



# Student Teaching in NYC: Discussion of Trends and Best Practices

**Luisa Paningbatan**  
**Donald Garner**

*Office of Teacher  
Recruitment and Quality*

# Agenda

- I. Welcome and Introduction
- II. Think-Pair-Share
- III. Session Goals
- IV. Key Findings
- V. Reflection
- VI. Best Practices
- VII. Group discussions
- VIII. Share out



# Think-Pair-Share

- 1) What do you want student teachers to take away from their student teaching experience?
- 2) What is the greatest strength of your school's student teaching program?
- 3) What is one issue that you would like to improve in your student teaching program?



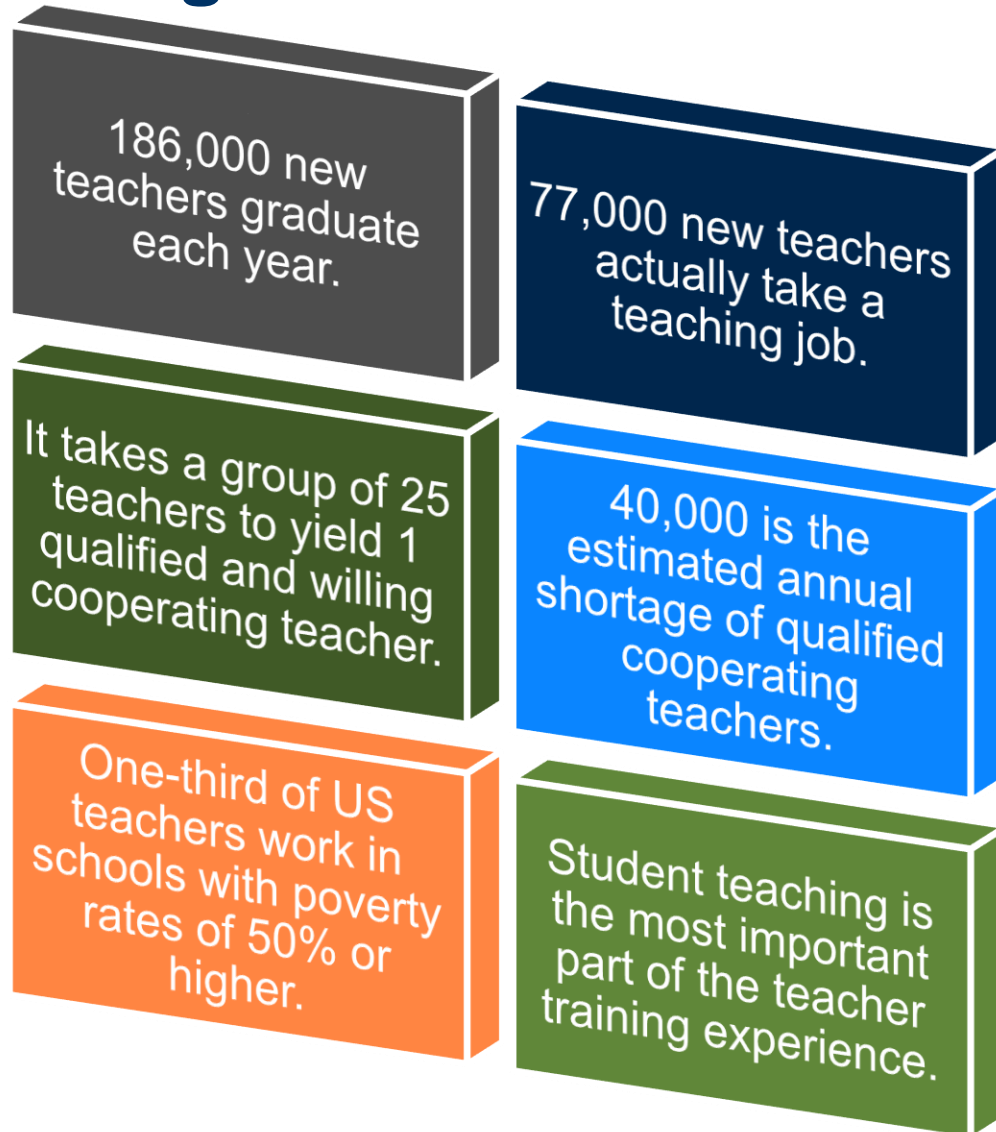
# Participants will be able to...

- Engage in conversations on ways to best leverage the student teaching experience to most effectively prepare current student teachers to teach in NYC public schools
- Examine current student teaching needs by utilizing key national and NYCDOE findings
- Develop initial ideas on how to continually enhance the student teaching experience within your respective colleges and universities



# Data Findings

# National findings



Source: Student Teaching in the United States, National Council on Teacher Quality, 2011

***Eighty-five percent*** of student teachers felt that their student teaching in NYC is **influential** in their decision to pursue a teaching position in the NYC school system.

The ***majority*** of past student teachers who are currently teaching feel that their student teaching placement is **not at all similar** to where they are currently teaching.

***Regular feedback/meetings with cooperating teacher focused on improving instructional techniques*** was the **most helpful** experience in student teaching.

Student teachers found their cooperating teachers were **most helpful** and **supportive** in ***allowing opportunities to instruct***

***One-fifth*** of last year's student teachers are **not currently in the teaching profession.**

***Our student population*** is the **most appealing** reason to teach in NYC public schools.

**One-fifth** of last year's student teachers are **full-time teachers** in NYC public schools.

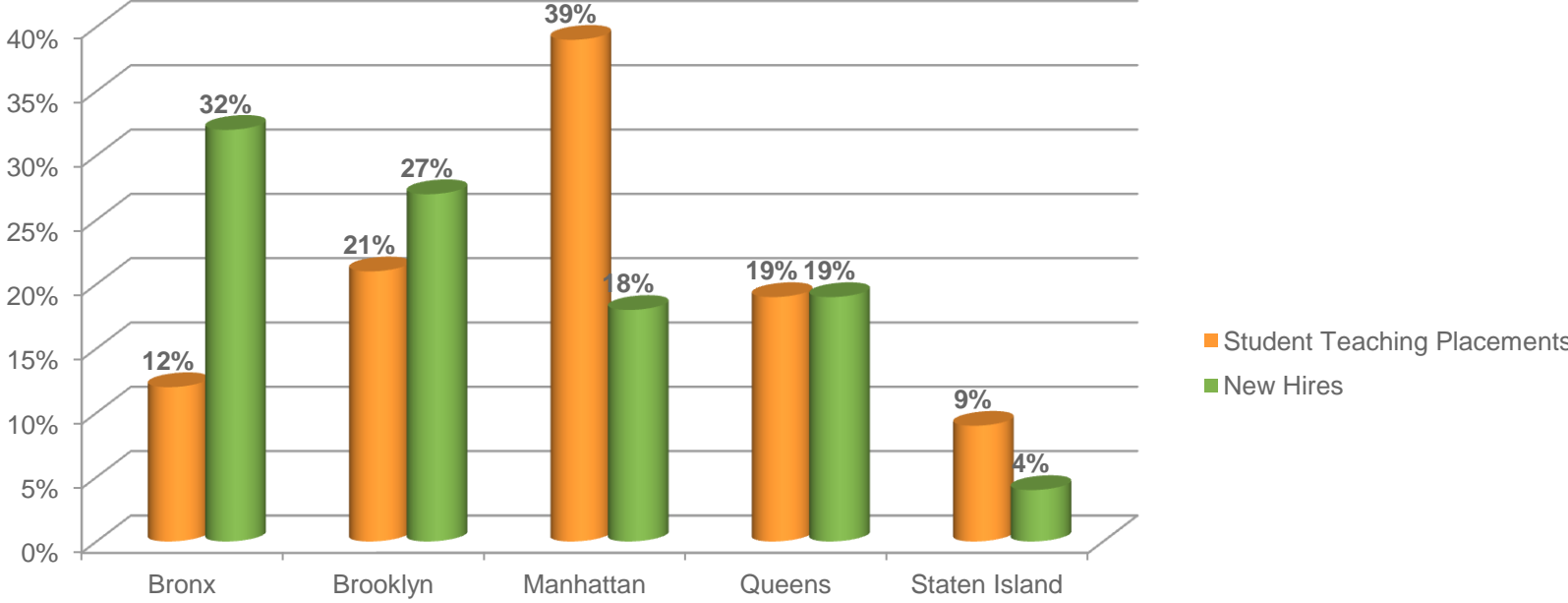
## DOE Student Teaching Survey Results

# Recurring Themes from Student Teaching Survey Results

- More and longer opportunities to teach within the classroom
- Opportunities to meet/network/collaborate with other student teachers
- Specific strategies for behavioral/classroom management
- Working with students in a high-needs school
- Being able to experience every aspect of education such as special education, ESL, counseling, etc.
- Feedback from cooperating teachers and peers for lessons taught
- Technology seminars and professional development
- Lesson planning (especially differentiating and structuring of lessons)

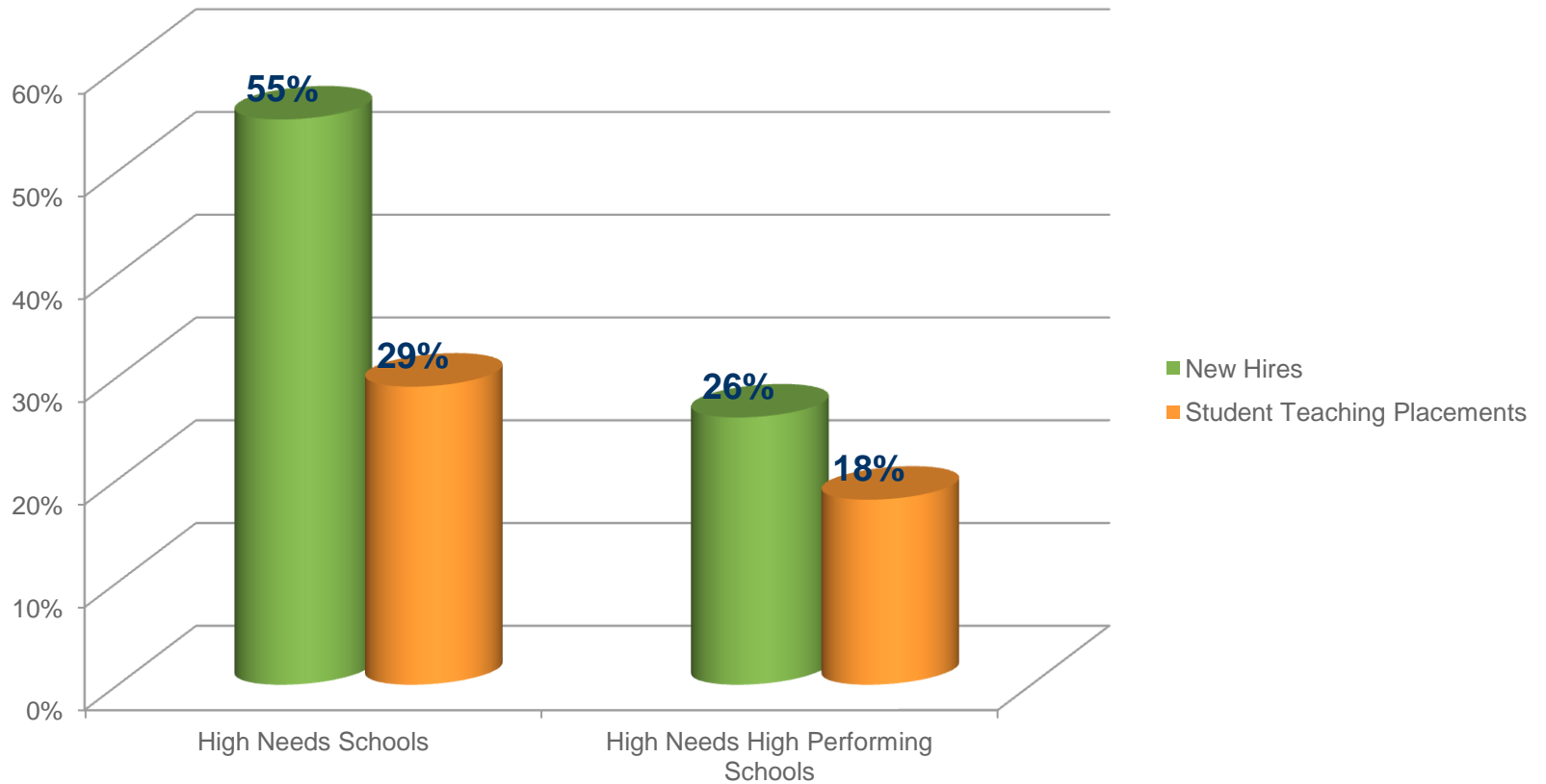


# Student Teacher Distribution by Borough

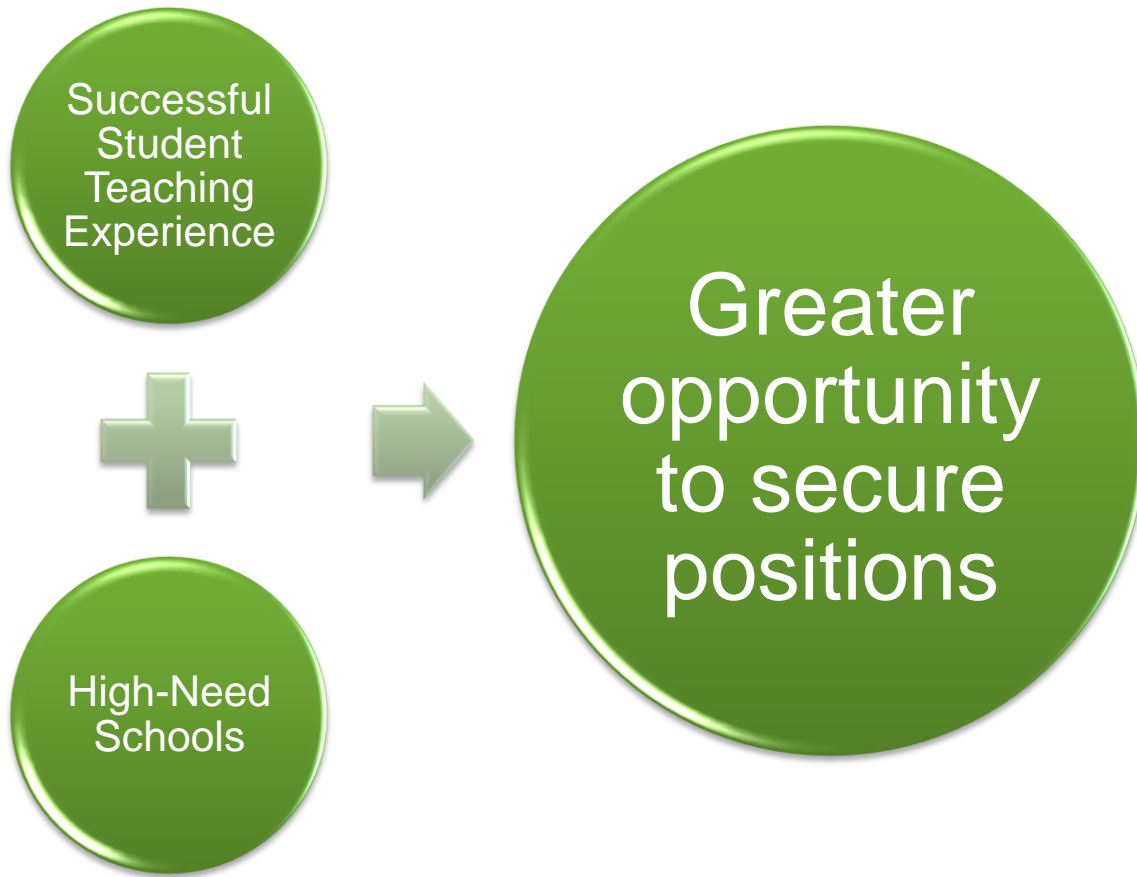


# Student Teacher Distribution by High Need Schools

In 2010-2011, only **29%** of student teachers were placed in high need schools. Yet, **over half** of all new teacher hires took positions in **high-need schools** for the 2011 school year.



# What does this mean for student teachers?



# Reflection

How can the findings presented help develop your student teaching program?



# Best Practices in Student Teaching

# Student Teaching Experience

- ✓ Field experience should last for at least 10 continuous weeks (full-time)
- ✓ Student teachers should be paired with experienced/high-performing cooperating teachers
- ✓ Student teacher coordinators should conduct structured observations at least three times for each student teacher
- ✓ Student teachers should constantly receive feedback from student teaching coordinators and cooperating teachers
- ✓ Provide professional development to student teachers outside the field experience
- ✓ Student teachers are evaluated on performance and readiness to enter the teaching profession



# Cooperating Teachers

- ✓ Have at least three years of teaching experience in the subject area in which their student teacher is earning their certification
- ✓ Have a track record of having a positive impact on student learning
- ✓ Be well versed in the Charlotte Danielson's Framework or the teaching competency framework being used at your school as well as the Common Core Learning Standards and use these standards to help guide your daily practice
- ✓ Have the capacity to frequently and effectively provide instructional and classroom management feedback and track the progress of their student teacher
- ✓ Model and provide various strategies for effective instruction and classroom management
- ✓ Facilitate observation of other effective teachers in same or related grade/subject area

# College and University Partners

- ✓ Place high-performing student teachers in high-need schools
- ✓ Utilize a selective process when identifying participating schools and cooperating teachers
- ✓ Be strategic in matching student teachers with effective cooperating teachers
- ✓ Provide mentorship training to cooperating teachers
- ✓ Ensure that student teachers being sent to schools are in good academic standing and academically prepared for student teaching
- ✓ Create a diverse pool of student teachers from a variety of subject areas (emphasis on high-need subject areas)
- ✓ Work together as a faculty to enhance practical and theoretical elements of student teaching coursework



# Group Discussion

# Guiding Questions

- 1) What 2-3 actions steps can your individual institutions commit to in order to maximize the student teaching experience?
  - ❖ Identifying school placements in high-need high-performing schools
  - ❖ Selection of high-quality cooperating teachers
  - ❖ Ensuring that student teachers receive frequent and effective feedback
- 2) How can the DOE support Schools of Education in this endeavor?

# Share Out

# FOR MORE INFORMATION

Luisa Paningbatan  
Program Manager, Teacher Applicant Services  
718-935-3567  
[apaningbatan@schools.nyc.gov](mailto:apaningbatan@schools.nyc.gov)  
teachnyc.net

Donald Garner  
Recruitment Manager (Bronx)  
718-935-4805  
[dgarner4@schools.nyc.gov](mailto:dgarner4@schools.nyc.gov)