To the Teacher Candidate

Student Teaching is one of the most important components of the professional preparation of teachers. This experience will have a great impact on your professional development. We ask that you try to coordinate and plan your personal and professional life to include sufficient time for student teaching. We advise that you plan to work hard, take the initiative, and enjoy the experience. Please keep in mind that you are a guest in the school and that it is a privilege to be accepted as a teacher candidate in a cooperating teacher’s classroom.

This guide was prepared to answer some key questions about the student teaching process. It describes the field experience, outlines the roles and responsibilities of the professional participants, and includes resource materials. Read this guide carefully before you begin student teaching and refer to it throughout your assignment.

Queens College, the Education Unit and the Department of Elementary & Early Childhood Education wish you well in your professional assignment. We are here to assist you in any way possible.
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The Education Unit’s Conceptual Framework

The Education Unit’s Vision Statement reflects shared beliefs that can be observed through its mission and core values. The Vision Statement describes the Education Unit’s ideals. The Education Unit’s Vision Statement states the following:

QC is dedicated to preparing highly competent educational professionals for diverse urban communities. Our aim is for our graduates to:

- Build nurturing learning communities in which all students engage in challenging curricula.
- Involve students in democratic processes and in responding to the demands of a global society.
- Focus on the consistent improvement and renewal of education in diverse urban communities through reflective practice.

The Unit’s Mission Statement derived from its Vision describes achievable goals. The Mission Statement states the following:

The QC Education Unit prepares compassionate and knowledgeable professionals to work in diverse urban educational settings. Our mission is to prepare candidates to be life-long learners capable of reflection, and problem solving, and synthesizing, evaluating, and applying knowledge.

Our programs are built on content knowledge learned in academically rigorous courses and programs in the liberal arts and sciences. Our programs combine strong philosophical foundations, evidence-based best practices, and urban, culturally diverse field experiences. Our graduates are taught to have high expectations for all learners and work as change agents in schools to foster nurturing and challenging learning communities that respect and honor diversity and promote democratic practices.

As educational professionals, our graduates are prepared to nurture and challenge all learners and build inclusive learning communities that produce responsible, productive, and caring citizens within our global community.

The Mission Statement articulates the Education Unit’s Core Values: Equity, Excellence, and Ethics. These Core Values are not conceptualized as mutually exclusive, but overlapping. The Unit is committed to developing knowledge, skills, and dispositions of candidates and graduates that reflect these Core Values. The Education Unit’s Core Values are the following:

- Equity. The Education Unit is committed to preparing teachers and other school personnel who build inclusive communities that nurture and challenge all learners.
- Excellence. The Education Unit is committed to preparing teachers and other school personnel who demonstrate professionalism, scholarship, efficacy, evidence-based practice, and reflection.
- Ethics. The Education Unit is committed to preparing teachers and other school personnel who value diversity, democracy, and social justice.
**Student Teaching Objectives**

Upon completion of field experience, the candidate will have developed the following understandings and professional skills:

1. **Children as learners have individual differences.**
   This will be demonstrated through:
   a. using a variety of interaction and observation strategies to get to know children as individuals;
   b. speaking on children's vocabulary level and at a speed that children can comprehend;
   c. adapting responses to children to support development and learning, based on progress and identified needs;
   d. identifying individual differences in development and learning using informal and formal assessment tools; and
   e. being sensitive to parental concerns and aware of the ways in which cultural values and lifestyles of families influence children's participation in school activities.

2. **Professional attitude is important in teaching.**
   This will be demonstrated through:
   a. separating personal conflicts from professional performance;
   b. having an awareness of own impact on children and adults in professional interactions and behavior;
   c. seeking constructive feedback on own professional experiences;
   d. collaborating with peers to strengthen professional development; and
   e. articulating emerging professional values that are shaping interactions and curriculum plans.

3. **Classroom management is critical to quality education.**
   This will be demonstrated through:
   a. recognizing the impact of lesson planning;
   b. maintaining orderly procedures when guiding class in regular routines throughout the day;
   c. using supportive techniques in social control and behavior management; and
   d. displaying resourcefulness in guiding management activities.

4. **Curricular activities determine what is to be learned and the quality of that learning.**
   This will be demonstrated through:
   a. preparing and implementing teaching activities in accordance with local, state and national learning standards;
   b. developing, implementing and evaluating effectiveness of activity designs that address different goals in different curriculum areas: (1) new learning, (2) practice activities, and (3) application of new knowledge and skills through projects, mini-units and thematic frames;
   c. engaging and sustaining children's attention in diverse activities, adjusting instructional strategies, provision of materials and timing/pacing to support different goals.
   d. capitalizing on teachable moments;
   e. seeking a balance between teacher-led and child-centered activities; and
   f. providing for individual, small group and class instruction as driven by particular topics.
Roles and Responsibilities of the Professional Participants

The Field Placement Coordinator:
- Submits a request to the appropriate public school official for teacher candidate placement;
- Clarifies with the building administrator the objectives of the field experience and clarifies the duties and responsibilities of the university and the schools;
- Arranges with school administrators the assignment of the teacher candidates taking into consideration such factors as proximity to school site. Placement of the teacher candidates is the sole responsibility of the Field Placement Coordinator. Candidates are not allowed to make their own arrangements; and
- Is responsible for distribution of tuition waivers to the cooperating teachers and letters of appreciation to school administrators and cooperating teachers.
- Disseminates required evaluations to University Supervisors, Student Teachers, and Cooperating Teachers for completion prior to end of the semester.

The University Supervisor:
- Contacts school administrator prior to initial visit to arrange logistics for weekly/bi-weekly meetings, and other details related to student teaching placement.
- Maintains communication concerning the teacher candidate with school site and college administration;
- Meets with cooperating teachers and teacher candidates during first week of the semester to clarify their responsibilities;
- Establishes procedures for visitations and the development of student teaching portfolios;
- Maintains communication concerning student teacher assignment to cooperating teachers;
- Reviews and evaluates lesson plans;
- Schedules weekly/ bi-weekly seminars, ideally to be held at school site (should be negotiated in advance with the school site administration);
- Makes required teaching observations, confers with participants after each observation;
- Provides a written account of observations;
- Fosters candid communication among those involved in field experience;
- Acts as a resource person and provides appropriate materials and information;
- Provides evaluation through online assessment system; and
- At their discretion, may write a letter of reference for the teacher candidate.

The Cooperating Teacher:
- Must be proven capable mentors OR receive mentorship training;
- Must be proven effective instructors (as measured by student performance);
- Serves as mentor to the teacher candidate by sharing expertise and experience in pedagogical knowledge, skills and attitudes;
- Includes teacher candidate in planning for class;
- Provides a balanced set of activities for teacher candidate turning over increasing responsibility during the course of the assignment;
- Reviews and approves assigned student teacher’s lesson plans prior to implementation in the classroom;
- Provides feedback, maintains requirements and encourages individual reflection and development of teacher candidate;
- Contacts University Supervisor immediately if concerns about a teacher candidate’s performance or suitability for the profession; and
- Provides evaluation documentation to be placed in teacher candidate’s file.

**The School Administrator:**
- Selects capable cooperating teacher with no less than 2 years successful teaching experience;
- Ensures that teacher candidate is made aware of the school philosophy, policies and procedures, organization of school day, use of school records, and daily attendance reports; and
- Contacts the University Supervisor and the Field Placement Coordinator if any serious problems arise with the teacher candidate.

**The Teacher Candidate:**
- Participates in a full range of activities;
- Gains awareness and understanding of what it means to be a teacher, the satisfactions and demands of teaching, the role of the teacher within the whole school program, and the administrative and pedagogical skills required;
- Increases ability to observe and analyze the skills and teaching strategies used by the cooperating teacher and gains familiarity with the curricula, instructional materials and media and the various ways of motivating students;
- Becomes aware of the importance of being a positive role model for students, establishing rapport with students, and creating a classroom environment conducive to learning and student performance;
- Submits lesson plans to assigned cooperating teacher at least 3 days prior to implementation in the classroom for review and approval; and
- Meets the expectations for the clinical experience as set forth by the Department.
# Policies Related to Student Teaching

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Student Teaching Course</th>
<th>Program Name</th>
<th>Weeks at School Site</th>
<th>Days at School Site</th>
<th>Supervisors Required Formal Observations</th>
<th>Supervisor Meetings with Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (1st Semester of Student Teaching)</td>
<td>EECE 360</td>
<td>Childhood Education, Grades 1-6</td>
<td>15 Weeks</td>
<td>Full Day Mondays and Tuesdays, Half Day Fridays - 2½ Days a Week</td>
<td>1</td>
<td>Bi-Weekly Meeting</td>
</tr>
<tr>
<td>Undergraduate (2nd Semester of Student Teaching)</td>
<td>EECE 361</td>
<td>Childhood Education, Grades 1-6</td>
<td>15 Weeks</td>
<td>Mondays through Thursdays – 4 Full Days a Week</td>
<td>3</td>
<td>Weekly Meeting</td>
</tr>
<tr>
<td>Graduate (MAT)</td>
<td>EECE 565</td>
<td>Early Childhood Education, Grades B-2</td>
<td>12 Weeks</td>
<td>5 Full Days a Week</td>
<td>3</td>
<td>Weekly Meetings</td>
</tr>
<tr>
<td>Graduate (MAT)</td>
<td>EECE 566</td>
<td>Childhood Education, Grades 1-6</td>
<td>12 Weeks</td>
<td>5 Full Days a Week</td>
<td>3</td>
<td>Weekly Meeting</td>
</tr>
<tr>
<td>Graduate (MAT)</td>
<td>EECE 566</td>
<td>Childhood Education, Grades 1-6 – Bilingual</td>
<td>12 Weeks</td>
<td>5 Full Days a Week</td>
<td>3</td>
<td>Weekly Meeting</td>
</tr>
</tbody>
</table>

**Prior to Student Teaching:** All education students planning to student teach in a NYC public school must register with the NYC Department of Education via our online registration system. Registration is not required for charter school or private school student teaching placements.

Visit [http://nyc.teacherssupportnetwork.com/studentteacher](http://nyc.teacherssupportnetwork.com/studentteacher) to create a user account and complete your online registration. You must submit both personal information as well as your student teacher placement information as part of the registration process. If you do not know your placement information when you first create your user account, you can and must log back in at a later date to add your placement information. Once you have fully completed the registration information, you should print your registration confirmation letter from the site. Please be sure to enter an active email to receive up to date information from the NYC Department of Education.

You must have your fingerprints on file with the NYC Department of Education prior to the start of your student teaching. If you have not been fingerprinted by the NYC Department of Education or the New York State Department of Education, please visit the student teacher registration site at [http://nyc.teacherssupportnetwork.com/studentteacher](http://nyc.teacherssupportnetwork.com/studentteacher). Once you have created a user account, login to your account and the information on fingerprinting requirements will be visible in the top right corner of your student teacher profile.

**Attendance:** The teacher candidate is expected to be punctual and regular in attendance throughout the field assignment.

If at any time the teacher candidate finds it necessary to be absent because of illness, the teacher candidate is responsible for notifying the school site administration, cooperating teacher and University Supervisor at the earliest possible time. The Field Placement Coordinator at Queens College (718) 997-5651 should also be notified. **Please note that the teacher candidate will be required to**
**make up missed days.** Excessive absences will severely impact a student’s ability to successfully complete this requirement.

The teacher candidate is expected to follow the same schedule (reporting to and leaving school) as the cooperating teacher. The student teacher is **required** to remain for the extended day portion of the school day at their assigned school site. The student teacher is to adhere to the schedule set forth by their school site administration and their University Supervisor. If tardiness or attendance problems occur, the cooperating teacher will report them to the University Supervisor.

The teacher candidate is expected to attend professional development workshops and after-school or evening activities, including parent/teacher conferences (if permitted by the school site).

*The Attendance Sheet:* The EECE teacher candidate’s record of attendance must be kept daily, indicating arrival and departure times. At the completion of the field experience, the Attendance Sheet must be signed by the cooperating teacher and given to the University Supervisor with the cooperating teacher’s evaluation. This will become part of the teacher candidate’s file.

**Holidays and Vacations:** During the field experience, the teacher candidate will observe the holidays and vacations of the school in which they are assigned. Attendance at on-campus classes, however, will be governed by the Queens College calendar.

**Please Note:** When Queens College changes “days” (i.e. Monday becomes a Tuesday), attendance at courses supersedes your student teaching requirement.

**Seminars:** Weekly seminars are conducted throughout the clinical experience. Teacher candidates are required to attend each seminar session as directed by the University Supervisor. [See section on Seminars for topics]

**Teaching observations:** Generally there are regular visits made by each University Supervisor. Formal observations lasting from 30-45 minutes in length are also required. Written and oral feedback on the observation is offered in a follow-up conference.

**Classroom Responsibilities:** Teacher candidates are expected to assume the responsibility of the cooperating teacher to the fullest extent possible. Please keep in mind that at this point in their professional development, student teachers are not permitted to take on the role and duties of a substitute teacher.

**Grades:** Student teaching grades are based on observed performance/competency in classroom teaching, cooperating teacher feedback, journals and assignments, and participation in seminars. All grades are assigned by the University Supervisor and, once recorded, stand as final. Please note the following appeals process.

*Appeals Process:* Those candidates who wish to appeal an earned grade should first discuss their grade with their University Supervisor. If dissatisfied, the candidate may submit a written appeal to the Department Chair. If the matter is still unresolved, the candidate may appeal to the Dean of the Division of Education. If further appeal is necessary, please refer to the Appeals process stated in the appropriate Queens College Bulletin.
Difficulties Encountered During the Field Experience: The cooperating teacher and the teacher candidate can resolve most difficulties encountered during student teaching adequately. If, however, this is not the case, please contact the University Supervisor who in turn will contact the Field Placement Coordinator to discuss the situation.
Orientation/Seminars

Orientation: Each teacher candidate is assigned to a student teaching team consisting of a University Supervisor and a number of teacher candidates. The University Supervisor from that team will contact the candidates regarding the date of an orientation session to be held prior to your student teaching semester.

Topics to be covered at Orientation:
- University Supervisor’s expectations of the teacher candidate
- School assignments and pre-visit information about the field site
- Field Experience Policies
- Professionalism
- Teacher Well-Being
- Curriculum guides, lesson plans, etc.
- NYS and NYC performance standards
- Questions/concerns
- Know Your School Sheet

Seminars: Weekly seminars of 1-1½ hours in duration are conducted throughout the student teaching experience. These are designed to consider issues related to the field experience. Attendance at these seminars is mandatory and will be recorded.

Topics to be covered (individual University Supervisors may vary topics according to teacher candidates’ needs):
- Learning about neighborhood and school community
  - Resources for children with special needs
  - Other community resources
- Lesson plans
  - How to write objectives
  - Content
  - Model lesson plans (see appendix for sample lesson plan)
- Classroom management
  - Physical space, materials and room arrangement
  - Discipline
- Cooperative Learning Strategies
- Observation Skills
- Developing Questioning Skills
- Reflection on teacher candidates’ experiences during the week
- Parent Conferences
  - Preparation
  - Arrangements for
  - Role-playing
  - Developing positive relationships with parents
- Keeping abreast of current education issues
- Understanding legal regulations related to childcare
- Job Search
  - Portfolio
  - Resume
- Job Interview
Advice to Teacher Candidates

1. Think of yourself as a beginning teacher, not as a fellow student.

2. Remember that you are a professional and are expected to conduct yourself accordingly. Your performance during the field experience can have an impact upon future employment as a teacher.

3. Dress appropriately.

4. Remember that you are a guest of the school.

5. Try to avoid becoming involved in internal school politics or local controversies.

6. You will meet professionals whose philosophies of education differ from yours. Learn from this. Professional growth occurs when teachers openly discuss their individual teaching styles and respect each other’s differences.

7. If you wish to innovate, discuss this with your cooperating teacher first to get the benefit of her experience.

8. Lesson planning is critical to the field experience - not just the thinking about, but the writing of the plan. It is wise to over plan and have alternative plans. It is essential that you share lesson plans with the cooperating teacher a few days before the lesson is taught.

9. Organize your personal and professional time.

10. Becoming a teacher is a developmental process. Your cooperating teacher will allow you to assume teaching duties at your personal and professional rate of development. Gradualism is important.

11. Given the current litigious nature of our society, it is important that a member of the cooperating school personnel be present when you are working with children in and out of the classroom. In other words, you should not be alone with children at any time.

12. Take the time to interact and share with peers.

13. Most studies indicate that student teaching may turn out to be the best college course you will ever take, so be open, flexible, and give it your best energies.

LEARN AND ENJOY!
Teacher Certification Information

Steps In Applying For NYS Certification Through The Office of Teacher Certification

This printing may not include the most up to date information. All students should contact the Teacher Certification Office (Delaney Hall, G10 – (718) 997-5547) for up to date information on New York State Teacher Certification requirements.

Undergraduate and Graduate Students submit a diploma card to the Registrar's Office in the semester you are completing your program according to deadlines posted in the college bulletin or visit the following website:

http://www.qc.cuny.edu/registrar/graduation/Pages/default.aspx

Complete State-Approved Seminars:
- Child Abuse (also offered on-line)
- School Violence (also offered on-line)
- Substance Abuse
- School Safety

*Seminars are offered several times a semester through the Professional and Continuing Studies Office, Kiely Hall, Room 111.

Complete State Exams:
- Liberal Arts and Sciences Test (LAST)
- Assessment of Teaching Skills-Written (ATS-W)
- Content Specialty Test (CST multi-subject)

Fingerprinting: Student must be fingerprinted in order to be certified to teach in New York City and New York State. Due to procedures implemented by the New York City Department of Education in December 2006, all student teachers need to be fingerprinted prior to student teaching. Please be sure to submit proof of fingerprinting to the Field Placement Office prior to student teaching.

Please Note: Due to the procedure being used by the New York City Department of Education in implementing the fingerprinting process, students who are not citizens of the United States should contact the Field Placement Office immediately for assistance (718) 997-5651.

If you are not a citizen of the United States, Initial Certification by New York State requires that an application for a Letter of Intent has been filed with the Immigration Services. Please note that Professional Certification requires citizenship.

Please Note: The New York State Department of Education has implemented an on-line procedure for certification called “TEACH”. Please contact the Teacher Certification Office (Delaney Hall, G10) for more information and workshops offered to assist you. The Teacher Certification Office can also be reached by phone at (718) 997-5547.
Frequently Asked Questions

Can I arrange my own placement?
No. All placements are arranged through the Field Placement Coordinator.

Is Student Teaching ever waived?
No. If you want Queens College to nominate you for certification, you must fulfill the program’s student teaching requirement. ONLY IF you already hold New York State Certification in your current program area, you can produce such documentation and replace the student teaching credits with electives.

How are placements decided?
The Field Placement Coordinator assigns candidates to a student teaching site based on the program enrollment and available sites for the program. Students are never allowed to make their own arrangements.

Can I change my placement once it has been arranged?
No. Only under exceptional circumstances will the Field Placement Coordinator reassign candidates.

How long is the clinical experience (student teaching)?
The length of the clinical experience varies according to the particular program.

In which grades will I be placed?
All candidates are placed in a setting within their certificate area (i.e. for Childhood Education 1-6, there is a placement in grades 1-3 and a placement in grades 4-6.)

Which vacation/holiday schedule will I follow with regards to student teaching?
With regards to your student teaching time, you will follow the schedule of the public school. With regards to on-campus classes, you will follow the schedule of the College. Please note that with regards to departmental courses, the Queens College schedule supersedes the public school schedule.

Will I have to make up for absences during student teaching?
Yes. That is to be arranged with the University Supervisor and the participating school.

How am I oriented to the school?
You will meet with your University Supervisor prior to the beginning of student teaching to receive information regarding your placement. This usually occurs at the student teaching orientation meeting.

Will I be required to develop a portfolio?
Yes. It highlights your performance and progress and is considered in your final assessment.

Am I required to have a lesson plan for every lesson?
Yes. You are required to have a written lesson plan for every lesson that you teach. Your cooperating teacher should approve your lesson plan before you implement it. After the lesson, you will receive valuable feedback from your University Supervisor and cooperating teacher. In this way, you can continually refine your teaching skills.

Can I substitute teach while student teaching?
No. As a full-time student, you cannot work in the schools full-time. This is a New York State Education Department policy.
Materials for Documenting and Assessing Teacher Candidate Development

Please Note: All assessment should be completed online through our online assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.
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QUEENS COLLEGE  
City University of New York  
Education Unit

Clinical Practice  
Student Teaching & Internship Evaluation Instrument

**Please Circle One:**  
**CANDIDATE**  
**COOPERATING TEACHER/ QC SUPERVISOR**  
**SITE SUPERVISOR**

Candidate’s Name: ___________________________  Date Completed: ______________

School/Agency: ___________________________  Subject Area/Program: ___________________

Site Based Clinical Faculty-Cooperating Teacher/Supervisor: ___________________________

Queens College Clinical Faculty(Supervisor): __________________________  
Course Number: ______________

**Directions:**
Please take some time to rate the candidate (or yourself) on the following competencies associated with the Queens College Education Unit’s Core Values for preparing teachers and other school professionals to demonstrate the knowledge, skills and dispositions necessary to promote **Equity**, **Excellence**, and **Ethics** in urban schools and communities.

==================================================================

**I. Equity**—candidate demonstrated knowledge, skills, and dispositions associated with building inclusive communities that nurture and challenge all learners.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Acceptable</th>
<th>Target</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates enthusiasm for the discipline</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrates enthusiasm for students</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Invests time &amp; resources adapting materials, services, or information to meet individual student needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Responsive to family needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Uses knowledge of students and their backgrounds in planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Relates information/instruction/services to students’ out-of-school experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Reaches out to parents/guardians and encourages collaboration &amp; shared support of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Creates a learning or school environment that encourages exploration, asking questions &amp; learning from experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Nurture &amp; challenge each student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>
II. Excellence—candidate demonstrated knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Acceptable</th>
<th>Target</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Demonstrates positive professional—student interactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Uses correct language and terminology of the discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Employs discipline-specific procedures and skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Demonstrates careful planning &amp; organization to connect content/information with student needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>14. Demonstrates openness to constructive criticism during feedback discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>15. Formulates questions to elicit levels of students’ understandings and to explore their experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>16. Uses information gained from assessment to inform initial instruction/interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>17. Uses information gained from ongoing assessment to inform revisions in instruction/interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>18. Uses instructional/intervention approaches based on current research in the field</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>19. Demonstrates appropriate assessment approaches that are aligned with instruction/intervention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>20. Demonstrates evidence-based instructional/intervention approaches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>21. Integrates the use of technology to enhance student learning, behavior change, and inclusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

III. Ethics-- candidate demonstrated knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Acceptable</th>
<th>Target</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Promotes positive student-student interactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>23. Promotes positive professional-student interactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>24. Designs discipline-specific tasks that support student learning, behavior change and inclusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>25. Contributes to the building of a democratic classroom or school community that fosters respect for all students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>26. Promotes the appreciation of diversity among students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>27. Promotes tolerance for all learners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>28. Supports cross-cultural awareness and respect in students’ development of skills and behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>29. Values diversity of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>30. Values diversity of families</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>31. Promotes social justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>32. Encourages democratic decision-making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Additional Comments or Concerns:

Thank you!
Please Note: All assessment should be completed online through our online assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.

QUEENS COLLEGE
City University of New York

Education Unit

Rubric for Assessing Teacher Candidate Impact on Students Learning in the P-12 Schools*

| Candidate Name: _________________________ | Unit Program: _______________________
| Completed by: ___________________________ | Date of Completion: _________________ |

<table>
<thead>
<tr>
<th>1. Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
</tr>
<tr>
<td>✓ Assessment strategies and instruments are limited</td>
</tr>
<tr>
<td>✓ Assessment instruments fail to capture formative and summative data</td>
</tr>
<tr>
<td>✓ Assessment is seen primarily as an activity that is conducted for external reporting purposes (e.g., documenting reading performance for NY State)</td>
</tr>
</tbody>
</table>

*This rubric for evaluating candidate impact on student learning in the P-12 schools is adapted liberally from the Tennessee State Model for Teacher Evaluation as approved by the Tennessee Department of Education, 1988.
### 2. Candidate uses assessment information to make instructional decisions

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Emergent</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assessment information is not being used consistently to guide instruction</td>
<td>✓ General monitoring (e.g., questions, homework) is used to identify students’ status</td>
<td>✓ The results of assessment information are accurately interpreted</td>
<td>✓ Ongoing assessment is accurately and systematically used to plan, refine, and modify instruction</td>
</tr>
<tr>
<td>✓ Assessment information is limited</td>
<td>✓ Re-teaching is used when general class misunderstanding is demonstrated</td>
<td>✓ Assessment is used at the beginning of the year to make instructional decisions regarding grouping</td>
<td>✓ Remediation, instruction, or enrichment for individual learners is based on assessment information</td>
</tr>
<tr>
<td>✓ Assessment is seen primarily as an activity that is conducted for external purposes (e.g., documenting reading performance for NY State) rather than as an activity that is intimately linked to curriculum and instruction</td>
<td>✓ Some use of assessment for diagnosis and instruction is evident</td>
<td>✓ Assessment information is used to make planning decisions regarding student experiences, modes of learning, needs, and attitudes</td>
<td>✓ Appropriate techniques are used during instruction to assess student understanding and mastery of goals and objectives</td>
</tr>
</tbody>
</table>

### 3. Candidate uses assessment information to communicate student status and progress to students, parents, and appropriate others

<table>
<thead>
<tr>
<th>Unacceptable</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ Report cards and progress reports are the primary means of communication of progress/concern to students, parents, and appropriate others</td>
<td>✓ Cumulative student reports are provided to students, parents, and appropriate others at required intervals</td>
<td>✓ Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals and objectives</td>
<td>✓ Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance</td>
</tr>
<tr>
<td>✓ Feedback and communication with students, parents, and others is primarily summative in nature</td>
<td>✓ Students are provided general feedback reflecting the correctness or incorrectness of their responses</td>
<td>✓ Parents and appropriate others are informed on a timely basis of a student’s status and of academic and affective changes</td>
<td>✓ Attention is focused on what needs to be done to move to the next performance level</td>
</tr>
<tr>
<td>✓ Suggestions and strategies for addressing instructional concerns are not included as part of the communication to students, parents, and appropriate others</td>
<td>✓ Required records of student work and performance are maintained</td>
<td>✓ Routines have been established for two-way communication with students, parents, and appropriate others</td>
<td>✓ Communication strategies have been refined to ensure that parent and student feedback will affect a change</td>
</tr>
</tbody>
</table>

**EECE Student Teaching Handbook**
4. **Candidate reflects on teaching practices by evaluating continually the effects of instruction**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>✓ Self-reflections are focused primarily on using assessment data to evaluate student performance</td>
<td>✓ Assessment focuses on student achievement with limited connection to the effectiveness of the strategies or techniques employed</td>
<td>✓ A variety of assessment results are used to determine the relations between student success and teacher behaviors</td>
<td>✓ Self-reflections communicate specific examples of the cyclical process of reflection, assessment, and learning</td>
</tr>
<tr>
<td>✓ Assessment information fails to be used in self-reflective ways to improve curriculum and instruction either at the class-level or at the individual learner-level</td>
<td>✓ Self-reflections include an accurate description of classroom behavior, including sequence of events, candidate and student behaviors, and time frames</td>
<td>✓ Results are interpreted with accuracy in terms of the effectiveness of the strategies or techniques employed</td>
<td>✓ Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning</td>
</tr>
<tr>
<td>✓ Description of classroom behavior is used to determine an overall level of success</td>
<td>✓ Description of classroom behavior is used to determine an overall level of success</td>
<td>✓ Modifications, adaptations, and refinements in teaching strategies and behaviors are made based on the accurate interpretation of data</td>
<td>✓ Classroom data, information about student progress, and research are used as sources for systematically incorporating research-based practices into the classroom, and then reflecting on and revising practice</td>
</tr>
</tbody>
</table>

5. **Candidate evaluates students performance and determines the amount of progress**

<table>
<thead>
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<tr>
<td>✓ Evaluation of student performance is not done consistently in either formative or summative ways</td>
<td>✓ Grades or cumulative scores are cited as evidence of student growth</td>
<td>✓ Assessment techniques are used to determine students’ performance level prior to and after instruction</td>
<td>✓ Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction</td>
</tr>
<tr>
<td>✓ Evaluation of student performance is rarely used to guide instruction</td>
<td>✓ Use of baseline data is limited to interpretation of student learning</td>
<td>✓ The amount of student growth and possible intervening variables are communicated knowledgeably</td>
<td>✓ Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth</td>
</tr>
<tr>
<td>✓ Evaluation of student performance fails to be linked to curriculum and instruction</td>
<td>✓ General statements are provided to document formal and informal assessment of both academic and positive attitudinal change</td>
<td>✓ Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains</td>
<td>✓ Student growth is communicated knowledgeably and responsively</td>
</tr>
<tr>
<td></td>
<td>✓ Assessment data is stressed and communicate with accuracy</td>
<td>✓ Assessment data is stressed and communicate with accuracy</td>
<td>✓ Knowledge and understanding of any intervening variables or factors is used to determine an accurate amount of progress</td>
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</tbody>
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Please Note: All assessment should be completed online through our online assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.

**QUEENS COLLEGE**  
City University of New York  
Education Unit

**Rating Form for Assessing Teacher Candidate Impact on Student Learning in the P-12 Schools**

Candidate’s Name: ___________________________ Date Completed: ________________

School/Agency: ___________________________ Subject Area/Program: __________________

Queens College Clinical Course Number: _______________

Faculty(Supervisor) OR Other Evaluator (please specify): ____________________________________________

**Directions for Completing Candidate Rating:**
Please rate candidate performance over the course of the clinical practice (student teaching) in terms of the following five competencies. Guidelines for making rating decisions on each of the competencies can be found in the rubric for assessing candidate impact on student learning in P-12. Completed ratings should be shared with the candidate.

1. **Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress**

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2. **Candidate uses assessment information to make instructional decisions**

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5. **Candidate evaluates students performance and determines the amount of progress**

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</table>

**Additional Comments and Feedback:**
Please Note: All assessment should be completed online through our online assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.

QUEENS COLLEGE
City University of New York
Education Unit

Lesson Plan Implementation Assessment for Teacher Candidates
To be completed during student teaching/internship observations

Candidate’s Name: _____________________________ Date Completed: _____________

School/Agency: ______________________________ Subject Area/Program: ______________

Queens College Clinical Course Number: ______________
Faculty(Supervisor) OR Other
evaluator (please specify): ______________________________________________

Directions:
Please take some time to rate the candidate’s lesson plan developed as part of this course in terms of his/her ability to analyze, synthesize, and reflect upon the content and pedagogy associated with the discipline.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Acceptable</th>
<th>Target</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Candidate demonstrates content knowledge of the subject consistent with professional, state and institutional standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate demonstrates pedagogical knowledge of the subject consistent with professional, state and institutional standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Candidate incorporates pedagogically appropriate strategies and techniques to meet the diverse instructional strengths and learning needs of all learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Candidate includes the use of the appropriate materials, instructional strategies, and technology to present the content.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Candidate builds in formative and summative approaches for monitoring (assessing) student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Candidate engages in a systematic process of inquiry, analysis, and self-reflection on the strengths, weaknesses, and impact of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Comments and Next Steps:

Thank you
**Please Note:** All assessment should be completed online through our **online** assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.

**QUEENS COLLEGE**  
City University of New York  
Education Unit

## Candidate Evaluation of College Supervisor

Candidate’s Name: ___________________________ Date Completed: ________________

(necessary if completed in paper form)

School/Agency: __________________________ Subject Area/Program: ___________________

Queens College Clinical Number: ________________  
Course

Faculty(Supervisor): ____________________________  
Site Based Clinical Faculty-Cooperating Teacher: ________________________________

### Directions:

Please take some time to rate your level of agreement with each statement below regarding your Queens College Supervisor. This will help us improve our preparation programs and assure that our graduates have the knowledge, skills and dispositions necessary to promote Equity, Excellence, and Ethics in urban schools and communities. **Thank you!**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1. Disagree Completely</th>
<th>2. Disagree</th>
<th>3. Agree</th>
<th>4. Agree Completely</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My college supervisor <strong>was available</strong> to answer my questions and respond to concerns (either, in person or through other forms of communication).</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. My college supervisor <strong>provided both formative and summative feedback</strong> to me in ways that were constructive, educative, and supportive.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. My college supervisor <strong>made a sufficient number of visits and formal observations</strong> to support and evaluate my work and growth in relation to the Unit’s Core Values of Equity, Excellence, and Ethics.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. My college supervisor <strong>set clear expectations</strong> for student teaching and/or clinical experience.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. My college supervisor <strong>responded to my specific requests</strong> for assistance with directions, information, and/or reference materials.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. My college supervisor provided me with mentoring and feedback on competencies associated with <strong>Equity</strong> (building inclusive communities that nurture and challenge all learners).</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. My college supervisor provided me with mentoring and feedback on competencies associated with <strong>Excellence</strong> (professionalism, scholarship, efficacy, evidence-based practice and reflection)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. My college supervisor provided me with mentoring and feedback on competencies associated with <strong>Ethics</strong> (valuing diversity, democracy, and social justice).</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. My college supervisor <strong>listened to my concerns, valued my input, and supported me in problem solving regarding my performance</strong> (knowledge, skills, and dispositions).</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please use the space below to offer any additional comments you may have regarding your experience with the Queens College clinical supervisor:

EECE Student Teaching Handbook 23
Please Note: All assessment should be completed online through our online assessment system, QC:TEAMS. For more information, please contact the Field Placement Office.

QUEENS COLLEGE
City University of New York
Education Unit

Candidate Evaluation of Cooperating Teacher/Supervisor

Candidate’s Name: ___________________________ Date Completed: ___________________________

School/Agency: ___________________________ Subject Area/Program: ___________________________

Site-Based Clinical Faculty
Cooperating Teacher/Supervisor: ___________________________ (Supervisor): ___________________________

Directions:
Please take some time to rate your level of agreement with each statement below regarding your Cooperating Teacher/Supervisor. This will help us improve our preparation programs and assure that our graduates have the knowledge, skills and dispositions necessary to work effectively in P-12 schools and promote Equity, Excellence, and Ethics in urban schools and communities.

<table>
<thead>
<tr>
<th>Statement</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>My cooperating teacher/supervisor was willing and available to answer my questions and respond to my concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor provided both formative and summative feedback to me in ways that were constructive, educative, and supportive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor provided me with multiple opportunities to deliver instruction and support to students in individual and group formats.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor provided me with appropriate guidance and support in working with students in individual and group formats.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor responded to my specific requests for assistance with directions, information, and/or reference materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with Equity (building inclusive communities that nurture and challenge all learners).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with Excellence (professionalism, scholarship, efficacy, evidence-based practice and reflection).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with Ethics (valuing diversity, democracy, and social justice).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>My cooperating teacher/supervisor listened to my concerns, valued my input, and supported me regarding my performance (knowledge, skills, and dispositions).</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Comments or Feedback:

Thank You
Teacher Candidate Resources
Sample Lesson Plan
Planning Effective Instruction

When preparing your lessons ask yourself the following questions:
What do I want students to learn?
How should I present it?
What materials and activities should I use?
How will I assess student learning?

There are various ways to construct an effective lesson plan. The following is a sample and is a logical place from which to start.

1. Aims and objectives:
   (What are your aims and objectives? List them.)

2. Interesting and appropriate motivation:
   (Think about your students’ ages, needs and interests. What do you think will motivate them for this particular topic?)

3. Students activities and experiences:
   (What kind of activities do your students need to engage in and what kinds of experiences do you want them to have to achieve your aims and objectives? Are the activities and experiences appropriate for your particular students and the topic?)

4. Varied and suitable materials for instruction:
   (What materials or hands-on materials can help make this lesson more meaningful for your students and, at the same time, help you accomplish your aims and objectives?)

5. Appropriate questions to encourage discussion and thinking:
   (What kinds of questions do you need to ask to encourage children’s thinking and discussion to ensure that they understand the topic, can relate it to their experience and will motivate them to seek further information?)

6. Provision for an assignment and for following up the lesson:
   • Summarizing the lesson
     (What activity can you have students do to show you that they know and understand what you have taught and which will, at the same time, reinforce the concepts?)
   • Methods for evaluating the lesson
     (What activity can you have your students complete to show you what they have learned and to indicate to you where re-teaching is necessary. How can you teach this topic more meaningfully and meet your aims and objectives even more effectively next time?)
Know Your School

Directions: The teacher candidate should gather this information during the first week at the assigned school, for his/her personal information.

Name of School: ____________________________ District:__________ Phone:__________________________

Address _______________________________________________________________________________________

Name of Cooperating Teacher ____________________________ Home Phone ________________

Address _______________________________________________________________________________________

Name of School Superintendent _________________________________________________________________

Name of Principal _____________________________________________________________

Name of Assistant Principal _____________________________________________

Guidance Counselor(s) ____________________________________________________________

School Nurse __________________________________________________________________________________

Names of Office Staff ________________________________________________________________

Security Guard _________________________________________________________________________________

Names of other classroom teachers at your grade level _____________________________________

_______________________________________________________________________________________________

Name of specialists assigned to school ________________________________________________

Names of custodians _________________________________________________________________

Teacher population in School: __________ Student population in School: ____________

Ethnic composition of students: __________________________________________________________

Schedule of: (1) faculty meetings ___________ (2) parent meetings ________________

Media/Technological Equipment available to me:

_____ Tape recorders _____ VCR

_____ TV closed circuit _____ Computer Programs
Movie projector    Photocopier
Overhead projector   Library
Scanner            Radio
Digital Camera     Access to Internet
CD player

Duties assigned to my cooperating teacher beyond the classroom:
Faculty meetings    Hall monitoring
Parent meetings    Special club, activity
Other

School Regulations and Policies with which I should be familiar:
Hours for teacher    Guidance procedures
Sign-in system    Grading and reporting procedures
Fire drills    Procedure for ordering supplies
Attendance    Arrangements regarding severe discipline problems and its documentation
Lesson planning    Suspension policies
Use of duplicating equipment    Testing and policies and procedures
Procedure for reporting accidents    Parent conferences
Procedures for reporting child abuse    Other
Website Resources

Valuable information can be found at the following websites:

Queens College Main Website: www.qc.cuny.edu

Departmental Information: www.qc.cuny.edu/EECE

QC:TEAMS Data Management System: https://intaps.qc.cuny.edu/pls/qcteams/qcteams.login_pkg.login_form

New York City Department of Education: http://schools.nyc.gov (Includes NYC Performance Standards)

New York State Education Department: http://www.highered.nysed.gov/tcert/

Exam Study Information: http://www.nystce.nesinc.com for Framework/Samples

Workshops On-line: www.childabuseworkshop.com and www.violenceworkshop.com

Teaching Opportunities: www.teachnyc.net

Travel Directions: www.mapquest.com

NYC Bus and Subway Information: http://www.mta.info/

Note: The ‘Google’ search engine is an excellent resource for assistance with preparation of lesson plans, classroom activities, and searching for various publications and research.
REFERENCES


# Important Numbers at Queens College

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<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Elementary &amp; Early Childhood Education Department Main Office</td>
<td>Powdermaker Hall 054</td>
<td>997-5302</td>
</tr>
<tr>
<td>Bursar</td>
<td>Jefferson Hall 200</td>
<td>997-4500</td>
</tr>
<tr>
<td>Registrar</td>
<td>Jefferson Hall 100</td>
<td>997-4400</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Jefferson Hall 202</td>
<td>997-5100</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>Jefferson Hall 117</td>
<td>997-5600</td>
</tr>
<tr>
<td>Graduate Admissions</td>
<td>Jefferson Hall 105</td>
<td>997-5200</td>
</tr>
<tr>
<td>Dean of Education</td>
<td>Powdermaker Hall 100</td>
<td>997-5220</td>
</tr>
<tr>
<td>Office of Teacher Certification</td>
<td>Delaney G10</td>
<td>997-5547</td>
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<tr>
<td>Continuing Education (Seminars)</td>
<td>Kiely Hall 111</td>
<td>997-5723</td>
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<tr>
<td>Field Placement Coordinator</td>
<td>Powdermaker Hall 054</td>
<td>997-5651</td>
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