



The City College of New York  
City University of New York  
The School Of Education

# OFFICE OF CLINICAL PRACTICE FIELDWORK & STUDENT TEACHING

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# HANDBOOK FOR COOPERATING TEACHERS

(Revised- Summer 2012)

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**School of Education  
Office of Clinical Practice**

**Dr. Bruce M. Billig  
Director**

Dear Cooperating Teacher:

Thank you for agreeing to mentor our student teacher candidate.

You are one of the key educators who are critical to the preparation of our candidate for the profession of teaching. As an experienced teacher, you will be involving our candidate in the daily life of your school and classroom. With your support, our candidate will be able to apply what he/she learned at The City College School of Education to the “real world” of your classroom and the teaching of your students.

Please thoroughly review the contents of this “Handbook for Cooperating Teachers” and contact me ([bbillig@ccny.cuny.edu](mailto:bbillig@ccny.cuny.edu)) if you have any questions and/or comments.

Thank you again for the dedication to the teaching profession and support for our student teacher candidate.

Sincerely,

Bruce M. Billig, Ed. D.  
Director

## **I. The School of Education's Conceptual Framework**

The City College School of Education prepares knowledgeable, reflective and caring educators who are qualified and committed to teaching and leading in diverse communities.

### **A. Educating For and About Diversity**

We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings.

### **B. Developing In-Depth Knowledge About The World**

We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates' abilities and dispositions to realize their potentials and become life-long learners.

### **C. Becoming Skillful, Reflective Practitioners**

We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.

### **D. Nurturing Leadership for Learning**

Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.

### **E. Building Caring Communities**

We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.

## **II. Understanding the Role of The Cooperating Teacher**

### **A. Introduction-definitions:**

Many consider that a cooperating teacher acts as a "mentor" for student teacher candidates. The term "mentor" can be traced back to its origin in Homer's "Odyssey" where a wise and learned man named Mentor was given the responsibility of educating Odysseus's son, Telemachus. The term "mentoring" has evolved over time to where most consider it to be a process that is intentional, nurturing, insightful and supportive.

Other definitions of "mentoring" can be found in the dictionary and include, but are not limited to: guide, supporter, advisor, teacher specialist, teacher coach, consultant, helping teacher, peer teacher, support teacher and (for The City College School of Education) cooperating teacher.

### **B. The role of the cooperating teacher**

Many of our student teacher candidates have described their experiences with their cooperating teachers to include:

- Answered my many questions
- Told me stories about her student teaching experiences that made me feel better.
- Helped me with my classroom management techniques
- Helped me to get acclimated to the school system's huge amount of information

From the above remarks (and your own personal experiences) you can understand how our student teacher candidates can be anxious and uncertain about their upcoming experience in your school. Your role is to provide the necessary support and guidance to minimize our candidates' common anxious feelings and worries. We are all aware of how much pressure is placed on teachers to create an environment where students will achieve. Our School of Education relies upon our cooperating teachers to create a nurturing environment where candidates can perform at their best and receive the level of pre-service preparation that will enable them to remain in the profession and become effective teachers.

In summary, you are being asked to help our student teacher candidate to develop his/her talents or skills that will, hopefully, lead to:

- Learning the necessary pedagogical skills
- Improved instructional performance and assessment of student learning as a result of your model lessons and reflective practices.
- Understanding of what it takes to become an effective teacher.

**C. The tasks of the cooperating teacher**

It is important to have a clear idea of your role as a cooperating teacher (e.g. coach, support teacher) so that you can be clear about your relationship with your student teacher candidate. Once your role is clear, you can think about your tasks and activities that you may be involved in (e.g. observing the candidate's performance; asking the candidate for his/her rationale for selected instructional behaviors; providing feedback; demonstrating the use of technology; modeling best practices and being available to answer questions or concerns as they arise).

You must realize that you cannot do it all. You can, however, assist candidates by helping them to assess the areas that need their immediate attention. Another important task is for you to help the candidate to evaluate his/her strengths and areas that need to be improved so that he/she can determine when another teaching skill needs to be learned. You should also be open and willing to work in partnership with our college supervisor as well as other colleagues in your school.

**D. Descriptions of a cooperating teacher's skills**

In order to be an effective Cooperating Teacher, you need to be able to assist the candidate with the development of his/her teaching skills. The following are some important skills that cooperating teachers need to have in order to be effective:

1. Develops a positive, nurturing relationship with the candidate.
2. Is open to new teaching methods and techniques.
3. Is able to assist the candidate with developing a plan to diagnose and improve his/her teaching skills.
4. Is able to provide timely, descriptive and specific feedback to the candidate that will enable him/her to self-correct any teaching deficiencies.
5. Is able to demonstrate best practices in the classroom that include, but are not limited to: lesson planning; classroom management; incorporating cultural diversity into your lessons; using technology; differentiating instructing, assessing students' learning and reflection.

**III. The First Meeting with Your Student Teacher Candidate**

**A. Your initial meeting with the candidate**

During the initial meeting with your student teacher candidate you may wish to gain some insights into his/her background that could include, but not be limited to:

- Personal experiences in school as a student.
- Overview of his/her teacher education program.
- Field experiences highlights.
- Why does the candidate wish to become a teacher?
- What other courses/responsibilities does the candidate have this semester.
- Review the candidate's Needs-Assessment List (See Appendix B) to determine his/her concerns.
- Familiarize the candidate with your school.
- What kind of support does the candidate expect?
- Consider sharing with the candidate a little about yourself and why you have agreed to be a cooperating teacher.
- Describe your students to the candidate.
- Discuss how you can meet with the candidate to review the day's activities, share information and questions and plan for the next day.
- Share how you would like the candidate to contact you after school hours. (e.g. email, cell)

**B. Preparation for the candidate's first day with the class**

Your student teacher candidate is likely to be apprehensive about managing the class for the first time. Students may see this as an opportunity to take advantage of the situation (as some do when there is a substitute teacher in the classroom) or choose to not participate in the lesson. The following are some suggestions for you to consider:

1. Inform your students, in the presence of the student teacher candidate, about your expectations when the candidate is teaching. Consider introducing our candidate as a “co-teacher”.
2. Remind them that the same classroom rules and procedures apply when the candidate is teaching the entire class or small groups as when you are teaching.
3. Always be positive and confident about the candidate’s teaching role. Any hint of doubt on your part will be picked up by your students and could sabotage the candidate’s efforts.
4. Prior to the candidate’s teaching experience, he/she should have received a set of school rules, classroom rules, procedures and letters to parents concerning discipline.
5. You may also want to include the following:
  - a. Make a list of procedures, such as: bathroom usage; trips to lockers; lateness to class, etc. Discuss them with the candidate.
  - b. Reviews the IEP’S of any students with disabilities and your suggested procedures for meeting their goals through differentiated instruction.
  - c. Inform the candidate of your concerns regarding specific students and/or parents.
6. Offer your support to the candidate and ask about his/her concerns. Establish a system for the candidate to let you know when he/she needs your assistance at a particular time in the lesson.
7. Be reassuring by reminding the candidate that you will be in the classroom to assist at any time and that the candidate should demonstrate his/her confidence when working with students.
8. Review the suggested “Calendar for the Student Teaching Experience” (see Appendix D) with the candidate.

#### **IV What Should The Candidate Look For When He/she Observes You Teaching?**

During the first week of student teaching, the candidate will be focusing on your teaching behaviors in addition to learning how to implement class routines and other procedures (see Appendix D, “Calendar for the Student Teaching Experience”). You should have a meeting with the candidate, prior to his/her observation of your teaching, where you remind the candidate to focus on the following teacher behaviors:

- A. How did the students enter the room and prepare for instruction?
- B. What did I do to establish a positive learning experience?
- C. What did I do to focus the students’ attention on learning?
- D. What did I do to relate the lesson to the students’ prior experiences?
- E. What are the objectives for this lesson? How did the student know?
- F. Describe the sequence of steps for the lesson.
- G. Describe the level of students’ active engagement in the lesson.
- H. How did I assess for students’ learning.
- I. How did I accommodate for different learning styles.
- J. What classroom management techniques did I use to keep students on task?
- K. How did I conclude this lesson?
- L. What were my assigned follow up activities?

Inform your candidate that he/she should be prepared to reflect on the lesson and ask questions concerning his/her observation of your teaching and students’ learning.

#### **V. Next Step: Co-teaching**

##### **A. A rationale**

There are many teacher educators who believe that student teacher candidates can be eased into solo teaching by first co-teaching with the cooperating teacher. One advantage to this procedure is that it involves a guided practice component within the teaching experience so that misconceptions and poor skills can be detected early and corrected before the student teacher’s solo teaching opportunity. By co-teaching, the candidate is more actively involved in the lesson than just observing. He/she can follow your techniques and participate in the lesson. This is followed up by the candidate’s reflection on your teaching and his/her co-teaching experience as well as sharing and discussing the aspects that need correction. You should discuss with the candidate his/her level of readiness to move from co-teaching to solo teaching.

**B. Sharing lesson plans during co-teaching**

You may consider providing the candidate with copies of your lesson plans prior to co-teaching. Discuss with the candidate how and why you designed the particular lesson and the role he/she should play during the co-teaching experiences.

**VI Lesson planning**

The next step is for the candidate to plan a lesson that he/she will co-teach or, if ready, will teach on his/her own. Some suggestions for these first lesson plans include:

- A. Keep the directions simple.
- B. The lesson should be challenging, involve all students and permit most students to be successful.
- C. Consider limiting group work and student-student interactions until classroom rules and procedures have been established.
- D. Plan for the monitoring of students' engagement and interactions. Plan for observing students' work and the collection of information for the planning of subsequent lessons.
- E. Plan for how to discourage off-task behaviors and to encourage on-task behaviors.
- F. Plan for assessing students' learning.

**VII. Planning for Assessment Of Students' Learning**

**A. Reflections**

Student teacher candidates will need your assistance with reflecting on how their lessons assessed for students' learning and the degree of alignment with the lesson's goals and objectives.

You should work collaboratively with your candidate so that he/she can begin to develop an ability to internalize what standards mean for teaching and learning and what evidence of assessment of students' learning needs to be collected.

**B. Analysis of students' work**

Your student teacher candidate will need your help with the analysis of students' work samples. Have a conversation about what "good enough" students' work looks like. Review enough samples of students' work so that a full range of student abilities are included. The candidate should be able to describe how the assignment addressed the following issues:

- 1. What prior knowledge and/or skills did the students need in order to successfully complete the assignment?
- 2. Did the assignment enable the students to develop their understanding of the lesson's concepts?
- 3. What did the candidate learn about the students' level of understanding? Were there any variances based on ability, gender, or ethnicity?
- 4. What are the students' next steps after they receive their feedback from the assignment?

After discussing the students' work samples, ask your candidate to reflect on how the students did and what should be the next instructional steps.

**VIII. Going Solo**

When you believe that the candidate has described the parts of the lessons successfully, he/she can plan and execute an entire lesson with you as the observer. Provide time for preobservation and postobservation sessions. Consider letting the candidate self assess the lesson while you share your observations that either support or disagree with the assessment.

If the candidate's teaching performance is substandard, involve our college supervisor for assistance. Some guidelines are offered in the next sections.

**IX. A Guide For The Preobservation Conference**

- A. Set the agenda for the conference
- B. Ask the candidate to address the following aspects of the lesson:
  - 1. What is your goal for the lesson?
  - 2. What instructional procedures do you plan to use?
  - 3. What classroom management techniques will you use?
  - 4. What assessment of students' learning will you use?
  - 5. How will you conclude/summarize your lesson?
- C. Ask the candidate if there are any other issues he/she would like to discuss.
- D. Set day and time for the postobservation conference.

**X. Your Classroom Observation Of Our Student Teacher Candidate**

- A. Review The City College School of Education's Observation form (see Appendix G or our Office of Clinical Practice website) that will also be utilized by the college supervisor.
- B. Use the appropriate form, based upon our candidate's program, during your observation.
- C. Review your notes and identify the candidate's teaching strengths, how the candidate assessed for students' learning and areas in need of improvement.
- D. Decide how you will approach the candidate in the post-observation conference. Consider the following techniques:
  - 1. The nondirective approach- You help the candidate to assess the lesson plan, his/her delivery of instruction, classroom management, assessment of students' learning and the objectives for the next lesson.
  - 2. The collaborative approach- You and the candidate share information and discuss the lesson's strengths and weaknesses as peers. The objectives for the next lesson are developed together.
  - 3. The direct informational approach- You share your assessment of the candidate's teaching and then suggest an improvement plan after asking for the candidate's input. An outcome of this conference is a clear understanding of what the candidate needs to do to improve his/her teaching skills.
  - 4. The direct control approach- You tell the candidate exactly what needs to be done in order to achieve an acceptable level of teaching performance. You should make every effort to first discuss your observations, expectations and suggestions for follow up activities with the candidate's college supervisor before you consider using this approach.
- E. Communication during the post observation Conference.

In general, you should consider using a nondirective approach in order to elicit responses from our student teacher candidate that guides him/her to assess what occurred during the lesson and to suggest possible areas/solutions for improvement.

If you use a collaborative approach, you need to consider using communication behaviors, such as: sharing, brainstorming, negotiating, compromising and collaborative goal setting. Our candidates may have some excellent ideas concerning teaching activities and strategies to assess for students' learning, but may need your assistance in formulating those ideas into a commendable lesson.

There may be situations where you need to take a more authoritative approach in order to inform, direct and assess our candidate's performance. During a directive conference, you would: accurately and factually review your lesson observation notes; analyze any data and relate it to the assessment tools utilized by the candidate; present your findings and present an action plan for a subsequent lesson. These steps would lead to a clear understanding or your expectations for achieving an improved level of performance. You should share this conference summary with the candidate's college supervisor.

**XI. What To Do When Your Student Teacher Candidate Is Having Difficulties**

We believe that our candidates have been well prepared for their student teaching experience. Despite our high expectations, there may be occasions when a problem could arise. The following suggestions are offered to assist you if our candidate is having difficulties and/or if you become concerned about his/her progress:

**A. Some warning signs**

1. Excessive absence and/or lateness.
2. Negative behaviors/attitude.
3. Failure to make changes based on suggestions.
4. Lesson planning is consistently late or of poor quality.
5. Failure to show growth/improvement.
6. Excessive classroom management problems that also worsen over time.
7. Repeated excuses; placing blame elsewhere.
8. Excessive complaints from students, staff or parents.

**B. Planning to avoid potential difficulties**

1. Review with the candidate the following City College School of Education forms: "Student Teacher Responsibilities Form" (see Appendix C); "Needs Assessment For Student Teachers" (see Appendix B); "The Cooperating Teacher's Evaluation Of The Student Teacher" Form (see Appendix I); and "The Student Teacher Evaluation" Form (see Appendix H for a general form, or visit the Office of Clinical Practice website for the specific form for our candidate's program.)
2. Our candidate must be prepared to teach. He/she must show you the lesson plan that includes any of your suggested revisions. Although our candidates have been instructed as to how to prepare a lesson plan, they may need your input if your school uses a specific lesson format.

**C. Communication**

1. Obtain the contact information for our candidate's college supervisor as soon as possible. The earlier problems are identified the quicker we can help to remediate them
2. If needed, discuss a plan of assistance with the college supervisor that will help our candidate to focus on his/her needs.
3. Contact the Office of Clinical Practice if additional assistance is needed.
4. When you meet with our candidate to discuss your feedback regarding his/her teaching, consider the following:
  - a. Be specific concerning areas that need special attention.
  - b. Remind the candidate to take notes (you should also) so that he/she can reflect on your comments/ suggestions and implement them in future lessons.
  - c. Give specific examples (e.g., motivation and classroom management techniques, assessment for learning tools) as well as helping the candidate to consider his/her own ideas for improvement.
  - d. In addition to being present when the college supervisor observes our candidate, try to also be present during the postobservation conference. Ideally, all three should be together for the conference so you all hear the same message.

**D. Timesheets**

Student teachers must complete a minimum of 300 clock hours for a semester of student teaching. Monthly timesheets (see Appendices E & F) are required of all candidates and counter signed by the cooperating teacher. On average, candidates should schedule two full days and three half days each week. Changes in the candidate's schedule can be discussed with the cooperating teacher.

## **E. Evaluations**

The college supervisor is ultimately responsible for the student teacher's final grade. However, your input is very important since you had worked closely with the student teacher during the seven plus weeks of the semester. Please complete the Student Teacher Evaluation Form and indicate your "Suggested Final Grade" in the space provided on the first page (see Appendix H). This form should be shared with the college supervisor and student teacher. We would like you to also complete the Cooperating Teacher's Evaluation of the Student Teacher form (see Appendix I), share it with the student teacher and college supervisor and mail it to the Office of Clinical Practice. You can also send it to the Office of Clinical Practice with your student teacher if you think it is appropriate.

Student teachers will be asked to complete the "Student Teacher's Assessment of The Cooperating Teacher" form (see Appendix K).

## **XII. Summary**

We believe that you will agree that the role of a cooperating teacher is quite different than the role of the classroom teacher. You will also be a guide, coach and positive role model. Some of these tasks may appear to be overwhelming (e.g., offering suggestions for improvement; demonstrating effective teaching, observing and meeting with the candidate and the college supervisor; and, above all, being understanding, supportive, empathetic and committed).

We also believe that you are well prepared for this role as a cooperating teacher because you have met the following criteria:

1. You hold an appropriate teaching license and certification.
2. You have taught successfully for at least three years.
3. You teach in a diverse school setting.
4. You have demonstrated a commitment to model "best practices" and work as a mentor for our student teacher.
5. You are willing to meet regularly with our student teacher to plan lessons and provide him/her with feedback.
6. You have demonstrated a desire to grow professionally through the exchange of ideas with the student teacher, our college faculty and our college supervisor.

Please believe that all of your efforts will be rewarded because you will have positively affected the life of a student teacher candidate who is about to enter the teaching profession and, therefore, will have a direct impact on every student in his/her classroom for years to come.

Thank you again for accepting this challenge.

## **XIII. Tuition Waivers for Cooperating Teachers**

### **Tuition Waivers**

We would like to express our appreciation for the services provided to our student teacher candidates. The cooperating teacher with major responsibilities for supervising one or more student teachers is eligible for a Tuition Waiver for one three-credit teacher education graduate course at any CUNY school under the following conditions:

1. Is entitled to three graduate credits after having served as a cooperating teacher with major responsibilities for supervising one student teacher in one semester.
2. For example, a cooperating teacher must have two student teachers for a period of 7 ½ weeks with each student or worked with one student teacher for 15 weeks in a semester in order to be eligible for a Tuition Waiver.
3. The City College School of Education does not assume that every cooperating teacher wishes to receive a Tuition Waiver. Consequently, the cooperating teacher will need to submit a Tuition Waiver Request Form (See sample in appendix J) in order to receive a Tuition Waiver. The Tuition Waiver Request Form can be obtained by: asking the college supervisor for an application, contacting the Office of Clinical Practice at 212-650-6915 or requesting the form by email at [educfield@ccny.cuny.edu](mailto:educfield@ccny.cuny.edu)

4. The Tuition Waiver may only be used within the subsequent three academic sessions (including the summer session). For example, if you served as a cooperating teacher during the spring semester you will be able to use the Tuition Waiver during the following summer, fall or spring semesters.
5. A Tuition Waiver may be transferable among the school personnel (e.g. another teacher in the same school) and it must be approved in writing by the principal of the school and submitted to the OCP. The original Tuition Waiver must be returned to the OCP.
6. A Tuition Waiver may only be extended for one semester at the beginning of the last semester in which you could have used the waiver. The waiver can be extended for up to two semesters. However a Tuition Waiver cannot be extended once the original Tuition Waiver has expired. The original Tuition Waiver must be returned to the OCP.
7. Lost or misplaced Tuition Waivers will not be replaced
8. All requests for extensions for a Tuition Waiver must be submitted in writing and must be approved/signed by the principal of the school. If the waiver extension is approved by the Office of Clinical Practice, a new Tuition Waiver will be sent to Cooperating Teacher's home address. The original Tuition Waiver must be returned to the OCP.

For further information about Tuition Waivers contact Noris Rodriguez at: [nrodriguez1@ccny.cuny.edu](mailto:nrodriguez1@ccny.cuny.edu).”

<b>APPENDICES</b>	<b>Appendix</b>
Student Teacher and Cooperating Teacher's Contract	A
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Student Teacher's Assessment of the Cooperating Teacher (CT) First Placement	K
Post- Observation Self- Reflection Form	L

	<p>The City University of New York  The City College of New York  SCHOOL OF EDUCATION  OFFICE OF CLINICAL PRACTICE  Convent Avenue at 138<sup>th</sup> Street  New York, New York 10031  NAC 6/207A  212-650-6915</p>	
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PLEASE CHECK ONE: FIRST PLACEMENT  SECOND PLACEMENT

### STUDENT TEACHING/ PRACTICUM CONTRACT

(Please ask your cooperating teacher to sign this contract on your first day of student teaching)

#### STUDENT TEACHER

I, \_\_\_\_\_, have met with the cooperating teacher and we have discussed the responsibilities and expectations for student teaching/ practicum. We have also agreed on a schedule.

\_\_\_\_\_  
Starting Date

\_\_\_\_\_  
Ending Date

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Date

#### COOPERATING TEACHER

I understand that I will be responsible for signing monthly timesheets and a student teaching evaluation form that will be returned to the Office of Clinical Practice.

If the arrangement between the student teacher and me does not meet the needs of my classroom or the course, I will bring it to the immediate attention of the Office of Clinical Practice.

\_\_\_\_\_  
Name of Cooperating Teacher (Print)

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade Level/Subject

\_\_\_\_\_  
Degree(s)

\_\_\_\_\_  
Area(s) of Certification

\_\_\_\_\_  
Years of Teaching

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Telephone or Cell Number

\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Date

<i>School of Education Office of Clinical Practice – Fieldwork &amp; Student Teaching</i>		<i>Dr. Bruce M. Billig Director NAC 6/207A Phone 212-650-6915</i>
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**NEEDS ASSESSMENT FOR STUDENT TEACHERS**

Candidate's Name: \_\_\_\_\_ Program \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** As you begin your student teaching experience we would like to know your level of need for each of the areas described in the items below. You may wish to share this information with your cooperating teacher and/or college supervisor.

Note: This form will be collected during the student teaching orientation program.

Circle the number that best responds to each area of need:

- 5= Very high need for assistance
- 4= High need for assistance
- 3= Moderate need for assistance
- 2= Some need for assistance
- 1= Little or no need for assistance

1.	What is expected of me as a student teacher	5	4	3	2	1
2.	How to plan for effective instruction	5	4	3	2	1
3.	How to assess students' learning through a variety of means	5	4	3	2	1
4.	How to motivate students	5	4	3	2	1
5.	How to work with diverse students	5	4	3	2	1
6.	How to identify and address students' special learning needs and/or difficulties	5	4	3	2	1
7.	How to support English Language Learners	5	4	3	2	1
8.	How to ask questions that stimulate students' learning	5	4	3	2	1
9.	How to reflect on my student teaching practice and improve my instruction	5	4	3	2	1
10.	How to maintain an orderly classroom environment	5	4	3	2	1
11.	How to use technology in my lessons that will lead to increased student interest and learning	5	4	3	2	1

Comments: Please indicate any other needs that you may have:

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Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact information: Phone \_\_\_\_\_ E-Mail: \_\_\_\_\_



**SCHOOL OF EDUCATION / OFFICE OF CLINICAL PRACTICE**  
Tel. (212) 650-6915 / FAX (212) 650-5379

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**Student Teacher’s Responsibilities**

As a student teacher candidate, I understand that I represent The City College School of Education when I enter my student teaching school site. During my student teaching experiences, I will maintain a professional relationship with the school community as I strive to make the most of this learning experience.

I have reviewed the responsibilities listed below and understand that it is a summary of the minimum criteria necessary for a successful student teaching placement. I further understand that these are some of the key components that will be reviewed as part of my final student teacher evaluation.

Therefore, I agree to the following responsibilities:

- Review the contents of The City College of New York School of Education’s Student Teaching Handbook.
- Exchange phone numbers and email addresses with my cooperating teacher and college supervisor as soon as my school placement is confirmed by the Office of Clinical Practice.
- Be punctual for all my student teaching appointments and assignments.
- Be mindful of the appropriate dress and appearance required by my cooperating school site(s).
- Be professional in my relationship with my cooperating school’s educational community by being mindful of the school’s rules and regulations and being respectful in communicating with my cooperating teacher, college supervisor, cooperating school’s staff, parents, and students.
- Confer on a regular basis with my cooperating teacher and college supervisor regarding my professional concerns, interests, questions or problems.
- Immediately notify my college supervisor when a problem arises.
- Strive to learn my students’ names and to develop an appropriate rapport with them.
- Strive to become involved in my cooperating school’s educational community by attending faculty conferences, parent conferences, and after-school activities.
- Participate in professional development days with my cooperating school’s faculty.
- Strive to become familiar with the community in which my students live as well as the neighborhood of my cooperating school.
- Strive to take the initiative for assuming increasing teaching responsibilities that are appropriate to the expectations of my program and in collaboration with my cooperating teacher.
- Make every effort to become acquainted with the curriculum and materials for my grade level and/or subject area.
- Make every effort to implement the teaching methods and strategies that I have learned in my teacher preparation courses.
- Write lesson plans for all lessons that I teach and make them available to my college supervisor and cooperating teachers.
- Strive to utilize various methods to assess for my students’ learning.
- Strive to become a reflective student teacher by making adjustments to my teaching based upon my assessments of my students’ learning.

I have read and understood the above responsibilities for a student teacher.

Student Teacher Candidate’s Name (print): \_\_\_\_\_ ID Number (last 4 digits) \_\_\_\_\_

Student Teachers Candidate’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Calendar for the Student Teaching Experience

During your planning discussions with your student teacher candidate, you should focus on the experiences below. This calendar should assist you with meeting some of the expectations indicated in the Cooperating Teachers Evaluation of the Student Teachers (see Appendix I). Please note that this calendar, experiences, and expectations may not apply to all situations, but are offered as a guide for your discussions with your student teacher candidate.

### WEEK 1....

The student teacher candidate should:

- Observe classroom routines.
- Learn students' names.
- Familiarize him/herself with educational materials, record keeping procedures, student assessment tools, lesson planning policies, use of technology in the classroom and school-wide routines and resources.
- Begin to supervise some daily classroom routines.
- Begin to work with small groups of students.
- Discuss with you, how he/she will increase his/her teaching responsibilities (e.g., co-teaching, mini-lesson, complete lesson).
- Meet other teachers working on your grade level to arrange for his/her observation of their classrooms.

### WEEK 2....

The student teacher candidate should:

- Begin to supervise student transition activities, such as, escorting students to lunch, to other classrooms and dismissal, depending upon the school's policies.
- Begin to take responsibility for teaching a whole class lesson/ or co-teaching, as he/she continues to work with small groups of students.
- Begin record keeping procedures for homework, grades, etc.
- Begin his/her observations of other teachers.
- Sit in on planning sessions, staff meetings, and other professional meetings.

### WEEK 3....

The student teacher candidate should:

- Discuss with you, how the candidate should plan, assess and teach a unit of study.
- Follow up with his/her college supervisor regarding suggestions for improvement of his/her instruction.
- Continue to increase his/her level of teaching responsibilities
- Implement the use of technology in your classroom and in his/her lesson planning.
- Participate in parent conferences.

### WEEK 4....

The student teacher candidate should:

- Finalize with you his/her planning for teaching a unit of study.
- Continue to increase his/her teaching responsibilities and classroom observations of other teachers.

### WEEK 5....

The student teacher candidate should:

- Begin to teach a unit of study.
- Continue with his/her other teaching responsibilities.
- Review the assessments of student learning with you on an ongoing basis. Revise lesson plans as needed.
- Reflect on your classroom management techniques and make adjustments where needed.
- Begin to set aside his/her lesson plans, examples of students' work, examples of his/her use of technology, photos of classroom activities, assessment tools and other materials that he/she may wish to include in your portfolio.
- Continue to observe other teachers.

### WEEK 6....

The student teacher candidate should:

- Continue teaching the unit of study
- Review his/her students' levels of understanding of the unit of study with you and adjust his/her instruction accordingly.
- Continue with other teaching responsibilities and observing other teachers.
- Continue to implement suggestions for improvement from you and the college supervisor.

### WEEK 7....

The student teacher candidate should:

- Complete teaching the unit of study and assess students' outcomes.
- Work with you to transition his/her departure from the class (with the other student teacher) if he/she is changing the student teaching assignment.
- Review evaluations from you and the college supervisor.
- Make arrangements to meet with his/her next cooperating teacher, if needed.



## Description and sample of Daily Activities

**F**

**\*Sample (For a Childhood)**

Date	TEACHING DUTIES	Hours	OBSERVATION	Hours	MISCELLANEOUS	Hours
10/01	Group Teaching	2	Obs. Ms. Reynolds-ELA	1	Graded Papers/Prepared Bulletin Board	3
10/2	Co-teach, Social Studies Lesson, taught ELA	3	Obs. Ms. Reynolds-ELA and Math lessons	2	Proctored, graded tests	2
10/3	Taught Math and Science Lessons	2.5	Observed Ms. Reynolds- Math lesson	1.5	Reviewed Students' Science Project	3
10/4	Co-taught science, taught math and ELA	3.5	Observed Ms. Reynolds- ELA lesson	1	Make copies of students' homework	2
10/5	Field Trip-Museum of Natural History	7				
10/9	Attended Staff Development Meeting/ Planned math lesson with Ms. Reynolds	3	Observed students in the Gym	1	Various clerical duties	2

Total: 21

Total: 6.5

Total: 12

\*Notes: *Use blue or black ink pen only.*

*No white-out or cross-outs for the hour's columns.*

*Write legibly and count the hours in each vertical column and write the total.*



SCHOOL OF EDUCATION – OFFICE OF CLINICAL PRACTICE –  
FIELDWORK & STUDENT TEACHING

Tel: (212) 650-6915 / Fax: (212) 650-5379

**STUDENT TEACHING OBSERVATION REPORT-GENERAL**

**Part I. Background Information**

Name of Student Teacher: \_\_\_\_\_ Date of Obs.: \_\_\_\_\_

Name of College Supervisor: \_\_\_\_\_ Program: \_\_\_\_\_

School: \_\_\_\_\_ Class/Grade level: \_\_\_\_\_

Name of Cooperating Teacher: \_\_\_\_\_ Obs.#: \_\_\_\_\_

**Part II. Summary of Teaching and Learning Activities**

**A. Learning Experience(s)**

\_\_\_\_ Literacy    \_\_\_\_ Social Studies    \_\_\_\_ Mathematics    \_\_\_\_ Science

\_\_\_\_ Interdisciplinary (\_\_\_\_\_)    \_\_\_\_ Other (\_\_\_\_\_)

**B. Aim/Goal of the Lesson**

\_\_\_\_\_

**C. Instructional Activities Observed (Indicate the use of technology in the planning and/or teaching of the lesson)**

\_\_\_\_\_

**Student Teacher's Name:**

**Date of Obs.:**

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**Part III. Narratives**

**A. Student Teacher's Strengths:**

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**B. Student Teacher's Assessment of Students' Learning**

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**C. Suggestions for Further Focus and Improvement**

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**Part IV. Evaluation of the Lesson**

Use the Lesson Rating Scale (4, 3, 2, 1, to the 0.1 placd) for each of the performances listed below that are based upon the SOE's Conceptual Framework. [Note: The items in the parentheses refer to the Program Outcomes listed on the Student Teaching Evaluation Form.]

4 = Highly Effective = There was clear and ample evidence that the ability was well developed and exceeded the standard.

3 = Effective = There was clear evidence that the ability was competent and met the standard.

2 = Developing = There was clear evidence that the ability was progressing toward meeting the standard, but had not as yet reached a competent level.

1 = Ineffective = There was clear evidence that the ability was not progressing toward a level of competence that would meet the standard.

N/0 = Not Observed = The ability could not be determined during this observation.

*Place one of the above numbers in the spaces provided below.*

**B. The student teacher's planning for this lesson demonstrated the ability to develop an "in-depth knowledge about the world" by:**

- A. 1. \_\_\_ Writing clear, concise and complete learning goals (1.1; 1.3; 2.4)
- A. 2. \_\_\_ Considering teaching techniques that promote critical thinking and problem solving skills (1.4).
- A. 3. \_\_\_ Demonstrating knowledge of the subject matter critical to this lesson

**B. The student teacher demonstrated the ability to be "a skillful, reflective practitioner" by:**

**B. 1. \_\_\_ Demonstrating strategies that created a positive learning environment (2.1).**

B. 2. \_\_\_ Utilizing multiple forms of assessment to evaluate instruction (2.2).

**C. The student teacher demonstrated the ability to "educate for and about diversity" by:**

- C. 1. \_\_\_ Providing for individual and/or group needs during the lesson (3.1).
- C. 2. \_\_\_ Demonstrating an attempt to learn more about the students' cultural and/or language backgrounds (3.2).

**D. The student teacher demonstrated the ability to "nurture leadership for learning" by:**

- D. 1. \_\_\_ Utilizing prior recommendations from the cooperating teacher and/or college supervisor that led to improved instruction (4.2).

**Student Teacher's Name:**

**Date of Obs.:**

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**E. The student teacher demonstrated the ability to “*build a caring community*” by:**

- E. 1. \_\_\_ Modeling appropriate behaviors that encouraged students to be respectful of each other (5.1).**
- E. 2. \_\_\_ Utilizing a variety of positive and developmentally appropriate classroom management techniques (5.2).**

**Part V. Summary**

**Overall Rating of this Lesson (use 4, 3, 2, 1 to the 0.1 place from page 3): \_\_\_\_\_**

**Comments:**

**Signature of College Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_**

**Signature of Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_**

**Date of Next Observation: \_\_\_\_\_**



*The City College of New York*  
 SCHOOL OF EDUCATION  
 OFFICE OF CLINICAL  
 PRACTICE  
**Fieldwork & Student Teaching**  
 160 Convent Ave. NAC Building,  
 Room 6/207A  
 New York, New York 10031  
 Tel. 212-650-6915  
 Fax. 212-650-5379



**STUDENT TEACHER/PRACTICUM EVALUATION FORM-GENERAL**

**PART I. Background information**

CANDIDATE'S NAME \_\_\_\_\_  
 LAST FIRST  
 CANDIDATE'S ID# \_\_\_\_\_ PROGRAM \_\_\_\_\_  
 SEMESTER \_\_\_\_\_ UNDERGRADUATE \_\_\_\_\_ GRADUATE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ SCHOOL'S ADDRESS \_\_\_\_\_  
 GRADE LEVEL OR SUBJECT \_\_\_\_\_  
 COLLEGE SUPERVISOR \_\_\_\_\_  
 COOPERATING TEACHER'S NAME \_\_\_\_\_ EVAL.#: \_\_\_\_\_

**PART II. Assessment of Candidate's Performance**

Assessment of the candidate's performance in student teaching was based upon The City College of New York School of Education Conceptual Framework, the goals of the candidate's program and the standards of the appropriate professional association. The supervisor rated each of the Program Outcomes according to the following rating scales:

- 4= **Highly Effective** = There was clear and ample evidence that the Program Outcome was exceeded.
- 3 = **Effective** = There was clear and adequate evidence that the Program Outcome was achieved.
- 2 = **Developing** = There was clear and adequate evidence that there was progress made toward meeting the Program Outcome but not as yet at the Developing level.
- 1 = **Ineffective** = There was clear and adequate evidence that the Program Outcome was not achieved. Substantial improvement will be needed to meet a Developing level of performance.
- N.A = **Not applicable**= Evidence for this Performance Outcome could not be determined or was not relevant to the candidate's program.

Final Grading guidelines:

- Highly Effective** = Average of all Program Outcomes was above 3.7 (A+)
- Effective** = Average of all Program Outcomes was 3.0 to 3.6 (A, A-, B+, B, B-)
- Developing**= Average of all Program Outcomes was 2.0 to 2.9 (C+, C, C-)
- Ineffective** = Average of all Program Outcomes was below 2.0 (F)

Cooperating Teacher's Suggested Final Grade: \_\_\_\_\_ College Supervisor's Final Grade: \_\_\_\_\_  
 Cooperating Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 College Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note:** The student teacher's signature indicates that he/she has read this report, but does not imply that he/she has agreed with the above evaluation.

CANDIDATE'S NAME \_\_\_\_\_

EVALUATOR'S NAME: \_\_\_\_\_

**PART III. OUTCOMES AND RATINGS BASED UPON THE CONCEPTUAL FRAMEWORK**

**1. DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD**

Demonstrated knowledge of: subject matter; content of the curriculum, developmental characteristics of age groups and influences on learning; and desire to seek to deepen knowledge in these areas.

**RATING (4-1,N.A)**

**PROGRAM OUTCOMES**

- 1.1. \_\_\_\_\_ Utilized content knowledge to organize, plan and implement lessons.
- 1.2. \_\_\_\_\_ Utilized knowledge of the developmental characteristics of the age group to organize, plan and implement lessons.
- 1.3. \_\_\_\_\_ Planned lessons that were aligned with the NYS learning standards
- 1.4. \_\_\_\_\_ Utilized a variety of teaching methods that encouraged students' development of critical thinking, problem solving, and performance skills.
- 1.5. \_\_\_\_\_ Challenged students to develop skills that would advance their level of understanding.
- 1.6. \_\_\_\_\_ Demonstrated a desire to deepen own knowledge of subject content, curriculum and how children learn.

Comments regarding: "Developing In-Depth Knowledge About the World":

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**2. BECOMING A SKILLFULL, REFLECTIVE PRACTITIONER**

Demonstrated the ability to: create a positive environment for learning; set expectations for student behavior and achievement; set short and long-range goals; evaluate one's plans; assess students' learning and revise instruction where needed.

**RATING (4-1,N.A)**

**PROGRAM OUTCOMES**

- 2.1. \_\_\_\_\_ Demonstrated strategies that created a positive learning environment.
- 2.2. \_\_\_\_\_ Utilized multiple forms of assessment to evaluate instruction
- 2.3. \_\_\_\_\_ Assessed and analyzed student learning outcomes and made appropriate adjustments to instruction
- 2.4. \_\_\_\_\_ Utilized school based expectations for students in order to plan short and long-range goals
- 2.5. \_\_\_\_\_ Reflected on teaching practice and suggestions of cooperating teacher and/or college supervisor to inform subsequent lesson planning and instruction.

Comments regarding "Becoming a Skillful, Reflective Practitioner" (Include candidate's use of technology):

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CANDIDATE'S NAME \_\_\_\_\_

EVALUATOR'S NAME: \_\_\_\_\_

**3. EDUCATING FOR AND ABOUT DIVERSITY**

Demonstrated the ability to: build on strengths of learner; connect with diverse students and staff; continue to learn about students, schools, staff and communities

**RATING (4-1,N.A)**

**PROGRAM OUTCOMES**

3.1. \_\_\_\_\_ Provided for individual and/or group needs in the classroom.

3.2. \_\_\_\_\_ Demonstrated attempts to learn more about the students' culture and/or language backgrounds.

Comments regarding: "Educating For and About Diversity":

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**4. NURTURING LEADERSHIP FOR LEARNING**

Demonstrated: growth in self-awareness and critical thinking skills, understanding of how to contribute to school-wide improvement initiatives.

**RATING (4-1,N.A)**

**PROGRAM OUTCOMES**

4.1. \_\_\_\_\_ Fostered relationships with colleagues and members of the school community to support students' learning and well-being.

4.2. \_\_\_\_\_ Demonstrated a willingness to improve in areas that needed strengthening.

Comments regarding: "Nurturing Leadership For Learning":

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**5. BUILDING CARING COMMUNITIES**

Demonstrated the ability to: create a democratic community in the classroom; model caring, committed and ethical practices.

**RATING (4-1,N.A)**

**PROGRAM OUTCOMES**

5.1. \_\_\_\_\_ Demonstrated the ability to develop a democratic, respectful classroom by modeling caring, committed and ethical practices.

5.2. \_\_\_\_\_ Utilized a variety of positive and developmentally appropriate classroom management techniques.

Comments regarding: "Building Caring Communities"

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SCHOOL OF EDUCATION - OFFICE OF CLINICAL PRACTICE -  
 FIELDWORK & STUDENT TEACHING  
 160 CONVENT AVENUE - NAC BUILDING - ROOM 6/207A, NEW YORK, N.Y. 10031  
 Tel. (212) 650-6915 / FAX (212) 650-5379

### Cooperating Teacher's Evaluation of the Student Teacher

Candidate's Last Name \_\_\_\_\_ First \_\_\_\_\_ ID (Last 4digits) \_\_\_\_\_

Program \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Und \_\_\_\_\_ Grad \_\_\_\_\_

Cooperating Teacher's Name \_\_\_\_\_ Class \_\_\_\_\_ School or Site \_\_\_\_\_

To the Cooperating Teacher: The City College of New York's School of Education would appreciate your assistance with the assessment of our candidate's performance and/or dispositions during student teaching. Please complete this form and mail or fax it to our office. Circle the appropriate rating: 4=Highly Effective (Consistently); 3=Effective (Often); 2=Developing (Sometimes); 1= Ineffective (Rarely or Never) or N/O= (Not able to observe) for each of the criteria listed below.

**The above candidate:**

1. Was respectful and fair to students, staff and parents	4	3	2	1	N/O
2. Was dependable and punctual	4	3	2	1	N/O
3. Respected individual and/or cultural differences	4	3	2	1	N/O
4. Acted in a professional manner	4	3	2	1	N/O
5. Demonstrated a caring attitude toward students	4	3	2	1	N/O
6. Demonstrated content knowledge and appropriate teaching skills	4	3	2	1	N/O
7. Demonstrated the ability to use various tools to assess for students' learning	4	3	2	1	N/O
8. Demonstrated the use of technology in the classroom (e.g. PowerPoint, Internet, SMART Board, etc.)	4	3	2	1	N/O
9. Demonstrated the personal and professional qualities that indicate his/her readiness to become a teacher	4	3	2	1	N/O
10. Demonstrated the belief that all students can learn	4	3	2	1	N/O

**Please provide any comments below, especially if a criterion received a rating of 1 (Ineffective).**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your participation as a Cooperating Teacher for our student teacher candidate.

Cooperating Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

School Phone# \_\_\_\_\_ Cell# \_\_\_\_\_ EMail \_\_\_\_\_

CUNY TUITION-WAIVER APPLICATION  
 DESIGNATION OF COOPERATING TEACHER  
 for service in  
THE CITY COLLEGE STUDENT TEACHING PROGRAM

<i>TERM/YEAR</i>
Summer <u>2012</u>
Fall _____

PLEASE PRINT OR TYPE ALL OF THE INFORMATION BELOW

COOPERATING TEACHER: \_\_\_\_\_  
*LAST NAME* *FIRST NAME*

HOME ADDRESS \_\_\_\_\_  
*STREET* *APT#*

\_\_\_\_\_  
*CITY* *STATE* *ZIP CODE*

HOME TELEPHONE \_\_\_\_\_ SOCIAL SECURITY # \_\_\_\_\_  
*(Area Code)* *(Certificate cannot be issued without SSN)*

E-MAIL ADDRESS: \_\_\_\_\_

\_\_\_\_\_  
*SIGNATURE (COOPERATING TEACHER)* *(DATE)*

I have designated the above-named person as cooperating teacher with responsibility for supervising the following Student Teacher(s):

Name(s) of Student Teacher(s) 1. \_\_\_\_\_  
*FIRST NAME* *LAST NAME*

2. \_\_\_\_\_  
*FIRST NAME* *LAST NAME*

From \_\_\_\_\_ To \_\_\_\_\_ to the extent indicated below:

- (PLEASE CHECK ONLY ONE)*
- MAJOR RESPONSIBILITY
- PARTIAL RESPONSIBILITY (Cumulative)

NAME (PRINCIPAL OR DEPT. CHAIR) \_\_\_\_\_ SCHOOL \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_  
*STREET*  
*CITY*

\_\_\_\_\_  
*STATE* *ZIP CODE*

SCHOOL TELEPHONE \_\_\_\_\_  
*(Area Code)*

\_\_\_\_\_  
*SIGNATURE (PRINCIPAL or DEPARTMENT CHAIR)* *(DATE)*

RETURN THIS FORM NO LATER THAN August 2nd, 2012 TO:

THE CITY COLLEGE  
 School of Education  
 Office of Clinical Practice,  
 R6/207B Convent Avenue @ 138<sup>th</sup> St.  
 New York, NY 10031  
 Attn: Noris Rodriguez



of  
The City University of New York  
Convent Avenue at 138th Street  
New York, New York 10031

Tel. 212-650-6915

FAX 212-650-5379

E-mail: [educfield@ccny.cuny.edu](mailto:educfield@ccny.cuny.edu); [bbillig@ccny.cuny.edu](mailto:bbillig@ccny.cuny.edu)

**School of Education**  
Office of Fieldwork & Student Teaching, NAC 6/207A

**Dr. Bruce M. Billig**  
Director of Clinical Practice

**STUDENT TEACHER’S ASSESSMENT OF THE COOPERATING TEACHER (CT)**  
**– FIRST PLACEMENT**

Your Name: \_\_\_\_\_ Program: \_\_\_\_\_  
Email: \_\_\_\_\_ Cell #: \_\_\_\_\_  
Semester: \_\_\_ Fall \_\_\_ Spring Year: \_\_\_\_\_ Date of Survey: \_\_\_\_\_  
\_\_\_ Graduate \_\_\_ Undergraduate

School Placement: (Name of school or #): \_\_\_\_\_  
Grade/subject: \_\_\_\_\_  
Cooperating Teacher’s Name: \_\_\_\_\_

**PART I. DIRECTIONS:** For each of the statements below, indicate the degree to which you agree or disagree by placing the number [or the letter(s) “U” or “N/A”] of one of the responses below in the space provided.

- RESPONSES:**
- 4 = STRONGLY AGREE
  - 3 = AGREE
  - 2 = DISAGREE
  - 1 = STRONGLY DISAGREE
  - U = UNCERTAIN
  - N/A = NOT APPLICABLE

1. Overall, my student teaching experience went well. \_\_\_\_
2. My CT was supportive of me. \_\_\_\_
3. My CT guided me with lesson preparation. \_\_\_\_
4. My CT modeled effective classroom management while teaching. \_\_\_\_
5. My CT communicated with my college supervisor. \_\_\_\_

6. My CT was fair to the students in the class. \_\_\_\_
7. My CT provided me with oral feedback after I taught a lesson. \_\_\_\_
8. My CT discussed effective questioning techniques with me. \_\_\_\_
9. My CT provided me with written feedback on my teaching. \_\_\_\_
10. My CT modeled the use of technology in the classroom. \_\_\_\_
11. My CT gave me opportunities to use technology during my teaching. \_\_\_\_
12. My CT wanted me to teach the way s/he teaches her students. \_\_\_\_
13. My CT respected that my perspectives on teaching were at times different from his/hers. \_\_\_\_
14. My CT showed me how to assess for students' learning. \_\_\_\_
15. My CT clearly articulated what I needed to do to improve my teaching. \_\_\_\_
16. My CT had a significant influence on my development as a teacher during this student teaching experience. \_\_\_\_
17. My perspectives on teaching changed as a result of this student teaching experience. \_\_\_\_
18. I listened to and respected my CT. \_\_\_\_
19. My CT offered suggestions as to how to teach English Language Learners. \_\_\_\_
20. My CT offered suggestions as to how to teach Students with Disabilities. \_\_\_\_
21. My CT assisted me with differentiating instruction. \_\_\_\_
22. My CT explained how s/he utilized data to improve instruction. \_\_\_\_
23. My CT gave me opportunities to meet with other school staff. \_\_\_\_
24. My CT gave me opportunities to work with students' parents. \_\_\_\_
25. I would like to become a teacher like my CT. \_\_\_\_
26. I would recommend this CT for other student teachers. \_\_\_\_

**PART II. REFLECTIONS: Please indicate any comments that you would like to add regarding your student teaching experience with this cooperating teacher.**

**Thank you for completing this survey. [Reminder: The results of this survey will not be shared with anyone until your final grade is submitted by your supervisor]**

The City College of New York School of Education  
Office of Clinical Practice – Fieldwork & Student Teaching

**STUDENT TEACHING: POST-OBSERVATION SELF-REFLECTION FORM**

Student Teacher's Name (Last, First): \_\_\_\_\_ Program: \_\_\_\_\_  
Date of Obs.: \_\_\_\_\_ Class/Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Aim (Objective, Goal) of Lesson/Activity:  
\_\_\_\_\_

**Directions:** Please complete this form based upon your reflections after you have discussed this lesson/activity with your college supervisor and/or cooperating teacher. Email the completed form to your supervisor and Dr. Billig ([bbillig@ccny.cuny.edu](mailto:bbillig@ccny.cuny.edu)) within 48 hours of the observation. You may also upload this form to your portfolio in your TASKSTREAM account.

1. Did this lesson unfold as you (and/or your supervisor or cooperating teacher) had planned? If not, what changed and why? If yes, what was the # 1 aspect of the lesson that went well?
2. Did the students learn what you had intended them to learn? How did (or will) you know? Refer to any data or students' work that helped (or will help) you to determine your students' progress. Comment on how this lesson connected with the Unit and/or any ongoing projects.
3. Briefly describe (include evidence) the extent of your students' engagement (and/or your classroom management) during the lesson. If you were not satisfied, what could you have done differently to improve upon their engagement (and/or your classroom management)?
4. If you could teach this lesson again to the same group of students, what changes would you make and why? (Example: Did you account for students' individual learning styles, special needs, ELL's needs, use of technology, cultural relevance, etc.)
5. Based upon your reflections (after the post-observation conference with your supervisor and/or cooperating teacher), what have you learned about your teaching strengths and weaknesses? What are some next steps that you could take before your next observation that could strengthen any of your teaching skills?

[Please attach additional pages for your responses, as needed.]