

ELEMENTARY INCLUSIVE PRESERVICE PROGRAM

DEPARTMENT OF CURRICULUM AND TEACHING
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Cooperating Teacher Guidebook

<http://www.tc.columbia.edu/curriculum-and-teaching/elementary-inclusive-education/>

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inclusivestudentteaching.weebly.com

2021-
2022

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September 2021

Dear Cooperating Teacher,

Thank you for hosting a Teachers College preservice student teacher this semester! Please read over the enclosed materials to become familiar with our program's expectations for student teachers as well as a few key student teaching assignments for this semester. Once the semester begins, you will receive a copy of the syllabi for CORE and Literacy course that the student teachers are simultaneously taking during this period. We try to align the assignments in these courses with the student teaching experience so that the students are able to make informed and authentic connections between their coursework at Teachers College and their student teaching experiences.

Very shortly, you will hear from your student's field supervisor, who will be able to answer questions you may have about the goals of the program and its requirements of student teachers. We hope you will develop strong lines of communication with the Teachers College supervisor and will call them if you have any concerns, comments, or questions related to our program or your student teacher. During the semester, the supervisor will visit about five times to formally observe student teachers and hold debriefing conferences. She will also coordinate collaborations among your student teacher and the other student teachers at the school. Finally, the supervisor will facilitate three-way mid-term and final evaluation conferences with you and the preservice teacher. Additional information about these experiences is provided in this guidebook.

One of student teachers' very first assignments is our practicum assignment, which invites student teachers to observe purposefully in your classroom and beyond, as they get to know the school community. The practicum menu offers a wide range of possible activities for the student teacher. Although we know that the student teacher would want to spend the bulk of their time with you in your classroom, many of the possible activities take the student teacher out of the classroom. Sometimes, therefore, they might need a bit of a nudge from you to realize that following the students to music, recess, and lunch can be very informative. Student teachers need to keep track of their practicum experiences, document them on the grid, and then request that you sign off on them. We rely on you to decide when the classroom duties and instructional responsibilities of the student teacher should be increased.

Thank you for agreeing to participate in the preparation of our future teachers.

Best wishes for a great semester,

Dr. Britt Hamre
Program Co-Director, Faculty Liaison for Student Teaching
Elementary Inclusive Education

525 W. 120TH STREET · BOX 31 · NEW YORK, NY · 10027
PHONE: 212-678-3695 · FAX: 212-678-3237
EMAIL: PRESERVICE@TC.EDU

RESPONSIBILITIES OF COOPERATING TEACHERS

Getting Started

- Create a supportive, professional, and warm environment for the preservice teacher.
- Acquaint the preservice teacher with classroom and school procedures and facilities.
- Create a professional space for the preservice teacher (a desk if available or equivalent space in keeping with classroom arrangement and facilities).
- Set expectations regarding method/mode of communication (i.e. by phone, email, notebook, etc.) for lesson planning, feedback on lessons taught, updates to schedule, discussion of student teacher assignments. (Discussing these options at the beginning of the semester will facilitate a smooth working relationship.)

Guiding Observations, Planning and Teaching

- Set a time (at least one period per week) to plan, review, and discuss classroom events and learning experiences.
- Provide focal points/suggestions/guiding questions for the preservice teacher's observations of teaching to maximize learning while observing.
- Coach the preservice teacher on how lesson plans are carried out in the classroom and how plans are used, adapted, or abandoned in light of unforeseen circumstances. Review the preservice teacher's lesson plans prior to lessons to offer suggestions.
- Help the preservice teacher develop the ability to plan for the day, week, unit, etc. (It can be helpful to pay particular attention to developing proficiency with consecutive lessons, both within and across days.)
- Observe the preservice teacher in his or her efforts to teach planned lessons. Offer feedback, critique, and discuss these efforts in an upfront way.
- Provide instructional experiences in all areas of curriculum and planning. [See back]
- Assist the preservice teacher to develop teaching techniques and skills that test educational theory and strategies in a variety of situations.
- Encourage the preservice teacher to pose questions as a professional colleague.

Guiding Assessment of Students

- Encourage the preservice teacher to develop skills in observing and assessing student behavior, progress, and challenges.
- Guide the preservice teacher to assess student work samples across content areas.
- Assist the preservice teacher in making realistic plans based on individual and group needs and interests of students.

Guiding the Growth of the Preservice Teacher

- Assist the preservice teacher in developing an understanding of the larger school community.
- Communicate openly and honestly with the Teachers College faculty and supervisors, regarding the progress of the preservice teacher.
- Provide formal, ongoing, and specific feedback to the preservice teacher about her or his growth and areas for improvement.
- Complete midterm and final evaluations after careful analysis of the preservice teacher's practice. Come prepared to participate in three-way evaluation meetings with the preservice teacher and the supervisor.

Field-based Teacher Education Practices

In addition to the learning opportunities you orchestrate for the preservice teacher, we appreciate your openness to the preservice teacher engaging in teacher education practices facilitated by their TC-based field supervisor.

- Guided Observation (fall only)
- Video Observation and Debrief: Analysis of Own Teaching via Videotaping
- Formal Observations
- Peer Observation (spring only)
- Weekly logs and reflections
- Midterm and Final Evaluations of Student Teaching - Triad Meetings for Goal Setting

Teaching Requirement Record

The preservice teacher should, with your guidance and permission, take on more instructional responsibility as the semester progresses. This list of requirements is meant to guide their experiences in each semester in order to meet the state and program requirements by the end of their student teaching experience. This requirement record will be addressed at the midterm and final triad meetings. See page 29 for a copy of the requirement record.

Note: A full week of teaching is a requirement for the spring semester, but not the fall. Many of the requirements listed here can help preservice teachers build toward that full week (3.5 days of playing the role of a full-fledged co-teacher).

edTPA IMPACT ON STUDENT TEACHING PLACEMENTS

In order to attain licensure to teach in New York State, Elementary Inclusive preservice teachers must complete a performance assessment called the edTPA. The Elementary Education edTPA has a mathematics component and a literacy component. In our program, we expect preservice teachers to complete the mathematics component in the fall and the literacy component in the spring. Here is a snapshot of the edTPA-related activities cooperating teachers can expect preservice teachers to engage with each semester:

Fall Semester: Mathematics Assessment Task

- Preservice teachers will analyze student performance on a teacher administered math assessment and make a plan for a small group, based on that data.
- Preservice teachers will teach their data-informed lesson plan to a small group.
- Preservice teachers will reflect on the effectiveness of their lesson.

Spring Semester: Literacy Planning, Instruction, and Assessment Tasks

- Preservice teachers will plan 3-5 consecutive reading or writing lessons.
- Preservice teachers will film themselves teaching those lessons.
- Preservice teachers will analyze the assessment data they gathered during their 3-5 days of literacy instruction.

STUDENT TEACHING EVALUATIONS

Our program uses the TC-wide student teaching evaluation. This tool was developed collaboratively by teacher educators across the college, including representatives from our program. Thus, we feel it captures the set of aspirations we have long had for our preservice teachers, which describe the pedagogical and professional practices and habits that all preservice teachers are expected to develop by the end of their **year-long student teaching experience**.

Midterm and final evaluation meetings are intended to provide preservice teachers with an opportunity to reflect on their progress toward each of these aspirations, with the input of the field supervisor and the cooperating teacher. All three of you (or four of you, in ICT settings) should aim to arrive at evaluation meetings with your “Student Teaching Evaluation” form complete (hard copies found in the “Forms” section of this guidebook). Preservice teachers use the form to reflect on the degree to which they have developed each of the practices and habits outlined in the tool; they are also invited to identify areas of personal growth as well as areas they’d like to turn their attention to next. Cooperating teachers and supervisors use the form to document their observations of the preservice teacher’s practice and to share their thoughts on the preservice teacher’s strengths and next steps. Thus, the triad meeting serves as an opportunity for all three parties to share their observations and reflections, and for the team to collaboratively identify a few goals for the next chapter of the student’s teaching journey. The triad meeting form is used to document the conversation that takes place during this three-way meeting.

As the semester begins, please take some time to explore the Student Teaching Evaluation Forms in the “Forms” section of this guidebook, which will be used for both the midterm and final evaluation. Notice that in addition to documenting the preservice teacher’s progress toward the program’s aspirations, your triad meeting will also provide a chance for you to check-in about the preservice teacher’s progress toward the program’s teaching quantity and content area requirements.

ELEMENTARY INCLUSIVE STUDENT TEACHING WEBSITE

Please visit the Elementary Inclusive Student Teaching website at inclusivestudentteaching.weebly.com for additional documents, including but not limited to:

- Practicum Assignment
- Digital Copies of Evaluation Forms
- Log Template
- Elementary Inclusive Lesson Planning Template

STUDENT TEACHER COORDINATOR CONTACT INFORMATION

For general questions regarding student teaching in the Elementary Inclusive Program, feel free to contact our Student Teaching Coordinator.

La Toya Caton

lcc2138@tc.columbia.edu

212-678-3856

**ADDITIONAL
DOCUMENTS
FOR YOUR
REFERENCE**

STUDENT TEACHING GUIDELINES

Time Required in Field Placement

- Preservice teachers are required to be in their placement classrooms for half days on Wednesdays and full days on Mondays, Tuesdays, and Thursdays.
- Be sure to arrive **before** the children each day.
- Stay until approximately **12:00 on Wednesdays** and **through afternoon dismissal on full days**. Most teachers will appreciate it if you are available after school for at least 30 minutes. This time can be used for collaborative planning, preparation for the following day, and meetings.
- Arrange a scheduled meeting of **at least** 45 minutes per week with your cooperating teacher; this meeting is an opportunity to co-plan, receive feedback, and look closely at assessment data. Preps, lunch periods, and after-school planning sessions are all great options for a weekly meeting.
- If you are going to be late or absent, call the school by 8 a.m. and let your cooperating teacher know the night before if possible. Sharing contact information (phone, email, etc.) and developing a plan of action at the beginning of the semester helps to facilitate this communication when the need arises.
- Arrange to make up time missed. Fridays are a great time to catch-up on missed days.
- Inform your supervisor of any absences and your plans to make them up.
- Teachers College vacations apply only to TC classes and **not** to the student teaching placement. Refer to the student teaching calendar at inclusivestudentteaching.weebly.com for details on when you are expected to be in your placement.

Housekeeping/Out of Classroom Duties

- Share responsibility for keeping the classroom in order.
- Take responsibility for a reasonable amount of paperwork and record keeping.
- Help make instructional materials and prepare bulletin boards.
- Share in the cooperating teacher's out-of-classroom duties (e.g., playground, trips, hall, assemblies, etc.).
- If you are invited, plan to attend parent-teacher conferences.

Professionalism

- As soon as you can, introduce yourself to the school administration and to the members of the school community you encounter throughout your time in the building.
- Treat all members of the school community with respect, regardless of their role or title. Be especially deferential to school security agents, custodial staff members, and colleagues in the main office- they run the school!
- Treat the student teaching experience like a year-long job interview; it is! Take initiative, bring your A-game, and engage in ongoing communication with cooperating teachers and supervisors.
- Dress professionally. When in doubt, aim for business-casual.
- Keep confidential information confidential. Discuss sensitive information (about children, families, or colleagues) only with the colleagues or mentors who need to know.
- Remember that children look to you as a role model.
- Your phone and other electronic devices are not for personal use during instructional time.

- Do not engage in behavior with a child that is contrary to the philosophy of the school or is detrimental to the smooth operation of the classroom.
- Before beginning your student teaching experience, adjust your social media settings so that private information remains private. If you wouldn't want your principal, colleagues, school families, or children to see something, remove it!
- If you choose to post on social media about your student teaching experience, keep it general, positive, and free of information that could identify children.

Day to Day Instructional Responsibilities

- Over the course of the spring semester, your instructional responsibilities are likely to grow. In the first few weeks, it's typical for a preservice teacher to take on a few small instructional moments, such as a morning meeting or a read aloud. By mid-February, you should be ready to teach a sequence of lessons in a content area. By the end of the semester, our goal is that you are able to take on a full 3.5 days of teaching. However, please remember that every student teaching experience is different. If you are worried that you are taking on too little or too much instructional responsibility as the semester progresses, bring this up with your cooperating teacher and/or your supervisor. Communicating openly will allow you to share your goals, and it will give your mentors an opportunity to provide you with support.
- Over the course of the spring semester, your instructional responsibilities are likely to grow. In the first few weeks, it's typical for a preservice teacher to take on a few small instructional moments, such as a morning meeting or a read aloud. By mid-February, you should be ready to teach a sequence of lessons in a particular subject area, or to take on a full morning of instruction. By the end of the semester, our goal is that you are able to take on a full 3.5 days of teaching. However, please remember that every student teaching experience is different. If you are worried that you are taking on too little or too much instructional responsibility as the semester progresses, bring this up with your cooperating teacher and/or your supervisor. Communicating openly will allow you to share your goals, and it will give your mentors an opportunity to provide you with support.
- You are expected to have a written lesson plan for every lesson you teach and to prepare all lesson materials before the school-day begins. Always discuss your plans with your cooperating teacher and, when applicable, your supervisor; seek and expect feedback.

Instructional Requirements for Each Semester

- Within the framework of the cooperating teacher's curriculum plans **and with your cooperating teacher's permission**, you are expected to take up the following experiences in each student teaching semester.
 - Multiple Instructional Groupings – individual, small group, large group, etc.
 - Classroom Management Opportunities – transitions, snack, recess, opening/closing meetings, problem solving meetings, etc.
 - Content Areas – literacy, math, social studies, science, arts, music, drama, physical education, movement, and health. You must take on literacy and math in both semesters, no exceptions. You must teach in all of the other subject areas at least once across the year, but we encourage you to teach in all subject areas in both placements. If your CT does not engage with these content areas, seek out the person who does. The state requires that you have experience teaching in all subject areas across your student teaching experience.
 - Instruction: Quantity and Format –
 - single lessons

- consecutive lessons in a single subject area, over several days
- back-to-back lessons in same day
- full morning and/or afternoon (2-3 lessons in a row)
- full day: by the end of your **first semester**, you are expected to assume full teaching responsibility for at least one full day, from beginning to end, with all that this experience entails. This includes planning, instruction, assessment, and a great deal of thought about classroom management. Timing of the full day should be chosen collaboratively with your cooperating teacher.
- full “week”: by the end of your **second semester**, you are expected to assume full teaching responsibility for a full “week” (3 ½ days). This includes planning, instruction, assessment, and a great deal of thought about classroom management. Timing of the full “week” should be chosen collaboratively with your cooperating teacher.

Note: We strongly recommend that you build up to your full day and full week with thoughtful mapping of some of the other requirements. For example, you might try back-to-back lessons one morning, then work up to a full morning, and finally take on a full day.

Field Supervisors

In addition to your cooperating teacher, your university-based field supervisor is an integral member of your team. You will be assigned a different supervisor each semester; he or she will work with you and the other Elementary Inclusive preservice teachers at your placement school. The supervisor’s key role is to guide you in further developing your teaching practice and your ability to reflect upon teaching and learning. To that end, your supervisor will observe your teaching, correspond with you about your logs, and facilitate the other teacher education practices outlined in the “Teacher Education Practices” document. She will meet with you in-person a minimum of five times per semester. In addition, she will also meet with your cooperating teacher, other supervisors, and the preservice faculty to discuss your progress and/or needs. It is your responsibility to:

- Keep a line of communication with your supervisor open throughout the semester. Take initiative in emailing to keep your supervisor updated on your experience and be responsive to communication initiated by your supervisor.
- Send lesson plans to your supervisor before your observation visits (and after your CT has reviewed them). Most supervisors will ask that you send lesson plans 48 hours prior to the lesson so that they have time to provide you with feedback and you have time to apply it.
- Make sure you understand your supervisor’s expectations regarding deadlines, scheduling, document sharing, and communication. Each supervisor has slightly different preferences and organizational systems.
- Ensure that students know about your supervisor before your first observation.
- Coordinate your observation times with your cooperating teacher and supervisor.

STUDENT TEACHING: FORMAL ASSIGNMENTS

In addition to the general responsibilities outlined in the Student Teaching Guidelines, you will also complete a set of formal assignments during your student teaching year. However, note that your student teaching grade is drawn from your engagement with both your general responsibilities *and* formal assignments; every day in your placement should be considered an opportunity for learning and growth.

Practicum Assignment

In both the fall and spring semesters, preservice teachers complete an observation practicum assignment. The primary goal of each practicum assignment is for preservice teachers to build knowledge about the classroom community, the school community and the surrounding neighborhood community. These assignments also satisfy state requirements regarding observation hours at your placement sites.

Each semester, you will be required to complete 50 hours of practicum observation; 25 of these hours take place in your classroom during your first few weeks of engagement in your placement. You will complete the other 25 hours by addressing a set of required items, due mid-semester (10/23 in the fall and 3/4 in the spring), and your choice of a set of optional items, due at the end of the semester (12/4 in the fall and 4/23 in the spring). Required items represent activities that all preservice teachers will have access to and that we believe will deepen your understanding of the school community and help prepare you for a career as an elementary educator. One example of a required practicum item is spending time observing in other classrooms, in other grade levels. Optional items are additional activities that we believe might interest you and deepen your thinking; after completing your required items, you can pick and choose from the optional items in order to reach your 50 hour practicum requirement.

In the Forms section of this handbook, please read over the “Fall Practicum Menu and Record of Activities and Hours” form and “Spring Practicum Menu and Record of Activities and Hours”. The varied deadlines, required items, and optional items are clearly identified on these forms.

As you complete your practicum hours, work to abide by the following rules of thumb:

- Plan ahead and be sure to ask your cooperating teacher if it’s alright for you to step out of the classroom to complete practicum hours.
- If your cooperating teacher expresses concern about your practicum plans, be flexible!
- Always ask permission before observing teachers in the building.
- Make it your own; the most successful practicum experiences are those in which the preservice teacher seizes opportunities to deepen his or her learning about the community.

Teacher Education Practices

With the guidance and feedback of your field supervisor, you will engage with a variety of field-based teacher education practices. These are meant to facilitate your collaborative, reflective, and ongoing learning about teaching and learning. In the fall, these practices include: maintenance of a student teaching log, a guided observation, formal observations, and a video observation and debrief. In the spring, these practices include: maintenance of a student teaching log, formal observations, a video observation and debrief, and a peer observation. Details on each are provided in the chart below.

**Elementary Inclusive Preservice Program
Teacher Education Practices Overview
2021-2022**

Teacher Ed. Practice	Basic Sequence	Frequency
Student Teaching Log	<ul style="list-style-type: none"> ● Using the log template, student teachers keep a daily record of their activities in the classroom. At the end of each week, student teachers compose a summative reflection on their learning related to teaching, their students' learning, their school community, or another salient topic. ● The log is shared with supervisors electronically. Supervisors provide weekly feedback and support. 	<p style="text-align: center;">Weekly from 9/13-11/15 & 1/24-4/3 (10 log entries per semester)</p>
Guided Observation	<ul style="list-style-type: none"> ● Student teacher(s) and supervisor observe a CT's lesson with a particular focus (common foci include: behavior management strategies, questioning, pacing, informal assessment strategies, strategies for gradual release, etc.). It's especially generative for several student teachers to observe one cooperating teacher, if the cooperating teacher is open to this arrangement! ● Student teacher(s) and supervisor debrief ● Student teacher(s) and supervisor document observation notes, debrief, and next steps. 	<p style="text-align: center;">Once in fall*</p>
Formal Observation	<ul style="list-style-type: none"> ● Student teacher submits a lesson plan to supervisor for review and feedback ● Student teacher revises lesson plan, if necessary ● Supervisor observes student teacher enacting the lesson from start to finish (typically 45 minutes) ● Student teacher and supervisor meet to debrief (typically about 15 minutes) ● Supervisor provides written feedback to student teacher 	<p style="text-align: center;">3 times per semester</p>

Teacher Ed. Practice	Basic Sequence	Frequency
Video Observation and Debrief	<ul style="list-style-type: none"> ● Student teacher submits a lesson plan to supervisor for review and feedback ● Student teacher revises lesson plan, if necessary ● Student teacher films (him/her) self-teaching the lesson and then selects an instructional moment he or she would like feedback on (a clip of about 15 minutes). ● Student teacher and supervisor watch the 15 minute clip together with a specific focus, documenting observations and possible next steps. 	Once per semester
Peer Observations	<ul style="list-style-type: none"> ● Each student teacher designs a lesson and shares it with his or her school-based peer group and supervisor for feedback; feedback includes specific attention to the level of alignment between the objective(s) named and the assessments planned. ● Each student teacher is observed by at least two members of the school-based peer group and the supervisor ● The supervisor facilitates a group debrief of the lesson with a focus on evidence of student learning 	Once in spring
Midterm and Final Student Teaching Evaluation Meetings	<ul style="list-style-type: none"> ● The student teacher, the supervisor, and the cooperating teacher come to midterm and final evaluation meetings with their copies of the Student Teaching Evaluation form complete; this form is meant to prompt self-reflection on the part of the student teacher and thoughtful assessment of the student teacher's growth by supervisor and cooperating teacher. ● Student teacher, supervisor, and cooperating teacher discuss student teacher's growth and next steps; supervisor documents this conversation on the Triad Conference Form. 	Twice per semester Due Dates: Fall Midterm – 10/23 Fall Final – 12/4 Spring Midterm – 3/4 Spring Final – 4/23

2021-2022 EXAMPLES OF FORMS

Please find printable versions of forms on our Student Teaching Website at inclusivestudentteaching.weebly.com.

Teachers College Columbia University

Student Teaching Evaluation Form

Instructions

The Student Teaching Evaluation Form is a rubric for evaluating the performance of student teachers in the teacher education programs at Teachers College. The indicators are aligned with the INTASC (2011) and New York State Teaching Standards (2011).

Each indicator is described by several criteria at four levels. Please make sure you read all criteria before you give a numeric rating for each indicator. The four levels are meant to be developmental and are generally defined as follows:

- 1- **Unacceptable:** The Student Teacher does not demonstrate essential knowledge, skills, and dispositions necessary for working with learners and/or demonstrates inability or lack of commitment to acquire such knowledge. Any rating at this level indicates an area of serious concern and requires specific actions to remediate it.
- 2- **Emerging:** The Student Teacher demonstrates basic knowledge, skills, or dispositions necessary for beginning teachers. Such knowledge, skills, and dispositions may be incomplete or applied inconsistently or inappropriately. We tentatively expect that the majority of candidates will be rated at this level at the end of the first student teaching placement.
- 3- **Building:** The Student Teacher demonstrates adequate knowledge, skills, and dispositions expected of the beginning teachers. Such knowledge, skills, and dispositions are applied consistently and appropriately. We tentatively expect that the majority of candidates will be rated at this level at the end of the second student teaching placement.
- 4- **Refining:** The Student Teacher demonstrates knowledge, skills, and dispositions above and beyond what is expected of beginning teachers. The Student Teacher expands on knowledge, skills and dispositions in level 3. This level is aspirational; a candidate may receive none or only a few ratings at this level in the areas of particular strength. Please explain what specific knowledge, skills, or dispositions warrant this rating.

Please also feel free to use ratings of 1.5, 2.5, or 3.5 if the student teacher shows differing levels of development on the criteria within the indicator.

Student Teaching Evaluation Form

Student Teacher's Name:	Program:
Placement School & Grade Level:	Semester & Year:
Reviewer's Name:	Review Date:
Who is filling out this form? (Circle/highlight one): Student Teacher Supervisor Cooperating Teacher	
Which placement is this? (Circle/highlight one): 1 st Placement 2 nd Placement 3 rd Placement	

Content Knowledge

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

Comments about Content Knowledge:

Planning

3. Uses knowledge of learners in planning instruction			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The ST does not understand child or adolescent development characteristics and has unrealistic expectations for learners.</p> <p>The ST does not try to ascertain learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST is not aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs).</p> <p>The ST is not aware of learners' cultural identities.</p>	<p>The ST understands child or adolescent development but may have trouble integrating this knowledge into planning.</p> <p>The ST attempts to ascertain learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST is aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) but tends to use a "one-size fits all" approach to planning.</p> <p>The ST recognizes that learners have different cultural identities but rarely differentiates materials and instruction to attend to these differences.</p>	<p>The ST's plans and expectations for learners are developmentally appropriate.</p> <p>The ST attains information about learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST has a good understanding of the range of learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) and plans instruction to address these needs.</p> <p>The ST is well informed about learners' cultural identities and differentiates materials and instruction to attend to these differences.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST <u>uses formal and informal assessment</u> to ascertain learners' prior knowledge, interests, strengths, and needs.</p> <p>The ST <u>invites learners to pursue their own inquiries and guide their own learning</u>, drawing from the interests and cultural repertoires that are meaningful to them.</p>
4. Sets instructional goals and objectives			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The goals and objectives are not appropriate for learners.</p> <p>The goals and objectives do not represent important learning in the discipline; no connection to standards is made.</p> <p>The goals and objectives are vague and do not lend themselves to assessment.</p> <p>The goals and objectives reflect only one type of learning.</p>	<p>Some goals and objectives are not appropriate for learners.</p> <p>Some goals and objectives reflect important learning in the discipline; general reference to standards is made.</p> <p>Some goals and objectives are clear and suggest viable forms of assessment.</p> <p>The goals and objectives reflect several types of learning but there is little coordination.</p>	<p>The goals and objectives are appropriate for learners.</p> <p>The goals and objectives are related to "big" ideas of the discipline and linked to appropriate standards.</p> <p>The goals and objectives are clear and suggest viable forms of assessment.</p> <p>The goals and objectives reflect different types of learning and opportunities for coordination.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p><u>The ST plans with short and long-term goals in mind.</u></p>
5. Uses a variety of resources in planning instruction			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The ST uses irrelevant, inappropriate or tangential materials that detract from the lessons.</p> <p>There is no evidence that the ST considers the use of Internet, multimedia and other technologies, or community resources.</p>	<p>The ST uses materials that are readily available but does not modify or seek out additional resources as appropriate for the lessons or the learners.</p> <p>The ST considers the use of Internet, multimedia and other technologies, or community resources but such use is limited or not always related to goals and objectives.</p>	<p>The ST seeks out, modifies, and uses appropriate materials and resources beyond those provided by the cooperating teacher/school.</p> <p>The ST seeks out and purposefully uses Internet, multimedia and other technologies, and community resources in planning.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The resources are often <u>multidisciplinary and matched to learners' skill levels and backgrounds.</u></p> <p>The ST plans for <u>learners' use of technologies and community resources in and outside the classroom.</u></p>

6. Designs coherent learning experiences			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>Learning activities and materials are not aligned with instructional goals and objectives.</p> <p>Learning activities and materials do not make content relevant to learners.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Some learning activities and materials are aligned with instructional goals and objectives.</p> <p>The ST occasionally uses learning activities and materials that make content relevant to learners.</p> <p>Instructional groups partially support the activities, with some variety.</p> <p>Lesson plans have recognizable structure but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities and materials are aligned with instructional goals and objectives.</p> <p>The ST uses learning activities and materials that make content relevant to learners.</p> <p>Instructional groups are organized thoughtfully to maximize learning and build on learners' strengths.</p> <p>Lesson plans are well structured with reasonable time allocations.</p>	<p>Please explain what ST's practice(s) warrant the rating of 4, for example:</p> <p>The ST uses a variety of learning activities and materials <u>permitting learners' choice</u>.</p>

7. Plans for assessment			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>Assessments do not match instructional goals and objectives.</p> <p>Assessments lack criteria.</p> <p>No formative assessments are planned.</p> <p>Assessments do not include accommodations for learners, even when the need for accommodations is obvious.</p>	<p>Assessments address only easy-to-assess or peripheral goals and objectives.</p> <p>Assessment criteria are vague.</p> <p>Formative assessments are not fully developed.</p> <p>The ST attempts to provide accommodations for learners.</p>	<p>Assessments address central goals and objectives.</p> <p>Assessment criteria are clear.</p> <p>Formative assessments are fully developed.</p> <p>Assessments include accommodations for specific learners as needed.</p>	<p>Please explain what ST's practice(s) warrant the rating of 4, for example:</p> <p>Assessments provide <u>opportunities for learners' choice</u>.</p>

Comments about Planning:

Learning Environment

8. Contributes to a positive learning environment and demonstrates inclusivity			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The ST is unfair towards learners.</p> <p>The ST communicates in ways that are insensitive to learners' experiences, cultural identities, or developmental needs.</p> <p>The ST is not attentive to fostering positive relationships among learners.</p> <p>The ST ignores the signs of learners not being included within learning environment.</p>	<p>The ST is generally fair to learners but may occasionally display inconsistencies or favoritism.</p> <p>The ST occasionally communicates in ways that are insensitive or inappropriate for learners' experiences, cultural identities, or developmental needs.</p> <p>The ST attempts to foster positive relationships among learners.</p> <p>The ST attempts to include all learners within learning environment.</p>	<p>The ST demonstrates fairness towards all learners.</p> <p>The ST communicates in ways that are sensitive to learners' experiences, cultural identities, and developmental needs.</p> <p>The ST encourages positive and constructive relationships among learners.</p> <p>The ST includes all learners within learning environment.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST <u>encourages learner reflection and metacognition</u> on their relationships with other learners.</p>
9. Contributes to an organized and safe environment			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>Much instructional time is lost due to inefficient classroom routines, procedures, and transitions. The handling of materials and supplies is inefficient or unsafe.</p> <p>The ST does not check if visual and oral communications are accessible to all learners.</p> <p>The ST does not monitor learner behavior.</p> <p>The ST is either unaware of challenging behavior or responds to it ineffectively.</p>	<p>Some instructional time is lost due to partially effective classroom routines, procedures, and transitions. The handling of materials and supplies is inconsistent.</p> <p>The ST occasionally checks if visual or oral communications are accessible to all learners.</p> <p>The ST attempts to keep track of learner behavior, but with no apparent system.</p> <p>The ST's response to challenging behavior is inconsistent (e.g., sometimes harsh, other times lenient).</p>	<p>The ST works to manage routines, procedures and transitions effectively. The handling of materials and supplies is efficient and safe.</p> <p>The ST works to make visual and oral communications accessible to all learners.</p> <p>The ST is aware of what is going on in the classroom ("the eyes in the back of the head").</p> <p>The ST uses positive, encouraging strategies to work with learners. The ST's response to challenging behavior is consistent, proportionate, and respectful to learners.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST <u>engages learners</u> in efficient and safe handling of materials and supplies.</p> <p>The ST <u>scans for potential triggers</u>; monitoring of student behavior is <u>subtle and preventative</u>.</p>
<p>Comments about Learning Environment:</p>			

Instruction

10. Communicates lesson expectations and content			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The ST does not make lesson expectations, directions, or procedures clear to learners.</p> <p>The ST causes learners' confusion and misconceptions.</p> <p>The ST's communications include errors of vocabulary or usage or imprecise use of academic language.</p>	<p>The ST's communication of lesson expectations, directions, or procedures is sometimes confusing or inaccurate.</p> <p>The ST generally makes content clear to learners but occasionally gives confusing or inaccurate information.</p> <p>The ST's use of academic language is mostly clear but ST rarely takes opportunities to explain academic vocabulary to learners.</p>	<p>The ST makes lesson expectations, directions, and procedures clear to learners. When appropriate, the ST models the process to be followed in the task or activity.</p> <p>The ST makes content clear to learners.</p> <p>The ST's use of academic language is precise and serves to extend learners' understanding.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST models academic language and <u>provides opportunities for learners to practice and master it.</u></p>
11. Uses questioning and discussion techniques			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>Questions do not invite learner thinking; require a single correct answer.</p> <p>All discussion is between the ST and learners; learners are not invited to speak directly to one another.</p>	<p>Some questions are designed to promote learner thinking but many have a single correct answer.</p> <p>The ST invites learners to respond directly to one another's ideas but does not connect discussion to teaching.</p>	<p>The ST uses a variety of questions, inviting learners to think and/or offer multiple possible answers.</p> <p>The ST invites learners to respond directly to one another's ideas and connects discussion to teaching.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST <u>encourages learners to formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</u></p>
12. Engages all learners in learning			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
<p>The ST ignores learners that are not productively engaged.</p> <p>Learning activities and materials require only recall or have a single correct response or method.</p> <p>The ST does not invite learners to explain their thinking.</p> <p>The lessons are either too slow or rushed.</p>	<p>The ST attempts to engage all learners.</p> <p>Learning activities and materials are a mix of those requiring thinking and those requiring recall.</p> <p>The ST occasionally invites learners to explain their thinking as part of completing tasks.</p> <p>The pacing of the lessons is uneven—suitable in parts but slow or rushed in others.</p>	<p>The ST works to engage all learners during small-group or independent work.</p> <p>Most learning activities and materials have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>The ST invites learners to explain their thinking as part of completing tasks.</p> <p>The pacing of the lessons provides learners the time needed to be intellectually engaged.</p>	<p><i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i></p> <p>The ST is <u>reflective of causes of learners' lack of engagement</u> and tries varied strategies to engage all learners.</p>

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

Professional Dispositions

15. Analyzes student learning			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
The ST does not analyze learning (performance data) over time.	The ST attempts to analyze learning (performance data) over time but not consistently.	The ST consistently analyzes learning (performance data) over time.	<i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i>
The ST draws incorrect conclusions about effectiveness of instruction. The ST makes no suggestions for improvement.	The ST has a general sense of whether or not instructional practices were effective. The ST offers general modifications for future instruction.	The ST accurately assesses the effectiveness of instruction. The ST identifies specific ways in which instruction might be improved.	The ST's assessment of the effectiveness of instruction is <u>detailed and includes specific examples of instructional outcomes that were achieved or not achieved.</u>
16. Positions oneself as a learner			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
The ST's ideas about learners, learning and teaching are rigid and/or biased. The ST resists discussing performance with supervisors or colleagues or makes no changes/shows no growth in response to feedback. The ST is hostile to different viewpoints, backgrounds, and belief systems.	The ST attempts to reflect on his or her ideas about learners, learning and teaching but does not always see their impact on practice. The ST reluctantly accepts feedback from supervisors and colleagues and makes some changes/shows limited growth in response to such feedback. The ST is somewhat defensive in response to different viewpoints, backgrounds, and belief systems.	The ST reflects on his her ideas about learners, learning and teaching and their impact on practice. The ST welcomes feedback from supervisors and colleagues and makes appropriate changes/shows growth in response to such feedback. The ST is open to different viewpoints, backgrounds, and belief systems and engages in pursuit of common understandings.	<i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i> The ST <u>actively seeks</u> feedback from supervisors and colleagues and uses such feedback to improve teaching.
17. Demonstrates professionalism			Rating: _____
Unacceptable 1	Emerging 2	Building 3	Refining 4
The ST is unprofessional in appearance (e.g., inappropriate clothes, etc.) or conduct (e.g., lateness or unexcused absences, disorganized or unprepared). The ST is rude or dishonest in interactions with learners, colleagues, and supervisors. The ST willfully disregards school or district regulations. The ST's relationships with the cooperating teacher(s), supervisor(s), or colleagues are characterized by negativity or combativeness.	The ST is generally professional in appearance and conduct but may occasionally lack initiative or maturity. The ST is polite and honest in interactions with learners, colleagues, and supervisors. The ST is inconsistent in his/her compliance with school and district regulations. The ST has cordial relationships with the cooperating teacher(s), supervisor(s), and colleagues.	The ST is professional in appearance and conduct and demonstrates dependability, maturity, and initiative. The ST shows honesty, integrity, and confidentiality in interactions with learners, colleagues, and supervisors. The ST complies with school and district regulations. The ST has productive relationships with the cooperating teacher(s), supervisor(s), and colleagues.	<i>Please explain what ST's practice(s) warrant the rating of 4, for example:</i> The ST's relationships with the cooperating teacher(s), supervisor(s), and colleagues are <u>characterized by mutual respect and collaboration.</u>
Comments about Professional Dispositions:			

ELEMENTARY INCLUSIVE PRESERVICE PROGRAM

DEPARTMENT OF CURRICULUM AND TEACHING
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Student Teaching Assessment: Triad Conference Record

Student Teacher Name: _____

Cooperating Teacher
Name: _____

Supervisor Name: _____

Date of Triad Meeting: _____

Directions: Please collaboratively discuss and identify areas of strength and next steps; use this form as a record of your triad conference. Please use the Student Teaching Evaluation forms for guidance.

Student teacher's strengths:

First area for attention:

Steps to try:

Second area for attention:

Steps to try:

Areas of particular concern, if any: *(please explain)*

Student Teaching Evaluation: Requirement Record

	YES	NO		YES	NO
Has planned and taught <i>literacy</i> .			Has been responsible for <i>back to back lessons</i> in one day.		
Has planned and taught <i>science</i> .			Has been responsible for <i>consecutive lessons</i> across days.		
Has planned and taught <i>mathematics</i> .			Has been responsible for a <i>full morning</i> or <i>full afternoon</i> (typically 3-4 lessons in a row).		
Has planned and taught <i>social studies</i> .			Has been responsible for a <i>full day</i> .		
Has taught <i>the arts</i> .			Has been responsible for a <i>whole week</i> . (<i>spring only</i>)		
Has taught <i>health education</i> .			Notifies ahead of time in case of absence.		
Has taught <i>physical education</i> .			Has arranged to make up missed time.		
Are there <i>content area concerns</i> ?			Day of weekly planning meeting:		

Student Teacher Signature: _____

Cooperating Teacher
Signature: _____

Supervisor Signature: _____