

HANDBOOK ON STUDENT TEACHING

*IN*

**ADOLESCENCE EDUCATION**

AND

**SPECIAL SUBJECTS**

PROGRAMS IN ADOLESCENCE EDUCATION  
AND SPECIAL SUBJECTS  
SCHOOL OF EDUCATION  
BROOKLYN COLLEGE  
2900 BEDFORD AVENUE  
BROOKLYN, NY 11210  
718-951-5205

For Supervising Faculty and School Partners

*“The School of Education at Brooklyn College prepares teachers, administrators, counselors and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students’ capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Science faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City’s racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner’s needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.”* **Mission Statement of the School of Education**

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## **Collaboration – Self-reflection and Reflective Practice – Diversity – Social Justice**

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### **Philosophy**

The programs in Adolescence Education and Special Subjects offer you, the teacher candidate, entry to the emotionally rich, intellectually challenging and deeply rewarding world of teaching. Perhaps of all the professions, teaching carries with it the greatest responsibility; we teachers are responsible for the lives of other people’s children. We teachers offer young people ways to gain access to new worlds, to deepen understanding of their own world and to act consciously and ethically to change the world. We struggle to develop nurturing relationships with our youth and strive to nourish them with our knowledge, wisdom and compassion. But teaching is not only about doing for others.

Teaching provides those who teach with opportunities to continually learn about themselves and others in a place like no other – the classroom. While teaching demands that we fight to create possibilities for our students, while it demands a commitment to learning as much as possible about our subject matter, our students and our educational system and while it demands that we think critically and act with moral and political consciousness, it also demands that we continually work on ourselves. If we remain open, if we are willing to be self-reflective, and if we risk exploring the unfamiliar, teaching can help us realize our own potential to be full human beings.

The philosophy that informs our programs in Adolescence Education and Special Subjects and that shapes our vision of student teaching is simple. We believe that teaching is an art and a profession. We believe it is an art in the sense that it starts as a journey into the unknown, that it magnifies the moments so our senses can truly be engaged, that it involves insight and rapture, and that it transforms the fixed forms of the disciplines and the hurly-burly of lived experience into meaningful encounters and knowledge for you, the teacher candidate. We believe it is a profession in the sense William Carlos Williams meant when he said a profession is an opportunity to publicly *profess* one's deepest moral, intellectual, political and spiritual commitments. As our **Conceptual Framework** states, we believe by the end of your program, you will be able to demonstrate:

1. your **collaboration** with other school personnel, families, community resources and a commitment to fostering collaborative activities for students;
2. your ability to **reflect critically** on your own practice, to change practices based on insights from your cooperating teacher and supervisor, and to develop opportunities for your students to critically reflect on their own experiences and ideas;
3. a commitment to promoting **social justice** in your practice and in your relations with your students, their families and the larger school and surrounding community;
4. a sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, linguistic and disability issues and instantiate that sensitivity to and understanding of **diversity** in your practice;
5. your knowledge of a variety of **pedagogical approaches** in your teaching, a commitment to engaging students, parents and other professional colleagues in the learning process;
6. **knowledge of your subject matter** and a commitment to professional growth;
7. the ability to integrate **technology** into your teaching.

The programs in Adolescence Education and Special Subjects prepare students to be eligible for New York State Initial Certification. The requirements of the programs meet

**New York State Standards** for Initial Certification and **INTASC** standards. The specific courses in Student Teaching, as well as the courses leading to these, meet the various standards promulgated by **The National Council of Teachers of English, National Science Teachers Association, National Council of Teachers of Mathematics, National Council of Social Studies, National Association of Specialists in Physical Education, National Foreign Language Association, National Arts Education Association.**

### **THE UNDERGRADUATE PROGRAM**

By the time you are ready to student teach, if you are an undergraduate, you will have taken several education courses, nearly completed a major in your subject area, observed a variety of teachers, classrooms and schools and will have had some experience teaching classes. You will have learned about the philosophies that inform teaching practices, the history of New York urban high schools and how schools became what they are today (**ED 16**), and you will have studied the developmental trajectories our city's adolescents take, the social pressures and challenges they and their families face and the impact of racial, ethnic, religious, class, sexual, linguistic and physical diversity on education (**ED 34**). You will also have been exposed to multicultural curricula, cultural studies and several hours of studying literacy and language acquisition (**ED 64.1**) and you will have engaged in intensive work in curriculum development (**ED 69**). By the time you begin your student teaching you will have spent at least one hundred hours observing schools and educational sites, and you will have been introduced to various pedagogical practices that you can use in your own teaching. You will be well prepared to face a classroom of thirty to thirty-five students who look to you for guidance, inspiration and the support that will provide access to wider worlds.

### **The Undergraduate Student Teaching Courses**

The capstone courses in the undergraduate programs leading to Initial Certification, grades 7-12, in teaching Biology, Chemistry, English, Mathematics, Modern Languages, Social Studies and in teaching Music and Physical Education (all grades), consist of two semesters of student teaching, requiring you to be in the schools five days a week each

semester. You are responsible for completing the New York State requirement of a minimum of 150 hours of student teaching each semester and for a total of 300 hours. Accompanying the student teaching is a weekly seminar that is devoted to studying the pedagogical and curricular issues of a particular discipline.

The following are the undergraduate courses in student teaching (please see Bulletin for course descriptions):

Fall semester

**ED 71.01 Seminar on Methods of Teaching English, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

**ED 71.02 Seminar on Methods of Teaching Social Studies, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

**ED 71.03 Seminar on Methods of Teaching Math, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

**ED 71.04 Seminar on Methods of Teaching Science, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

**ED 71.11 Seminar on Methods of Teaching Modern Language, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

**ED 71.13 Seminar on Methods of Teaching Physical Education, Student Teaching I**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 5 credits

Spring semester

**ED 72.01 Advanced Seminar on Methods of Teaching English, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

**ED 72.02 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

**ED 72.03 Advanced Seminar on Methods of Teaching Math, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

**ED 72.04 Advanced Seminar on Methods of Teaching Science, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

**ED 72.11 Advanced Seminar on Methods of Teaching Modern Language, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

**ED 72.13 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II**

4 hours recitation, weekly supervised teaching (total 20 days or 150 hours); 4 credits

Courses meeting only one semester

**ED 65 Seminar on Teaching Methods of Music Education, Student Teaching I, II**

1 hour recitation, weekly supervised teaching (total 40 days, 300 hours); 6 credits

**THE GRADUATE PROGRAM**

By the time you are ready to student teach, if you are a graduate student, you will have taken several education courses, compiled at least 24 credits in English, observed a variety of teachers, classrooms, and schools and will have had some experience teaching classes. You will have learned about the philosophies that inform teaching practices, the history of New York City urban high schools and how schools became what they are today and you will have studied the developmental trajectories our city's adolescents take, the social pressures and challenges they and their families face, and the impact of racial, ethnic, religious, class, sexual, linguistic and physical diversity on education (**ED 742**). You will also have studied classroom interaction, learned how to develop lesson plans and thematic units, been introduced to various pedagogical practices that you can use in your own teaching and learned how to organize a classroom for successful learning (**ED 792.1**). You will have been exposed to multicultural curricula (**ED 742.2**) and spent several hours studying literacy, language acquisition, and writing workshop (**ED 792.4**). By the time you begin your student teaching, you will have spent at least forty hours observing schools and educational sites and, during your student teaching, you will spend another 60 hours observing classrooms. You will be well prepared to face a classroom of thirty to thirty-five students who look to you for guidance, inspiration and the support that will provide access to wider worlds.

**The Graduate Student Teaching Courses**

The capstone courses in the graduate programs leading to Initial Certification, grades 7-12, in teaching Biology, Chemistry, English, Mathematics, French and Spanish, Social Studies, and in teaching Art, Music and Physical Education and Speech and Hearing Handicapped (all grades), consist of two semesters of student teaching, requiring you to

be in the schools **five days a week** for each semester, for a minimum of 150 hours each semester. You are responsible for meeting the New York State requirement of 300 hours of student teaching. Accompanying the student teaching is a weekly seminar that is devoted to studying the pedagogical and curricular issues of a particular discipline. You are also required to complete and document an additional 30 hours of observation while enrolled in ED 764.5 and ED 764.51.

The following are the graduate courses in student teaching (please see Bulletin for course descriptions):

Fall semester

Seminars

**ED 763.01 Seminar I in Pedagogy and Curriculum: English**

45 hours, plus conference; 3 credits

**ED 763.02 Seminar I in Pedagogy and Curriculum: Social Studies**

45 hours, plus conference; 3 credits

**ED 763.03 Seminar I in Pedagogy and Curriculum: Math**

45 hours, plus conference; 3 credits

**ED 763.04 Seminar I in Pedagogy and Curriculum: Science**

45 hours, plus conference; 3 credits

**ED 763.11 Seminar I in Pedagogy and Curriculum: Modern Languages**

45 hours, plus conference; 3 credits

**ED 763.13 Seminar I in Pedagogy and Curriculum: Physical Education**

45 hours, plus conference; 3 credits

**ED 763.17 Seminar I in Pedagogy and Curriculum: Art**

45 hours, plus conference; 3 credits

Accompanying Student Teaching Practicum

**ED 764.5 Adolescence Education and Special Subjects: Student Teaching Practicum I**

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation; 2 credits

Spring semester

**ED 723.01 Seminar II in Pedagogy and Curriculum: English**

45 hours, plus conference; 3 credits

**ED 723.02 Seminar II in Pedagogy and Curriculum: Social Studies**

45 hours, plus conference; 3 credits

**ED 723.03 Seminar II in Pedagogy and Curriculum: Math**

45 hours, plus conference; 3 credits

**ED 723.04 Seminar II in Pedagogy and Curriculum: Science**

45 hours, plus conference; 3 credits

**ED 723.11 Seminar II in Pedagogy and Curriculum: Modern Languages**

45 hours, plus conference; 3 credits

**ED 723.13 Seminar II in Pedagogy and Curriculum: Physical Education**

45 hours, plus conference; 3 credits

**ED 723.17 Seminar II in Pedagogy and Curriculum: Art**

45 hours, plus conference; 3 credits

Accompanying Student Teaching Practicum

**ED 764.51 Adolescence Education and Special Subjects: Student Teaching Practicum II**

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation; 2 credits

Courses meeting only one semester

**ED 665 Student Teaching in Music**

**ED 665.1 Student Teaching in Music**

## **STUDENT TEACHING**

### **Application Procedures**

To do student teaching, you must file an application. Applications may be obtained and completed applications submitted in Room 2309 James Hall (718-951-5205). Completed applications must be accompanied by the results of a TB test. If any of your undergraduate course work has been completed at an institution other than Brooklyn College, you must submit those transcripts with your application. We will obtain your Brooklyn College transcripts.

You must apply for the Fall seminars and student teaching by March 1 of the previous semester, and for the Spring seminars and student teaching by October 1 of the previous semester.

Applications will be evaluated by both the department in your subject area and your program advisor(s) in Adolescence Education and Special Subjects.

### **Notification**

Teaching candidates are notified by mail as to your acceptance, conditional acceptance or non-acceptance following review of all your records.

Accepted: This means you may register for the course. Some disciplines have orientation sessions before the start of the seminar and student teaching, and, if this is the case, you will be notified in your acceptance letter of the date, time and location for the orientation.

Accepted with Conditions: This means that you will have to complete certain prerequisites and/or raise your GPA before you can begin student teaching. The conditions will be specified in your letter of notification. If you are accepted with conditions, you should consult with your departmental advisor or the head of Adolescence Education and Special Subjects.

Non-accepted: This means that, for one or more reasons, you have not been accepted for student teaching. The GPA may be too low, you may need prerequisite courses, or there may be other reasons. You are welcome to discuss the decision with the head of Adolescence Education and Special Subjects.

### **Requirements**

#### Undergraduate

In order to take **ED 71.01-.13**, you, the teacher candidate, must have completed ED 16, 34, 64.1 and 69. A petition must be written and approved by the head of program to alter this sequence of courses. You must have a GPA of 2.75 or higher in your liberal arts and sciences courses, a GPA of 2.75 or higher in education courses, a GPA of 2.75 in your major and permission of the chairperson of your major department and the head of Adolescence Education and Special Subjects.

In order to take **ED 72.01-.13**, you, the teacher candidate, must have completed all your education courses with a GPA of 3.0 or higher. You must have a GPA of 2.75 or higher in your major and permission of the chairperson of your major department and the head of Adolescence Education and Special Subjects. You must also have completed at least 24 credits in your major.

## Graduate

In order to take **ED 763.01-.17** and **ED 764.5**, you, the teacher candidate, must have completed ED 742 and 792.1 and should have taken **ED 792.4** and **ED 742.2**. You must have a GPA of 3.0 overall and permission of the chairperson of your major department and the head of Adolescence Education and Special Subjects. You also must have completed at least 24 credits in your subject area.

In order to take **ED 723.01-.17** and **ED 764.51**, you must have completed **ED 763.01** and **ED 764.5** with a GPA of at least 3.0 in both courses. You must have a GPA of 3.0 overall and permission of the chairperson of your major department and the head of Adolescence Education and Special Subjects.

## **Placements**

The student placements for teaching candidates in the programs in Adolescence Education and Special Subjects reflect the Conceptual Framework of the School of Education and meet New York State Standards for Initial Certification. Sites are chosen carefully and with great attention given to the opportunities offered you, the teacher candidate. After visits, review of the curriculum, meetings with administrators and teachers, discussions of expectations and conversations with relevant school personnel, students and community leaders, individual program heads choose sites for you, based on their evaluation of the school, the academic department, the classroom and the cooperating teacher in terms of the evidence of a commitment to the following:

Collaboration: Sites should offer you opportunities to witness and to develop collaborative strategies with other school personnel, families, and community resources and opportunities to witness and develop collaborative activities for students and/or relevant school personnel.

Critical Self-reflection and Reflective Practice: Sites should offer you opportunities to observe teachers reflecting critically on their own practice, changing their practice based on this evaluation and building opportunities for students to reflect on their own experiences. Sites should offer you opportunities to reflect critically on your own practice, change your practice based on this evaluation and foster opportunities for your students to reflect on their own experiences.

Social Justice: Sites should offer you opportunities to observe and demonstrate practices promoting social justice and to instantiate in practice your own knowledge of structures of social injustice.

Diversity: Sites should offer you opportunities to observe teachers' and your own sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, and linguistic issues and the instantiation of that sensitivity and understanding in the curriculum, pedagogy and school culture.

Pedagogical Knowledge: Sites should offer you opportunities to observe other teachers' knowledge of a variety of pedagogical and curricular approaches, commitment to engaging students, parents and other faculty in the learning process and their understanding of growth and development. Sites should offer you opportunities to demonstrate all of these in your own teaching.

Content Knowledge: Sites should offer you opportunities to observe teachers who are passionate about and immersed in their subject area, as well as opportunities to demonstrate your knowledge of subject matter and your commitment to professional development.

Technology: Sites should offer you opportunities to demonstrate your ability to integrate technology into practice.

## **Preparation, Responsibilities, Expectations and Evaluation of Teacher Candidates, Teacher Supervisors, Seminar Teachers, Cooperating Teachers and Principals**

### Teacher Candidates

*Preparation*: Teacher candidates have been prepared during their successful movement through the particular program in Adolescence Education and Special Subjects. The student teaching is the culmination of that preparation.

#### *Responsibilities*:

1. Attendance: You must be in the school five days a week in order to fulfill the New York State requirement of a minimum of 150 hours of student teaching each semester. Your cooperating teacher will determine your readiness for taking responsibility for a class of students. Therefore if you cannot come in to teach, or you will be late, you must notify the following people: the cooperating teacher, the department head, the supervisor at Brooklyn College and the school's switchboard. **Note**: Student teachers must report to their assigned schools on days when the college is closed, but the public schools are in session;

2. Record keeping: You must keep accurate time records, essential for certification. A time sheet is provided in this *Handbook* to keep track of your contact hours or you may obtain these time sheets from the professor of your seminar. Please ensure that all required signatures are on your time sheets.

*Expectations:* On a daily basis you are expected to observe one class, teach one class and meet for one period with your cooperating teacher. **Graduate students are expected to do an additional sixty hours of observation, 30 hours each semester.** These hours are required by New York State and must be recorded. Those records are turned in to Ms. Rebecca Schlissel, Field Coordinator, in Room 2107 James Hall. You are not required, nor do we want you to do secretarial work for your cooperating teacher. You are there to learn and to practice your skills as a teacher. We do, however, expect you to be collegial and help out where necessary. Your professor and supervisor will advise you regarding the specific expectations of you. Schools vary widely in their rules and regulations and it is expected that you will assume the responsibility for conducting yourself so that your student teaching will be of maximum benefit to you.

*Evaluation:* You will be observed a minimum of three times during the semester by your supervising teacher from Brooklyn College. Each observation will be recorded on a Student Observation Form (see Appendix p. 21). After your observation, you will have a conference with your supervising teacher to go over the form and you will receive a copy of that form. You will be evaluated on an ongoing informal basis and twice formally by your cooperating teacher. These formal observations will be recorded on a Cooperating Teacher Observation Form (see Appendix 31). You will receive copies of that form. Your final grade for the course will be determined by your supervising teacher in consultation with your cooperating teacher.

### Seminar Professor

The weekly seminar that accompanies student teaching addresses the curricular and pedagogical issues that arise in teaching a specific discipline and in teaching secondary school. It is taught by a full-time faculty member of the School of Education or a designated professor from the relevant discipline who has experience as a teacher educator.

*Responsibilities:*

Seminar professors are responsible for:

1. teaching the seminar and all that it entails, e.g., preparing syllabi, holding office hours, developing evaluation procedures, arriving at grades, making sure students develop portfolios;
2. contacting schools, making necessary introductions and sending letters of introduction and explanation to department heads, principals and cooperating teachers;
3. making sure that all students are placed in a school;
4. having an orientation session for student teachers in the semester preceding the one when you do the student teaching;
5. recruiting supervisors in consultation with the Head of Adolescence Education and Special Subjects, if they cannot supervise all the students, recruiting supervisors;
6. having an orientation session for and continuing discussions with the supervisors;
7. keeping in touch with the supervisors and making sure they observe the student teachers at least three times during the semester and meet with the cooperating teachers;
8. making sure the supervisors fill out their observation forms and that they are given to you as well as to them and return these forms into the Office of Adolescence Education and Special Subjects (Room 2309 James Hall);
9. making sure the supervisors fill out the summative forms for the School at Brooklyn College and these are given to you.
10. evaluating the work of the supervisors;
11. developing relationships with the schools;
12. developing and initiating projects that involve cooperating schools;
13. providing Angela Cacace, in Room 2105 James Hall, with the names of all cooperating teachers, their schools and school addresses and the names of the school principals;
14. making sure students attend the required workshops on child abuse prevention and violence prevention and providing rosters and times when students will attend the workshop.

## Teacher Supervisors

*Preparation:* Your supervisor may or may not be your seminar professor. The supervisor meets regularly with the seminar professor to discuss what is being taught in the seminar that accompanies the student teaching.

*Expectations:* Supervisors and the seminar professors are expected to meet regularly to discuss candidates' progress, to evaluate the cooperating teacher and to engage in conversations relevant to the teaching of their particular discipline.

*Responsibilities:* The supervisor is responsible for the following:

1. meeting with the principal, department head and cooperating teachers with whom the student teachers will be working;
2. working with the department head and cooperating teacher to review expectations for the student teachers and the responsibilities of the cooperating teacher and to examine the Conceptual Framework of the School of Education;
3. explaining the benefits of working with student teachers from Brooklyn College;
4. observing the student teacher at least three times and having pre- and post- conferences with the student teacher after each observation;
5. filling out the Student Teacher Observation form and making copies for the student, for themselves and for the School of Education (see Appendix p. 21);
6. filling out the Summative Observation forms and providing a copy to the School of Education (see Appendix p. 29);
7. reviewing the observation form that the cooperating teacher uses;
8. meeting separately with the cooperating teacher to monitor the progress of the student teacher and to engage the cooperating teacher in conversation about educational issues;

*Evaluation:* If the supervising faculty member is not the seminar professor, he or she will be evaluated by the seminar professor in terms of the supervisor's success at meeting expectations and fulfilling responsibilities.

## Cooperating Teachers

Taking on the responsibility of being a cooperating teacher requires a strong commitment to helping neophyte teachers develop into professionals. We believe that agreeing to work with a student teacher reveals a generosity of spirit and commitment to the

profession that are to be commended. We hope that the cooperating teachers also gain from the experience of working with student teachers and with the supervisors from Brooklyn College. We hope they benefit from the various projects that emerge from our relationship with their schools. Cooperating teachers receive a voucher for three credits of graduate work at Brooklyn College.

*Preparation:* Cooperating teachers meet with supervising faculty from Brooklyn College before beginning their commitment to the student teacher. During discussions with their department chairperson and the supervisor, their responsibilities are clarified.

*Responsibilities:* Cooperating teachers are responsible for the following:

1. working with student teachers on lesson plans, curricula, assessment and methods of teaching;
2. working to support the developing styles of student teachers;
3. providing oral feedback to the student teachers on their performance and preparation;
4. making sure the student teachers first observe the class, then teach a few lessons, and then, when the cooperating teachers conclude the student teachers are ready, helps them take over the class. (Student teachers are expected to take over the class no later than four weeks into the semester);
5. making sure the student teachers observe one or more additional classes on a regular basis;
6. protecting the student teachers from doing secretarial work or any work that is not related to the students' professional development;
7. keeping in close contact with the supervisor;
8. notifying the supervisor of any misgivings or problems in a timely fashion, so efforts can be made to correct the problem;
9. working closely with the supervisor on developing the student teachers' repertoire of teaching skills;
10. formally observing the student teachers twice over the course of the semester and filling out the Cooperating Teacher Observation Form (see Appendix p. 31).

*Expectations:* It is expected that the cooperating teachers will ensure the student teachers takes over a class and that a professional relationship is maintained with the student teacher at all times.

Principals

The School of Education at Brooklyn College appreciates the willingness of the principal of the cooperating school to take student teachers. We also believe the relationship is mutually beneficial. The Program in Adolescence Education and Special Subjects is committed to developing projects with the cooperating schools and sharing resources with them.

**APPENDIX**

The following are forms that are used to evaluate the Student Teachers. The first form is used (three times) by the supervising teacher. The second form is used (twice) by the cooperating teacher. The third form is a summative form to be filled out by the supervising teacher. It is for record keeping purposes only.

**FORM #1 SUPERVISOR'S EVALUATION FORM FOR STUDENT TEACHERS** \*\*\* (See below for instructions)

**BROOKLYN COLLEGE SCHOOL OF EDUCATION  
Teacher Education and Special Subjects Programs  
Faculty Visit And Observation Report**

**OBSERVATION VISIT #**            **1**                    **2**                    **3**

Candidate Name \_\_\_\_\_ SS# \_\_\_\_\_

Observer's Name \_\_\_\_\_

Date of Visit (m/d/yr): \_\_\_\_\_ School: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

Did you meet with the Cooperating Teacher? \_\_\_ Yes \_\_\_ No

LESSON TOPIC: \_\_\_\_\_

Course # of Student Teaching Course: \_\_\_\_\_ Candidate's Program Code: \_\_\_\_\_ Seminar  
Professor ( if applicable): \_\_\_\_\_

**DIRECTIONS:** Indicate the Candidate's performance using the following rating scale: \*\*\* (see below for instructions)

<b>Exceeds Expectations:</b>	<b>5</b>	Requires no assistance. EXCELLENT performance.
<b>Clearly Competent:</b>	<b>4</b>	Requires minimal assistance. GOOD performance.
<b>Acceptable:</b>	<b>3</b>	Requires some assistance. AVERAGE performance
<b>Marginal:</b>	<b>2</b>	Requires considerable assistance.
<b>Unacceptable:</b>	<b>1</b>	Below standard.
<b>Not rated:</b>	<b>0</b>	Was not rated

## **EXPLANATION OF CONCEPTUAL FRAMEWORK**

Brooklyn College School of Education, Conceptual Framework (abridged)

The Faculty of the School of Education, in collaboration with students and outside partners, has identified four central themes, which guide its preparation of candidates for degrees and certification.

### Collaboration

The School of Education is committed to education as a collaborative process that requires sustained dialogue between relevant parties at all levels of our future practitioners' academic and professional lives. Our graduates should not only have a desire for collaboration, but should also strive to develop within their schools collaborative learning communities that are socially just, and intellectually and aesthetically rich. (INTASC principle 10: Collaborative Relationships. The Teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.)

### Critical Self-Reflection and Reflective Practice

The School of Education is committed to fostering critical self-reflection and reflective practice. We believe that a deep understanding of one's autobiographical situation and its relationship to one's practice is central to successful teaching. (INTASC principle 9: Reflection and Professional Growth. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.)

### Social Justice

The School of Education is committed to education centered on social justice. Such a commitment consists of preparing future professionals to assume active roles in shaping the social, cultural, and political future of their communities and beyond, and to cross physical, cultural, and economic borders as they develop shared meanings and purposes.

### Diversity

The School of Education is committed to addressing issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality and special needs, as well as to accommodating learner differences and styles. (INTASC principle 3: Diversity. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.)

## **EXPLANATION OF CONTENT STANDARDS (Using INTASC standards)**

Principle 1: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

## **EXPLANATION OF PEDAGOGICAL STANDARDS (Using INTASC standards)**

Principle 2: Human Development and Learning. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 4: Instruction. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: Learning Environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: Communication. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Planning. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 11: Professional conduct. The teacher serves as a positive role model in the areas of character development, professional and social interactions, and work ethics.

**EXPLANATION OF STANDARDS FOR TECHNOLOGY (Using NY State standard)**

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning ;

**ASSESSMENT**

<b>I. CONTENT KNOWLEDGE</b>	<b>EE</b>	<b>CC</b>	<b>A</b>	<b>M</b>	<b>U</b>	<b>NR</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Demonstrates knowledge of subject matter INTASC Principle 1						
Demonstrates knowledge of recent developments in subject matter and related pedagogy INTASC Principle 1, 9						

**TOTAL** \_\_\_\_\_ **AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

<b>II. PEDAGOGICAL KNOWLEDGE</b>	<b>EE</b>	<b>CC</b>	<b>A</b>	<b>M</b>	<b>U</b>	<b>NR</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Is punctual and consistent in classroom attendance INTASC Principle 11						
Maintains professional demeanor consistent with the school culture INTASC Principle 11; <i>Conceptual Framework: Diversity</i>						
Writes educationally meaningful and relevant lesson plans INTASC Principle 1, 2, 7; <i>Conceptual Framework: Diversity and Social Justice</i>						
Develops lesson plans that have clear intentions and expectations INTASC Principle 2, 4, 6, 7						
Clearly presents ideas, expectations and information INTASC Principles 1, 4, 6						
Communicates to students the purpose, rational and relevance of what is being taught INTASC Principles 2, 3, 4 <i>Conceptual Framework: Social Justice</i>						
Uses a variety of materials that support teaching INTASC Principles 2, 4, 7; <i>Conceptual Framework: Diversity and Social Justice</i>						
Asks clear, relevant and engaging questions INTASC Principles 1, 4 and 6; <i>Conceptual Framework: Critical Self- reflection and Reflective Practice</i>						
Asks questions that require critical thinking INTASC Principles 3, 4, 6, 8 <i>Conceptual Framework: Self-</i>						

<i>reflection, Diversity and Social Justice</i>						
<b>II. PEDAGOGICAL KNOWLEDGE</b>	<b>EE 5</b>	<b>CC 4</b>	<b>A 3</b>	<b>M 2</b>	<b>U 1</b>	<b>NR 0</b>
Actively listens to students and engages with their expressed ideas INTASC Principles 5, 6; <i>Conceptual Framework: Collaboration and Social Justice</i>						
Varies teaching methods and learning tasks INTASC Principles 2, 4, 5						
Integrates aesthetic education into practice INTASC Principles 3, 4						
Links evaluation activities to curricular goals and students' abilities INTASC Principles 4, 7, 8; <i>Conceptual Framework: Collaboration, Diversity and Social Justice</i>						
Varies tone of voice INTASC Principle 6						
Demonstrates physical and vocal confidence INTASC Principle 6						
Begins lesson effectively INTASC Principles 4,6						
Closes lesson effectively INTASC Principles 4,6						

**TOTAL** \_\_\_\_\_ **AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

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<b>III CRITICAL SELF-REFLECTION AND REFLECTIVE PRACTICE</b>	<b>EE 5</b>	<b>CC 4</b>	<b>A 3</b>	<b>M 2</b>	<b>U 1</b>	<b>NR 0</b>
Critically reflects upon and evaluates teaching experiences INTASC Principle 9						
Uses knowledge gained from critical self-reflection to inform subsequent lesson plans, pedagogy and curricular planning INTASC Principle 9						
Encourages critical self-reflection in students INTASC Principle 9						

**TOTAL** \_\_\_\_\_

**AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

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<b>IV. COLLABORATION</b>	<b>EE</b> <b>5</b>	<b>CC</b> <b>4</b>	<b>A</b> <b>3</b>	<b>M</b> <b>2</b>	<b>U</b> <b>1</b>	<b>NR</b> <b>0</b>
Shows a receptive attitude in response to verbal / written feedback INTASC Principles 9, 11						
Fulfills administrative responsibilities INTASC Principles 10, 11						
Incorporates collaborative learning activities in classroom instruction INTASC Principles 3, 4						
Works collaboratively with school colleagues, parents and agencies in the larger community to support students' learning and well-being INTASC Principle 10						

**TOTAL** \_\_\_\_\_

**AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

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<b>V. DIVERSITY</b>	<b>EE</b> <b>5</b>	<b>CC</b> <b>4</b>	<b>A</b> <b>3</b>	<b>M</b> <b>2</b>	<b>U</b> <b>1</b>	<b>NR</b> <b>0</b>
Develops lesson plans that address varying student interests and abilities INTASC Principles 2, 3, 4, 6, 7; <i>Conceptual Framework: Social Justice</i>						
Develops clear and relevant assessments appropriate for diverse students INTASC Principles 7, 8; <i>Conceptual Framework: Social Justice</i>						
Demonstrates an understanding of and sensitivity to racial, cultural, linguistic, ethnic, religious and sexual diversity INTASC Principles 2, 3, 4, 7, 9 <i>Conceptual Framework: Social justice</i>						
Demonstrates an understanding of diverse student concerns and needs INTASC Principles 2, 3, 5, 7, 9						

**TOTAL** \_\_\_\_\_

**AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

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<b>VI. SOCIAL JUSTICE</b>	<b>EE 5</b>	<b>CC 4</b>	<b>A 3</b>	<b>M 2</b>	<b>U 1</b>	<b>NR 0</b>
Creates and maintains a classroom conducive to learning INTASC Principles 2, 5 <i>Conceptual Framework: Collaboration, Diversity</i>						
Clearly states expectations for student behavior INTASC Principles 4, 5						
Responds to students consistently and fairly INTASC Principles 2, 5 <i>Conceptual Framework: Collaboration and Diversity</i>						
Encourages equitable student participation INTASC Principles 4, 5, 6 <i>Conceptual Framework: Collaboration</i>						
Knows students names INTASC Principle 5; <i>Conceptual Framework: Diversity</i>						

**TOTAL** \_\_\_\_\_ **AVERAGE** \_\_\_\_\_

**COMMENTS/SUGGESTIONS:**

<b>VII. TECHNOLOGY</b>	<b>CC 4</b>	<b>A 3</b>	<b>M 2</b>	<b>U 1</b>	<b>NR 0</b>
Uses technology in teaching NY State standard v					

**TOTAL** \_\_\_\_\_ **AVERAGE** \_\_\_\_\_

**Comments / Suggestions:**

Observer Signature \_\_\_\_\_ Date of Report \_\_\_\_\_

Student Signature \_\_\_\_\_ Cooperating Teacher Signature \_\_\_\_\_

**\*\*\* INSTRUCTIONS TO SUPERVISING TEACHERS FOR FILLING OUT THE FORMS**

1. Please make sure that the student teacher is familiar with the form before you use it.
  2. You should decide in advance which categories, if any, you will not be looking at, and mark them N/R.
  3. You should note as N/R any categories that you see no evidence of, but are not expecting to see.
  4. Any category where you see no evidence at all, but you expect to see it, should be marked U (unsatisfactory).
  5. Student teachers, particularly in their first semester, cannot be assumed to be doing work that is comparable to the best teachers who have been teaching for years. Your evaluation is based on how you assess their performance relative to expectations for a beginning teacher.
  6. When you determine your score, you should indicate the total and then divide that total by the number of categories you used. N/R is not a category, so you would not average that in. For example, if, under “Social Justice” where there are 6 categories and only four were applicable, you would divide the total number of points by 4.
  7. Please make sure to discuss your evaluation with the student teacher and cooperating teacher.
  8. You should make three copies of the evaluations. One should be handed to the seminar professor. One should be given to the student. One should be for your files.
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## FORM #2 COOPERATING TEACHER'S EVALUATION FORM FOR STUDENT TEACHERS

**COOPERATING TEACHER FORM FOR STUDENT TEACHERS** \*\*\* (See below for instructions)

Name of Cooperating Teacher \_\_\_\_\_ Visit **1 2 3**

Name of Student Teacher \_\_\_\_\_ SS# \_\_\_\_\_

Date of Visit \_\_\_\_\_ Grade level of class observed \_\_\_\_\_

Please evaluate the candidate on the following	Exceeded Expectations 5	Clearly Competent 4	Acceptable 3	Marginal 2	Unacceptable 1	Not rated 0
1. Demonstrated knowledge of the subject area						
2. Created activities utilizing current methodology and knowledge of curriculum to address the differing needs, capacities, interests and learning styles of all students.						
3. Clearly communicated purpose and substance of the lesson						
4. Assessments were consistent with curricular goals						
5. Critically reflected on classroom practice and relationships between lesson plans and student performance						
6. Promoted substantive discussion among students in the classroom						
7. Fostered collaboration and a supportive culture in the classroom						
8. Engaged students' interest in the curriculum						
9. Was receptive to the cooperating teacher's guidance and feedback						
10. Had positive relationships with members of the school community						
11. Had positive relationships with parents						
12. Maintained a professional attitude when in the classroom and within the school community						

13. What is your general impression of his/her teaching performance?						
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14. What are the candidate's areas of strength?

15. In what areas does the candidate need to show improvement and further growth?

ADDITIONAL COMMENTS:

Date \_\_\_\_\_

Cooperating teacher signature \_\_\_\_\_

College supervisor signature \_\_\_\_\_

**\*\*\* INSTRUCTIONS TO COOPERATING TEACHERS FOR FILLING OUT THE FORMS**

1. Please make sure that the student teacher is familiar with the form before you use it.
2. You should note as N/R any categories that you see no evidence of but are not expecting to see.
3. Any category where you see no evidence at all, but you expect to see it, should be marked U (unsatisfactory).
4. Student Teachers, particularly in their first semester, cannot be assumed to be doing work that is comparable to the best teachers who have been teaching for years. Your evaluation is based on how you assess their performance relative to expectations for a beginning teacher.
5. Please make sure to discuss your evaluation with the student teacher and the supervising teacher.
6. You should make three copies of the evaluations. One should be handed to the supervising professor. One should be given to the student. One should be for your files.

