STERN COLLEGE FOR WOMEN
YESHIVA UNIVERSITY

# DEPARTMENT OF EDUCATION

# STUDENT TEACHER
Clinical Semester
# HANDBOOK

2019-2020

This handbook is designed to provide student teachers, cooperating teachers, supervisors, and principals with information about the SCW clinical semester of student teaching. It was composed in direct consultation with the *NYC Department of Education Student Teaching Handbook.*

## Table of Contents

## 1. <u>Student Teachers</u>

### A. Requirements

1. All pre-service candidates who have been recommended to the professional semester at SCW must have their background check & fingerprinting completed, and been successfully registered in the PETS system by our certifications office, Dr. Joan Rosenberg (joan.rosenberg@yu.edu), in advance of the clinical semester of student teaching. All matters related to New York State certification requirements, fingerprinting, University certification codes, and status of initial certification applications should be directed to her.

2. All pre-service candidates planning to student teach in a NYC public school must register with the NYCDOE via the online system at the Teachers Support Network website. Visit http://nyc.teachersupportnetwork.com/studentteacher to create a user account and complete your online registration.

3. Please update your student teacher placement information as part of the registration process. If you do not know your placement information when you first create your user account, you can log back in at a later date to add your placement information. Once you have fully completed all the required steps, you should print your placement confirmation letter from the site. Your host school principal or his/her representative may ask to see your placement confirmation letter.

4. Once the PETS registration is complete, you will receive an email with instructions to log into the Applicant Gateway. Click on the link provided in the email to activate your applicant gateway account. Complete all the required forms listed in the Applicant Gateway.

5. Ensure you complete the OSPRA 104 form if you intend to apply for New York State certification. This form sends your fingerprints from NYC to NYS.

6. **REGISTRATION IN TEACH.** Student Teachers should also create a profile and register in the New York State Department of Education TEACH System: http://www.highered.nysed.gov/tcert/teach/. This site links completion of all New York State certification requirements to the candidate's profile. The teacher certification helpline
(518-474-3901) is available to answer your questions Monday-Friday from 9:00am-4:30pm.
Please use the program codes below:

**PROGRAM CODES:**
**Early Childhood (B-2) Program Option     26052**
**Childhood (1-6) Program Option            26051**

7. Please familiarize yourself with the following Chancellor's regulations prior to student teaching in a New York City public school. You are expected to follow the requirements within each of these regulations:

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

## B. The First Day of Student Teaching

Upon arriving at the host school for your first day of student teaching (both placements), you should present your registration confirmation (public school placement) and your university letter of introduction (received from Faculty Supervisor [FS], Professor Greenberg, for both non-public and public-school placement).

You will proceed to the assigned classroom. Please stop by the school office to introduce yourself to the principal or assistant principal. It is expected that student teachers follow the SCW for Women dress code in all placements. Professional appearance and dispositions are expected throughout the student teaching semester.

Please review this entire handbook and sign the Student Teacher Responsibilities Contract (Appendix A). There is a copy in the appendix, and you will receive another copy the first day of Senior Seminar. It is your responsibility to have your Cooperating Teacher (CT) this as well and

return it to your faculty supervisors the first week of student teaching. You will receive another form for your second placement.

## C. Student Teaching Responsibilities

In consultation with your cooperating teacher, you will assume responsibility including but not limited to record keeping, planning lessons and units, teaching lessons, assessing student learning, preparing displays and other resources, and day-to-day classroom management. As you become more familiar with the norms and routines of the classroom and host school, you will take-on an appropriate portion of the teaching load and other duties. You are expected to participate in and attend school events, including field trips, parent-teacher conferences, faculty meetings, professional development, and workshops as approved by your cooperating teacher and faculty supervisors.

## D. Student Teaching Guidelines

While you are encouraged to participate in extracurricular activities in which your cooperating teacher is involved, these activities are optional and cannot conflict with the SCW college seminar or other requirements. You are expected to follow the school calendar pertaining to your placement. If you need to miss a day because of illness or an emergency, you should contact your cooperating teacher and your faculty supervisor as soon as possible. In accordance with university guidelines, the supervisor will decide if this time needs to be made up.

Particular care should be shown for the rights to privacy of children and parents. In the event that you are unsure of the proper procedures to be followed in a given situation, you should first consult with your cooperating teacher. If the cooperating teacher is unavailable, you should consult the appropriate administrative personnel at the school site. If no immediate on-site advisor is available, you should contact your university supervisor.

At no time should you photograph students or post any information about students, teachers, or the school on social media platforms. (Teachers may ask student teachers to document children with photography or video on their behalf.). Student teaching, like all teaching, may involve and evoke strong emotional responses. Please use sound judgement and exercise professionalism in all your interactions with students, teachers, parents, administrators, and other school personnel.

It is expected that you arrive on time, turn your cell phone to silent, and do not text or use your phone to take notes. Inform your cooperating teacher if you have any allergies or health concerns at the beginning of your placement. The clinical semester weekly schedule is 3 full days of student teaching and 2 half-days until 12:00 pm. (Fall 19 Childhood & Early Childhood student teachers will have seminar on Wednesday. Times posted in SCW course schedule). You are expected to complete the Student Teaching Attendance form (Appendix B) and have your cooperating sign at the end of every week. You will submit one form per placement. Please photograph the form and save a copy for your records. The physical document should be handed to your faculty supervisor at the conclusion of each placement.

A weekly required seminar at SCW (EDUC 2930) one afternoon or morning a week is the companion course to the student teaching practicum. The content of the course is designed to

complement the student teaching experience and provide valuable information and support for NYSTCE including edTPA, the required workshops, employment opportunities post-graduation, and graduate school.

**E. Student Teaching Assessment**

You will be formally observed teaching a lesson twice in each placement. One observation will be conducted by your cooperating teacher and one observation will be conducted by your faculty supervisor. Lesson plans will be prepared for each for formal observation using the SCW Lesson plan template available on the Education department website under the resources tab. A sample has been included in the Appendix. All lesson plans must be submitted to the cooperating teacher and faculty supervisor at least 48 hours prior to teaching the lesson.

Your CT and FS will use the lesson observation rubric to evaluate your lesson. Self-reflection is an important part of teaching and will be formally documented using the reflection Form as included in the appendix and on the website. At the beginning of the placement, the FS will visit your classroom to make sure the placement has gotten off to a good start. Occasionally, the FS will drop by unannounced to informally observe the candidate's performance in the placement.

At the end of each placement, the CT will complete a formal evaluation of the candidate's overall performance in the placement.  The student teacher will also formally evaluate the placement using the Student Teaching Placement Evaluation Record (Appendix C). All forms have been included in the appendix.

## 2. <u>Cooperating Teachers (CTs)</u>

SCW is proud to partner with master teachers in NYC schools who lead the way in effective instruction for diverse learners in our local community. We value our relationship with our cooperating teachers and appreciate their contribution to our educator preparation program. We are always interested in any feedback, advice, or suggestions on how to improve our program or better respond to the needs of the CTs.

We ask that CTs gradually initiate our candidates into increasing their role and responsibilities in the classroom. We realize that our candidates are guests in your classroom, and we promise to be responsive to your needs and concerns throughout the placement. We are required by CAEP to ask you to complete the following for every student teacher placed in your room:

a. Sign the **Fieldwork Attendance Form** (Appendix D) weekly (Note: it is the student teacher's responsibility to hand it to you).

b. Complete one formal lesson observation per student teacher using the **SCW Lesson Observation Form** (Appendix E). (Please note, we only ask for one formal lesson observation, but we recommend that the student teacher have many varied small group and whole class teaching experiences as per your classroom environment. Your specific

targeted feedback and advice to our candidates is most valuable to their professional growth and development.)

c. **Conference** with the student teacher following the observed lesson within a reasonable time frame (that day or the next, if possible)

d. (*Public school placement only*) Advise the student teacher with **edTPA preparation.** https://secure.aacte.org/apps/rl/res_get.php?fid=1622&ref=edtpa

e. Complete the **Student Teacher Evaluation Form** (Appendix F) at the end of the semester.

f. At the end of the semester we will email you a **Google Forms Survey** to complete.

g. Please contact the Faculty Supervisor or Department Chair ASAP if any situation causes you discomfort or concern.

| *Role* | *Name* | *Email* |
|---|---|---|
| Faculty Supervisor | Donna Greenberg | donna.greenberg@yu.edu |
| Department Chair | Miriam Hirsch | mhirsch2@yu.edu |
| Early Childhood Faculty | Meredith Resnick | Meredith.resnick@yu.edu |

All forms have been included with this handbook in the appendix, and another copy has been provided in the CT folder that has been provided to you by our Student Teaching Supervisor, Professor Donna Greenberg.

The Student Teaching Supervisor is responsible for placing and supervising the student teacher in her assigned school site(s). She confers with the cooperating teacher throughout the semester to monitor and evaluate the student teacher's performance in and out of the classroom. Should problems arise in a placement, the supervisor is available to mediate and guide the student teacher and cooperating teacher accordingly. The college supervisor will conduct informal and formal observations during the student teaching semester and is available to discuss any concerns that arise.

## 3. <u>Graduation Requirements</u>

At the end of the clinical semester, candidates are required to complete the following:

A. *Exit Essay* - Appendix G

B. *Exit Survey*- Google Forms Survey to be emailed at the end of the clinical semester

C. *Exit Interview* - Faculty Supervisors will schedule a private interview with you during reading week. During the interview you will be asked questions related to your edTPA preparation, your experiences in the EPP and you will have an opportunity to offer opinions and suggestions to improve our EPP.

D. *Alumnae Contact Form*

In addition to the Education Program course work, fieldwork, and student teaching experience, candidates are required to <u>complete four special workshops required by NYS:</u>

1. **Child Abuse Recognition & Reporting**
2. **Violence Prevention Workshop**
3. **Dignity for all Students Act (DASA)**
4. **The Needs of Children With Autism**

Registration for each workshop is detailed below. It is each teacher candidate's responsibility to register, attend, complete, and save the requisite paperwork as evidence of participation. <u>You will not be able to graduate from Stern College for Women without attendance and participation in all four workshops.</u> The workshops are given by authorized providers throughout NYC.

Online workshops are available for Child Abuse Recognition & Reporting, Violence Prevention, The Needs of Children with Autism through this NYS approved provider: https://www.violenceworkshop.com/?gclid=CjwKCAjw1_PqBRBIEiwA71rmtRsg9JxzV9Hc1Z2MlFDNtuzSgyhYcGy1tAe-7OJsS889sulZL_Dc2RoC8oEQAvD_BwE

Live sessions of all required NYS workshops are provided by the United Federation of Teachers (UFT): https://owa.yu.edu/owa/redir.aspx?C=dXP1LqCQ0FCOrT4pBTNUeQjfNHwyVLqOtvGLsj97TrZdHaticinXCA..&URL=https%3a%2f%2fwww.uft.org%2fteaching%2fprofessional-development%2fcourses-workshops

At the end of the workshop, each participant will receive two copies of the certificate of completion. One copy should be submitted to the registrar's office and given to Aniruddha Das (adas@yu.edu), and the teacher candidate should also save a copy for her own records.

## 4. <u>Certification Requirements</u>

In addition to the Educator Preparation Program requirements for graduation, candidates applying for initial certification must successfully pass 3 NYS teacher certification examinations. **The State of New York frequently changes its requirements, pass scores, and safety nets for testing.** Students should track the changes in the test requirements at the NYSTCE site www.nystce.nesinc.com
NYSTCE bulletins, sample questions, practice tests, and additional resources are available online at: www.nystce.nesinc.com/. Specific exam dates are available online. It is the student's responsibility to pay close attention to registration deadlines.

A. <u>Content Specialty Test (CST Multi-subject)</u>

There are three sections to this exam: literacy (211 or 221), mathematics (212 or 222), and multi-subject (245) which combines science, social studies, art, and physical education content. You may take all tests at once or break them up and take them on separate days. We recommend that you plan to take the literacy section and math section immediately following your junior year literacy and mathematics methods courses. The third multi-subject can be taken any time after you have completed your social studies

and science methods courses. The literacy and mathematics tests have both selected and constructed response sections, while the multi-subject
section only has selected response.

**Early Childhood tests (211/212/245)**
**Childhood tests (221/222/245)**

B. <u>Educating All Students (EAS)</u>

This test examines your knowledge of educating students with diverse learning needs such as English Language Learners and other exceptionalities. This test has both selected and constructed response sections and should be taken immediately following EDUC 4003: Educating Students with Exceptionalities.

C. <u>edTPA</u>

This test is a portfolio assessment-based examination that asks you to plan, teach, and assess your teaching of literacy skills in a unit of at least 3 lessons. Elementary students have an additional mathematics component in which students remediate a small group on a particular mathematical misconception, procedural error, or problem-solving strategy. The edTPA handbooks and other resources are available on Canvas as part of your senior seminar course. All artifacts, images, and evidence for your edTPA portfolio are collected during your public-school placement. These materials should not contain students' full names or identifiable data. Cooperating teachers have received guidelines about acceptable support. *Note: edTPA is submitted on a special website.
*edTPA resources are available at http://edtpa.aacte.org/
*edTPA registration and submission information: http://www.edtpa.com/Home.aspx

## 5. **Frequently Asked Questions (FAQs)**

1.  **Can I take other classes during my semester of student teaching**?

Yes, you will need to take at least one Jewish studies course.  However, you cannot take any classes before about F or P slot. The semester of student teaching requires working with the classroom teacher for virtually the entire day, excluding the one morning or afternoon a week when you have seminar at SCW. Students will have an additional semester to finish SCW coursework in the spring prior to May graduation.

2.  **Can I get certified in both early childhood and elementary?**

Students who graduate from Stern College for Women having completed the NYS approved Education Program, and who are recommended for certification, will receive a base certificate in either Early Childhood (B-2) or Childhood Education (1-6) depending on their major.  To obtain a New York State extension certificate in a second area, the student must apply for it on her own,

and present evidence of having completed 3 additional credits designed specifically for the extension they are seeking.  The student teaching requirement is assumed satisfied since the requirements specify that a portion of it has been done in B-2 classrooms and the other portion in 1-6 classrooms.  Therefore, the early childhood students need only take 3 credits in an elementary course and the elementary students need only 3 credits in an early childhood course to be eligible to apply for an extension certificate.

In both cases, the students may take these three credits as undergraduate or graduate students. The extension certificates require a separate application and fee payable to the NYSED.  The application is available on the TEACH website:
www.highered.nysed.gov/tcert/.


### 3.   Can I get additional certification in special education?

While you cannot receive additional certification in special education, you are required to take one course in special education.  Special Education is a Masters level degree and you can further pursue this field in graduate school.

### 4. What if I want to teach out of NYS?

Students who plan to teach out of state should first obtain NYS certification and then check that out of state education department guidelines for reciprocity.

### 5. I am having trouble logging into my PETS or TEACH account. Who can help me?

Our certifications officer, Dr. Joan Rosenberg, is available to help you with all certification related matters. She can be reached at joan.rosenberg@yu.edu

## SCW Student Teaching Contact Information

| Name | Title | Phone Number | Office | e-mail |
|------|-------|--------------|--------|--------|
| Mrs. Donna Greenberg | Student Teaching Coordinator | 212-340-7800 | Room 1001 | Donna.greenberg@yu.edu |
| Dr. Miriam Hirsch | Chair Education Department | 212-340-7853 | Room 1001 | mhirsch2@yu.edu |
| Dr. Meredith Resnick | EC Faculty | TBA | Room 1020 | meredith.resnick@yu.edu |

| Dr. Joan Rosenberg | Certifications Officer | 212-960-5400 x5949 | Room 1005 | joan.rosenberg@yu.edu |
|---|---|---|---|---|

# 6. Appendix

# SCW Student Teaching Responsibilities Contract

As I begin my clinical semester, I understand the importance of using every opportunity to make my student teaching a constructive learning moment. I am committed to maintaining a professional demeanor throughout the clinical semester. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in my final evaluation.

**Therefore, I agree to:**
- Read the student teaching handbook and know its content.
- Follow the calendar for student teaching provided by the SCW Faculty Supervisors.
- Any variation to the calendar must be approved by my cooperating teacher, supervisor and faculty advisor.
- Report allegations of child abuse, misconduct or student harassment promptly.
- Exchange phone numbers and email addresses with my cooperating teacher and supervisor as soon as my placement is confirmed.
- Be punctual and prompt in all my appointments and with all my assignments.
- Be mindful of the appropriate dress and appearance commensurate to my role as a teacher.
- Be professional in my relationship with the teaching community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher and university supervisor.
- Confer regularly with my cooperating teacher and university supervisor regarding professional concerns, interests, questions, or problems.
- Notify my supervisor immediately when a problem arises.
- Make regular entries in my student-teaching journal and submit them in a timely fashion.
- Learn my students' names and work to develop an appropriate rapport with them.
- Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences, and after-school activities.
- Participate in professional development days with the school faculty.
- Familiarize myself with the community in which the students live, as well as the neighborhood of the cooperating school.
- Take initiative for assuming increasing teaching responsibilities appropriate to the expectations of my program and level of study.
- Become acquainted with the existing curriculum and materials.
- Strive to implement the methods and strategies I have learned in my courses.
- Write lesson plans for all lessons I teach and make them available to my supervisor and my cooperating teacher.

Student Signature _____ DATE_____
Cooperating Teacher Signature_____ DATE_____
University Supervisor Signature_____ DATE_____

# Student Teaching Attendance Form

Name: _____Student ID: _____
Faculty Supervisor: _____
School Site: _____ Grade: _____ Placement 1 or 2
Cooperating Teacher(s): _____
Cooperating Teacher contact email: _____

| Weeks of Attendance | Hours | Signature of Cooperating Teacher |
|---|---|---|
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
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|  |  |  |
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|  |  |  |
|  |  |  |
| **Total Hours** |  |  |
| **Dates of Absence** | **Reason: Illness or Personal** | **Explanation** |
|  |  |  |
|  |  |  |

I attest that the above information is accurate.
Student Signature: _____Date: _____
Teacher Signature: _____ Date: _____

## Evaluation of Student Teaching Placement by STUDENT TEACHER

| Name | School |
| --- | --- |
| Cooperating Teacher | Grade/Age |
| Placement 1 or 2 | Faculty Supervisor |
| # of Students | DATE |

Please answer the following questions and note anything you think is important.

| **I. Setting** |
| --- |
| 1. How would you describe the school in terms of atmosphere? |
| |
| 2. How would you describe the people (staff, administration, parents, students) who work in this school? |
| |
| 3. Have you experienced any difficulties traveling to and from the school? How do you usually get there and back? |
| |
| **II. Teachers** |
| 1. How would you describe the teacher/s' attitudes in welcoming you to their classroom at the beginning of the school year? |
| ( ) very welcoming<br>( ) welcoming<br>( ) neutral<br>( ) unwelcoming<br><br>Please explain: |

2. Did the teacher/s understand the role of a student teacher?

( ) yes
( ) no
( ) somewhat

Please explain:

3. Did the teacher/s understand the role of a cooperating teacher?

( ) yes
( ) no
( ) somewhat

Please explain:

4. How did the teacher/s introduce you to the children and the parents?

5. Did the cooperating teacher/s regularly give you suggestions on how you can improve your teaching?

( ) yes
( ) no
( ) somewhat

Please explain:

6. Have you requested feedback from the cooperating teacher/s?

( ) yes
( ) no
( ) somewhat

Please explain:

|  |
| --- |
|  |

**III. Teaching/Planning/Assisting**

1. How many times/how often have you been involved in planning units/lessons/learning experiences?

( ) frequently
( ) often
( ) sometimes
( ) rarely
( ) never

Please explain:

2. How many times have you led a whole class lesson (large group of children)?

( ) 6+
( ) 3-5
( ) 1-2
( ) never
Please explain the content areas:

3. How many times have you led a small group learning experience?

( ) 6+
( ) 3-5
( ) 1-2
( ) never

Please explain the content areas:

4. How often do you assist with non-teaching activities?

( ) always
( ) often
( ) sometimes
( ) rarely
( ) never

Please explain:

5. What activities have you not yet been involved with in which you would like to participate?

6. Have you had any difficulties with particular children or parents?

**III. Summary of Placement**

1. In your opinion, what are the strengths of this placement?

2. In your opinion, what are the challenges of this placement?

3. Anything else you think we need to know about this placement?

**SCW LESSON PLAN**

| Name: | School: | Date: |
|---|---|---|
| Grade: | Cooperating Teacher: | Time: |
| Number of Students: | ELLS: | Room: |

| | |
|---|---|
| **Subject  Area/s** | |
| **Duration** *How long is lesson scheduled for?* | |
| **Rationale** *Reason for this lesson at this point in time* | |
| **Context**  *Number and nature of learners, learning style, knowledge of student assets and needs* | |
| **Essential Understandings** *What big ideas do you want your students to take away from this lesson?* | |
| **Goals/Objectives** *What are the goals or objectives of this lesson?* | |
| **Prior Knowledge** *Considering central focus of lesson, what prior academic content and skills will students require?* | |
| **Standards** *Cut and paste entire standard here* | |
| **Academic Language** *(examples)* *Vocabulary*- *(terms)* *Syntax*- *(sentence starter)* *Discourse*- *(essay format)* | |
| **Environment** *Describe classroom arrangement* | |

| | |
|---|---|
| *and location of lesson* | |
| **Materials** *List all required materials including charts, handouts, tools, resources* | |

| | |
|---|---|
| **Motivation/Engagement** *How will you engage the learners?* | |
| **Essential Questions** *Key questions you will ask students to direct and engage their thinking (LOTS & HOTS)* | |
| **Possible Misconceptions & Strategies to Reengage** *Anticipate misconceptions and how you will address them* | |
| **Differentiation** *How will you modify or adjust curriculum/instruction for different learners or groups of learners?* | |
| **Enrichment** *If students finish early what will you suggest?* | |
| **Additional Student Support** | |

| Learning Objective | Assessment Measure (Informal & Formal) |
|---|---|
| **1.** | |
| **2.** | |
| **3.** | |

| Procedure | **Time** (# min) |
|---|---|
| **Launch** *How will you begin this lesson?* | |
| **Development** *(Add numerical steps as needed)* | |
| **1.** | |
| **2.** | |
| **3.** | |
| **4.** | |

| 5. | |
|---|---|
| **Closure** *How will you sum up and close lesson?* | |
| **Total Time Planned for this Lesson** | |

**Criteria for Formal Assessment**

| Category | Secure- 3 | Developing - 2 | Beginning- 1 | N/A - 0 |
|---|---|---|---|---|
| *SWBAT identify examples of metaphor in chapter.* | *Student records three or more examples of metaphor on worksheet* | *Student records two examples of metaphor on worksheet* | *Student does not record more than one examples of metaphor on worksheet* | *Student does not record any examples of metaphor on worksheet* |
| | | | | |
| | | | | |

| Personal Professional Learning Goal | NYS Teaching Standard, Element, & Indicator | Evidence Source *(What will be examined to see if you are meeting your goal?)* |
|---|---|---|
| **1.** | | |
| **2.** | | |

| **Additional Background Information** *(Is there anything else it would be important for the observer to know about the student teacher, cooperating teacher, students, school, classroom, or community?)* |
|---|
| |

**Copy and Paste all additional resources and materials to this plan-**

## SCW LESSON PLAN CHECKLIST

**DESCRIPTION OF LESSON PLAN COMPETENCIES:**

| ❑ Confirms lesson observation with faculty supervisor by e-mail at least <u>one week in advance</u>. | ❑ Submits lesson plan to faculty supervisor and cooperating teacher 48 hours in advance of scheduled observation. | ❑ Resubmits lesson plan with corrections/revisions prior to lesson, if requested by faculty supervisor. |
|---|---|---|

❑ Uses required SCW lesson plan template, making sure all essential areas are filled out:

_____ **Heading:** Name, school, date and time of lesson, grade, cooperating teacher, room, number of students, number of ELLs.
_____ **Duration:** How long is the lesson scheduled for?
_____ **Rationale:** Reason for this lesson at this point in time
_____ **Context:** Number and nature of learners, learning style, knowledge of student assets and needs
_____ **Essential understandings:** What big ideas do you want your students to take away from this lesson?
_____ **Goals/objectives:** What are the goals or objectives of this lesson?
_____ **Prior knowledge:** Considering central focus of lesson, what prior academic content and skills will Students require?
_____ **Standards:** NYS CCLS Cut and paste entire standard to lesson plan document.
_____ **Academic language:** (examples) Vocabulary (terms); Syntax (sentence starters); Discourse (essay format)
_____ **Environment:** Describe classroom arrangement and location of lesson.
_____ **Materials:** List all required materials including charts, handouts, tools and Resources.
_____ **Motivation/Engagement:** How will you engage learners?
_____ **Essential questions:** Key questions you will ask students to direct and engage their thinking (LOTS and HOTS)
_____ **Possible misconceptions and strategies to reengage**: (anticipate misconceptions and how will you address them)
_____ **Differentiation:** How will you modify or adjust curriculum/instruction for different learners or groups of learners.
_____ **Enrichment:** If students finish early what will you suggest?
_____ **Additional Student Support**
_____ **Learning objective(s)**
_____ **Assessment measures:** Informal and Formal
_____ **Procedure and Pacing:**
    _____ **Launch:** How will you begin the lesson
    _____ **Development:** (Add numerical steps as needed)
    _____ **Closure:** How will you sum up and close lesson?
    _____ **Total time planned for this lesson.**
_____ **Criteria for Formal Assessment:**
_____ **Personal and Professional Learning Goal(s)**
    _____ Personal and professional learning goal(s)
    _____ NYS Teaching standard and indicator
    _____ Evidence Source (What will you examine to see if you are meeting your goal?)

Faculty Supervisor Signature: _____ Date_____

Student Signature: _____Date_____

# Lesson Observation
# Preservice Teacher Self-Reflection Sheet

| Student Teacher | School | Grade |
|---|---|---|
| Cooperating Teacher | Subject of Lesson | Date of Observation |
| Faculty Supervisor | Time of Lesson | Date of Conference |

Please respond to the questions below in advance of the conference with your faculty supervisor.

| |
|---|
| 1. Did the students learn what you intended for them to learn? Look at the alignment between your objective and your assessment to find evidence to support this claim. |
| |
| 2. What contributed to the success of the lesson? What were the strongest aspects of the lesson? What worked well? |
| |
| 3. Did anything happen during the lesson that made you pause, change direction, or adjust your lesson plan? Describe with detail. |
| |
| 4. Please comment on your use of effective questioning strategies. Were you able to elicit higher order thinking or metacognition? What evidence do you have to support this claim? |
| |
| 5.What classroom management strategies did you use? How effective were your choices? |

| |
|---|
| |

6.How did you provide effective and appropriate feedback to the students during this lesson? What do you remember saying or doing?

| |
|---|
| |

7. If you had the opportunity to teach this lesson again tomorrow, based upon this self-reflection, what would you do differently? Why do you anticipate that this would be an effective change? (Remember: theory or research-based evidence strengthens your claim)

| |
|---|
| |

8. Have you incorporated any feedback previously offered from your cooperating teacher or faculty supervisor? Describe.

| |
|---|
| |

9. What are you learning about yourself as a teacher?

| |
|---|
| |

10. What are your goals for improvement? Based on this experience what do you want to work on?

| |
|---|
| |

11. Other? Is there any other information that you think is important for the faculty supervisor to know?

| |
|---|
| |

## SCW Professional Semester Student Teacher Lesson Observation

| Student Teacher | Program EC EE | Cohort | Observer |
|---|---|---|---|
| School | Grade | Cooperating Teacher | Date |

**Rating Scale** featuring NYS Teaching Standards:

**1 = Ineffective-** *Performance does not demonstrate even minimal competency*

**2 = Developing-** *Performance shows development toward competency*

**3 = Effective- *Performance demonstrates competency***

**N/O =** *not observable or not under student-teacher control in this lesson* **(**If N/O, provide reason in the Evidence box; i.e., technology not available; NYC curriculum mandated.

| 1. **Creates & Maintains a Positive Classroom Environment** | **1-IN** | **2-D** | **3-E** | **N/O** |
|---|---|---|---|---|
| A. Creates an organized and safe learning environment (NYS 4.4a,c) | 1-IN | 2-D | 3-E | N/O |
| *Evidence:*<br>❏ *Student teacher has organized the physical environment to meet all student learning needs*<br>❏ *Available resources and technologies are equally accessible to all students*<br>❏ *Student teacher knows and implements classroom safety procedures consistently*<br>❏ *Other: please explain* | | | | |
| B. Manages the learning environment for effective operation of the classroom (NYS 4.3) | 1-IN | 2-D | 3-E | N/O |
| *Evidence:*<br>❏ *Student teacher and students have established standards of conduct*<br>❏ *Student teacher's routines, procedures and transitions are seamless, with students assuming responsibility in ensuring their efficient operation*<br>❏ *Students are productively engaged at all times*<br>❏ *Students work independently and/or collaboratively to accomplish goals*<br>❏ *Other: please explain* | | | | |
| C. Manages student behavior and encourages through positive feedback and sensitivity (NYS 4.1a) | 1-IN | 2-D | 3-E | N/O |
| *Evidence:*<br>❏ *Student teacher-student interactions reflect genuine respect, caring and cultural understanding for individuals and groups of students*<br>❏ *Student teacher creates a safe learning environment where all students feel accepted and free to take learning risks*<br>❏ *Student teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment*<br>❏ *Other: please explain* | | | | |

| 2. Plans Curriculum & Designs Instruction to Enhance Student Learning | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|
| A. Demonstrates content knowledge, including relationships among central concepts, tools of inquiry, structures and current developments within the discipline (NYS 2.1) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Student teacher understands key concepts and themes in the discipline, and how they relate within and outside of the discipline*
- ❏ *Student teacher understands the importance of students being engaged in the use of key academic language to enrich learning in the discipline*
- ❏ *Student teacher understands current content related pedagogy and integrates new pedagogic developments to enhance practice*
- ❏ *Student teacher understands the learning standards, relates them to one another, and to 21st century skills*
- ❏ *Other: please explain*

| | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|
| B. Uses a broad range of developmentally appropriate instructional strategies to make subject matter accessible. (NYS 2.3) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Student teacher designs instruction to meet diverse learning needs of students*
- ❏ *Student teacher makes appropriate connections between content and students' life experiences*
- ❏ *Student teacher includes suggestions offered by students*
- ❏ *Student teacher incorporates diverse social and cultural perspectives*
- ❏ *Student teacher designs learning experiences that engage students in challenging , self-directed learning*
- ❏ *Other: please explain*

| | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|
| C. Designs lessons aligned to core standards, with identified goals, objectives and multiple pathways to achievement (NYS 2.4) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Learning objectives are clearly identified on the lesson plan*
- ❏ *Learning objectives are aligned to NYS standards*
- ❏ *Student teacher includes several different opportunities for students to achieve the learning goals*
- ❏ *Other: please explain*

| | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|
| D. Designs developmentally appropriate and relevant instruction that connects students' prior understanding and experiences to new knowledge (NYS 1, 2.5) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Lesson is developmentally appropriate to meet learning needs of students*
- ❏ *Student teacher uses individual students' responses to questions, discussion and other work*
- ❏ *Student teacher considers common misconceptions when planning instruction*
- ❏ *Student teacher designs learning experiences that connect prior content knowledge to new learning*

|  | | | |
| --- | --- | --- | --- |
| ❏ *Student teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.*<br>❏ *Other: please explain* | | | |

| E. Engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts (NYS 2.2) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

| *Evidence:*<br>❏ *Student teacher plans instruction to facilitate students' ability to develop diverse social and cultural perspectives*<br>❏ *Student teacher provides opportunities for students to engage in individual and collaborative critical thinking and problem-solving skills.*<br>❏ *Student teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration*<br>❏ *Student teacher creates opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real-world problems.*<br>❏ *Other: please explain* |
| --- |

| F. Evaluates and utilizes curricular materials and resources to promote student success in meeting learning goals (NYS 2.6) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

| *Evidence:*<br>❏ *Student teacher incorporates available technology in lessons to enhance student learning*<br>❏ *Technology is used to support understanding of subject matter*<br>❏ *Student teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time*<br>❏ *Student teacher selects a variety of curricular materials and resources that align with student learning standards*<br>❏ *Student teacher adapts materials to meet diverse learning needs*<br>❏ *Student teacher seeks out additional materials and resources to support student learning*<br>❏ *Other: please explain* |
| --- |

| Mean Score for Plans Curriculum & Designs Instruction to Enhance Student Learning: |
| --- |

| **3. Delivers Instruction Effectively to Engage & Support Diverse Learners** | **1-IN** | **2-D** | **3-E** | **N/O** |
| --- | --- | --- | --- | --- |
| A. Communicates instruction and content clearly and accurately, with modeling (NYS 3.2) | 1-IN | 2-D | 3-E | N/O |

| *Evidence:*<br>❏ *Student teacher directions and procedures are clear and complete*<br>❏ *Directions anticipate possible student misunderstanding*<br>❏ *Student teacher adjusts explanations to meet the needs of individual students*<br>❏ *Student teacher paraphrases or rephrases instruction*<br>❏ *Student teacher regularly checks for student understanding*<br>❏ *Other: please explain* |
| --- |

| B. Uses research-based instructional strategies and varied approaches in teaching and learning (NYS 1.2, 3.4) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

*Evidence:*
- ❏ *Student teacher designs lessons to include various instructional strategies that support the learning and language acquisition needs of each student*
- ❏ *Student teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students*
- ❏ *Student teacher uses whole groups, small groups or centers to promote effective learning*
- ❏ *Student teacher uses modeling, scaffolding, and/or promoting 21st Century Skills.*
- ❏ *Student teachers support student suggestions*
- ❏ *Students have opportunities to interact with the student teacher and with peers*
- ❏ *Other: please explain*

| C. Differentiates instruction and accommodates individual student growth to develop proficiency (NYS 1.3, 3.4) | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|

*Evidence:*
- ❏ *Student teacher varies instruction to meet diverse learning needs*
- ❏ *Student teacher engages group and individual students in an appropriately high level of cognitive challenge*
- ❏ *Students suggest ways in which the lesson might be modified to advance their own learning and student teacher acknowledges the suggestion*
- ❏ *Expectations are clearly outlined*
- ❏ *Student teacher uses a variety of resources to demonstrate understanding (for example small white boards, manipulatives, or Smartboards, etc.).*
- ❏ *Other: please explain*

| D. Questions students to promote higher order thinking skills and use of academic vocabulary (NYS 3.2B) | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|

*Evidence:*
- ❏ *Student teacher responds to students' questions and comments*
- ❏ *Student teacher challenges the thinking of all students*
- ❏ *Anticipates students' questions or misconceptions*
- ❏ *Positive encouragement for inquiry*
- ❏ *Student teacher acknowledges response and extends student learning*
- ❏ *Students offer follow up responses to classmates*
- ❏ *Other: please explain*

| E. Incorporates school community, context, and student assets into student learning (NYS 1.5a) | 1-IN | 2-D | 3-E | N/O |
|---|---|---|---|---|

*Evidence:*
- ❏ *Student teacher incorporates details and specific knowledge of school community*
- ❏ *Student teacher considers student's personal and family experiences when discussing content by incorporating multiple perspectives*
- ❏ *Students are supported by the student teacher to share personal perspectives as it relates to the content*
- ❏ *Other: please explain*

Mean for Delivers Instruction Effectively to Engage & Support Diverse Learners:

| **4. Assesses and Evaluates Student Learning** | **1-IN** | **2-D** | **3-E** | **N/O** |
|---|---|---|---|---|
| A. Uses multiple measures to assess and document student growth (NYS 5.1) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ Assesses learning goals based on NYS Common Core Learning Standards
- ❏ *Student teacher uses multiple assessment measures, including formal and informal measures*
- ❏ *Student teacher designs assessments to align with curricular and instructional goals*
- ❏ *Assessment is aligned to Lesson Objectives*
- ❏ *Student Teacher implements required assessment accommodations for diverse learning styles including ADHD, ELL or as indicated in IEP or 504 accommodation plans.*
- ❏ *Students participate in documenting their own performance*
- ❏ *Student Teacher provides specific feedback to students*
- ❏ *Students have opportunity to self-reflect*
- ❏ *Formative assessment and/or summative assessment are included in the lesson*
- ❏ *Other: please explain*

| | | | | |
|---|---|---|---|---|
| B. Teacher prepares students to understand format and directions of assessment used and criteria by which students will be evaluated. (NYS 5.5) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Student teacher communicates goals, objectives and evaluation criteria*
- ❏ *Student teacher uses formative assessment to establish learning goals and informed instruction*
- ❏ *Other: please explain*

| | | | | |
|---|---|---|---|---|
| C. Communicates specific and timely feedback during the lesson on learning progress to students; responds effectively to students' correct, incorrect, and unexpected responses, questions, and behavior (NYS 5.2) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Student teacher responds effectively to students' correct, incorrect, and unexpected responses, questions, and behavior*
- ❏ *Student teacher regularly uses feedback and assessment data to set goals with students*
- ❏ *Student teacher designs differentiated instruction*
- ❏ *Students self-monitors their progress towards their goals*
- ❏ *Other: please explain*

| | | | | |
|---|---|---|---|---|
| D. Uses student work and assessment data, both formative and summative to analyze learning patterns in order to inform instruction and plan for re-engaging students to address learning gaps (NYS 5.1a) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❏ *Student teacher communicates assessment data to cooperating teacher*
- ❏ *Maintains adequate records of student progress*
- ❏ *Student teacher consistently uses multiple formats including available technology to document students' performance*
- ❏ *Other: please explain*

| Mean Score for Assesses & Evaluates Student Learning: |
| --- |

| 5. Demonstrates Professionalism to Support Student Learning | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |
| A. Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities. (NYS 6.1) | 1-IN | 2-D | 3-E | N/O |

*Evidence:*
- ❑ *Student teacher interactions with colleagues and students are consistently characterized by high standards of honesty, integrity and ethics.*
- ❑ *Student teacher is self-reflective and uses feedback in a way to adjust professional behavior.*
- ❑ *Student teacher consistently advocates to meet students' needs and in seeking out resources when necessary.*
- ❑ *Student teacher consistently models ethical use of information and information technology, credits sources and adheres to safe and legal use guidelines.*
- ❑ *Other: Please explain*

| B. Engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning (NYS 6.2) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

*Evidence:*
- ❑ *Participates actively as a part of an instructional team to support high expectations for student learning.*
- ❑ *Student teacher has an understanding of the school as an organization with historical, cultural, political and social context and has an awareness of the school's mission and vision.*
- ❑ *Student teacher shares information, data, and/or best practices with colleagues.*
- ❑ *Other: Please explain*

| C. Professional Growth (NYS 7) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

*Evidence:*
- ❑ *Dresses appropriately according to the standard practices of the school and Stern College.*
- ❑ *Uses appropriate written and spoken language.*
- ❑ *Demonstrates appropriate behavior and professional demeanor.*
- ❑ *Is courteous and respectful to all students and school personnel.*
- ❑ *Other: Please explain*

| D. Reflects on practice to improve instructional effectiveness and guide professional growth. (NYS 7.1, 7.2, 7.3b) | 1-IN | 2-D | 3-E | N/O |
| --- | --- | --- | --- | --- |

- ❑ *Student teacher submits lesson plan on time (two days in advance of the lesson) to the cooperating teacher and university supervisor, allowing for constructive communication and feedback prior to the lesson.*
- ❑ *Student teacher follows established classroom procedures and time management techniques.*
- ❑ *With the assistance of the cooperating teacher, student teacher sets goals to enhance personal strengths or address personal weaknesses in practice.*
- ❑ *Student teacher reflects on progress with the cooperating teacher to improve instructional effectiveness and guide professional growth.*

❏ *Other: Please explain*

Mean score for Demonstrates Professionalism to Support Student Learning:

## Summary of Student Teacher Lesson Observation

| Areas of Strength |
| --- |
| |

| Areas of Need |
| --- |
| |

| Recommended Goals |
| --- |
| *I would recommend that this teacher candidate work upon . . .* |

DEPARTMENT OF EDUCATION
STERN COLLEGE FOR WOMEN, YESHIVA UNIVERSITY
COOPERATING TEACHER'S EVALUATION OF THE STUDENT TEACHER

Candidate's Last Name _____ First _____
Program   EC  EE      School/Site _____
Cooperating Teacher's Name _____ Grade _____ Dates: From _____ to _____

*To the Cooperating Teacher*: Placing a teacher candidate in your classroom is a vital component of the Education Program of Stern College for Women. This experience enables the teacher candidate to apply her college studies to real classroom teaching. We sincerely appreciate your commitment to mentoring the student teacher and we value your candid assessment of her overall performance. Please complete and promptly return this form by……. (date) in the self-addressed stamped envelope we have provided. Circle the appropriate rating for each criterion:

**3 = Effective**
**2=Developing**
**1=Ineffective**
**N/O = not observable**

Please discuss the student teacher's effectiveness in each of the following domains, aligned with NYS Teaching Standards and Danielson's Framework for Effective Teaching Practices, providing specific examples and anecdotes as evidence. You may attach additional pages as needed.

The above candidate demonstrated…

| | | | | |
|---|---|---|---|---|
| 1.  Exemplary attendance (promptness, reliability) (NYSTS 6) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 2.  Initiative in preparation, follow-through, resourcefulness, problem-solving, collaboration, and professional growth (Domains 1,4; NYSTS 6-7) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 3.  Familiarity with curriculum, content and standards, knowledge of students and student learning environment (Domain 1; NYSTS 1,2, 4) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |

| | 3 | 2 | 1 | N/O |
|---|---|---|---|---|
| 4. Instructional planning and delivery with student engagement (Domains 1,3; NYSTS 3) | | | | |
| EVIDENCE: | | | | |
| 5. Assessment design, analysis, and use in instruction or planning (Domains 1,3; NYSTS 5) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 6. Management and organization of students, learning environment, materials (Domain 2; NYSTS 4) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 7. Relationships with children – rapport, respect, responsiveness (Domain 2; NYSTS 1, 7) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 8. Professionalism in appearance, communication, accuracy, responsibilities, etc. (Domain 4; NYSTS 6) | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |
| 9. Other: | 3 | 2 | 1 | N/O |
| EVIDENCE: | | | | |

Cooperating teacher's Signature …….…………………………………………………… Date…………….

Contact: School phone……..………………. Cell …………………….. Email ….……………………….

# New York State Teaching Standards And Elements

**Standard 1: Knowledge of Students & Student Learning**
1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

**Standard 2: Knowledge of Content and Instructional Planning**
2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
2.3 Uses a broad range of instructional strategies to make subject matter accessible
2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

**Standard 3: Instructional Practice**
3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
3.2 Communicate clearly and accurately with students to maximize their understanding and learning
3.3 Set high expectations and create challenging learning experiences for students
3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

**Standard 4: Learning Environment**
4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
4.2 Creates an intellectually challenging and stimulating learning environment
4.3 Manages the learning environment for the effective operation of the classroom
4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment

**Standard 5: Assessment for Student Learning**
5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
5.3 Communicate information about various components of the assessment system
5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

**Standard 6: Professional Responsibilities and Collaboration**
6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

**Standard 7: Professional Growth**
7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources