STUDENT TEACHING~
TEACHER CANDIDATE
HANDBOOK

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OVERVIEW: STUDENT TEACHING
For Pre-Service Student Teacher/Teacher Candidate

Student Teaching is considered the culmination of a candidate’s preparation to become a teacher. In an accredited public or private school, under the supervision of an experienced, well-qualified, certified teacher, the candidate will have the opportunity to turn theory into practice. With the assistance of the cooperating teacher and the college supervisor, the Student Teacher/Teacher Candidate will have the opportunity to design and teach lessons, assess student learning, manage a classroom, and assume all the responsibilities of a full-time, experienced teacher.

During field experience, the Teacher Candidate will learn to critique and reflect on his or her work and practices in collaboration with the Cooperating Teacher and college supervisor. All Lehman students who wish to be recommended for teacher certification by the college must complete a semester of full-time field experience in compliance with New York State requirements. Their experiences must include the teaching of students with disabilities, students for whom English is a second language, and students from a variety of racial, ethnic, and socio-economic backgrounds. It is expected that all Lehman Teacher Candidates demonstrate the use of technology in planning and delivering lessons.

Because full-time field experiences are physically and emotionally demanding, teacher candidates are expected to limit other activities such as work or college courses. They are expected to follow their cooperating teacher’s schedule, including any after school meetings or planning periods.

LEHMAN URBAN TRANSFORMATIVE EDUCATION CONCEPTUAL FRAMEWORK

Our Vision

Lehman Urban Transformative Education (LUTE) represents the School of Education’s vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals’ access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Lehman Urban Transformative Education (LUTE) Themes

Theme I – Empower Our Community of Educators and Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II – Educate and Advocate for Social Action and Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III – Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, we prepare educators who can help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV – Affirm Our Diverse Ethnic and Cultural Contexts. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.
Our Programs

The Lehman College School of Education nurtures caring, globally aware and socially just teachers, school counselors, and educational leaders through generative, constructivist, and research-driven departmental course and degree offerings. We promote, in collaboration with our partners, innovative practices that affirm diversity, creativity and imagination, integrity, and empowerment. Prospective graduates of our programs and alumni are technologically proficient, rich in social/cultural capital, and capable of teaming with children, youth, families, schools, and communities in pursuit of equitable educational outcomes.

The School of Education has nationally recognized, initial New York State certification programs at the undergraduate and graduate levels for early childhood; elementary; and secondary mathematics, science, social studies and English/language arts. In collaboration with departments in the School of Arts and Humanities and the School of Natural and Social Sciences, the School of Education offers PK-12 certification programs in Art, Music, and Health. Programs leading to either initial or professional certification in Teaching English as a Second Language, Literacy Studies, and Special Education are available at the graduate level only. Candidates who are fluent in Spanish can choose to add a bilingual extension to their base certificates.

The School of Education also offers New York State approved and nationally recognized graduate-level programs for school counselors and educational leaders. The Counselor Education/School Counseling program leads to School Counselor certification. The Educational Leadership master’s program prepares candidates for initial certification as a School Building Leader. The Advanced Educational Leadership/District Leader extension is open to eligible candidates who wish to earn the advanced certificate and professional certification as a School District Leader.

Our Partners

We believe in the rich contribution of each of our educational partners in shaping our transformative practice. We work with our partners to provide professional development opportunities. Working in schools provides our faculty with opportunities to tie theory to practice as well as to advance educational scholarship. The School of Education serves the Bronx and our surrounding communities through continuing partnerships and programs that engage community organizations, teachers, school counselors, school building and school district leaders, families, and PK-18 students to better the quality of life through educational equity and access for residents of all ages.

The School of Education has a Professional Development Network (PDN) of more than 200 schools and agencies that partner with the College in the preparation of teachers, counselors, and school leaders. In addition, it is home to three centers/institutes focused on improving educational outcomes for New York City students: The Institute for Literacy Studies (ILS), Center for School/College Collaboratives (CS/CC) and The Bronx Institute. All three SOE institutes/centers support a PK-18 pipeline for diverse, traditional age and adult students residing in the Bronx and surrounding communities and provide professional development opportunities for PK-18 educators. They contribute to the attainment of the core purposes articulated in LUTE and make a significant contribution to shaping our transformative practice.

TEACHER CANDIDATE PLACEMENT

Because Lehman Education Programs are designed for teachers in urban schools, all candidates will be placed in pre-schools, elementary, middle, or high schools in the Bronx. The one exception to this placement policy occurs when a student who has been accepted for candidate/student teaching is employed as a paraprofessional or as a Teacher of Record, in which case the Lehman supervisor works with the teacher candidate at his/her place of employment. This exception applies ONLY if the department in which the student’s program is housed is able to find a supervisor who is able to provide supervision at the student’s place of employment.
In order to provide opportunities for student teacher/teachers candidates to work with different students at different grade levels, students are placed in a lower grade level class and in an upper grade level class (broken into a 10-week and a 4-week placement over the course of the 14-week semester). Which grade levels are chosen will be based on the grade levels that are appropriate to the student teacher/teacher candidate’s planned certification area.

**Placement in Professional Development Schools**

Since the fall semester of 2000, Lehman College has placed Teacher Candidates in its Professional Development Schools (PDS) and other partner schools. PDSs are innovative institutions formed through partnerships between Lehman College’s education programs and P-12 schools. Their mission is professional preparation of Teacher Candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. PDS partners work together over time, building relationships and commitment to their shared goals (National Council for the Accreditation of Teacher Education (NCATE), 2001, p.1).

**FINGERPRINT CLEARANCE**

All school employees, including student teacher/teacher candidates, are required by New York State Law to be fingerprinted as a prerequisite to working in public schools. Here are the steps you will need to follow.

Step 1. Prior to the NYCDOE allowing and processing a candidate’s request for fingerprinting service, the candidate’s name must be in the NYCDOE teacher candidate database. Therefore, step one is to self-register online with the NYCDOE, please visit: [http://nyc.teacherssupportnetwork.com/studentteacher/Home.do](http://nyc.teacherssupportnetwork.com/studentteacher/Home.do)

Step 2. Once your information is logged into the NYCDOE database, you can visit their office located at 65 Court Street, Brooklyn, NY 11201 for fingerprinting service.

Step 3. Take $135.00 in the form of a US postal money order or a personal check along with a fingerprinting referral form in order to be fingerprinted.

Important Points of Clarification: (Subject to change)

- Teacher Candidates who were previously fingerprinted via an external agency (other than NYCDOE or NYSED) are required to be fingerprinted by the NYCDOE. Do not get fingerprinted at a precinct. If you do, you will need to be fingerprinted AGAIN at the NYCDOE office.

- If you have been fingerprinted by the New York State Education Department (NYSED), you do not have to be fingerprinted again. However, you must complete the OSPRA 103 Packet of forms to allow release by NYSED of the fingerprint results to NYCDOE. To obtain a copy of the OSPRA form, please visit [http://www.highered.nysed.gov/tcert/pdf/ospra103.pdf](http://www.highered.nysed.gov/tcert/pdf/ospra103.pdf) or go to the PDN Office at Lehman College located in room B33 of Carman Hall.

- **Any Teacher Candidate applicant who does not pass a fingerprint background check will not be allowed to student teach.**
EVALUATION OF TEACHER CANDIDATES ENROLLED IN STUDENT TEACHING

The School of Education distributes an evaluation form (Appendix I) that is used to evaluate all Student Teacher/Teacher Candidates. All Student Teacher/Teacher Candidates will be evaluated by their college supervisor and Cooperating Teacher(s), and each Teacher Candidate is expected to evaluate him- or herself. The purpose of this kind of ongoing assessment is to help the Teacher Candidate to improve performance and to promote her or his disposition for self-evaluation. Assessment should be ongoing and provide timely feedback to the Teacher Candidate on what worked, what did not, and why. It involves a decision to be made together on the teacher candidate’s knowledge, skills, dispositions, and areas that need improvement. Assessment will be delivered to the Teacher Candidates in written and verbal form.

The Cooperating Teacher:
- Shares the evaluation of the Teacher Candidate’s performance regularly with the Teacher Candidate.
- Provides time for and maintains communication with the college supervisor. When appropriate, the Cooperating Teacher, Student Teacher/Teacher Candidate, and the college supervisor may meet together. The Cooperating Teacher and college supervisor may need to discuss the Student Teacher/Teacher Candidate’s progress between school visits.
- Completes and returns to the college supervisor a Student Teacher/Intern Evaluation form after discussing this assessment with the Teacher Candidate at the end of each placement period.

The College Supervisor:
- Visits each Teacher Candidate at the host school a minimum of four times (two times to observe and two times to evaluate) to ensure that the Teacher Candidate will be able to meet all the stated outcomes by the end of the semester.
- Observes at least one full lesson two times during the semester, once at the beginning of each placement.
- Evaluates at least one full lesson two times during the semester (midterm and final evaluations).
- Completes and returns to the Teacher Candidate a Student Teacher/Intern Evaluation form after discussing this assessment with the teacher candidate at the end of each visit.
- Provides immediate discussions after the observation of the student teacher/teacher candidate’s use of techniques and strategies for conducting instructional activities, teaching, and working with parents and families.
- Schedules a three-way conference (involving the student teacher/teacher candidate, cooperating teachers, and college supervisor) by the end of the first placement to evaluate the student teacher/teacher candidate’s progress in meeting the outcomes for student teaching.
- Reads and provides comments on the student teacher/teacher candidate’s reflective journal entries at least once a month.
- Determines and assigns the student teacher/teacher candidate’s grade after consulting with the Cooperating Teacher. Together they will determine if the Teacher Candidate has met the required outcomes, and if not, they will prescribe what additional work must be done to meet the standards.

The Teacher Candidate:
- Uses written and verbal feedback from the Cooperating Teacher and the college supervisor along with notes from the daily reflective journal to meet the outcomes for student teaching.
- Completes a self-evaluation at the end of student teaching using the Student Teacher/Intern Evaluation form.
- In addition to evaluating him- or herself, student teacher/teacher candidates are asked to complete two voluntary evaluations, one about their student teaching experience (including questions about their host school and their Cooperating Teacher) and one about their supervisor, to provide the School of Education with data that is used to make future placement and programmatic decisions.

The college supervisor, after consultation with the Cooperating Teacher, is responsible for assigning a final grade to the student teacher/teacher candidate. The teacher candidate must receive a grade of B or better in his/her field experience to be recommended by Lehman College for teacher certification.
Whenever possible, the College Supervisor, Cooperating Teacher, and Teacher Candidate meet to discuss the student teacher/teacher candidate’s strengths and weaknesses as a teacher and plan for improvement. A student teacher/teacher candidate’s performance in the school classroom is based upon the successful completion of the field experience outcomes.

Field experience outcomes are based on Lehman College’s conceptual framework. Additional outcomes related to specific programs may be expected.

**Outcomes for Early Childhood/Childhood Education Programs and for Middle/High School Education Programs**

By the end of the teacher education program, a candidate will be able to demonstrate:

- Knowledge of content matter;
- Ability to implement a variety of instructional strategies which make subject matter meaningful to children and create opportunities for critical thinking and problem-solving skills;
- Knowledge of how students develop and how different students learn;
- Ability to plan instruction that accommodates diversity;
- Ability to implement a variety of instructional strategies that encourage each student to develop critical thinking and problem-solving skills;
- Ability to create a learning environment that encourages active, engaged learning, positive interaction and self-motivation for all students;
- Ability to communicate effectively in the classroom by using a variety of literacy and communication skills, verbal and non-verbal techniques, technology, and media;
- Ability to implement formal and informal assessment strategies to evaluate student progress and to ensure the continuous intellectual and social development of the learner;
- Ability to reflect on personal attitudes, philosophy, and skills in learning/teaching;
- Ability to work with parents and families, school colleagues, and the community to support student learning and development;
- Ability to plan instruction that accommodates diversity and creates opportunities for each student’s academic development based on knowledge of the students; of the subject matter; of the national, state, and local standards in the content area; and of the curriculum goals.

**Outcomes for Special Education Programs**

By the end of any special education program, a candidate will be able to:

- Interpret information from formal and informal assessment instruments and procedures and be able to report results to parents, administrators and other professionals and use the information to suggest appropriate modification in learning environments consistent with IFSP and IEP;
- Integrate effective social and career/vocational skills with academic curricula including social skills development;
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of culturally and linguistically different individuals with exceptional learning needs;
- Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments;
- Apply knowledge of specific disabilities and knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society;
- Develop and select learning experiences and strategies that affirm and respect family, cultural and societal diversity, including language differences, that prepare the child for the next educational setting;
- Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities;
- Provide a stimulus-rich indoor and outdoor environment using materials, media, and technology;
Apply various models of consultation and collaboration with parents, teachers, related service providers, and school personnel in diverse settings;

Reflect upon one’s own professional practice and develop, implement, and evaluate an ongoing professional development plan;

Demonstrate effective skills to work with children with severe disabilities, including physical management and handling, special health care needs, daily life skills curriculum, technology and assistive and adaptive devices.

Repeating Student Teaching

A student who either does not complete student teaching due to a serious health problem or receives a grade lower than B for the 14-week session may apply to repeat the experience. Student teaching may be repeated only if it was not originally completed because of one of the following reasons:

1. The cooperating school or college supervisor requested that the student be withdrawn because of poor performance or the student is dismissed from the host school.
2. The student was unable to complete the number of days due to a serious health problem based on a doctor’s recommendation.
3. Military service was required.
4. A grade below B is earned.
5. The teacher candidate has had more than two non-permitted absences during school days.
6. A School of Education advisor recommended the student retake student teaching in an effort to pass edTPA.

Please note: Dismissal of a student from a host school may be grounds for immediate termination of the student teaching experience.

Reapplying for Student Teaching

Formal application to repeat field experience is initiated by the student in a letter to the Department Chairperson and the Director of Clinical Practice & Partnerships. This letter should address the following:

- Reason for re-application.
- Additional preparation done during the intervening semesters (if suggested by College Supervisor).

Please note: This application must be submitted within a two-year period of the original student teaching experience. An ad hoc committee, which is comprised of the Director of Clinical Practice & Partnerships, clinical faculty, and the program coordinator, will review the appeal. The review of the appeal does not necessarily result in an approval to complete a second student teaching assignment. Students dismissed from their host schools or those who voluntarily decide not to finish their student teaching experience may not be allowed to reapply.

edTPA (Teacher Performance Assessment)

All student teacher/teacher candidates working toward earning an initial New York State teaching certificate must complete edTPA during student teaching. Details about edTPA guidelines for each certification area are provided and addressed during a weekly seminar. Seminar instructors will guide student teacher/teacher candidates through the edTPA submission process. Any student whose edTPA submission is made by the suggested submission date but does not pass state evaluation criteria may have an opportunity to take a one-credit special study course that will allow him or her an opportunity to extend the student teaching experience for the purpose of making either a partial or complete edTPA resubmission. Admittance to the special study course will be based on a review of the student teacher/teacher candidate’s edTPA performance scores and a recommendation by the School of Education’s edTPA Review Panel. Based on the student teacher/teacher candidate’s edTPA performance, the review panel will suggest the Teacher Candidate resubmit either the entire assessment or a portion of it. If a student does not receive a passing score after a second submission and needs an additional student teaching placement, he or she will need to reapply for student teaching.

Consult the New York State testing web site (http://www.nystce.nesinc.com/) for all applicable edTPA fees.
REQUIREMENTS OF THE TEACHER CANDIDATE IN STUDENT TEACHING

**Professionalism**

Teacher Candidates are emissaries to schools and the ambassadors of Lehman College’s teacher preparation programs. Teacher Candidates are expected to maintain high standards for personal and professional behavior. They are required to adhere to all requirements specified in the following:

- **Arrival and Departure Times.** The Teacher Candidate must arrive and leave at the time required for full-time teachers at school. The Teacher Candidate must follow the same sign-in and sign-out procedures. At the request of the Cooperating Teacher, the Teacher Candidate may be asked to arrive earlier or leave school later to provide support for before- or after-school activities or to complete planning, grading, record keeping, and preparation of instructional materials.

- **Absences.** The Teacher Candidate must be present full-time on school days. The only absences permitted are for the teacher candidate’s illness, death in the family, or permission from the Lehman College Director of Clinical Practice & Partnerships. In case of illness or other necessary absences, the Teacher Candidate must notify the Cooperating Teacher and school administrator in advance by telephone. In case of an emergency, the Teacher Candidate must notify the Cooperating Teacher and college supervisor within 24 hours. The Teacher Candidate must present written notice such as physician’s note or funeral schedule to the college supervisor who will submit them to the PDN Office for filing. For any absence, the Teacher Candidate must make arrangements with the Cooperating Teacher to make up for the missed dates in school.

- **School Schedule and Calendar.** The Teacher Candidate follows the cooperating teacher’s schedule, including any before or after school meetings. The Teacher Candidate will follow the calendar of the school, which may be different from the academic calendar of Lehman College. Unless notified by the PDN Office or the college supervisor to the contrary, all teacher candidates are to be in their schools five days a week, for a full day. At the end of each placement period, the Teacher Candidate must submit an attendance sheet signed by the Cooperating Teacher to the college supervisor. See Appendix N for attendance sheets.

- **Appropriate Dress.** The Teacher Candidate must dress in accordance with the professional standards of the school.

- **School Policies and Procedures.** The Teacher Candidate must become familiar with school and district policies and regulations regarding accidents, discipline, fire drills, drug and substance abuse, and homework. The Teacher Candidate is responsible for learning safety and security procedures and expectations of student behaviors. Teacher Candidates should not engage in personal for-profit activities in his or her host school while placed there as a Teacher Candidate.

- **Establishing Rapport.** The Teacher Candidate is expected to work with other school staff members, such as librarians, school counselors, and support staff. The Teacher Candidate is expected to interact respectfully and professionally with all members of the school community.

- **Contact with Students.** Teacher Candidates are not to have contact with students outside of school hours (contact includes but is not limited to telephone conversations, email, and meeting socially [i.e. face to face and social networking]). During school hours, teacher candidates should never be alone with students; according to NYCDOE regulations, a certified teacher or school administrator should always be present.

- **Professional Dispositions.** All teacher candidates are expected to earn a score of “Meets Expectations (2)” or better on all criteria of the School of Education Dispositions Assessment. Failure to do so could seriously impact a teacher candidate’s chances of earning a grade of B or better for student teaching.

See Appendix J: Dispositions Assessment and Appendix P: Student Teacher **Professional Conduct Quiz for details.**
Enhanced Understanding of Teaching and Learning

Teacher Candidates will have a variety of opportunities to work with students in the classroom under the supervision of the Cooperating Teacher and College Supervisor. In this way, they will develop ability to critique and reflect on instructional practices and their impact on student learning with the goal of improving practice. They will also develop and demonstrate proficiencies that support learning by all students. Such understanding will become more and more sophisticated and help them to make decisions “like a teacher” as they are engaged in observations, developing lesson plans, and student teaching. In addition, co-teaching is a required component of the student teaching experience. Cooperating Teachers and Student Teacher/Teacher Candidates are required to make co-teaching a regular part of their instructional practice. See Appendices K and L for details.

**Observation.** Teacher Candidates begin by observing their cooperating teacher’s classroom for the initial week. A successful Teacher Candidate will take advantage of the opportunity to learn the names of students; to learn school schedules and rules; to become familiar with the class and school environment; to understand the cooperating teacher’s techniques and strategies for managing the class, delivering instruction, and working with students of differing abilities; to observe assessment procedures; and to establish rapport with parents.

The Teacher Candidate will observe classes and situations where the Cooperating Teacher or other host school teachers use multiple instructional strategies to address students with special needs and/or of varying cultural and linguistic backgrounds and work appropriately and effectively with families and parents of these students. The Teacher Candidate will learn how to adapt and modify methods and techniques that support learning by all students as shown in her or his work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms. The Teacher Candidate is responsible for documenting in their journal the amount of time spent with students of special and diverse needs and in different classes such as inclusion and/or bilingual classes.

**Lesson Plans.** Following the observation period, the Teacher Candidate is required to take more and more responsibility of teaching, from conducting a small group activity or teaching the class for one whole day to taking over the whole class for a week during each placement. The Teacher Candidate is required to develop a detailed lesson plan for every class to be taught. One of the most important features of the teacher candidate’s lesson plan is sufficient detail about the objectives or goals of the lesson, standard-based (e.g., New York State content standards) instructional practices and strategies to achieve the goals, instructional materials to be used, and an assessment plan that includes examples of summative and formative assessments.

Such a detailed plan will serve the teacher candidate’s own needs to anticipate and be prepared for even the most routine events in the lesson. In addition, the Teacher Candidate must submit the lesson plan to the Cooperating Teacher in advance for feedback and comments. The Student Teacher/Teacher Candidate is expected to follow all the requirements set forth by the School of Education and host school. It is the teacher candidate’s responsibility for getting the resources.

The detailed lesson plan will help the Cooperating Teacher to understand what his or her students will be doing and when the Teacher Candidate is teaching. In this way, it serves the cooperating teacher’s needs to coach, question, prompt, suggest revisions, and finally approve the lesson plan before the Teacher Candidate begins instruction.

The detailed lesson plan will help the college supervisor to become quickly familiar with objectives and goals of the lesson plan and procedures and activities developed to achieve such goals. In this way, the college supervisor will be able to observe, coach, support, conduct the lesson-based discussion, and facilitate reflection.

Another important feature of the lesson plan is that the Teacher Candidate must demonstrate multiple explanations of the content knowledge and multiple instructional strategies that support learning by all students and appropriate ways of working with families and parents.

Consider issues of individual, parent, school, community, and cultural sensitivities as you think about content and methodology.
Teacher Candidate Assignments. All of your student teaching assignments, with the exception of your daily journal entries (and any other assignments required as part of your specific program) and the observation from your first and third college supervisor visit, must be uploaded on Taskstream, an online assessment system. College supervisors will only be grading work that is submitted on Taskstream. Directions on how to establish your Taskstream account will be emailed to you during the first few weeks of student teaching. edTPA submissions will also be made through Taskstream.

Reflecting on Teaching and Assessing Student Learning

The teacher candidate is required to keep a daily reflective journal. A typical entry should be about one page, single-spaced. At the beginning of the student teaching, journal entries will focus on the observation of the classroom, the school, the cooperating teacher’s lessons, and students’ responses to the instruction in general. As the teacher candidate’s experience unfolds, the observation will focus more on the cooperating teacher’s use of instructional strategies and decision making process when she or he creates a learning environment; application of principles and practices of teaching and learning; classroom management; assessment of students’ learning; strategies for working with individual students of varying abilities and cultural and linguistic diversity; adaptation and modification of text materials to engage students with varied interests; and uses of information technology to engage and address students’ varied needs at varied levels.

Description and Reflection. The journal entry will always consist of two sections, that is, the description of what the teacher candidate saw and reflection on issues and meaningful episodes. The description should capture meaningful and interesting moments and aspects of an observed class or activity, whereas the reflection should demonstrate the teacher candidate’s understanding of the issue being discussed, critical comments on a particular instructional practice or aspect of teaching, and recommendations for an alternative or a better solution to the problem. For example, teacher candidates may demonstrate their understanding by making connections between observations and readings they have done for the previous classes. They may discuss how the topics being discussed in the books or articles help them understand observed teaching and learning in general, and classroom management, instructional practices, selection of instructional materials, and assessments and evaluation in particular.

Focus. As the teacher candidate moves to conduct instructional activities or student teach under the cooperating teacher’s supervision, journal entries will focus on the instructional activities or lessons to be taught. At the end of the activity or lesson, the teacher candidate will enter her or his evaluation of the session. Special attention should be paid to the lessons and activities delivered to students with special needs and of varying cultural and linguistic backgrounds and effectiveness of their approaches to working with families and parents. The teacher candidate should reflect on how to adapt and modify methods and techniques that support learning by all students as shown in her or his work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms. It is important that these entries should reflect the teacher candidate’s observation of their students’ learning behaviors and the teacher candidate’s critique of what went on during the session. The teacher candidate’s plans for the following day or the next session should grow out of these evaluations.

Discussion with the College Supervisor. Journals are to be submitted to the college supervisor on a regular basis—an emailed synopsis of daily entries should be emailed to the supervisor once a week. Since the teacher candidates will be exchanging portions of their journal back and forth with the college supervisor, it is best to keep their journal on loose paper that can be taken in and out of a binder rather than in a bound notebook. The emphasis for the journal is on reflection. The journal is NOT intended to be a list of activities the Cooperating Teacher or the Teacher Candidate does during the day. It should focus on teacher candidates’ analysis and critique of what they did, how they think it went, why a particular moment was good or bad, and how they think they would change it next time. The teacher candidates’ journal is confidential. Only the college supervisor will read the journal.
Ongoing Professional Interaction

In addition to the written reflection in the required journal, teacher candidates are expected to engage in verbal reflection with colleagues. Teacher Candidates gain an understanding and insight into issues regarding teaching and learning through active participation in lesson-based discussions with the Cooperating Teacher and college supervisor, as well as with their classmates and education seminar instructors.
APPENDICES
Appendix A

CHECKLIST FOR Teacher Candidates AND Cooperating Teachers

- Review of district and building handbooks for students and teachers
- Daily schedule
- School calendar, school hours
- Fire and civil defense drills
- Playground rules (teacher’s responsibilities)
- Reporting accidents, first aid service, health services
- Enrolling new pupils, readmission of pupils whom have been ill
- Attendance procedures
- Group movement within the building
- Use of duplicating equipment; requisition of supplies and equipment
- Lunchroom regulations
- Testing programs
- Teacher meetings (teacher candidate’s part in them)
- Parent-teacher meetings
- Home visitations, pupil gifts
- Report to parents
- Rules regarding field trips
- Supervisory policies, principal, central office personnel
- Reporting pupil teacher absence
- Media center policies
- Procedures for snow days/late openings/early dismissals
- Procedures for dealing with students who become ill in the classroom/at school
- Collection of money (field trips, book orders, school pictures, proms, yearbooks, class rings, etc.)
- Dismissal procedures (bus, walkers, parent pick-up, student drivers, etc.)
- Release of students to authorized person(s)
Request to a Parent/Guardian/Student Release Form for edTPA Work Only

Dear Parent/Guardian/Student:

I am a teacher candidate in the School of Education at CUNY Lehman College, and I am required to take a national teacher performance assessment exam for during my student teaching experience in order to receive New York State Teacher Certification.

The performance assessment is a series of lessons I teach in your child’s classroom and includes short video recordings. Although the video recordings involve both the teacher and students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child’s work.

No student’s name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way.

Materials I submit will be reviewed by my program at CUNY Lehman College, and my assessment will be scored by other educators. My materials may also be examined by or on behalf of the New York State Department of Education for Teacher Candidate assessment. The form attached will be used to document your permission for these activities.

Sincerely,

(Teacher Candidate Signature)

(Teacher Candidate Name Printed)

Date
Student Release Form
(to be completed either by the parents/legal guardians of minor students involved in this project, or
by students who are 18 or more years of age that are involved in this project)

PERMISSION SLIP

Student Name: ________________________________

I am the parent/legal guardian of the child named above. I have read and understand the project description given in
the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child’s student work and/or image on video recordings as part of video(s)
  showing your classroom performance, to be used for the purpose of evaluation and assessment of teacher
candidate performance.

  I understand that my child’s name and any other personally identifiable information about my child will not appear on any of
  the submitted materials.

☐ I DO NOT give permission to you to include my child’s student work and/or image on video recordings as part of video(s)
  showing your classroom performance, to be used for the purpose of evaluation and assessment of teacher
candidate performance.

Signature of Parent or Guardian: ________________________________ Date: _______________

I am the student named above and am more than 18 years of age. I have read and understand the project description
given in the letter provided with this form, and agree to the following:

DD I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your
  classroom performance, to be used for the purpose of evaluation and assessment of your performance.

  I understand that my name and any other personally identifiable information about me will not appear on any of the
  submitted materials.

DD I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your
  classroom performance, to be used for the purpose of evaluation and assessment of your performance.

Signature of Student: ________________________________ Date: _______________

Date of Birth: ____/____/____

MM DD YY
CONSENT TO PHOTOGRAPH, FILM, OR VIDEOTAPE A STUDENT FOR NON-PROFIT USE
(e.g. educational, public service, or health awareness purposes)

Student Name: ____________________________ School: ____________________________

I hereby consent to the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of the Student named above by ____________________________.

I also grant to ____________________________ the right to edit, use, and reuse said products for non-profit purposes including use in print, on the internet, and all other forms of media. I also hereby release the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Signature of Parent/Guardian (if Student is under 18): ____________________________ Date: ______________

Address of Parent/Guardian: ____________________________________________________________________________

OR

Signature of Student (if 18 or over): ____________________________ Date: ______________

Address of Student: ____________________________________________________________________________
Solicitud a los Padres/Guardianes/Estudiantes para Dar Documento de Permiso

Estimados Padres/Guardianes/Estudiantes:

Yo soy una/un estudiante del Colegio de Educación del Lehman College/CUNY, y el colegio de Educación está llevando a cabo una evaluación del rendimiento de los maestros como parte de la experiencia de las prácticas de enseñanza.

Este examen de rendimiento consiste en documentar una serie de lecciones que yo enseñaré en la clase de su niño/a. Esta incluye grabaciones cortas de video. A pesar de que la grabación de video involucre tanto a la /el maestra/o como a varios estudiantes, el enfoque principal está en mi instrucción, no en los estudiantes de la clase. Mientras llevo a cabo la grabación sobre mi enseñanza es posible que su hijo/a aparezca en el video. También recogeré ejemplos del trabajo de los estudiantes como evidencia de mis prácticas de enseñanza, es posible que incluya algunos de los trabajos de su niño/a.

No aparecerá el nombre de ningún estudiante en ninguno de los materiales que sean sometidos. Los materiales serán guardados de una manera confidencial en todo momento. La grabación de video y los trabajos de los estudiantes no serán expuestos al público de ninguna manera. Los materiales que yo someta serán revisados por mi programa en Lehman College/CUNY, y mi evaluación será calificada por otros educadores. Es posible que mis materiales también sean examinados por o en nombre del Departamento de Estado de Nueva York como evaluación de candidato de maestro. El documento adjunto será utilizado para documentar su permiso para estas actividades.

Atentamente,

Firma de la / del candidata/o a maestro/o

Nombre impreso de la/del candidata/o a maestra/o

Fecha
Documento de Permiso para el Estudiante

(Deber ser llenado por los Padres/ el/la guardián legal de los estudiantes menores de edad involucrados en este proyecto, o por estudiantes que tienen 18 años y que están involucrados en este proyecto).

Documento de Permiso

Nombre del Estudiante: _______________________________

Yo soy el Padre/Madre/Guardián Legal del/a niño/a cuyo nombre aparece arriba. Yo he leído y comprendo la descripción del proyecto que me la dieron en la carta que vino con esta forma, y estoy de acuerdo con lo siguiente:

(Por favor marque abajo en la línea apropiada)

____ YO LE DOY permiso a usted para que incluya el trabajo de mi hijo/a y/o la su imagen en las grabaciones de video como parte de video(s) que demuestra su rendimiento en la clase, para que sean utilizados por el propósito de evaluar y valorar el rendimiento de la /del candidata a maestra/o.

Yo comprendo que el nombre de mi hijo/a y cualquier otra manera de identificarlo personalmente no aparecerán en la información de ninguno de los materiales que serán sometidos.

____ YO NO LE DOY permiso a usted para que incluya el trabajo de mi hijo/a y/o la su imagen en las grabaciones de video como parte de video(s) que demuestra su rendimiento en la clase, para que sean utilizados por el propósito de evaluar y valorar el rendimiento de la /del candidata a maestra/o.

Firma del Padre o Guardián: __________________________ Fecha: ________________

Yo soy el estudiante cuyo nombre se menciona arriba y tengo más de 18 años. Yo he leído y comprendo la descripción del proyecto que me la dieron en la carta que vino con esta forma, y estoy de acuerdo con lo siguiente:

Yo LE DOY permiso a usted para que incluya mi trabajo y/o mi imagen en las grabaciones de video como parte de video(s) que demuestra su rendimiento en la clase, para que sean utilizados por el propósito de evaluar y valorar el rendimiento de la /del candidata a maestra/o.

Yo comprendo que mi nombre y cualquier otra manera de identificarme personalmente no aparecerán en la información de ninguno de los materiales que serán sometidos.

____ YO NO LE DOY permiso a usted para que incluya mi trabajo y/o mi imagen en las grabaciones de video como parte de video(s) que demuestra su rendimiento en la clase, para que sean utilizados por el propósito de evaluar y valorar el rendimiento de la /del candidata a maestra/o.

Firma del Estudiante: ____________________________ Fecha: ________________

Fecha de Nacimiento: ____/____/____

Día Mes Año
AUTORIZACIÓN PARA REALIZAR FOTOGRAFÍAS, FILMACIONES O GRABACIONES AUDIOVISUALES DE UN ESTUDIANTE SIN FINES DE LUCRO
(POR EJEMPLO: PARA FINES EDUCATIVOS, LA ADMINISTRACIÓN PÚBLICA O LA CONCIENZTIZACIÓN SOBRE LA SALUD)

Nombre completo del estudiante: __________________________ escuela: __________________________

Por medio de la presente, autorizo a/al ____________________________ la participación en entrevistas, el uso de citas y la toma de fotografías, películas o audiovisuales del estudiante mencionado previamente. También, otorgo a/al ____________________________ los derechos de editar, utilizar y volver a utilizar dichos materiales sin propósitos lucrativos, incluidos el material impreso, distribución por Internet o cualquier otra forma de distribución mediática. Por medio de la presente además eximo al NYCDOE y sus agentes y empleados de todo reclamo, demanda y responsabilidad alguna en conexión con lo mencionado previamente.

Firma de uno de los padres o tutores (si el estudiante es menor de 18 años): __________________________ Fecha: ____________

Dirección de uno de los padres o tutores: __________________________________________________________

OR

Firma del estudiante (si tiene o es mayor de 18 años): __________________________ Fecha: ____________

Dirección del estudiante: __________________________________________________________

T&I-10309 (Spanish)
**Candidate:**

**School Term/Year:**

**Content or Grade/Age Level:**

**Teacher/Supervisor:**

**Site of Student Teaching:**

**Placement (Please circle one):**

**INSTRUCTIONS:** This form is designed to evaluate a teacher candidate’s professional behaviors and dispositions that are characteristic of those who are successful in the teaching profession. Please provide your best judgment for each item by recording your rating of the teacher candidate who you worked within the column to the right. If you did not have an opportunity to observe the student’s performance regarding any item, please indicate N/A. The target for acceptable performance is “Meets Expectations (2)”.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>LUTE Themes</th>
<th>Does not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>I, IV</td>
<td>Arrives late and/or leaves early more than 2 times</td>
<td>Usually arrives on time and remains as expected</td>
<td>Consistently arrives prior to designated time</td>
<td>First</td>
</tr>
<tr>
<td>Attendance</td>
<td>I, IV</td>
<td>Never attends as scheduled; may or may not notify teacher, and/or not dependable</td>
<td>Attends regularly as scheduled; makes up time missed; is dependable</td>
<td>Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time</td>
<td>Second</td>
</tr>
<tr>
<td>Appearance and Dress</td>
<td>I, IV</td>
<td>Never dresses appropriately for the school environment/classroom and/or poorly groomed</td>
<td>Usually dresses appropriately for the school environment and is generally well groomed</td>
<td>Consistently dresses in a professional manner; is well groomed</td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>I, II</td>
<td>Shows little self-confidence; or displays a negative attitude toward a challenging task</td>
<td>Usually self-confident; displays positive attitude toward a challenging task;</td>
<td>Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td>I, IV</td>
<td>Talks inappropriately to others concerning students and school; or lacks respect for confidential matters</td>
<td>Usually talks appropriately with other professionals concerning students;</td>
<td>Consistently keeps school matters confidential and refrains from discussing with anyone outside of school</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>I, IV</td>
<td>Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks</td>
<td>Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks</td>
<td>Consistently eager to participate</td>
<td></td>
</tr>
<tr>
<td>Sensitivity to Cultural Diversity</td>
<td>IV</td>
<td>Unaware of or unwilling to accept student differences</td>
<td>Usually displays sensitivity and acceptance of diverse backgrounds</td>
<td>Consistently displays a sensitivity and appreciation for diversity</td>
<td></td>
</tr>
<tr>
<td>Sensitivity to Individual Differences</td>
<td>IV</td>
<td>Holds lower expectations for minority students, or/and English Language learners, or/and students with special needs</td>
<td>Usually sets high performance standard for all students</td>
<td>Consistently sets high performance standards for all students</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>IV</td>
<td>Unwilling to cooperate or collaborate with peers, faculty, parents, and/or staff</td>
<td>Usually demonstrates an ability and willingness to work cooperatively with peers, faculty, parents, and/or staff</td>
<td>Consistently works cooperatively with faculty, parents, peers, and/or staff</td>
<td></td>
</tr>
<tr>
<td>Disposition</td>
<td>LUTE Themes</td>
<td>Does not Meet Expectations (1)</td>
<td>Meets Expectations (2)</td>
<td>Exceeds Expectations (3)</td>
<td>Rating</td>
</tr>
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<tr>
<td>Fairness</td>
<td>IV, III</td>
<td>Treats students with different ability levels with more/less dignity; and/or classroom policies/procedures and grading reflect bias</td>
<td>Usually treats all students equally</td>
<td>Consistently treats all students equally</td>
<td></td>
</tr>
<tr>
<td>Rapport</td>
<td>IV, III</td>
<td>Exhibits no respect when communicating or interacting with peers, faculty, students, parents, and/or staff; and/or relates to others in a negative, demeaning, or sarcastic manner</td>
<td>Usually demonstrates an ability to communicate and interact effectively and professionally with peers, students, faculty, parents, and/or staff</td>
<td>Consistently communicates and interacts effectively and professionally with peers, students, faculty, parents, and/or staff</td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>II, III, IV</td>
<td>Unwilling or unable to identify with or take into consideration the needs of students, parents, peers, faculty, and/or staff</td>
<td>Usually demonstrates the following: <strong>Empathy</strong> (e.g., able to identify with, see things from the perspective of others); <strong>Understanding</strong> (e.g., able to comprehend another person’s ideas, feelings, and needs); <strong>Responsiveness</strong> (e.g., attentive to others’ needs; places the needs of the learner and the learning task above one’s own)</td>
<td>Consistently demonstrates the following: <strong>Empathy, Understanding, and Responsiveness</strong></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>I</td>
<td>Fails to recognize the need for change</td>
<td>Usually recognizes the need for change when appropriate</td>
<td>Consistently recognizes the need for change when appropriate</td>
<td></td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>I</td>
<td>Does not admit or acknowledge different perspectives or solutions to a problem or issue</td>
<td>Usually admits or acknowledges different perspectives or solutions to a problem or issue</td>
<td>Consistently admits or acknowledges different perspectives or solutions to a problem or issue</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>IV, III</td>
<td>Withholds the truth to suit his/her own needs; or deceitful with peers, faculty, students and staff</td>
<td>Usually genuine, authentic; truthful; able to admit one’s own mistakes</td>
<td>Genuine, authentic; truthful; able to admit one’s own mistakes; articulates the importance of honesty to faculty, students, and/or staff</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to Feedback</td>
<td>I</td>
<td>Rejects or ignores constructive feedback and/or fails to take action in a timely manner</td>
<td>Usually accepts constructive feedback and responds appropriately; takes action in a timely manner</td>
<td>Consistently accepts constructive feedback and responds appropriately; is open to constructive criticism; actively solicits feedback about performance</td>
<td></td>
</tr>
<tr>
<td>Reflectivity</td>
<td>III, IV</td>
<td>Little or no concern about evaluating a situation or one’s own performance, attitudes, or behavior critically</td>
<td>Usually shows concern about evaluating a situation or one’s own performance, attitudes, or behavior critically</td>
<td>Consistently shows concern about evaluating a situation or one’s own performance, attitudes, or behavior critically</td>
<td></td>
</tr>
</tbody>
</table>

I understand the content of this assessment: _______ yes / _______ no I _______ agree/ _______ disagree with this assessment.

Student’s Signature ________________________________ Date ____________

Evaluator’s Signature ________________________________ Date ____________

Assessment Adapted from Furman University Dispositions and Field Experience Evaluation
*From Appendix A of LUTE Conceptual Framework: Theme I-Empower Our Community of Educators and Learners, Theme II-Educate and Advocate for Social Action and Equity, Theme III-Develop Human Competencies, and Theme IV-Affirm Our Diverse Ethnic and Cultural Context*
## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
</table>
| **One Teach, One Observe**   | *One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.*  
  **Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.  
  **Tip:** When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons. |
| **One Teach, One Assist**    | *An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.*  
  **Examples:** While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.  
  **Tip:** This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson. |
| **Station Teaching**         | *The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*  
  **Examples:** If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.  
  **Tips:** Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson. |
| **Parallel Teaching**        | *Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*  
  **Examples:** After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson student are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.  
  **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson. |
### Supplemental Teaching

*This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*

**Examples:** Using the results from an math exam students are divided into two groups, one smaller group that didn’t meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.

**Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn’t always work with the students who are struggling and/or need extensions. Group make-up is always changing.

### Alternative or Differentiated

*Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.*

**Examples:** When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.).

**Tips:** A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.

### Team Teaching

*Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.*

**Examples:** Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.

**Tips:** Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.

*The co-teaching strategies are not hierarchical; they can be used in any order and/or combined to best meet the needs of the students in the classroom.*
## Teacher Actions During Co-Teaching

**TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)**

Co-Teaching is an Attitude... an attitude of sharing the classroom and students
Co-Teachers must always be thinking - We're Both Teaching!

<table>
<thead>
<tr>
<th>If one teacher is leading instruction...</th>
<th>The other can be doing this...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing for:</strong></td>
<td></td>
</tr>
<tr>
<td>student understanding and/or questions (through body language, facial expressions, etc.);</td>
<td></td>
</tr>
<tr>
<td>specific types of questions asked by instructing teacher;</td>
<td></td>
</tr>
<tr>
<td>specific student interactions and behaviors;</td>
<td></td>
</tr>
<tr>
<td>teacher movement;</td>
<td></td>
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<tr>
<td>specific teacher behaviors;</td>
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<tr>
<td>specific student or group behaviors;</td>
<td></td>
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<tr>
<td><strong>Charting:</strong></td>
<td></td>
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<tr>
<td>where questions are directed within the classroom;</td>
<td></td>
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<tr>
<td>gender of responders;</td>
<td></td>
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<tr>
<td>on-task/off task behavior;</td>
<td></td>
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<tr>
<td>teacher wait time;</td>
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<tr>
<td>specific teacher behaviors or movements;</td>
<td></td>
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<tr>
<td>specific student or group behaviors</td>
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<tr>
<td><strong>Circulating:</strong></td>
<td></td>
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<tr>
<td>checking for comprehension;</td>
<td></td>
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<tr>
<td>using proximity control for behavior management;</td>
<td></td>
</tr>
<tr>
<td>checking for comprehension;</td>
<td></td>
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<tr>
<td>providing one-on-one support as needed</td>
<td></td>
</tr>
<tr>
<td><strong>Collecting and reviewing last night’s homework</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introducing a social or study skill</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Taking roll</strong></td>
<td></td>
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<tr>
<td><strong>Reviewing directions:</strong></td>
<td></td>
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<tr>
<td>modeling first problem on the assignment</td>
<td></td>
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<tr>
<td><strong>Writing down instructions on board</strong></td>
<td></td>
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<tr>
<td><strong>Repeating or clarifying any difficult concepts</strong></td>
<td></td>
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<tr>
<td><strong>Passing out papers</strong></td>
<td></td>
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<tr>
<td><strong>Giving instructions orally</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Facilitating a silent activity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introducing a new concept to whole group</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Asking clarifying questions</strong></td>
<td></td>
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<tr>
<td>If one teacher is...</td>
<td>The other can be doing this...</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Explaining a new concept through discussion</td>
<td>Introducing a new concept through role play or modeling;</td>
</tr>
<tr>
<td>Provide enriching or extended activities on a concept already discussed in class</td>
<td>Re-teach or review and old concept with students who didn’t understand it</td>
</tr>
<tr>
<td>Provide enriching or extended activities related to items on a test</td>
<td>Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam</td>
</tr>
<tr>
<td>Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead</td>
<td>Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next</td>
</tr>
<tr>
<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group</td>
</tr>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead</td>
</tr>
<tr>
<td>Running last minute copies or errands</td>
<td>Reviewing homework; providing a study or test-taking strategy</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
<td>Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
</tr>
<tr>
<td>Facilitating a station or group</td>
<td>Facilitating a station or group</td>
</tr>
</tbody>
</table>

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning.
<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Activities for Student Teachers and Cooperating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Observe and help out as needed/directed by cooperating teacher.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Continue to observe; begin to do transitions; do a read aloud. Co-plan with cooperating teacher. Send home appropriate release consent form and letter for edTPA recording.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Take over responsibility for planning and implementing a lesson for a small group; continue to do transitions and read alouds. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Continue with previous responsibilities. Add planning and implementing whole class lessons. Take over a morning. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Continue with previous responsibilities. Add planning and implementing whole class lessons. Take over a whole day. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Continue with previous responsibilities; take over responsibility for planning and implementing lessons for two or three full days. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 7</td>
<td>One-week takeover. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Continue to co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Continue to co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Continue to co-plan and co-teach with cooperating teacher. <strong>First cooperating teacher evaluation is due to the College Supervisor. Final week in first placement.</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Begin new placement. Observe and help out as needed/directed; do transitions and read alouds.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Take over the responsibility for planning and implementing a small group lesson as well as continue observation, transitions, and read-aloud. Co-plan with cooperating teacher.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Continue with previous responsibilities; take over two or three full days. Co-plan and co-teach with cooperating teacher.</td>
</tr>
<tr>
<td>Week 14</td>
<td>One-week takeover. Co-plan and co-teach with cooperating teacher. <strong>On last day of student teaching, second cooperating teacher evaluation is due to the College Supervisor.</strong></td>
</tr>
</tbody>
</table>

*Note: The schedule is tentative and subject to change to accommodate the needs of the host school.*
Appendix P

Student Teacher Professional Conduct Quiz

Questions
Circle the best response for each question/prompt. Every student teacher should be able to answer each one of these questions correctly before reporting to student teaching placement(s).

1. Which of these would be considered appropriate attire for a normal day of student teaching?
   a. Black tie attire
   d. Jeans and a T-shirt
   c. A bathing suit/swimming trunks
   d. Slacks/dress pants, a button down shirt, and shoes

2. Your cooperating teacher just had a lesson that did not go very well. The students were not engaged, and you are not certain what the goal of the lesson was. You should:
   a. Share what you witnessed with other student teachers in the teacher's lounge.
   b. Write about what you observed in your journal and reflect on how you may have planned and executed a lesson on the same topic.
   c. Immediately share with your cooperating teacher all of your ideas on how his or her lesson could have been better.
   d. Wait and share your thoughts about your cooperating teacher’s performance with other members of the school staff whom you know.

3. Which of the following statements is correct regarding arrival at your student teaching placement on a daily basis:
   a. It is okay for you to arrive at a time that fits your personal schedule.
   b. It is okay for you to arrive a few minutes after the start of the regular school day.
   c. It is okay for you to arrive between 15 and 30 minutes before the start of the regular school day.
   d. It is okay for you to arrive once you find parking even if that means arriving a couple of minutes late because there are never any spaces in the immediate area.

4. Your cooperating teacher has agreed to have you teach one whole-class lesson a day over the course of the following week. How should you proceed?
   a. Plan each lesson the period before you are supposed to execute it.
   b. Don’t develop specific lesson plans since your cooperating teacher does not seem to do this when s/he teaches.
   c. Begin working on your lesson plans immediately and share them with your cooperating teacher for feedback.
   d. Develop and share your lesson plans with your cooperating teacher, and feel comfortable postponing the teaching of the lessons because you need time to complete a big assignment that is due in one of your education classes.
5. A student in one of your classes sends a request to “friend” you on a social networking site. You should:
   a. Ignore the request.
   b. Accept immediately--this is a good opportunity to get to know the student better.
   c. Let your cooperating teacher know about the request.
   d. B & C
   e. A & C

6. During your prep periods (periods when you are not scheduled to teach), you should NOT:
   a. Routinely head to the local deli or coffee shop and remain there until the prep is over.
   b. Write reflective journal entries about your observations, questions, and lesson plans.
   c. Arrange to meet with your cooperating teacher to discuss how you can be more of an asset in the classroom.
   d. A & C

7. Your student teaching host school has a “No Cell Phone” policy which, in addition to prohibiting students from possessing them on school grounds, also restricts teachers from using their personal phones anywhere in the school building except the teacher's lounge. You should:
   a. Restrict use of your phone to the teacher’s lounge, or use it outside of the school building.
   b. Always turn your cell phone off or put it on silent alert before entering the school building.
   c. Within reason, observe this and all other school rules for teachers.
   d. Ignore the rule because it would not apply to you since you are not a teacher or a student.
   e. A, B, and C

8. It is lunch time on the first day of student teaching, and your cooperating teacher has not yet introduced you to a/the class or given you anything to do. You should:
   a. Since the students are not in the classroom, take a moment to ask your cooperating teacher what s/he has planned for the afternoon, and find out how you might be able to assist.
   b. Ask your cooperating teacher if it would be okay for you to introduce yourself to the students after lunch time.
   c. Give your cooperating teacher a copy of the Cooperating Teacher Handbook and ask if it would be okay for both of you to take a look at the list of student teaching activities scheduled for the week.
   d. Any of the above actions would be a good way for you to let your cooperating teacher know that you are ready to make the most of your student teaching experience.

9. Which of the following is prohibited during your student teaching experience?
   a. Your cooperating teacher leaves the classroom for just a moment and asks you to supervise the students.
   b. You are left alone to supervise students in the lunchroom for just a moment while the teacher who has been assigned to lunch duty takes a telephone call in another room.
   c. You have been asked to tutor a struggling student, and a certified member of the school staff is not in the room during the tutoring session.
   d. All of the above--student teachers should not be left alone with students at any time.
10. You and several members of the school staff are having lunch together when the topic of discussion turns into a gripe session about school policy, the principal, and your cooperating teacher. You should:
   a. Join in and gripe.
   b. Tell the others they are behaving unprofessionally and leave the room.
   c. Decide not to chime in and change the subject if you get a chance.
   d. Decide to avoid all future communication with school staff.

11. It is time for parent/teacher conferences, and your cooperating teacher has asked that you attend. You should:
   a. Find a way to get out of it, especially if it is happening after school hours.
   b. Expect to be held accountable for talking to the parents about your views of the child’s progress.
   c. Expect to be an observer who will answer questions if encouraged by your cooperating teacher.

12. Your cooperating teacher wants you to teach a math lesson and you need to get copies of handouts. You should:
   a. Ask the school secretary or aide to make the copies for you.
   b. Make the copies on your own at Staples if there is not enough time to have them made at school.
   c. Ask your cooperating teacher about the procedure for requesting copies.
   d. B and C

13. You are required to report to your student teaching host school:
   a. Only when the students at your host school will be present.
   b. Only on days when you can fit it into your regular work schedule.
   c. Only on days when you can fit it into your regular class schedule.
   d. On days when teachers at your host school are required to be there.

14. You and your cooperating teacher have not been getting along. You should:
   a. Leave your student teaching placement immediately.
   b. Talk to your college supervisor about the difficulties you have been having with your cooperating teacher and ask for his/her suggestions.
   c. Go to the assistant principal at your host school and explain why you would like to be reassigned to another cooperating teacher.
   d. Both A and B

15. Your cooperating teacher has just informed you that he will be out one day next week. In his absence, he would like you to teach a lesson he has prepared. A licensed substitute will be present, but you will be leading the lesson. You should:
   a. Agree to teach the lesson.
   b. Refuse to teach the lesson.
   c. Plan to be absent on that day too.
   d. Complain to your college supervisor that your cooperating teacher gives you too much to do.
16. Which of these should you **NOT** do during your student teaching experience?

   a. Grade student work
   b. Administer various kinds of assessments
   c. Participate in planning and rehearsal for student performances
   d. Hand your lesson plans over to your cooperating teacher for him or her to claim as his or her own

17. You are in the middle of your last week at your student teaching placement, and your cooperating teacher has not yet completed your evaluation form. You should:

   a. Remind him or her about the evaluation and ask if you can schedule a time to discuss your performance before your last day.
   b. Let time run out on your placement without your mentioning the final evaluation to your cooperating teacher.
   c. Ask your cooperating teacher to complete the evaluation right away.
   d. Wait until the very last day before mentioning it.

18. You and your cooperating teacher have scheduled a time when your college supervisor can observe you teaching. You should:

   a. Wait until your college supervisor gets there to tell him or her you need to reschedule.
   b. Prepare your lesson well in advance to share it with both your college supervisor and your cooperating teacher for feedback.
   c. Call your supervisor the morning of your observation to reschedule.
   d. Hand your lesson plan to your college supervisor and cooperating teacher for the first time on the day of your observation.

19. You have reached the end of your student teaching assignment, and you would very much like to inquire about a teaching position at your host school. You should:

   a. Schedule a meeting with the principal or assistant principal to say thank you for the student teaching opportunity.
   b. Express an interest in obtaining a full-time position at the school.
   c. Ask the principal or assistant principal to keep you in mind for any openings that fit your qualifications.
   d. All of the above

20. In the event the principal at your student teaching host school asks you to leave the school and will not allow you to continue your student teaching placement there, you should:

   a. Refuse to leave and demand to know why you are being dismissed.
   b. Thank the principal for the time you were allowed to spend there, leave right away, and contact your college supervisor.
   c. Ignore the directive because you do not have to listen to the principal--you are a student teacher.
   d. Cry and beg for the principal’s forgiveness.
21. If a parent at your student teaching host school asks you to tutor her child at lunch time during the regular school day, you should:

a. Tell the principal or the assistant principal.
b. Accept the job--it is hard not being able to work while completing your student teaching experience.
c. Politely decline the job.
d. Both A and C

22. You have just seen the movie *The Experiment* and would like to try a psychological experiment with your class of middle school students to help them better understand a text they are reading. You should:

a. Run the idea past your college supervisor to get his or her input.
b. Discuss your idea with your cooperating teacher to get his or her input.
c. Keep in mind the potential damage a psychological experiment can cause and abandon the idea.
d. All of the above

Professionalism Conduct Quiz Answer Key

2. b 7. e 12. d 17. a 22. d
3. c 8. d 13. d 18. b
5. e 10. c 15. a 20. b
Appendix Q

Chancellor’s Regulations from NYCDOE Student Teaching Handbook

Included in the New York City Department of Education’s student teacher handbook (http://teachnyc.net/assets/StudentTeachingHandbook.pdf) are references to the following Chancellor's regulations:

A420 – Pupil Behavior and Discipline – Corporal Punishment
A421 – Verbal Abuse
A750 – Child Abuse
C105 - Background Investigations of Pedagogical and Administrative Applicants and Procedures in Cases of the Arrest of Employees

Please familiarize yourself with these regulations—you are expected to follow the requirements within each one. Violation of these regulations, or suspected violation that leads to investigation, will lead to immediate removal from student teaching. Readmittance to student teaching will be possible if claims against the teacher candidate in question are found to be unsubstantiated.

A complete list of the Chancellor’s regulations is available here (https://www.schools.nyc.gov/school-life/policies-for-all/chancellors-regulations/volume-a-regulations).