

Teachers College, Columbia University, Professional Teacher Education Programs

Student Teaching



Handbook

Inquiry × Curriculum × Social Justice
Office of Teacher Education & School-Based Support Services

2009-10

The Office of Teacher Education & School-Based Support Services aims to provide information, support and resources to faculty and students engaged in Professional Education Programs that lead to initial and professional certification.

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

Our office also supports the work of externally funded programs such as Peace Corps Fellows which focus particularly on recruiting teachers for high needs schools. We strive to work closely with community school districts in an attempt to cultivate and sustain active ongoing initiatives, such as the Professional Development Schools Partnership, that help to enhance effective collaboration between Teachers College and the New York City public school system.

We invite you to visit us on the 4th floor of the library, Russell 400, call us at 212.678.3502, or email us at OTE@tc.edu if you need help with certification regulations and applications, student teaching and supervision materials and procedures, or other questions related to Professional Education at Teachers College. For specific program information, please contact the appropriate person indicated below.

Speak first to:	For questions about:	At:
Student Teaching Coordinator	Student Teaching Placements In...	
Renee Darvin	Art and Art Education	212.678.3363
Patricia Velasco	Bilingual/Bicultural Education	212.678.6633
Peg Cummins	Blindness and Visual Impairment	212.678.3878
Maria Hartman	Deaf and Hard of Hearing	212.678.3803
Timothy Ignaffo	Early Childhood Education	212.678.3860
Megan Lawless	Inclusive Elementary Education	212.678.3856
Mary Ellen Rooney	Intellectual Disabilities/Autism	212.678.3880
Stuart Weinberg	Mathematics Education	212.678.3842
Robert Albright	Music and Music Education	212.678.3981
Stephen Silverman	Physical Education	212.678.3324
Jessica Riccio	Science Education	212.678.6603
Jo Ann Nicholas	Speech-Language Pathology	212.678.3410
Jessica Dudek	Teaching as Applied Behavior Analysis	212.678.3282
Russell Rosen	Teaching of ASL as a Foreign Language	212.678.3880
John Browne	Teaching of English	212.678.3470
Jennifer Cutsforth	Teaching of Social Studies	212.678.8343
Ellen Meier	Technology Specialist	212.678.3829
Barbara Hruska	TESOL	212.678.3286
Office of Teacher Education & School-Based Support Services (OTE/SSS)	Certification and Reciprocity	212.678.3502/3466
	New York State Examinations	
	Supervision/Student Teaching Records	
Teachers College Registrar	Graduate Degree Applications	212.678.4056
	Transcripts	212.678.4071
Financial Aid	Student Loans	212.678.3714
	Scholarships	
Career Services	Teaching Positions	212.678.3140

P R E F A C E

The Office of Teacher Education and School-Based Support Services has designed this handbook as a **general** resource for all those engaged in the student teaching experience – student teachers, cooperating teachers, university supervisors and faculty. As such, this handbook contains basic information and guidelines relevant to the overall student teaching experience at Teachers College, but is not intended to be program-specific. Please be sure to refer also to the materials and handbook developed by individual programs to help you with program-specific information related to student teaching and other important program or degree requirements.

This handbook begins by outlining the philosophical stances that underlie teacher education programs at Teachers College: an emphasis on *inquiry* and teachers as seekers of knowledge and life-long learners; attention to *curriculum* and the myriad instructional decisions that go into meeting the needs of culturally and linguistically diverse learners; and an abiding commitment to *social justice* to ensure that *all* children and their communities are fully supported to reach their highest potential.

This philosophical framework informs the experiences and course work that student teachers will undergo throughout their studies at Teachers College, and helps to ensure intellectual and conceptual coherence within and across Professional Education Programs. Articulating this framework allows us to share our commitments and vision with both cooperating teachers and supervisors so they can fully appreciate our goals for teacher preparation at this institution, and can use these commitments as a springboard from which to engage student teachers in the vibrant dialogue of teaching and learning.

The handbook then moves to suggestions and guidelines designed to help student teachers, cooperating teachers and supervisors and support their work together. We also provide specific information about student teaching requirements, applying for certification in New York State and elsewhere in the U.S., describe necessary forms and deadlines, and include helpful websites, phone numbers and addresses.

The handbook closes with answers to frequently asked questions and offers some additional resources relevant to all new teachers in the appendices.

We hope that all of you will find this handbook an informative guide as you progress through the student teaching/mentoring experience together. Our best wishes for a productive and exciting semester.

Office of Teacher Education & School-Based Support Services

STUDENT TEACHING HANDBOOK

Teachers College, Columbia University Professional Education Programs

Table of Contents

1	A Conceptual Framework for Professional Education at Teachers College
2	The Student Teaching Experience
3	Essential Information About the Student Teaching Experience
4	General Advice for Student Teachers
6	General Expectations for Student Teaching
7	Preparing for Student Teaching
8	Preparing for New York State Certification
9	Timeline for Certification
11	Certification in other States (Reciprocity)
12	NYS Teacher Certification for International Students
14	Obtaining a Job in New York City
15	Substitute Teaching License
16	Frequently Asked Questions
17	Appendix A: Fingerprinting Information
18	Appendix B: CLEP Test Information
19	Appendix C: Notes to the Cooperating Teacher
21	Appendix D: Notes to the University Supervisor
23	Appendix E: Checklist for Initial Teacher Certification

A Conceptual Framework for Professional Education at Teachers College

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

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students & graduates challenge assumptions and complacency and embrace a stance of inquiry toward the 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.

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 she/he deserves.

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

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

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

During the student teaching experience, 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. By welcoming a novice into their classroom, they demonstrate their willingness to guide student teachers in planning and implementing curriculum, afford them 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, and challenge, re-direct, question and explain according to the needs of the pre-service student.

University supervisors are resources for the student teacher as well as the cooperating teacher, and serve as liaisons between the university and the field. Supervisors act as critical friends by observing student teachers’ work in classrooms with children/adolescents several times each semester, and providing feedback and suggestions to student teachers to help them improve, analyze or re-think their practice. In addition to providing oral and written feedback on lesson plans and their application, supervisors offer experienced and objective perspectives on overall classroom effectiveness, including classroom management, student response and the student teacher's presence and instruction in the classroom. In addition, supervisors work in concert with student teachers to identify specific areas of challenge or interest. In this way, student teachers are able to participate in their own learning and make decisions about particular goals they wish to address.

Essential Information

About the Student Teaching Experience

Student teaching comprises two related but separate processes. First, each student teacher must complete **at least 100 clock hours of field observations** in schools and classrooms prior or in addition to student teaching. All 100 hours need not be completed in one term or one course; many of the programs at Teachers College require students to fulfill this requirement in two 50-hour blocks.

Second, New York State certification regulations specify that each student teacher must complete **at least two college-supervised student-teaching experiences** of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. However, it is important to bear in mind that the 20-day requirement is merely a minimum; the amount of time each student teacher spends in each placement typically exceeds this minimum according to the requirements outlined by the program in which she or he is enrolled. As stated earlier, these placements should be in the appropriate subject area and grade level(s). For example, if students are completing a NYS approved certification program covering ALL GRADES, they should have at least one placement in grades K-6, and one in grades 7-12 in the appropriate subject area.

Each student teacher is assigned a university supervisor. This is typically an experienced teacher who is selected by the university to provide support, guidance and feedback to the student teacher over the course of the student teaching term. Supervisors visit and observe student teachers in their classrooms several times during the placement period. While the number of observations required may vary from program to program, the Teacher Education Policy Committee at Teachers College and the Office of Teacher Education and School-Based Support Services strongly and unanimously recommend **a minimum of three observations per student teaching experience**. Supervisors will want to observe student teachers working with children/students in a variety of grouping configurations, subject areas and at different times of the day and week. Supervisors also meet with student teachers prior to each observation so lesson plans and instructional decisions can be reviewed and discussed, and they document and discuss their observations with the student teacher after each classroom visit as part of the feedback and assessment process. As liaisons between TC and the field, supervisors are key to student teachers' ability to integrate and apply all they are learning with/to their practice.

The student teaching experience is the only time in a teacher's career when she or he works alongside a veteran teacher, receives constant guidance and feedback, and has the luxury to make mistakes/fail/falter/experiment/take risks without irreparable consequences for children/learners given the close support of a mentor. Thus, **paid teaching cannot be substituted in lieu of student teaching**, whether the student is working under an internship certificate or has secured employment on his/her own. Such substitutions will, unfortunately, create problems for students when they apply for certification through TC, because they will be assessed by NYS as not having completed all institutional state approved requirements.

Internship certificates are an option to students who are interested in paid teaching prior to program completion, have a commitment of employment from a specific school, and have fulfilled certain requirements. In order to apply and be recommended for an internship certificate, including a bilingual extension internship certificate, students must have ...

---completed at least 50% of their course work, *including student teaching*,

---submitted an advisor's written recommendation to the Office of Teacher Education & School-Based Support Services (Attn: Faride Suarez)

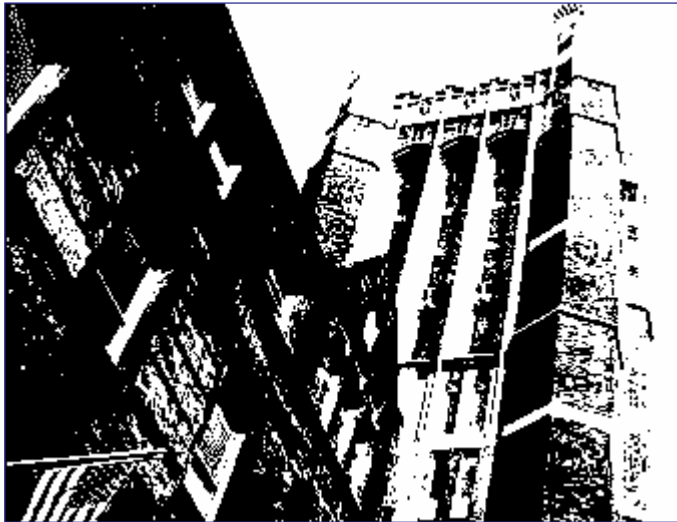
General Advice for Student Teachers

In order to achieve a seamless transition into each new classroom setting and ensure a successful and productive experience, it is necessary that each student teacher—you—pay attention to the following:

Gaining familiarity with the classroom and school

Each classroom is a unique context that brings together many different personalities, backgrounds, strengths, needs and norms. Gaining entry into this unique setting is facilitated when you:

- o Observe in your cooperating teacher's classroom (and in the classrooms of other teachers, wherever appropriate) and confer daily with your cooperating teacher
- o Become acquainted with the institution, its resources and students
- o Study the scope and sequence of the curriculum
- o Assist with daily routines wherever appropriate and possible
- o Introduce yourself (or ask to be introduced) to colleagues of the cooperating teacher, principal, department chair, etc.



Respecting the guest-host relationship

Student teachers, University supervisors and other personnel from Teachers College are invited into public schools in the Tri-State area as guests of the host schools. Each school maintains individual regulations, procedures, instructional practices, professional philosophies and expectations with regard to student teachers' work within the school. As a student teacher, you should be aware that acceptance of an assignment indicates your: (1) understanding of this guest/host relationship; and (2) agreement to abide by the regulations, procedures, instructional practices and professional and personal expectations of the particular school to which you have been assigned.

Observing protocols

Become familiar with and abide by protocols in your school and classroom governing:

- o the safety and care of children/adolescents
- o emergency procedures
- o dress, demeanor and professional behavior
- o entering and exiting the building

- o communication with homes, families and communities
- o field trips and special events
- o appropriate responses to students' personal, health or dietary needs.

Maintaining confidentiality

Student teaching places you 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 TC has established with the many schools in which it places student teachers and undermines trust in you as a professional.

Video-taping, audio-recording and photo-documentation

These practices, while valuable learning tools for the student teacher, may present some confidentiality and/or privacy issues in the classroom. If, within the context of TC course requirements/assignments, it is recommended that you engage in these practices, be sure to proactively discuss with your cooperating teacher the protocols for obtaining permission to tape and record classroom activities and children. If these practices are not permitted or permission is not granted, you will need to speak with your program coordinator about alternative strategies.

Attendance

Participation in the student teaching program requires a total commitment to the program, to the cooperating teacher, and most importantly to the students. In the case of necessary absences, it is important to call your cooperating teacher as soon as you know you will be absent, and then contact your supervisor if you feel it is necessary to do so.

On days that you are scheduled to be visited and observed by your supervisor, you should plan to be actively teaching and fully engaged with students. While teachers are responsible for a variety of other tasks, such as giving a test, grading papers or conducting sustained silent reading—all of which you should experience and practice—instruction and direct interaction with students is where you will be most challenged and when you will benefit most from a supervisor's perspective and feedback. If you are going to be absent for an observation, please inform your supervisor as soon as possible.

General Expectations for Student Teaching

Although different programs have different emphases and specific requirements, the expectations below represent general expectations across Teachers College Teacher Education programs. As the forum for integrating and applying knowledge, skills and dispositions acquired through your program, student teaching should enable you to:

- Become an astute observer of students
- Develop strong, supportive relationships with students and their families
- Create rich learning environments and opportunities
- Demonstrate your content knowledge and your ability to convey this knowledge
- Develop facility with planning and curriculum decision-making
- Enact curriculum & instruction appropriate for diverse learners in multiple subjects and settings
- Differentiate instruction to meet the needs of individual students and ensure access to learning
- Assess learners using multiple means or methods, & in relation to different instructional purposes
- Use a variety of culturally relevant materials, resources and technologies to support learning and instruction
- Develop a repertoire of classroom management strategies and insights
- Develop strong communication skills
- Collaborate with your cooperating teacher, other teachers, and your students
- Reflect upon and analyze your own teaching
- Demonstrate professionalism and dependability

Satisfactory completion of requirements

You are expected to complete all program and college requirements in a satisfactory and professional manner. Students who do not satisfactorily meet all program and college expectations and standards cannot be recommended for certification. While teaching is not for everyone and candidates may decide during their program or student teaching experience to consider different career options, the overwhelming majority of student teachers at Teachers College successfully complete their programs and achieve certification. We have every confidence in your ability to become a thoughtful, skillful and caring educator, and faculty and supervisors alike will strive to give you the support you need to meet the highest standards.

Preparing for Student Teaching

Meeting health regulations: All student teachers must take a tuberculin test before entering the classroom. NYS law requires that you test negative for tuberculosis before you can begin student teaching, and the only way to verify this is through a **TB Tine test**. This requirement is essential to ensure your health safety and the safety of the students with whom you will work.

You may go to Columbia University Health Services to be tested, whether or not you have university health insurance, or you may see your own personal physician. Since TB tine test results expire after a year, you will want to be tested shortly before you are to begin student teaching. Documentation of a tuberculosis test must be submitted **to your program's student teaching coordinator** *prior* to student teaching, using the form included in the *Student Teaching Packet*.

You may pick up a *Student Teaching Registration Packet* from our office in Russell Hall, 4th Floor, Room 400, which includes:

- Medical Form for TB Test
- Record of Student Teaching Hours
- Student Teaching Grid of Hours
-

This packet is also available online at www.tc.edu/ote ; click on "Student Teaching" and select the appropriate year.

As indicated, these forms are due at different times and should be submitted to our office accordingly. The due dates are indicated on each form. As stated earlier, the medical form is only required once before the start of student teaching each year (and if you fulfill all student teaching requirements during that year). Please note that a new set of all the other forms must be completed for each student teaching placement required for the certification(s) you are seeking.

Conducting field observations: NYS requires that all initial certification programs include a minimum of *100 clock hours of field observations*. These observations are designed to help you become acquainted with schools and different school settings and are above and beyond the time you are required to spend student teaching. In some programs, these observations are completed prior to student teaching; in others, alongside but in addition to student teaching, etc. Please be sure to familiarize yourself with the requirements in your program and to complete this important activity as soon as appropriate.

Becoming familiar with curriculum and standards: A good way to prepare for student teaching is to acquaint yourself with curriculum materials, literature and other relevant resources, and learning standards related to children or youth and specific subject areas. Gather recommendations for good literature to read ahead of time, review curriculum materials in your grade level/subject area, become familiar with the learning standards outlined by NYCDOE and by professional organizations such as NCTE or NCTM, and come to know some of the standards for teaching such as the INTASC standards, or those outlined by Teachers College. An essential aspect of good teaching is good planning and thinking; these activities will help you develop the habits of mind all good teachers demonstrate, and feel confident and more knowledgeable as you enter the classroom.

Preparing for New York State Certification

The goals you have been working toward are finally within your reach—graduation and teacher certification. Congratulations! Below are some steps you can take to ensure that you have all you need in place for the certification process to go smoothly. In addition, we have included **a certification timeline** below, as well as more detailed information about various certification types and regulations.

Teachers College teacher education programs are state approved. As such, Teachers College may recommend students for New York State certification upon successful completion of a degree program. Students are responsible for providing the necessary paperwork to OTE/SSS (Russell Hall, 400).

Taking advantage of resources at Teachers College: Our office is ready to help you with certification questions to set up a meeting with our certification staff. The Office of Career Services maintains job listings that you will want to review. They also offer workshops to help you develop an informative and appealing resume, acquire additional certification information, and hone your interviewing skills. Career Services also hosts numerous job fairs which give you the opportunity to speak with recruitment personnel from both public and private schools in NY and elsewhere. Remember to talk to faculty who also receive numerous job announcements and know much about schools in the area. Be sure to **plan ahead** as you consider recommendation letters.

Liberal Arts Requirements

There are certain requirements (usually covered in an undergraduate degree), including foreign language, math, English/language arts, social science and science, that are required both for your Master's at TC and for certification. It is vital that you check with your program advisor to find out more about these requirements, which ones you may need to fulfill, OR how many credits NYS will grant to you for taking certain CLEP (College Level Examination Program) tests. Usually, two semesters of a language or English are required, but you will need to confirm this with your program advisor. To fulfill these requirements, you can take the CLEP test in the appropriate subject area(s) instead of taking classes. More information on these exams, as well as registration information, can be found at <http://www.collegeboard.com/student/testing/clep/exams.html>.

Completing all applications: Graduation and certification are related but separate processes, each of which requires a specific application. See the timeline on the following pages for detailed information.

Timeline for Certification

The following is a recommended timeline for completing a New York State Education Department (NYSED) Approved Teacher Preparation Program leading to Initial/Professional Certification

At the start of your program:

Consult with your program advisor to confirm that you have been admitted into a program leading to a NYSED approved initial/professional certificate. Requirements include (but are not limited to):

- Your program teacher preparation course outline
- Depending on program requirement: Student teaching/practicum placement
- Child Abuse Identification & School Violence Intervention & Prevention Workshops

As you go along in your studies, keep in mind that there are certain certification requirements that also need to be addressed prior to completion of your program:

Take 2 Workshops

- Child Abuse Identification Online Course: www.childabuseworkshop.com

Or

- In-Person: www.continuingeducation.tc.columbia.edu . Click on 'Courses', then search for 'Course in Child Abuse'

AND School Violence Intervention & Prevention.

- Online Courses: www.violenceworkshop.com (\$50). A \$15 rebate is offered if taken together with www.childabuseworkshop.com course. or
- In-Person: www.continuingeducation.tc.columbia.edu (\$55) Click on 'Courses,' then search for 'School Violence Training'

OR have taken the HBSS 4116 course at TC

Take required New York State Teacher Certification Exams (NYSTCE) – Exam requirement(s) will vary depending on your certificate title. Please note: required exams should be taken and passed no later than your last semester prior to graduation from Teachers College. Information regarding these tests can be found at: www.nystce.nesinc.com

- Liberal Arts and Science Test (LAST)
- Assessment in Teaching Skills-Written (ATS-W) – refer to the NYSED website for requirement: <http://eservices.nysed.gov/teach/cerhelp/CertRequirementHelp.do>
- Content Specialty Test (CST) – kindly refer to the NYSED website
- Bilingual Education Assessment (BEA) – required ONLY for Bilingual Extension program completer

Obtain Fingerprint clearance

- If fingerprinted at Teachers College or at the New York City Department of Education (NYCDOE) at 65 Court Street, you will have to complete an OSPRA 104 Form. Check NYCDOE website for hours, acceptable ID's & payment. Please Note: This form is to be filed by individuals who have been previously fingerprinted (after July 1, 1990) for a license and/or employment by the New York City Dept. of Education (NYCDOE) and are authorizing the NYCDOE to forward their criminal history to the New York State Education Department for certification application and/or employment purposes . OR

- Pick up a state fingerprinting packet from 400 Russell Hall. You will have to complete an OSPRA 103 Form packet to send your fingerprints to NYC. Please Note: This form is to be filed by individuals who have submitted, or are in the process of submitting their fingerprints to the New York State Education Department and are seeking employment with the NYCDOE. Inaccurate information will delay processing.

Certification Recommendation Process /Requirements (to be done during last semester at TC)

- A GRADUATION FORM must be filed with the Registrar's Office 150 Horace Mann (HM).
- Submission of your required Student Teaching Record of Hours & Grid of Hours is a MUST. Late and/or incomplete submission of required documents WILL delay your graduation and certification process. The hours completed during your student teaching placement will be reflected on your transcript.
- All pending grades and/or required Masters' Project must be submitted to Registrar "HOLDS" must be cleared and all library books and other borrowed materials must be returned
- Submission of a COMPLETED Institutional Recommendation Data Form (IRDF) for New York State Certification, with required documentations, to the OTE/SSS (400 RH). NOTE: OTE/SSS will not accept any incomplete IRDF's
- IRDF's can be submitted as early as:
 - ✓ March 1st if graduating in May
 - ✓ July 1st if graduating in October
 - ✓ December 1st if graduating in February

Required documents:

- ✓ Your complete IRDF. The IRDF can be printed off the OTE/SSS website: www.tc.edu/ote OR it can be obtained at the OTE/SSS (400 RH)
- ✓ Official undergraduate and post-graduate transcripts (other than TC)
- ✓ Child Abuse Identification & School Violence Intervention & Prevention workshops (unless you have taken the HBSS 4116 course at TC)

NYSED - TEACH Online Services System Process (to be done during your last semester at TC)

Students are to:

- ✓ Go to the NYSED website: www.highered.nysed.gov/tcert/
- ✓ Create a TEACH account
- ✓ Apply electronically for certificate(s) through TEACH
- ✓ Pay for certificate(s). Students will have the option to pay via credit card (you can print out an electronic confirmation) OR by check/ money order (a coupon can be printed out and attached to your check/ money order). Send check or money order directly to the NYSED:

New York State Education Department
Office of Teacher Initiatives
P.O. Box 22064
Albany, NY 12201

The Office of Teacher Education will:

- Enter in TEACH your NYS-institutional certification recommendation after:
 - ✓ The Registrar's Office has granted you graduation clearance
 - ✓ The OTE/SSS has received your IRDF with all supporting documents
 - Upon having all of the abovementioned requirements fulfilled and after entering your institutional recommendation in TEACH, generate a letter to the student stating the completion of the NYSED approved teacher preparation program (to be used for possible employment purposes)

You can track your certification status at www.highered.nysed.gov/tcert

Certification in Other states

New York State has interstate reciprocity agreements with many other states. For more information, please go to:

<http://www.highered.nysed.gov/tcert/certificate/teachrecother.htm#6>

- Reciprocity means that states will accept the coursework that you have taken for a certification area in NY toward the closest area of certification in that state.
- You will still need to get fingerprinted again, take their State certification exam(s), and fulfill any additional certification requirement(s) they may have.

States may require verification of program completion:

- Either on a form provide by the state's department of education you are trying to become certified/licensed in
- OR on an official letter from the Certification Compliance Office
- Some states require the institution's Certification Compliance Office to send this form directly to them; others require students to send it to them when they submit their certification packet. These instructions should be part of the state's certification packet.

NYS Certification for International Students

In New York State, you must have a certificate (either Provisional/Initial or Permanent/Professional) to teach in a public school. Certification means that the state has reviewed your credentials and certified you as eligible to teach. Teachers in Charter schools also require certification. Private or Independent schools, however, do not always require a teaching certificate.

Visa concerns:

Certification makes you eligible to teach, but it does not supersede your visa status. You also need an appropriate work authorization to teach in the schools. One option for F-1 students is Optional Practical Training, which provides an employment authorization for a maximum of 12 months. See “F-1 Employment and Practical Training” information at www.tc.columbia.edu/-international.

For information on work authorization sponsored by the NYC Department of Education, contact Mr. Sam Cheung in the International Recruitment Office. Phone: (718) 935-2803; email: scheung@nycboe.net or Janpeg Avignon, Director of International Recruitment, at (718) 935-2805, javignon@nycboe.net.

There are 2 types of teaching certificates: Provisional/Initial Certification and Permanent/Professional.

- **US citizenship is not required for New York State teacher certification.**
- **US Permanent Residence (“Green Card”) is required for Permanent/Professional Certification but not for Initial Certification.**

Requirements for initial certification can be found at <http://www.highered.nysed.gov/tcert>

Certification through a Teachers College degree program requires:

- 1) Application for Certification (**OTAPP-3**, available at OTE/SSS in Russell 400)
- 2) Completion of a degree program that includes student teaching
- 3) NY State administered tests (see below)
- 4) Fingerprint clearance from New York State Department of Education (see below)
- 5) Detection of Child Abuse Course and School Violence Prevention Course (see below)
- 6) Application Fee (\$50)

Certification through Individual Application (i.e., not through Teachers College):

If you completed your education in another country (or another U.S. institution), you may be eligible for New York State certification. New York State accepts certification from other institutions or agencies. You must meet the following requirements:

For Elementary teacher certification, you need to have an undergraduate liberal arts degree, including 30 credits of pedagogy—6 of which must be in the teaching of reading, plus student teaching.

For Secondary teacher certification, you need to have an undergraduate degree in the field you plan to teach (36 credits in the academic subject), and one year of foreign language study—plus 18 credits of pedagogy, and student teaching.

Certification in special subjects requires 12 credits of pedagogy, 36 credits in the subject, an undergraduate major in that field, plus student teaching.

All applicants applying as individuals must submit:

- 1) Application for Certification

- 2) Original credentials of formal schooling (and notarized translations where applicable) including official transcripts, copies of diplomas and certificates, etc.
- 3) NY State administered tests (see below)
- 4) Fingerprint clearance from New York State Department of Education
- 5) Detection of Child Abuse Course and School Violence Prevention Course
- 6) Application Fee (\$100)

New York State Administered Tests:

There are 3 general tests, which all applicants for certification must take:

- 1) LAST – Liberal Arts and Sciences Test
- 2) ATS-W – Assessment of Teaching Skills-Written
- 3) CST—Content Specialty Test (varies)

There are also specific tests, depending on your field:

- ◆ If you are certifying in TESOL, you must take the English Language Proficiency test.
- ◆ If you are certifying in bilingual education, you must take the Bilingual Education Assessments (BEAs).
- ◆ To add a teaching area (that was not part of your program major) you must have sufficient credits in that area and take the appropriate Content Specialty Test.

Test preparation booklets (containing sample tests) and information about registering for the tests are available at OTE/SSS in 400 Russell Hall.

Additional requirements for Certification:

- 1) **Fingerprinting:** You must obtain fingerprint clearance from the NYS Dept. of Ed. Fingerprinting packets are available at OTE/SSS.
- 2) **Two workshops** (See p. 13 for more info)
 - a. **Child Abuse and Maltreatment**
 - b. **School Violence Prevention & Intervention**

Obtaining a Job in New York City

Join New York's Brightest!

Students wishing to work in New York City should complete an online application at <http://teachnyc.net>. This is how NYCDOE recruiters and principals seek future teachers for their schools. After applying, you will also be eligible to receive invitations to special job fairs throughout the 5 boroughs.

Online information sessions sponsored by NYCDOE which are facilitated by a live recruiter are available by clicking on the "online information session" link in the "Recruitment Events" box in the lower left of the teachnyc.net website.

Information on career fairs sponsored by the NYCDOE are available at:
<http://schools.nyc.gov/TeachNYC/recruitmentevents/default.htm>

The teachnyc.net site also offers information on the application and hiring process, in addition to information on salary and benefits as well as opportunities for financial support for incoming and future teachers.

Job Seeking Opportunities at Teachers College

*OTE/SSS sponsors NYCDOE recruitment sessions at Teachers College with the DOE recruitment manager for TC as the facilitator. Please call 212.678.3502 for dates and times.

*The Teachers College Career Services (TCCS) office sponsors public school and charter school job fairs each spring at the Columbia University campus with schools that specifically look for TC graduates. Please contact TCCS at 212-678-3140 or at email: careerservices@tc.edu for more information.

Obtaining a Substitute Teaching License (Occasional Per Diem)

Holders of a B.A. degree who have not yet received teaching certification are eligible to apply for a substitute teacher license in New York City. A substitute teacher may teach at any grade level and any subject area for a period of up to 40 days in an academic school year. Individuals who wish to exceed the 40 day limit for substitute teaching or renew the license for the following year must take six credits of professional education courses by the end of the academic school year (i.e., August 31) in which the individual served as a substitute teacher.

Note: Professional education courses are defined as study in instructional planning and assessment, knowledge of the learner, instructional delivery, and the professional environment. Professional education courses are those specifically for individuals preparing for a career in teaching, administration, or pupil personnel services. These courses must be part of a teacher education program at an institution of higher education offering a baccalaureate or higher degree. Semester hour credit for student teaching is not applicable to professional education requirements.

To obtain a NYCDOE Substitute License, take the following steps:

1. Pick up a substitute teaching packet on the 4th floor of the TC Library. Packets are also downloadable at the NYCDOE site (type in "Substitute Teacher Application" within the search field).
2. Obtain your official transcripts from all institutions of higher education you have attended (copies are acceptable).
3. Obtain 2 references. Please see the NYCDOE reference form in the Substitute Packet.
4. If you have taken a TB exam or have had a Chest X-ray within the past 6 months, please include proof of results. If not, please have your personal physician or Columbia University Health Services (in John Jay Hall) administer and fill out the Tuberculosis Test Information Form in the packet.
5. Obtain a \$50 Postal Money Order (at a local post office or at Hartley Chemists at 120th and Amsterdam Avenue).
6. You must complete the fingerprinting process. **If you have already been fingerprinted** for New York State, you will not need to be fingerprinted again. Fill out the OSPRA 103 form to transfer your information to the NYCDOE. Download the OSPRA 103 at: <http://schools.nyc.gov/NR/ronlyres/57F3FF77-1B84-4D1D-A14B-9E68C65888FC/0/fpl9ospra103docs.pdf> . **If you have not been fingerprinted**, please be ready to pay a \$115 fee (by money order, personal check or MC/Visa Credit Card) payable to the NYCDOE/DHR. Bring your completed application, all fees and accompanying documents to Room 102 at 65 Court Street for fingerprinting.
7. Bring completed forms and your money order to the New York City Board of Education at 65 Court Street, Brooklyn 11201, **ROOM 405**. You may also mail them to the address listed on the packet if you have already completed all the above.

Frequently Asked Questions

Q: What do I need to do before student teaching?

A: Pick up a student teaching registration packet from the 4th floor of the TC Library, Room 400 or download it from www.tc.edu/ote and click on the student teaching link. You must take a TB Test (see packet) and get fingerprinted (if placement is at a New York City public school).

Q: Can I student teach even though I have not taken the TB Tine Test?

A: NO. STATE LAW requires all persons to take a tuberculin test before entering the classroom. TB tests are offered at TC through a special arrangement with Columbia University Health Services in September.

Q: Where can I go to take a TB Test?

A: Columbia University Health Services offers a test to both insured and non-insured students OR you may go to your own personal physician OR at Teachers College. A list of low cost clinics is available in Russell, 400.

Q: When should I get fingerprinted?

A: We recommend that you get fingerprinted 4-6 months before you are to receive your certificate. But if you are student teaching in a NYC public school, you must get fingerprinted BEFORE you student teach.

Q: Where can I go to get fingerprinted?

A: TC has fingerprinting sessions at the start of each semester or you can go to 65 Court Street in Brooklyn. If you prefer to go to a police precinct, be sure to submit your New York State fingerprint packet to Albany, NY. Packets are available in Russell 400.

Q: What types of professional development opportunities are available for student teachers?

A: The Office of Teacher Ed (OTE) offers general orientations about student teaching at the start of each semester in addition to student teaching colloquiums on topics such as classroom management. An overview of the teacher certification exams and panels on various topics will be offered. OTE also offers monthly workshops on how to tackle the certification process through its "Ins and Outs of Teacher Certification" workshops. Please email ote@tc.edu or visit www.tc.edu/ote for dates and times.

Q: When should I take the LAST and ATS-W and CST exams?

A: Exams are NOT given on a monthly basis. We recommend that you complete the LAST as early as possible and the CST if you have an undergraduate degree in your certificate subject area. We recommend that you take the ATS-W once you have teaching or student teaching experience. You must pass all exams at least 4-6 weeks prior to your graduation date. Registration bulletins are available only online. Avoid registering for the exam at the last minute so you do not have to pay the additional \$30 late fee or \$70 emergency fee on top of the \$88 test fee. Please note that the CST in certain subject areas are not offered frequently. To register online or for more information, go to www.nystce.nesinc.com.

Q: Which ATS-W test should I take?

A: As regulations change frequently, please check the NY State Education Department's website: www.highered.nysed.gov/tcert/index.html (click on "Certification" then "Search Certification Requirements").

Q: Can I take a teacher certification exam even if I am not in New York?

A: Please visit the NYSTCE site at http://www.nystce.nesinc.com/NY13_testsites.asp for test sites and test availability.

Q: How can I prepare for the teacher certification exams?

A: LAST, ATS-W and several CST preparation guides are available in our Teacher Resource Center. Guides are also available online. Guides can also be purchased or bookstores or borrowed from any public library. The Office of Teacher Ed will be offering workshops that provide a quick overview of all 3 tests once a semester. Please call 212.678.3502 for the dates.

Q: Do I need to take the ATS-P (video)?

A: If you have Initial Certification and wish to apply for Professional Certification, do not register for the ATS-P video exam. If you have Provisional certification and wish to apply for Permanent Certification, you must register for the ATS-P.

Q: Where can I go for help with the teacher certification process and reciprocity?

A: Feel free to drop by our office on the 4th floor of the TC library and speak to OTE/SSS staff. Or call 212.678.4057 or email ote@tc.edu .

Appendix A: Fingerprinting Information

ATTENTION: BEFORE GOING TO BROOKLYN, you must register with the New York City Dept of Ed (NYCDOE) and take the print out confirming your registration to Brooklyn or you will not be fingerprinted. Students who will be in NYC public schools will get a link from Office of Teacher Education (OTE) to register. Students not in public schools must get a letter from the OTE requesting fingerprinting.

Take the following items:

1. Acceptable forms of ID (Photo ID and SS Card OR Passport) (See DOE website for more choices)
2. Payment for \$115 fee (money order, personal check, Visa, MasterCard, Discover)

**Fingerprints will clear within 48 hours*

International Students

International students without a social security number must call (718) 935-2516 to obtain a temporary SS# in order to be fingerprinted.

Location:

65 Court Street, 3rd Floor

Brooklyn, NY 11201

Hours: Monday-Friday, 9am-4:30pm

Phone: (718) 935-2750/2668

Directions to the NYCDOE from Teachers College:

1. From the subway station at W.116th Street and Broadway, take the **1 or 9** train headed **downtown**.
2. Go to 96th Street and **TRANSFER** to the **2 or 3** train headed **downtown** to **Borough Hall**.
3. Walk west on Fulton Street for less than 1 block.
4. Turn left onto Court Street and walk 1 block.
5. Arrive at **65 Court Street** (corner of Court Street and Livingston Street).

IF YOU WERE FINGERPRINTED AT COURT STREET AND NEED TO TRANSFER FINGERPRINTS TO NY STATE FOR CERTIFICATION:

Fingerprints must be transferred **from the city to the state** by filling out an OSPRA 104 form. This can be found online by searching “OSPRA 104” or picking up a paper copy in Russell Hall 400.

POLICE PRECINCT:

If you were fingerprinted at a police precinct, you can transfer your fingerprints **from the state to the city** by filling out an OSPRA 103 packet. Note: If you do not plan to teach in New York City, there is no need to submit this packet. This can be found online by searching “OSPRA 103” or picking up a paper copy in Russell Hall 400.

If you are not in a rush to get fingerprinted, there is a police precinct at 520 West 126 Street between Broadway and Amsterdam. You must pick up a fingerprint packet from Russell, 400. Fingerprint cards will not be available at the station. Please note that this method can take months to clear.

**As per the new policy declared on December 13, 2006 by the NYCDOE- All student teachers entering New York City public schools must have fingerprint clearance before entering the classroom.*

Appendix B: CLEP TEST

If you have not completed the adequate amount of undergraduate course work for your pending degree you can receive undergraduate credit by taking the CLEP (College-Level Examination Program) tests. CLEP is the most widely accepted credit-by-examination program in the country. More than 2,900 accredited institutions of higher education award credit for satisfactory scores on CLEP examinations. The tests are a “series of examinations, each 90 minutes long, that allow you to demonstrate your knowledge in a wide range of subjects.”

CLEP TEST INFORMATION

General Information: <http://www.collegeboard.com/student/testing/clep/about.html>

Preparation Resources: <http://www.collegeboard.com/student/testing/clep/prep.html>

Testing Centers: http://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp

Registration: <http://www.collegeboard.com/student/testing/clep/reg.html>

Credit Granting Scoring: http://www.collegeboard.com/student/testing/clep/scr_cgs.html

Additional Questions:

Use the online inquiry form: www.collegeboard.com/about/contact.html?region=NYO

Call: (212) 713-8000

Math Requirements

Six credits of math are needed for New York State certification. A satisfactory score on the College Mathematics examination fulfills three to six hours of semester credit. According to the College Board, a satisfactory score is one that falls between **420-500**. Teachers College requirement for the Mathematics examination is a score of **421**. The College Mathematics examination is different from the individual Subject Examinations that deal with specific mathematical concepts, i.e. Algebra, Algebra-Trigonometry, and Trigonometry. In order to fulfill the state requirement for certification, it is best to take the general examination in whatever subject is needed. For example, if a student was told that he or she needed to fulfill 2 semesters of science, he or she would take the Natural Science exam which falls under the “General Examinations” heading in the CLEP booklet.

Foreign Language Requirements

Six credits of foreign language are needed for New York State certification. The requirements for a passing score are listed below:

Foreign Languages: 6 credits (2 semesters)	12 credits (4 semesters)
College French 39	45
College German 36	42
College Spanish 45	50

There are also tests in the areas of Humanities, Natural Sciences, Mathematics, Social Sciences and History, Composition and Literature. See the CLEP booklet for information on each individual test. Test scores can be sent directly to Teachers College. If you do not know the college code, put 9999 and the complete school address. The Office of the Registrar has information regarding passing test scores for Teachers College. If there are any other questions please call CLEP information at (609) 771-7865 (between 8am and 4pm).

Another method of fulfilling content gaps is with course work, you can go to any accredited institution (any 4 year college or community college is acceptable if approved by your department) and register for a relevant course. Choose courses from the right department that fulfill the requirement in a very straight-forward fashion. For example, take an English literature class from the English department for the English/Lit requirement rather than a philosophy class that requires a lot of reading.

In addition, if you are a native speaker of a language other than English, you can test out of the requirement. Finally, if you took only one term of a language but it was at an advanced level, it can count as two terms since the assumption is that competency at the basic level is assured.

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

Gathering information and establishing channels of communication

- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside school hours.
- Review program documents and student teaching guidelines together.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been—and will be—going on in the classroom.
- 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

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

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

Inducting your student teacher into the teaching profession

There are many aspects of becoming a teacher that extend beyond direct interaction with and instruction of students. Think about knowledge, skills and experiences your student teacher will need to participate fully and productively in the school and the profession. For example, you may consider sharing assessment and record keeping techniques, involving your student teacher in grade/department/school meetings, or, when appropriate, including your student teacher in conferences with parents. You may also want to encourage your student teacher to attend after-school activities or events, or to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.

Assessing teaching readiness and fit

Any concerns you have about your student teacher's teaching abilities and practice should always be shared with candor and care with your student teacher and the college supervisor. Often, timely intervention, specific feedback and additional support will help strengthen student teachers' practice. In those cases where intervention and support cannot compensate for a poor match between the student and teaching, then the student teacher can be counseled (by faculty and the college supervisor, but with your insight and help) to consider options other than teaching that may be more suited to her/his skills and temperament. While these decisions are always difficult, they are our professional responsibility.

Teacher quality is one of the most critical issues currently being discussed both within and outside the profession. Ensuring teacher quality is the most significant responsibility you assume as a cooperating teacher. In order to confidently recommend a student teacher for certification, we depend on your intimate knowledge of your student teacher and your assessment of their practice. Preparing for this important decision requires careful observation, descriptive detail and documentation. Balancing support with evaluation is always challenging. Yet, learning to teach well requires that both are in place. Ultimately, you want to be sure that your assessment is fair but rigorous and that all student teachers are held to the highest standards of teaching quality.

Appendix D: Notes to the University Supervisor

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

Elements of an observation

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

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

The number of observations required by each program may vary, so be sure to check with the program with which you are working. However, the Teacher Education Policy Committee at Teachers College and the Office of Teacher Education and School-Based Support Services strongly and unanimously recommend **a minimum of three observations per student teaching experience**.

Protocols and scheduling

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

Maintaining high quality supervision

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

1. Observe the student teacher on a regular basis and in a variety of situations/subjects.

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

Establishing channels of communication

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

Assessing teaching readiness and fit

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

Travel and visit reimbursement guidelines

1. Teachers College can only reimburse supervisors for travel from Teachers College to the school in which the student teacher is placed (e.g. a supervisor who lives in Rockland and travels to PS 87 on 78th Street will be paid for a round trip subway ride).
2. If public transportation is not used, please use the mileage guideline (i.e., \$0.585 per mile).
3. Each visit to a student teacher's classroom should cost no more than \$10 round trip. Thus, 5 visits for a student will lead to a reimbursement amount of no more than \$50 per student.
4. OTE/SSS is unable to reimburse travel expenses beyond \$50 per student given our budgetary limitations. If expenses beyond the \$50 limit are anticipated, please contact the program coordinator of the appropriate department before incurring the expense.
5. Supervisors are paid \$100 per visit per student for a maximum of \$500 or 5 visits per student per semester. Payment is processed at the end of each term after supervisors have submitted documentation indicating the number of visits according to the number of students supervised.

APPENDIX E: CHECKLIST FOR OBTAINING INITIAL TEACHER CERTIFICATION

Through Institutional Recommendation at Teachers College

You **MUST** do **ALL** of the following:

BEFORE student teaching:

- ___ Download Student Teaching Packet from www.tc.edu/ote or pick up at Russell Hall, Room 400
- ___ State Law: Take Tuberculin Tine (TB) test before student teaching (valid for 1 calendar year)
- ___ NYCDOE Policy: Get fingerprinted before student teaching in a New York City public school
- ___ Register online with NYCDOE if student teaching in a New York City public school
- ___ Obtain “Clearance Ticket” from the Office of Teacher Education (OTE) before starting at school site

For BOTH placements:

- ___ Submit record and grid of hours to Russell Hall, Room 400 at the end of the semester

Take 3 New York State Exams for Initial Certification

Registration and preparation guides are available at: www.nystce.nesinc.com

- ___ Liberal Arts and Sciences Test (LAST)
- ___ Assessment of Teaching Skills--Written (ATS-W)
- ___ Content Specialty Test (CST) (check NYSED website for which test)
<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Obtain Fingerprint Clearance

- ___ Get fingerprinted at 65 Court Street (check NYCDOE website for hours, acceptable ID’s and payment), **OR** police precinct (pick up fingerprinting cards from RH, 400), **OR** on special days at Teachers College
- ___ Mail OSPRA form.
 - If fingerprinted by NYC Dept. of Ed, mail OSPRA 104 packet to transfer prints from the city to state level
 - If fingerprinted at a police precinct, mail OSPRA 101
 - If fingerprinted at a police precinct, mail OSPRA 103 form to transfer fingerprints from the state to the city level to obtain a teaching position in NYC

Take 2 Workshops (Unless you have taken HBSS 4116)

- ___ Child Abuse Identification Workshop
- ___ School Violence Prevention and Intervention Workshop

Apply to NYS online through TEACH system

- ___ Go to <http://www.highered.nysed.gov/tcert/teach/>

Teachers College Form

- ___ Fill out Institutional Recommendation Data Form (IRDF) and return to Russell, 400 along with:
 - ___ All official undergraduate and other non-TC transcripts sealed in original envelopes
 - ___ Child Abuse workshop form and school violence prevention workshop form unless HBSS 4116 was taken at TC