other: _____	

Would you be interested in conducting a workshop for other cooperating teachers and/or student teachers at Teachers College?

____ Yes ____ No ____ Maybe

Thank you!

Your support of student teachers is very much appreciated!

APPENDIX D: END-OF-PLACEMENT STUDENT TEACHER EVALUATION FORM

INSTRUCTIONS

Dear Supervisor,

The End-of-Placement Student Teaching Evaluation Form is used at the *conclusion* of a placement period. While the form may be used multiple times to evaluate observations during the course of a placement, the final ratings of the End-of-Placement Student Teaching Evaluation Form are *not* the average of those observations.

The form is a summative assessment which requires you to consider *all* evidence available to you during the entire duration of the placement, including but not limited to lesson plans, discussions, logs, journal assignments, and your conversations with cooperating teachers. After the student teaching placement is completed, based on the preponderance of all of this evidence, you will determine whether and to what degree a student teacher has demonstrated the knowledge, skills and dispositions expected of beginning teachers; this will inform your final ratings on the Student Teaching Evaluation Form.

The form consists of 17 indicators which are aligned with both the INTASC (Interstate Teacher Assessment and Support Consortium, 2011) and New York State Teaching (2011) Standards. Each indicator contains descriptive criteria (that is, critical behaviors, knowledge or dispositions) that provide more information of the intent of the indicator. Please peruse these criteria before giving a rating.

The scoring rubric uses a 4-point rating scale; the lowest possible rating is “1” and the highest is “4.” Ratings of 1.5, 2.5, and 3.5 are fine, but please avoid ratings such as 2.75 or 3.25. There are thus seven possible ratings: 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, and 4.0.

The four levels (Unacceptable, Emerging, Building, Refining) are developed with a progression of knowledge, skills, and dispositions from one level to the next, akin to a continuum of growth. They are defined as follows:

1. **Unacceptable:** The Student Teacher does not demonstrate the minimum essential knowledge, skills, and dispositions necessary for working with learners and/or demonstrates a lack of commitment to acquire such knowledge, skills, and dispositions. A rating of “1” for any of the 17 indicators signals an area of *serious* concern and requires *specific actions* to remediate it.
2. **Emerging:** The Student Teacher demonstrates the basic knowledge, skills, and dispositions expected of *beginning* teachers; however, they are demonstrated partially, inconsistently or inappropriately. The *majority* of student teachers are expected to

receive a rating of “2” (emerging level) at the *end of their first* student teaching placement.

3. **Building:** The Student Teacher demonstrates adequate knowledge, skills, and dispositions expected of beginning teachers; and they apply these knowledge, skills, and dispositions consistently and appropriately. The *majority* of student teachers are expected to receive a rating of “3” (building level) at the *end of their second* student teaching placement
4. **Refining:** The Student Teacher demonstrates knowledge, skills, and dispositions *above and beyond* what is expected of beginning teachers. They expand and apply the knowledge, skills and dispositions of level 3 with an increased sophistication, usually observed in experienced teachers. Level 4 is meant to be aspirational. If you conclude that a student teacher deserves a rating of “4” in any of the 17 indicators, please *explain* what specific knowledge, skills, or dispositions warranted it.

For the 2021-2022 academic year and beyond, we added an overlay of remote learning environment “look-fors,” to provide supervisors, student teachers, and Cooperating Teachers with examples of the ways in which particular indicators might manifest in remote teaching and learning formats. These “look-fors” were generously provided by our colleagues in TC’s Tech Specialist program, with insights from the International Society for Technology in Education’s K-12 standards (<https://www.iste.org/standards/for-students>).

Please complete the form for each student teacher and return it to your program’s Student Teaching Coordinator. If you have questions or concerns about your student teacher or placement, please contact your Student Teaching/Supervising Coordinator. If you have questions or concerns about the form, please contact Sasha Gribovskaya (Gribovskaya@tc.edu) at the Office of Accreditation and Assessment.

Thank you for your service!

End-of-Placement Student Teaching Evaluation Form

Student Teacher's Name:				Program:			
Placement School:				Semester & Year:			
Grade Level							
Reviewer's/Supervisor's Name:				Review Date:			
Which student teaching placement/phase is this? 1 st Placement 2 nd Placement 3 rd Placement							

Content Knowledge

(1) Demonstrates knowledge of subject matter/discipline			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST consistently makes content errors or does not correct errors made by learners.	The ST demonstrates basic knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and/or may lack of awareness of how these relate to each other.	The ST demonstrates solid knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and how these relate to each other.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST demonstrates <u>extensive</u> knowledge of the central concepts, tools of inquiry, and structures in the discipline(s) and how these relate to each other, <u>other disciplines and/or contemporary issues</u>.
(2) Demonstrates pedagogical content knowledge			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST has little understanding of learning progressions related to the content. The ST does not recognize learner misconceptions or does not address them.	The ST demonstrates knowledge of learning progressions although some of this knowledge may be inaccurate or incomplete. The ST recognizes learner misconceptions but is not sure how to address them.	The ST demonstrates understanding of learning progressions related to the content and uses multiple representations and explanations. The ST recognizes common learner misconceptions and guides learners to accurate conceptual understanding.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>anticipates</u> common learner misconceptions and <u>is proactive</u> in addressing them.

The ST uses instructional strategies inappropriate for the subject matter/discipline.	The ST uses limited instructional strategies or some strategies may not be appropriate for the subject matter/ discipline.	The ST uses a range of instructional strategies appropriate for the subject matter/discipline.	
Content Knowledge: Comments or Rating “4” Explanation			

Planning

(3) Uses knowledge of learners in planning instruction			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST does not understand child or adolescent development characteristics and has unrealistic expectations for learners. The ST does not try to ascertain learners' prior knowledge, interests, strengths, or needs. The ST is not aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs).	The ST understands child or adolescent development but may have trouble integrating this knowledge into planning. The ST attempts to ascertain learners' prior knowledge, interests, strengths, or needs. The ST is aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) but tends to use a “one-size fits all” approach to planning.	The ST's plans and expectations for learners are developmentally appropriate. The ST attains information about learners' prior knowledge, interests, strengths, or needs. The ST has a good understanding of the range of learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) and plans instruction to address these needs.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. Eg:</i> The ST <u>uses formal and informal assessment</u> to ascertain learners' prior knowledge, interests, strengths, and needs. The ST <u>invites learners to pursue their own inquiries and guide their own learning</u>, drawing from the interests and cultural repertoires that are meaningful to them.

The ST is not aware of learners' cultural identities.	The ST recognizes that learners have different cultural identities but rarely differentiates materials and instruction to attend to these differences.	The ST is well informed about learners' cultural identities and differentiates materials and instruction to attend to these differences.	
(4) Sets instructional goals and objectives			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The goals and objectives are not appropriate for learners. The goals and objectives do not represent important learning in the discipline; no connection to standards is made. The goals and objectives are vague and do not lend themselves to assessment. The goals and objectives reflect only one type of learning.	Some goals and objectives are not appropriate for learners. Some goals and objectives reflect important learning in the discipline; general reference to standards is made. Some goals and objectives are clear and suggest viable forms of assessment. The goals and objectives reflect several types of learning but there is little coordination.	The goals and objectives are appropriate for learners. The goals and objectives are related to "big" ideas of the discipline and linked to appropriate standards. The goals and objectives are clear and suggest viable forms of assessment. The goals and objectives reflect different types of learning and opportunities for coordination. <i>In remote learning environments, look for:</i> - Goals and objectives can be broken down into sub-objectives, allowing the student teacher to plan a sequence of shorter online lessons that deepen learning over time. -For asynchronous lessons, the ST provides time management and pacing suggestions to maximize learning.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> <u>The ST plans with short and long-term goals in mind.</u>
(5) Uses a variety of resources in planning instruction			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST uses irrelevant, inappropriate or tangential materials that detract from the lessons. There is no evidence that the ST considers the use of Internet, multimedia and other technologies, or community resources.	The ST uses materials that are readily available but does not modify or seek out additional resources as appropriate for the lessons or the learners. The ST considers the use of Internet, multimedia and other technologies, or community resources but such use is limited or not always related to goals and objectives.	The ST seeks out, modifies, and uses appropriate materials and resources beyond those provided by the cooperating teacher/school. The ST seeks out and purposefully uses Internet, multimedia and other technologies, and community resources in planning.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. Eg:</i> The resources are often <u>multidisciplinary and matched to learners' skill levels and backgrounds.</u> The ST plans for <u>learners' use of technologies and community resources in and outside the classroom.</u>

(6) Designs coherent learning experiences			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
Learning activities and materials are not aligned with instructional goals and objectives.	Some learning activities and materials are aligned with instructional goals and objectives.	Learning activities and materials are aligned with instructional goals and objectives.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i>
Learning activities and materials do not make content relevant to learners.	The ST occasionally uses learning activities and materials that make content relevant to learners.	The ST uses learning activities and materials that make content relevant to learners.	The ST uses a variety of learning activities and materials <u>permitting learners' choice</u> .
Instructional groups do not support learning.	Instructional groups partially support the activities, with some variety.	Instructional groups are organized thoughtfully to maximize learning and build on learners' strengths.	<i>In remote learning environments, look for:</i>
Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Lesson plans have recognizable structure but the progression of activities is uneven, with only some reasonable time allocations.	Lesson plans are well structured with reasonable time allocations.	Use design principles (e.g. Backward Design) to develop innovative learning environments focused on students' inquiry and exploration.
(7) Plans for assessment			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
Assessments do not match instructional goals and objectives.	Assessments address only easy-to-assess or peripheral goals and objectives.	Assessments address central goals and objectives.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i>
Assessments lack criteria.	Assessment criteria are vague.	Assessment criteria are clear.	Assessments provide <u>opportunities for learners' choice</u> .
No formative assessments are planned.	Formative assessments are not fully developed.	Formative assessments are fully developed.	
Assessments do not include accommodations for learners, even when the need for accommodations is obvious.	The ST attempts to provide accommodations for learners.	Assessments include accommodations for specific learners as needed.	
Planning: Comments or Rating "4" Explanation			

Learning Environment

(8) Contributes to a positive learning environment and demonstrates inclusivity			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST is unfair towards learners. The ST communicates in ways that are insensitive to learners' experiences, cultural identities, or developmental needs. The ST is not attentive to fostering positive relationships among learners. The ST ignores the signs of learners not being included within learning environment.	The ST is generally fair to learners but may occasionally display inconsistencies or favoritism. The ST occasionally communicates in ways that are insensitive or inappropriate for learners' experiences, cultural identities, or developmental needs. The ST attempts to foster positive relationships among learners. The ST attempts to include all learners within learning environment.	The ST demonstrates fairness towards all learners. The ST communicates in ways that are sensitive to learners' experiences, cultural identities, and developmental needs. The ST encourages positive and constructive relationships among learners. The ST includes all learners within learning environment. <i>In remote learning environments, look for:</i> -The ST encourages students to model digital citizenship and show respect through questions and feedback provided to one another in live chats, asynchronous discussion forums, and online breakout rooms. -The ST establishes online "netiquette" with students (rules for participating constructively in online learning). -The ST provides multiple ways for learners to communicate and participate in class sessions.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>encourages learner reflection and metacognition</u> on their relationships with other learners.
(9) Contributes to an organized and safe environment			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
Much instructional time is lost due to inefficient classroom routines, procedures, and transitions. The handling of materials and supplies is inefficient or unsafe. The ST does not check if visual and oral communications are accessible to all learners. The ST does not monitor learner behavior.	Some instructional time is lost due to partially effective classroom routines, procedures, and transitions. The handling of materials and supplies is inconsistent. The ST occasionally checks if visual or oral communications are accessible to all learners. The ST attempts to keep track of learner behavior, but with no apparent system.	The ST works to manage routines, procedures and transitions effectively. The handling of materials and supplies is efficient and safe. The ST works to make visual and oral communications accessible to all learners. The ST is aware of what is going on in the classroom ("the eyes in the back of the head").	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>engages learners</u> in efficient and safe handling of materials and supplies. The ST <u>scans for potential triggers</u>: monitoring of student behavior is <u>subtle and preventative</u>.

The ST is either unaware of challenging behavior or responds to it ineffectively.	The ST's response to challenging behavior is inconsistent (e.g., sometimes harsh, other times lenient).	The ST uses positive, encouraging strategies to work with learners. The ST's response to challenging behavior is consistent, proportionate, and respectful to learners. <i>In remote contexts, look for:</i> The ST provides adequate breaks for students to move/stretch or adjusts instruction to provide a screen break if students become restless. The ST provides social-emotional checks with students (e.g. younger learners may select an emoji or face that represents how they are feeling during morning meeting; older students may answer a prompt on an online form)	
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Learning Environment: Comments or Rating "4" Explanation

Instruction

(10) Communicates lesson expectations and content			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST does not make lesson expectations, directions, or procedures clear to learners. The ST causes learners' confusion and misconceptions. The ST's communications include errors of vocabulary or usage or imprecise use of academic language.	The ST's communication of lesson expectations, directions, or procedures is sometimes confusing or inaccurate. The ST generally makes content clear to learners but occasionally gives confusing or inaccurate information. The ST's use of academic language is mostly clear but ST rarely takes opportunities to explain academic vocabulary to learners.	The ST makes lesson expectations, directions, and procedures clear to learners. When appropriate, the ST models the process to be followed in the task or activity. The ST makes content clear to learners. The ST's use of academic language is precise and serves to extend learners' understanding.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST models academic language and <u>provides opportunities for learners to practice and master it.</u>

		<i>In remote contexts, look for:</i> The ST models the use of new technology tools for learners.	
(11) Uses questioning and discussion techniques			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
Questions do not invite learner thinking; require a single correct answer. All discussion is between the ST and learners; learners are not invited to speak directly to one another.	Some questions are designed to promote learner thinking but many have a single correct answer. The ST invites learners to respond directly to one another's ideas but does not connect discussion to teaching.	The ST uses a variety of questions, inviting learners to think and/or offer multiple possible answers. The ST invites learners to respond directly to one another's ideas and connects discussion to teaching. <i>In remote contexts, look for:</i> The ST uses a variety of techniques for questioning students online, depending upon the lesson (e.g. online polls, asking for responses in chat, online form, quiz tools, open discussion) The ST uses screen sharing opportunities or digital whiteboards to make thinking transparent and encourage students to actively generate ideas during class discussion.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>encourages learners to formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</u>
(12) Engages all learners in learning			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST ignores learners that are not productively engaged. Learning activities and materials require only recall or have a single correct response or method. The ST does not invite learners to explain their thinking. The lessons are either too slow or rushed.	The ST attempts to engage all learners. Learning activities and materials are a mix of those requiring thinking and those requiring recall. The ST occasionally invites learners to explain their thinking as part of completing tasks. The pacing of the lessons is uneven—suitable in parts but slow or rushed in others.	The ST works to engage all learners during small-group or independent work. Most learning activities and materials have multiple correct responses or approaches and/or encourage higher-order thinking. The ST invites learners to explain their thinking as part of completing tasks. The pacing of the lessons provides learners the time needed to be intellectually engaged.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST is <u>reflective of causes of learners' lack of engagement</u> and tries varied strategies to engage all learners. <i>In remote contexts:</i> The ST provides instruction and modeling on how students might take notes or keep track of their learning for class.

(13) Uses assessment in instruction			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST gives learners no indication of assessment criteria. The ST makes no effort to determine learners' understanding. The ST provides no feedback to learners, or feedback is global or directed to only one learner. The ST does not invite learners to assess their own or classmates' work.	The ST gives learners little information about how their work will be assessed. The ST occasionally uses questions and assessments to ascertain learners' understanding. Feedback to learners is vague and not oriented toward future improvement of work. The ST makes only minor attempts to engage learners in self- or peer- assessment.	The ST makes assessment criteria clear to learners. The ST regularly uses questions and assessments to ascertain learners' understanding. Feedback includes specific and timely guidance for learners. The ST invites learners to assess their own or peers' work and make improvements.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST is constantly "taking pulse" of the class; <u>monitoring of learners' understanding is sophisticated and continuous.</u>
(14) Demonstrates flexibility and responsiveness			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST ignores learners' boredom or lack of understanding; brushes aside learners' questions. The ST blames learners or their home environment for their lack of success. The ST makes no attempt to adjust the lessons in response to learners' confusion.	The ST attempts to incorporate learners' questions and interests into the lessons. The ST accepts responsibility for learners' confusion or lack of success but is uncertain how to assist them. The ST's attempts to adjust the lessons are partially successful.	The ST incorporates learners' questions and interests into the lessons. The ST accepts responsibility for learners' confusion or lack of success and tries alternative approaches to assist them. The ST makes on the spot adjustments to the lessons as needed.	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>identifies learners who may need extra time or teaching</u> and makes a plan for them.

Instruction: Comments or Rating “4” Explanation

Professional Dispositions

(15) Analyzes student learning			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST does not analyze learning (performance data) over time. The ST draws incorrect conclusions about effectiveness of instruction. The ST makes no suggestions for improvement.	The ST attempts to analyze learning (performance data) over time but not consistently. The ST has a general sense of whether or not instructional practices were effective. The ST offers general modifications for future instruction.	The ST consistently analyzes learning (performance data) over time. The ST accurately assesses the effectiveness of instruction. The ST identifies specific ways in which instruction might be improved. <i>In remote contexts, look for:</i> Where possible and allowable, ST uses technology creatively to capture student thinking during class sessions (e.g. screen casting or short videos).	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST's assessment of the effectiveness of instruction is <u>detailed and includes specific examples of instructional outcomes that were achieved or not achieved.</u>
(16) Positions oneself as a learner			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST's ideas about learners, learning and teaching are rigid and/or biased. The ST resists discussing performance with supervisors or colleagues or makes no	The ST attempts to reflect on his or her ideas about learners, learning and teaching but does not always see their impact on practice. The ST reluctantly accepts feedback from supervisors and colleagues and makes	The ST reflects on his her ideas about learners, learning and teaching and their impact on practice. The ST welcomes feedback from supervisors and colleagues and makes	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST <u>actively seeks</u> feedback from supervisors and colleagues and uses

changes/shows no growth in response to feedback. The ST is hostile to different viewpoints, backgrounds, and belief systems.	some changes/shows limited growth in response to such feedback. The ST is somewhat defensive in response to different viewpoints, backgrounds, and belief systems.	appropriate changes/shows growth in response to such feedback. The ST is open to different viewpoints, backgrounds, and belief systems and engages in pursuit of common understandings. <i>In remote contexts, look for:</i> The ST reflects on their knowledge and use of technology, especially their fluency in using technology to promote student understanding; the ST demonstrates a commitment to continuing to learn about technology, which is always evolving, and continuing to develop their comfort and expertise with a range of digital tools.	such feedback to improve teaching.
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(17) Demonstrates professionalism			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST is unprofessional in appearance (e.g., inappropriate clothes, etc.) or conduct (e.g., lateness or unexcused absences, disorganized or unprepared). The ST is rude or dishonest in interactions with learners, colleagues, and supervisors. The ST willfully disregards school or district regulations. The ST's relationships with the cooperating teacher(s), supervisor(s), or colleagues are characterized by negativity or combativeness.	The ST is generally professional in appearance and conduct but may occasionally lack initiative or maturity. The ST is polite and honest in interactions with learners, colleagues, and supervisors. The ST is inconsistent in his/her compliance with school and district regulations. The ST has cordial relationships with the cooperating teacher(s), supervisor(s), and colleagues.	The ST is professional in appearance and conduct and demonstrates dependability, maturity, and initiative. The ST shows honesty, integrity, and confidentiality in interactions with learners, colleagues, and supervisors. The ST complies with school and district regulations. The ST has productive relationships with the cooperating teacher(s), supervisor(s), and colleagues. <i>In remote contexts, look for:</i>	<i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i> The ST's relationships with the cooperating teacher(s), supervisor(s), and colleagues are <u>characterized by mutual respect and collaboration</u>.

Professional Dispositions: Comments or Rating “4” Explanation