

Welcome,  
Elementary  
Inclusive Student  
Teachers!

# Welcome

We will get started shortly.

You were asked to review the *student teaching guidebook* before orientation and jot any questions in our [FAQ document](#).

If you have not done so, please do so at this time.

# Welcome to Student Teaching!

*Today marks the beginning of  
an incredible journey!*



# Agenda

- Broad Picture: Beginning your journey
- Your team
- The Nitty Gritty Details:
  - Schedule and organization
  - Practicum and Teacher Ed. Practices
  - Quantity and Breadth Goals
  - Grades
- Break
- Starting-up and Navigating Relationships
- Off you go!

# Framing the Student Teaching Experience

*“No single one of us has the creativity, the courage, or the skills enough to teach love and learn freedom alone. This is work that requires an imagination developed together, the courage of a community, and the combined skills of each member of that community.”*

(Shalaby, p. 179)

This lifelong work requires humility, forgiveness, reflection, and laughter. We're so thrilled to work alongside you at this short beginning phase of your learning to teach, and we see ourselves as lifelong learners of teaching too!

# Framing Student Teaching: Your Responsibilities

- Everything is teaching! (literally everything)
- Be open-minded and have a learner's stance
  - Your experience is what you put into it!
- If you're placement is not the picture you imagined...
  - Seek support: Communicate with La Toya, instructors, supervisor, seminar time with peers
  - Problem-solve (vs venting)

# Professionalism

- ST Guidebook p. 4
- With children *and* adults:
  - Be mindful of physical boundaries
  - Be mindful of volume, language and tone
  - Filming requires consent
- Student Teaching as a Year-Long Job Interview
  - Treat all members of the school community with respect
  - Dress professionally and reflective of the school culture
  - Google yourself
  - Thoughtfully manage who can see your social media posts
- Communication - to email, call, or text?

# Student Teaching Placement Process

- Student Teacher Coordinator recruits schools and Cooperating Teachers
- Student preferences are considered
- Matches are made based on multiple factors
- Process repeats for the next semester

***Important note: a “perfect” placement, teacher, school, does not exist! But they are all carefully chosen and all opportunities for learning.***



# School Placements

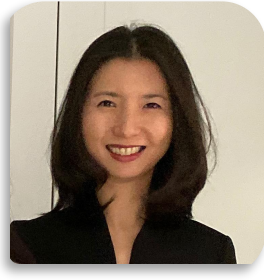
- Diverse array of public schools
- Grades 1-6, different grade level each semester
- General Education and ICT settings
- Locations in Manhattan, the Bronx, Brooklyn, Queens
- Goal is to give you two placements that offer you different experiences

Your Team

# Our Team: Faculty, Instructors, & Staff



Dr. Srikala Naraian,  
On sabbatical leave



Dr. Jean Wong,  
Lecturer



Dr. Britt Hamre,  
Lecturer



Dr. Celia Oyler,  
Professor



Kara Hollins,  
Lecturer



La Toya Caton,  
Student Teaching  
Coordinator

**Photo  
coming  
soon!**

Abby Emerson,  
Instructor



Maddie Neufeld,  
Instructor



Claudia Atkinson,  
Program Manager

# Cooperating Teachers



- Your CTs
  - Are expecting to meet with you at least once a week for co-planning and discussion
  - Are committed to giving you informal feedback throughout your time in their classrooms
  - Are committed to giving you formal feedback at the midterm and final evaluation meetings
  - Have diverse philosophies, backgrounds, approaches, and beliefs
  - Are fabulous, passionate, busy, experienced, valued NYC public school teachers!
  - CT Responsibilities

# Your Field Supervisors

- Your Supervisors
  - Have 5 or more years of teaching experience
  - Are committed to your growth and see themselves as coaches more than evaluators
  - Will facilitate your teacher education practices:
    - weekly dialogue with you through your student teaching logs
    - provide you with lesson planning feedback
    - Meet virtually or in-person for observations and evaluation meetings

# Student Teaching

# Your Juggling Act!

## Student Teaching (Supervisor & La Toya)

Practicum

Teacher Ed.  
Practices

Quantity  
and  
Breadth  
Goals

CT and  
Supervisor  
Relationships

## Other Certification Requirements (OTE)

Record of  
Hours

edTPA

Certification  
exams

Liberal Arts  
Requirements

Institutional  
Recommendation

## Coursework (Advisor & Claudia)

Student  
Teaching

Core

Literacy

All other  
courses

MA  
Portfolio

# Student Teaching Schedule

- Spring: 1/18 - 5/09
- Full days on Monday, Tuesday, Thursday; half day on Wednesday
  - Stay as long as you can on Wednesdays
  - Plan on being present every day!
    - If you're going to be absent, let your CT and Supervisor know in advance and plan to make up any missed days
- ST schedule follows DOE calendar
- Courses follow TC schedule



# Organization

- [ST Website](#) - Calendar & Resources for All
- Your Google Folders
  - [Let's take a look...](#)
  - Logs, lesson plans, observation notes must be completed here
  - Practicum, Midterm/Final evaluations, Triad Conference Forms MUST be stored here

# Practicum Assignment

- [ST Guidebook p. 7](#)
- Forms on [ST Website](#) and in your Google Folder
- Due dates
  - Part 1 - 2/18
  - Part 2 - 4/8
- Forms must be signed and uploaded to your Google Folder

# Teacher Education Practices

ST Guidebook - pp. 7-10

## Overview:

<b>First Semester</b>	<b>Second Semester</b>
10 weekly logs	10 weekly logs
At least 5 observations <ul style="list-style-type: none"><li>● 1 guided</li><li>● 3 formal</li><li>● 1 video</li></ul>	At least 5 observations <ul style="list-style-type: none"><li>● 1 peer</li><li>● 3 formal</li><li>● 1 video</li></ul>
At least 2 triad meetings <ul style="list-style-type: none"><li>● 1 midterm</li><li>● 1 final</li></ul>	At least 2 triad meetings <ul style="list-style-type: none"><li>● 1 midterm</li><li>● 1 final</li></ul>

Check out [Resources for All](#) tab of ST Website and/or [ST Guidebook](#)

# Logs

- Process
  - Find your log template in your “Logs” Google folder
  - Keep a daily record of the activities in the classroom (should list the subject *and* teaching point). Use pseudonyms for students.
  - Highlight any lessons you lead
  - At the end of the week, write a summative reflection on any salient topic
  - Complete your log by the deadline determined by your supervisor. Your supervisor will provide feedback on your log. You are required to respond to comments. DO NOT resolve comments.
- Frequency
  - 10 weekly logs each semester
    - 1/21-3/1
- Submission Details
  - Google Drive Folder “Logs” - type directly on weekly template
  - Due by supervisor’s deadline
- [Examples](#)

# Observations

ST Guidebook - p. 6

- Process
  - Plan
    - Determine dates in advance with your supervisor and CT(s)
    - Plan with CT (this should look different as the semester progresses)
    - Find your “Lesson Plans” folder on your Google Drive. Complete your lesson plan using your template.
    - Notify your supervisor when lesson plan is complete (by deadline determined by supervisor).
    - Your supervisor will provide feedback on the lesson plan.
    - Make necessary revisions. You are not required to submit revisions unless specifically asked. DO NOT resolve comments. Your supervisor may ask you to provide a hard copy at the observation.
  - Teach
    - One-period lesson (usually 40-45 minutes)
    - Vary subject areas, formats
    - Supervisor will observe you and take notes

# Observations (Cont'd.)

- Process (cont'd)
  - Post-Observation
    - You and your supervisor will meet to debrief the lesson
    - Your supervisor will provide written feedback. Documentation should be uploaded in Google Drive “Observation Notes and Feedback” folder.
- Observation variations (ST guidebook - pp. 9-10)
  - Guided observation - First semester of Student Teaching only
  - Peer observation - Second semester of Student Teaching only
  - Video observation - once per semester
- Frequency
  - At least 3 formals, 1 video, 1 guided or peer
- Submission Details
  - [Google Drive Folder](#) “Lesson Plans” - type directly on template
  - Observation feedback in “Observation Notes and Feedback” folder
  - Due by supervisor’s deadline
- [Examples](#)

# Evaluations & Triad

ST Guidebook - pp. 11-13

- Process
  - Determine a date with your supervisor and CT (CT must attend)
  - ST, CT, and Supervisor each complete a [midterm/final evaluation form](#)
  - ST, CT, and Supervisor meet to reflect, discuss areas of growth and next steps
  - Supervisor documents conversation on Triad Conference Form
  - Review list of [requirements](#) and plan/determine next steps
  - Everyone signs
- Frequency
  - 2 meetings per semester
    - Fall Midterm due 3/4; Spring Final due 4/29
- Submission Details
  - ST is responsible for uploading in Google Drive in 4 hard copy forms
  - ST form, CT form, Supervisor Form, signed Triad form

# Quantity and Breadth Goals

- Refer to [Triad Conference Form](#)
- By end of your first semester of student teaching, you may teach a full day
  - You will begin by working 1:1 with students, in small groups, read alouds, morning meeting, etc.
- By end of your second semester of student teaching, you will a full week (3.5 days)
- Teach across subject areas each semester
- Backward planning is helpful
- Midterm point - many items checked
- Final point - all items must be checked



# Other Required Documentation

- Record of Hours Form
  - Submit to OTE at the end of each semester
  - Make note of hours spent in other grade levels
    - practicum hours should suffice (minimum 50 hours throughout the year)

# Other things on your radar while student teaching...

- edTPA
- M.A. Portfolio (You'll start in the spring, complete in the fall)
- Course assignments
- Certification requirements (exams, Liberal Arts requirements, courses)

# Grades

- At the end of the spring semester, you'll get a "holding grade"
- At the end of the fall semester, you'll get a letter grade
- Grades are determined collaboratively and holistically
  - Teacher education practices
  - ST requirements, quantity and breadth goals
  - Overall growth
  - Input from CT, Supervisor, ST Coordinator

**BREAK!**

# What to Expect

# Communication & Information

- TC Email
- [Website](#)
- [Calendar](#)
- [ST Guidebook](#)
- [Google Folders](#)

# Before the First Day

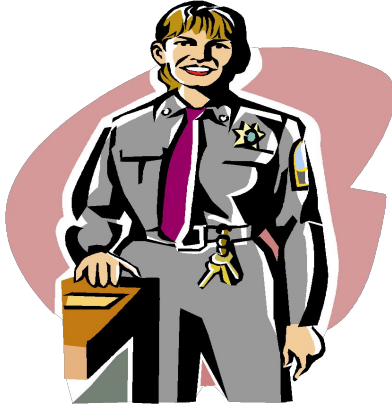


- Email (or text, if they have requested it) your CT to sort out details for your first encounter.
  - Where is their room? What time should you arrive? Is there anything they would like you to bring?
- If you do not hear back, follow the instructions on your placement letter.
- Either way, this will be the first test of your **grace** and **professionalism** as you enter an unfamiliar environment! You are going to do great!

# Entering Building



with security



1st Stop: School Safety Officer  
(always at main door; they can  
direct you to main office)



Main Office



2nd Stop: Main Office  
Introduce yourself; they can direct  
you to your CT's room.

## *What to Bring:*

- **Picture ID**
- **Placement letter**
- **OTE Clearance Letter (they may not ask for it, but it's good to have)**
- **ST Guidebook**
- **CT Guidebook**



# Your First Day with Children

**First impressions matter! Before your first day, consider asking your CT:**

- How and when you will be introduced to the class.
- Whether teachers go by first names or surnames in this school.
- If it's appropriate for you to compose a friendly letter to parents, introducing yourself (If you do this, it should go home *after* your CT's first letter home).
- What is the best way for you to be helpful and supportive during the first few days your placement?
- What's our plan for day one?
- School Schedule?

# Navigating Relationships and Balancing Responsibilities

- This is going to be a challenging year with lots of balance!
- Let's do some proactive problem solving and preemptive imagining.
- You will be placed in breakout rooms to discuss possible solutions to various and probable scenarios. Please use this document to record your solutions.

# Scenarios: What would you do?

1. Your CT is always asking you to do things like make copies and clean, and you feel like you're not getting enough teaching time. What would you do?
2. Your CT wants you to teach a lesson and you don't feel ready. What would you do?
3. You want to take on more teaching responsibility, but you're just overwhelmed with coursework. What would you do?
4. Your CT and Supervisor give you conflicting advice about an upcoming lesson. What would you do?
5. Your CT uses problematic language when discussing students. What would you do?
6. You can't get through a lesson without students talking over you and getting totally distracted... but they're fine with your CT! What would you do?
7. You are having trouble scheduling observations. Your supervisor wants to come on a certain days but it doesn't work for you or your CT. What would you do?
8. You have a book that would be perfect for an upcoming lesson, but it's not in the curriculum. Your teacher rarely strays from the curriculum. What would you do?
9. Your CT takes notes while your teaching and gives you feedback all day long. It feels overwhelming and critical sometimes. What would you do?
10. The principal asks you to cover the class while your CT goes to a meeting. What do you do?

# Reminders

# Field Supervision

- You can expect to hear from your field supervisor by Monday, January 17, 2022.
  - The first observation will be a Guided Observation

# Clearance

- Field Site Notification
- Fingerprinting
- TC COVID-19 Training Completion
- Student Acknowledge and Assumption of Risk

# Advice

- Take initiative
- Ask clarifying questions without being pesky
- Remember, “the walls have ears”
- Keep in mind, if you are not certified you can't be with kids alone
- Treat the experience like a job interview

# Questions



# Closing

Good luck! You are going to be amazing teachers!!!!