New York University
Steinhardt School of Education
Department of Teaching and Learning
Office of Clinical Studies

Guide for University Supervisors

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Dear Colleague:

Thank you for the commitment you have made to work as a supervisor of student teachers for the Department of Teaching and Learning of New York University’s Steinhardt School of Education. As a supervisor, you will be a crucial link between the theory disseminated in the University classroom, and the practice in the on-site placement. Your guidance, based on experience and expertise, will help future teachers develop their skills, knowledge, confidence and capacity for reflection within a supportive and personalized setting.

The following guide has been developed to help clarify the role and responsibilities of the University Supervisor, the Student Teacher, and the Cooperating Teacher. If you have any further questions, the staff of the Office of Clinical Studies will be available to answer them.

Welcome to NYU. We hope you will find your work as a supervisor rewarding.

Sincerely,

Dr. Frank Pignatosi,
Director of Office of Clinical Studies

Office of Clinical Studies: 239 Greene St. Second Floor
http://steinhardt.nyu.edu/teacher.education/
Introduction:
This Guide for University Supervisors is your introduction to the Steinhardt School’s Department of Teaching and Learning, and most specifically, to the Office of Clinical Studies, to which you are responsible in your capacity as a supervisor of student teachers. Your role as a supervisor is multi-faceted. You are your students’ instructor, advocate, coach, and above all, their mentor. You also serve as a liaison between the University and the cooperating school, clarifying the goals of the field experience to school faculty and administrators. In addition, you will inform the school of any professional development opportunities available to them at NYU. This guide will provide you with an orientation to our school and department, and give you an overview of your specific responsibilities as a university supervisor.

The Steinhardt School of Education
“The Steinhardt School of Education offers 20 undergraduate programs and more than 80 graduate programs in education, applied psychology, nursing, health, communications, art, music, and the arts professions. Undergraduate programs are based on a strong foundation in the liberal arts. Graduate programs encourage interdisciplinary study within the School and the University. Nearly all programs, whether undergraduate or graduate, place practical training in locations throughout New York City through internships, fieldwork, student teaching, or clinical practice at the center of students' learning.

Education is an instrument for positive change in our world and the means through which the quality of life for all people can be enhanced. At The Steinhardt School of Education, we believe that the successful professional has a global view and sees the connections among communities and cultures. The breadth of professional programs offered by The Steinhardt School of Education is unusual among schools of education. The innovation and sense of involvement is truly unique.”

The Department of Teaching and Learning: Mission Statement
“Teacher education can no longer be limited to the preparation of professionals whose knowledge is solely concerned with the teaching and learning process. Our teachers must be educated to confront directly the lives of today’s students, their families, the school, and the community. Teacher education must be dynamic. Our students must be informed, and our curricula must be continually reformed and revitalized by emerging theory and research in a broad range of specific subjects and foundational disciplines.

1 Steinhardt School, NYU Website: http://www.nyu.edu/steinhardt.nyu, 2004
The Department of Teaching and Learning has organized its courses, developed its programs, integrated university course work with school-based experiences, and designed research, demonstration, and training grants to achieve five goals:

1. to build a department that prepares educators, broadly defined, with a coherent vision of change and of their roles in achieving it;

2. to build an educational community with common themes and understandings that cross traditional conceptions of levels of study, faculty/student roles, academic areas of specialization, and cultures, while recognizing the particular requirements of diverse specializations;

3. to build programs that prepare educators with a solid grasp of the historical forces that have shaped schools, of the philosophical positions that shape ideologies, and of the complexities of learning and teaching in a multicultural, multiethnic world that is constantly subject to change from social, political, and technological forces;

4. to build a scholarly community rooted in reality and firmly committed to improving urban education; and

5. to build a relationship with our students, alumni, field-based professionals, and community that creates support groups and networks that will serve them as they meet the difficulties and challenges of teaching.”

Reflective Practice

The Department of Teaching and Learning is committed to creating a program which nurtures teachers who are life-long learners, who make informed decisions, and who are responsive to the changing needs of their students, schools and communities. As supervisors, one of your primary responsibilities is to help students develop the skills and attitudes of the reflective practitioner. In concert with providing the benefit of your years of knowledge and experience, we ask you to set the stage for students to engage in the constant reflection, critical analysis and inquiry which will lead to their growth. You can do this in your response to student journals, in your post-lesson conferences, in your seminars (where applicable) and through your ongoing contact with each of the students whom you supervise.
The INTASC Standards

The Department of Teaching and Learning of the Steinhardt School has adopted the standards developed by Interstate New Teachers Assessment and Support Consortium as our program standards. These standards are embedded in all the documents, forms, and guidelines utilized in student teaching. We urge you to take the time to read and consider these goals as a conceptual framework for student reflection and ongoing student assessment. These are also the standards we have proposed to TEAC, our accreditation organization, as the means to evaluate the success of our teacher education programs. The standards are as follows:

**Standard 1**: I am learning to understand the central concepts, tools of inquiry, and structures of the discipline(s) that I teach and to create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2**: I am learning how children learn and develop and how to provide learning opportunities that support their intellectual, social and personal development.

**Standard 3**: I am learning how students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners.

**Standard 4**: I am learning to understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard 5**: I am learning how to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active learning and self-motivation.

**Standard 6**: I am learning to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7**: I am learning to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (school, city state, etc.).

**Standard 8**: I am learning to understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Standard 9**: I am learning to be a reflective practitioner who continually evaluates the effects of my choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10**: I am learning to foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

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2 INTASC Interstate New Teachers Assessment Consortium:
http://www.cccso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/
Your Role and Responsibilities as University Supervisor

You will be supervising student teachers in the field for one of the many teacher education programs, both graduate and undergraduate. These include: Childhood Education, Early Childhood Education, Special Education, English Education, Social Studies Education, Science Education, Math Education and Multicultural-Multilingual Studies. Each of these programs will provide you with specific information relating to their program of studies, requirements and their means of assessing student teachers. The following are general guidelines for supervisors:

• Contact student teachers before the semester begins to confirm their placements and to let them know when to report to school. When applicable, you will provide student teachers with the date and time of your weekly on-site seminar.

• Be present on site during the first week of school to meet your students and answer questions.

• Help to clarify the goals and expectations of the field experience to the student teachers, cooperating teachers and school administration. This will include reading and discussing the Student Teaching Responsibilities Contract.

• Arrange for three-way conferences with the student teacher, cooperating teacher and yourself at the beginning and end of term to set goals and evaluate progress, respectively.

• Clearly communicate your criteria for grades in writing.

• Observe student teachers in the classroom at least three times (at least two for all Secondary Ed student teachers in STEI). Visit them weekly if you supervise Childhood, Early Childhood or Special Education; at least once a month for secondary.

• Troubleshoot problems that might arise during the placement. Inform the Office of Clinical Studies of issues which concern you. For placement changes, see addendum, page 10.

• Maintain a file of each student teacher’s lessons, observations, assessment documents and any other significant documentation of their work, to be submitted to the Office of Clinical Studies at the end of the semester.

• Determine a schedule for collection and response to student teaching journals, with specific attention to reflection about teaching and learning.

• Depending on your program, plan and facilitate seminars to explore concerns and experiences as well as timely issues of interest to the teaching profession.

• Provide mid and end-of-term evaluations, as determined by program.

• Submit grades for student teachers.
• Review the cooperating teachers’ evaluations of student teachers. (See “Assessment and Grading of Student Teachers”)

• Submit Cooperating Teacher Information form to the Office of Clinical Studies. Enter your feedback on cooperating teachers on the web site at the end of the semester.

• Collect time sheets.

• Attend supervisors' meetings at the University.

Special Education Supervisors must comply with the above, and in addition:

• Provide clear explanations of Special Education assignments. These will be provided to you in a separate document by the Director of Special Education.

• Where appropriate, coordinate with the general ed supervisor to participate in some on-site seminars.

Before the Semester Begins
Well before the beginning of the semester supervisors will be asked to determine the number of placements available at your school, and in what grades. The Office of Clinical Studies will subsequently forward you a list of student teachers, along with their contact information. You, in turn will contact each of your student teachers, preferably by e-mail, with information including the name and room number of the cooperating teacher. Those of you leading on-site seminars will also confirm the dates, time and location of your seminar. You should request confirmation by e-mail and contact by phone those students who do not respond. Encourage students to communicate as early as possible with their cooperating teachers, when possible, setting up a date to visit the classroom and introduce themselves.

Beginning the Semester
Have the following checklist handy as you begin your semester:

____ I have met the school contact person.
____ I have a room secured for seminar. (If applicable.)
____ I have contacted and received responses from all of my student teachers.
____ My students have my e-mail, phone numbers and schedule for visits.
____ I have prepared a syllabus or letter stating my requirements and criteria for grades.
____ I have arranged a three-way conference for each of my student teachers.
____ I have a schedule of the days and hours during which my student teachers are on site.

During the fall semester students should try to go in before the first day, when possible, to see how the room gets set up, and to try to be of some assistance. During the spring semester, students begin teaching as soon as the NYU semester begins. Students should plan to teach according to their school’s schedule. That means that during the spring semester, they will teach during the NYU spring break. In the event that they are unable to do so, they must make arrangements with their cooperating teacher and supervisor. (The site schools all have a week
off in February and another during the spring.) Supervisors with on site seminars should plan their first meeting during the first week of classes.

It is important that you be present at your sites on the first day of school, or within the first two or three days if you have more than one site. This will enable you to introduce yourself to students and cooperating teachers, and answer any initial questions they may have. Plan to begin visiting your classrooms to get familiar with them and with your student teachers before you begin to conduct your formal observations.

The Initial Three-Way Conference
As early as possible you should hold a three-way conference with your student teacher and the cooperating teacher. At this time you will set the tone for a collaborative and supportive semester. It is important that all of the parties involved fully understand and agree to their responsibilities. By asking the cooperating teacher to review the contract with us, we are emphasizing the needs of the student teacher as they enter this stage of their professional development. Encourage the student teacher and cooperating teacher to share what their hopes and expectations are for the semester, and ask any questions they might have.

Make sure that they’ve filled out a Cooperating Teacher Information form, and that you have their name and address for tuition reimbursement. Make cooperating teachers aware that they will be awarded three tuition credits for every student teacher they supervise. If a student teacher works with more than one teacher, only one may receive the tuition credit. If there are two teachers, they must decide who is eligible for the tuition remission. Credits are not transferable.

This is a good time to review the role and responsibilities of the cooperating teacher in the student teacher’s experience, provide the cooperating teacher with a blank copy of the Supervisor’s Visitation Log, and share the Student Teaching Responsibilities Contract with the cooperating teacher. You may refer to following section:

Observation of Student Teachers
Expect to visit your student teachers once a week; once a month for those student teaching in secondary schools. At least two of these visits should be formal observations for which your student teacher will provide you with a lesson plan, and about which you will confer as soon as feasible. Attach the student’s lesson plan and/or Reflective Practice form to the Supervisor’s Visitation Log. Provide the student teacher with a copy of the Supervisor’s Visitation Log. Student teachers of Childhood/Early Childhood Education are also required to write a Reflective Practice form after conferring with you. The conference is your primary means of supporting the student teacher. Ask your student teacher what he/she felt went well and allow ample time for them to reflect and speak about the lesson. After allowing for their reflection, you may choose to add your insights. Find the positive aspects of the lesson and celebrate them. Be sure to review and comment on the clarity and appropriateness of the student’s lesson plan. As soon as possible, provide your student teacher with your written response to their lesson and to your conference. If you are concerned about your student teacher’s progress or practice, use the conference time to develop an improvement plan.
The Student Teaching Journal
Each supervisor has his/her own system for reading and responding to journals. Student teachers should be keeping a daily journal of their experiences and reflections and should choose the most significant of these to use for their reflective entry for their supervisor. These might be episodes that enlightened or disturbed the student teacher, but they should be reflective in nature.

Weekly On-Site Seminars
Those of you who are supervising an on-site seminar should have secured a room for this purpose and communicated day, time and location to your student teachers. The seminar is a course requirement, and attendance is mandatory. Student teachers’ attendance, punctuality and participation in seminar should be factored into their grades. Supervisors must submit a copy of the syllabus or list of topics of their on-site seminar to Office of Clinical Studies by the second week of the semester.

The Culminating Three Way Conference
At the end of the semester, it is important to schedule a culminating three way conference. At this time, you will elicit the cooperating teacher’s feedback on the progress and practice of the student teacher, and to ask the student teacher to reflect on his/her growth over the course of the semester. It may also be an opportunity to collect from the cooperating teacher their assessment of the student teacher. The form of assessment will depend on the program.

Assessment and Grading

Assessment
Assessment occurs throughout the semester and in many forms. Each time you confer with your students, or respond to their journals, you are assessing them and assisting them to reflect, thereby joining you in the process of evaluating their growth. In addition, the mid-term and end-of-term assessment documents, and your response to them, will provide a formal means of evaluation of the student teacher. Finally, the input from the cooperating teacher, during three way conferences and informal consultations throughout the semester will be essential in informing your evaluation of the student teacher.

Your program director will indicate which form of assessment you will be using.

Grading
It is essential that you inform your students in writing about your criteria for grading. In general, you should consider formal and informal observations, journal reflections, feedback from the cooperating teacher, attendance and punctuality to school and seminars, and the mid and end of term documents.

Students earning C or less will not receive the University’s recommendation for certification. If you feel that your student teacher is performing poorly, it is essential that you intervene as early as this becomes evident. Remember that you are their instructor, advocate and coach. You are charged with the responsibility of creating a plan to help them succeed. This may require additional conferences and observations, or other means of supporting your students in
improving their practice. If you feel these interventions have not succeeded, please inform the Director of Clinical Studies, Dr. Frank Pignatosi, as early as possible.

**Role of the Cooperating Teacher**

No one person is more crucial than the cooperating teacher in providing a supportive environment to the student teacher. As supervisors, we must acknowledge and respect the commitment of time and effort the classroom teacher will be making. The cooperating teacher serves as the on-site mentor and as such has agreed to:

- Introduce the student teacher to other faculty, school resources and facilities.
- Inform the student teacher of on-site staff development opportunities.
- Brief the student teacher on procedures and routines of the school and classroom.
- Share instructional philosophies and methodologies used in the classroom and school.
- Introduce the student teacher to the students as a co-worker and professional, and continue that support throughout the semester.
- Assist the student teacher in assuming increasing teaching responsibilities appropriate to the expectations of the program and level of study.
- In addition to daily supervision and communication, the cooperating teacher will establish a set time to meet with the student teacher to provide feedback on practice and to plan instruction for which the student teacher will be responsible.
- Talk with the student teacher about his/her professional growth.
- Provide information regarding student diversity and the implications for teaching.
- Participate in three-way conferences with the student teacher and the university supervisor.
- Sign time sheets.
- Provide a written evaluation at the end of the semester.
- Read the Student Teacher Responsibilities Contract and assist the student teacher in fulfilling his/her requirements.

**Cooperating Teacher Information and Feedback**

Each semester, you will be asked to collect the cooperating teachers’ information. There is a Cooperating Teacher Information Sheet you can distribute to your student teachers to facilitate the collection of this information. You must submit a completed information sheet for each cooperating teacher by the end of September in the fall semester and by the Winter Recess week in the spring semester. At the end of the semester, you will be asked to go to [http://steinhardt.nyu.edu/teacher.education/](http://steinhardt.nyu.edu/teacher.education/), and submit your feedback on the cooperating teachers.

**Reimbursement of Travel Expenses**

Supervisors will be reimbursed for their transportation costs by subway from the University to the sites where their students are teaching, and between multiple sites. If a student is placed outside of New York City and public transportation is inconvenient, you may use your car and the University will reimburse you for mileage to and from NYU, or from your home, should that be a shorter distance.
**Tuition-Free Courses for Cooperating Teachers**
Cooperating teachers who have completed a semester of mentorship are entitled to one three-credit course at NYU. Be sure the cooperating teachers have submitted their evaluations of student teachers before you recommend them for credit. They will receive a voucher in the mail, which will be accepted for up to one year from the completion of the semester.

**End of the Term**
Have this checklist available at the end of the term.

- I have completed end of term evaluations, or response to self-assessments, as determined by the curriculum area.
- I have submitted my grades to the Office of Clinical Studies.
- I have instructed students teachers to complete on-line evaluations of cooperating teachers and university supervisor, and arranged for their collection.
- I have collected cooperating teachers’ evaluations or responses to assessments, as determined by the curriculum area.
- I have completed student teaching file to include visitation logs, lesson plans, reflective practice forms, time sheets, assessment documents. I have submitted in this folder to field placement coordinators.
- Be sure cooperating teachers have completed their required evaluation of student teacher.

**Student Teacher Placement Changes**
In the event that a student teacher or a cooperating teacher requests a change of placement, or in the case where a supervisor of student teachers has reason to believe that a change might be beneficial, the following procedure must be followed:

1. **Immediately notify** the Office of Clinical Studies of the events and circumstances that are of concern. If appropriate, provide written documentation of the events and circumstances that led to this situation.
2. Make an appointment and meet with Director of Clinical Studies to determine a course of action.
3. In cooperation with Office of Clinical Studies, involve faculty advisors.
4. Subsequent to discussions with Office of Clinical Studies and the appropriate faculty member(s), initiate a three way conference at the school to discuss the issues and look for solutions.
5. Participate in a conference with the school administration and Director of Clinical Studies about the concerns.
6. Maintain advisement and collaboration with the faculty advisor and Director of Clinical Studies on the progress of the situation.
7. Continue to monitor and evaluate the situation closely.

Moving the student should be the last resort after all other options have been exhausted.

**Obligation to Report Child Abuse, Misconduct or Harassment**
All students must receive a copy of Student Teacher Protocol for Reporting Suspected Child Abuse, Misconduct or Harassment.
1. *Harassment* is considered student-to-student verbal or physical sexually related behaviors. Please be sure that all of your students know that they have the responsibility to *immediately* report to their cooperating teacher, or if s/he is not available, to the assistant principal or principal any information concerning physical or sexual abuse, or harassment of students, whether on or off the school premises. The supervisor and the Office of Clinical Studies must also be notified.

2. *Misconduct* is adult-to-student verbal or physical sexually related behaviors. Please be sure that all of your students know that they have the responsibility to *immediately* report to their supervisors, or if s/he is not available, to the Office of Clinical Studies, any information concerning misconduct. Students should NOT report any alleged misconduct by school personnel to school officials before having notified their supervisor or the Office of Clinical Studies.
Student Teaching Responsibilities Contract

As I begin my field experience, I understand the importance of using every opportunity to make my student teaching a constructive learning moment. I am committed to maintaining a professional demeanor in doing so. The following responsibilities constitute the minimum criteria necessary for a successful placement and are key components in my final evaluation. Therefore, I agree to:

- Read the student teaching handbook and know its content.
- Read and understand the Student Teacher Protocol for Reporting Suspected Child Abuse, Misconduct or Harassment.
- Submit my Student Teaching Health Assessment Form for the current year.
- Exchange phone numbers and e-mail addresses with my cooperating teacher and supervisor as soon as my placement is confirmed.
- Be punctual and prompt in all my appointments and with all my assignments.
- Be mindful of the appropriate dress and appearance commensurate to my role as a teacher.
- Be professional in my relationship with the teaching community by being mindful of the school's rules and regulations and being respectful in communicating with my cooperating teacher and university supervisor.
- Confer regularly with my cooperating teacher and university supervisor regarding professional concerns, interests, questions, or problems.
- Notify my NYU supervisor immediately when a problem arises.
- Make regular entries in my student-teaching journal and submit them in a timely fashion.
- Learn my students’ names and work to develop an appropriate rapport with them.
- Make every effort to become involved in school life through such means as attending faculty meetings, parent conferences and after-school activities.
- Participate in professional development days with the school faculty.
- Familiarize myself with the community in which the students live, as well as the neighborhood of the cooperating school.
- Take initiative for assuming increasing teaching responsibilities appropriate to the expectations of my program and level of study.
- Become acquainted with the existing curriculum and materials.
- Strive to implement the methods and strategies I have learned in my courses.
- Write lesson plans for all lessons I teach and make them available to my supervisor and my cooperating teacher.
- (riders may be added by university supervisor)

I have read and understand the requirements stipulated in this contract.

Student’s Name ____________________________________ Date __________________________

Student Signature __________________ Coop Teach Signature _______________________

University Supervisor Signature ____________________________
Cooperating Teacher Information

Supervisor’s Name: _____________________________

Semester: Spring _____ Summer _____ Fall _____ Year: __________

Student Teacher’s Name: ___________________________ ______________________

CT’s Last Name: _________________________________________________ _______

CT’s First Name: _________________________________________________ _______

E-mail Address: _________________________________________________ ________

Phone: _________________________________________________ ________________

Local Address: _________________________________________________ _________

City/State:  ________________________________________________ _____________

Zip Code: __________________________________________________________

School: __________________________________________________________

Grade Level (lowest grade if multi-level): ________________________________

Subject Area: ______________________________________________________
Cooperating Teacher Roles and Responsibilities

The purpose of field placement is to provide a situation in which the student teacher can experience the real world of teaching in a supportive environment. No one is more central to that goal than the cooperating teacher, who has agreed to be the student teacher’s on-site mentor and to involve the student teacher in the daily classroom routine. Specifically the cooperating teacher has agreed to:

• Introduce the student teacher to other faculty, school resources and facilities.

• Inform the student teacher of staff development opportunities on site.

• Brief the student teacher on procedures and routines of the school and classroom.

• Share instructional philosophies and methodologies used in the classroom and school.

• Introduce the student teacher to the students as a co-worker and professional, and continue that support throughout the year.

• Assist the student teacher in assuming increasing teaching responsibilities appropriate to the expectations of the program and level of study.

• In addition to daily supervision and communication, the cooperating teacher will establish a set time to meet with the student teacher to provide feedback on the student teacher’s practice and to plan instruction for which the student teacher will be responsible.

• Talk with the student teacher about the student teacher’s professional growth.

• Provide information regarding student diversity and its implications for teaching.

• Participate in three-way conferences with the student teacher and the student teacher’s university supervisor.

• Read the student teacher’s contract and assist the student teacher in fulfilling the student teacher’s requirements.

• Sign the student teacher’s time sheets.

• Provide a written evaluation at the end of the semester.
Student Teacher Protocol for Reporting Suspected Child Abuse, Misconduct or Harassment

All student teachers who witness a suspected incident of physical, emotional, or verbal abuse or harassment involving classroom students or adults, must take the following steps:

- Contact your NYU supervisor and provide a brief, verbal description of what you observed. If supervisor is unavailable, do not leave a message; you must contact one of the following people in the Office of Clinical Studies:

  - **Field Placement Coordinator of Early Childhood, Childhood, & Special Education students**
    
    Beth Markowitz
    Phone: (212) 998-5291
    Email: bm71@nyu.edu

  - **Field Placement Coordinators of Middle School & High School students**
    
    Jay Hecht
    Phone: (212) 998-5487
    Email: jh1095@nyu.edu

    Or

    Elliot Levy
    Phone: (212) 992-9482
    Email: ell204@nyu.edu

  - **Director of the Office of Clinical Studies**
    
    Frank Pignatosi
    Phone: (212) 998-5481
    Email: fp6@nyu.edu

- Report the incident to the cooperating teacher and/or school building administrator immediately.

- Prepare a confidential written report of what you observed that is fact-driven and unbiased. This document must be provided to your supervisor immediately, and a copy should also be retained for your personal file.
Steinhardt School of Education  
Department of Teaching and Learning  

**SUPERVISOR’S VISITATION LOG**

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Time</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>Supervisor’s Name</td>
</tr>
<tr>
<td>Type/Topic of Lesson</td>
<td>Whole Class  Small Group  # of Students</td>
</tr>
</tbody>
</table>

**Evidence:**

- Planning and Preparation
  1. Pedagogical Content Knowledge
  2. Knowledge of Content Standards
  3. Long/Short Term Planning
  4. Constraints on Teaching and Learning
  5. Criteria and Standards
  6. Feedback, Reflection and Use for Planning

- Classroom and Environment
  7. Student Teacher Interaction with Pupils
  8. Classroom Interaction
  9. Functioning of Learning Groups
  10. Transitions
  11. Materials and Supplies
  12. Mutual Expectations
  13. Awareness of Pupil Behavior

- Instruction
  14. Clarity of Goals
  15. Knowledge of Students: Pupils’ Skills, Knowledge, Interests, Learning Styles, Instructional Needs
  16. Student Teacher/Pupil Communications
  17. Discussion Patterns

- Professional Responsibilities
  18. Relationships with Adults: Supervisor, Cooperating Teacher, Other Student Teachers, School Staff, & Parents/Guardians
  19. Cultural Context of School and Community
  20. Use in Future Teaching

**Recommendations:**
Guidelines to the Supervisor’s Visitation Log

1. You may write up your observation directly on the Visitation Log sheet or simply write it up elsewhere and attach it to the Visitation Log sheet.
2. Use the recommendation space to list advice, concerns, and/or suggestions for the future observations.
3. Make sure your student teacher receives a hard copy or an electronic copy of the Visitation Log.
4. You must attach the lesson plan and/or the Reflective Practice form to the Visitation Log sheet.
5. Supervisors in Early Childhood, Childhood, and Special Education must submit at least three Visitation Logs per student per semester. At least two of the Visitation Logs should refer to formal visits, while one may be of an informal visit (hence lacking a lesson plan).
6. Supervisors in Secondary Education programs must submit at least two Visitation Logs for students in their Student Teaching Experience I and at least three Visitation Logs for students in their Student Teaching Experience II.