Cooperating Teacher Handbook

Office of Professional Education Field Experience

2012
Conceptual Framework for Teacher Education at Marywood University (Initial Programs)

We believe that faculty and prospective educators should be liberally educated professional persons who can effectively communicate with students, colleagues and parents. They model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students: mastery of a dynamic body of knowledge, creativity, problem solving, active learning, intellectual excitement, lifelong reflective learning, cooperation and collaboration, responsible work habits, wellness, respect for and integration of individual, group and cultural differences, and civic responsibility for an interdependent and just world. They strive to promote learning in a developmentally appropriate, technologically rich, and affirming environment.

Competencies for the Teacher Candidate Program

To prepare prospective educators to realize the vision presented in the conceptual framework, the Teacher Education Program seeks to develop experiences that allow candidates to develop the following competencies.
(InTASC, Chapter 354)

Competency:

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. The teacher plans instruction that supports every student in meeting rigorous
learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, information literacy, collaboration and supportive interaction in the classroom.

We recognize dispositions that we as a department value must be observable in our teacher candidates.
Throughout course work and in the field experience program we will evaluate each candidate's ability to:

- Act as a professional person
- Effectively communicate
- Cooperate and collaborate with others
- Demonstrate respect for individual, group, and cultural differences

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<thead>
<tr>
<th>Components of conceptual framework</th>
<th>Corresponding courses</th>
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<tbody>
<tr>
<td>Liberally educated person... who demonstrates mastery of a dynamic body of knowledge... Intellectual excitement, lifelong reflective learning...civic responsibility for an interdependent and just world</td>
<td>Marywood University core curriculum</td>
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<tr>
<td>Creativity, problem-solving, developmentally appropriate, active learning</td>
<td>All Curriculum and Instruction courses (EDUC 309/470 F, G, H, L, M, N; EDUC 300, 301/EDUC 508; EDUC 510, EDUC 310F, M)</td>
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| Cooperation and collaboration | EDUC 311: Educational Psychology/EDUC 523  
411 B (secondary content area methods)  
SPED 100/507 Introduction to Characteristics of Students with Disabilities |
| Technology rich environment | All Education courses and field experiences |
| Respect for and integration of individual, group and cultural differences | EDUC 414 Social Foundations/EDUC 502 Multidisciplinary Foundations  
EDUC 411A Effective Instruction for Secondary and K-12 settings  
SPED 100/507 Introduction to Characteristics of Students with Disabilities  
SPED 300/511 Curriculum Adaptations  
SPED 367/539 Classroom Behavior Management  
EDUC 461/561 Methods, Materials and Assessments for ELL |
<p>| Responsible work habits | Field experiences, practicum, and student teaching |</p>
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<tr>
<td>1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Through participation in the field experience program, prospective teachers observe developmentally appropriate learning experiences. (EDUC 001-005) Prospective teachers study cognitive, affective, social, physical, and emotional development through readings, lectures, discussions, and learning activities. (EDUC 311/523, PSY 214/252/514) Prospective teachers plan real and/or hypothetical learning activities that apply information on human development. (EDUC 309/470D,F,G,H,M,N, EDUC 310F and 310M, EDUC 311, 411A, 411B) Principles of development and the teaching/learning process are presented to prospective teachers through lecture, discussion, and various learning activities. (PSY 214/252/514, EDUC 311/523) Through participation in field experience, prospective teachers observe developmental principles as they relate to the teaching/learning process. (EDUC 001-005, 311/523, and</td>
<td>Tests/Quizzes in PSY 214, PSY252 and EDUC 311, PSY 514, EDUC 523 Lesson plan observations Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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<td>2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>Prospective teachers examine minority cultural heritage, stereotypes and socialization related to education. (EDUC 311/523, PSY 214/252/514) Prospective teachers examine how students differ in ability and plan experiences based on the needs of diverse learners. (S ED 100/507, 300/511, EDUC 461/561, EDUC 420/520) Candidates plan lessons that differentiate instruction based on the learner's needs. (EDUC 311/523, S ED 300/511, EDUC 561)</td>
<td>Class Presentation Test/Quiz In EDUC 311 Contextual Factors Paper Practicum observations Differentiated Lesson plans Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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<td>3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
<td>Prospective teachers integrate motivational techniques into all lesson plans. (EDUC 309/470D,F,G,H,M,N and EDUC 310F and 310M, EDUC 411A, 442) Candidates observe classrooms and complete tasks that focus on learning environment in social interactions. (EDUC 100, 101)</td>
<td>Practicum observations Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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<td>4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline</td>
<td>Prospective teachers plan activities, lessons, and units that incorporate various Instructional strategies: ...in elementary block courses (EDUC 309/470D,F,G,H,M,N</td>
<td>Praxis II Practicum observations Lesson Plans Teacher Work Sample Final Evaluation of Teacher Candidate</td>
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accessible and meaningful for learners to assure mastery of the content.

and EDUC 310F and 310M)

...In general and specific methods courses for secondary and K-12 certification programs (EDUC 411A, 411B)

Information on Instructional strategies, as they relate to learning theory, is studied in Educational Psychology. (EDUC 311/523)

Material relating to varying Instructional strategies for populations with special needs is a component of a special education course required of all elementary and secondary certification students. (S ED 100/507, S ED 300/511)

Prospective teachers Integrate various Instructional strategies throughout the day during the student teaching experience. (EDUC 442)

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<td>5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>Prospective teachers plan lessons, and units of instruction that incorporate various Instructional strategies in methods courses: (EDUC 309/470D,F,G,H,M,N, and EDUC 310F and 310M, EDUC 411A) Instructional strategies for differentiating instruction are studied in S ED 100/507, 300/511, EDUC 420/520 and EDUC 311. Candidates prepare lessons throughout student teaching that incorporate a variety of Instructional strategies.</td>
<td>Lesson Plans Unit Plan Math Tutorial Practicum observations Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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<td>6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</td>
<td>Formal and Informal assessment techniques are presented through lecture, discussion. Prospective teachers are required to develop a teacher-made test. (EDUC 311/523) Prospective teachers include assessment techniques on all lesson plans completed in course work and in field work. (EDUC 309/470D,F,G,H,M,N, EDUC 310F and EDUC 310M, EDUC 411A) Prospective teachers use assessment data to adjust instruction as evidenced on the teacher work sample. (EDUC 442)</td>
<td>Practicum observations Assessment tools and /or rubrics developed for lesson plans Teacher-made test Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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<tr>
<td>7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>All lesson plan assignments require candidates to cite state and/or national standards. (EDUC 309/470D,G,H,M,N, EDUC 310M, and EDUC 310F, SED 100/507, EDUC 311, 411A) Prospective teachers reflect on contextual factors of a classroom and discuss the impact of these factors on instruction. (EDUC 311/523) During student teaching candidates plan an Instructional unit that considers contextual factors of the classroom, school and district.</td>
<td>Practicum observations Lesson Plans Final Evaluation of Teacher Candidate Form Lesson Plan Evaluation Form Teacher Work Sample PDE 430 Form Program Completer Survey</td>
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<td>8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
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<td>9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td>Prospective teachers complete reflective logs during practicum and student teaching. (EDUC 005, EDUC 442) Candidates are strongly encouraged to join department organizations such as Student PSEA, CEC, Kappa Delta Pi and/or professional organizations such as NAEYC, NCTM, NPRA. Prospective teachers complete a teacher work sample during the student teaching experience that requires reflection on instruction and suggestion for improvement that are grounded in research. (EDUC 442)</td>
<td>Reflective Logs Attendance at professional organization meeting or professional development seminar Teacher Work Sample Final Evaluation of Teacher Candidate Form</td>
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<td>10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td>Prospective teachers study various forms of teacher/parent communication. (EDUC 311/523, S ED 100/507) Additionally, they have numerous opportunities to interact with parents during the student teaching experience. (EDUC 442)</td>
<td>Teacher Candidate Final Evaluation Form PDE 430 Form Program Completer Survey</td>
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<td>11. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, information literacy, collaboration and supportive interaction in the classroom.</td>
<td>Prospective teachers create electronic portfolios in EDUC 100, 101, attend workshops and create products for the following software technology: PowerPoint Excel Smart Board Video Inspiration (EDUC 311/523, EDUC 420/520)</td>
<td>Presentations in various classes Electronic Portfolio Design Technology Workshop Products Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</td>
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Conceptual Framework for the Preparation of Other Professional School Personnel (advanced programs)

Advanced programs challenge faculty and candidates to be leaders in the educational community, integrate knowledge and action, be thoughtful consumers and producers of scholarship and research, be proactive instruments of change and innovative and reflective practitioners committed to the development of student potential. They are expected to communicate effectively with all constituents in response to ambiguity and diversity in a technological, global community.

Relationship between the conceptual framework and courses for advanced preparation

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<tr>
<th>Components of Conceptual Framework</th>
<th>Corresponding Courses</th>
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<tbody>
<tr>
<td>Integrate knowledge and action...thoughtful consumers and producers of knowledge</td>
<td>EDUC 501</td>
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<tr>
<td></td>
<td>Completion of thesis, professional contribution or action research project</td>
</tr>
<tr>
<td>Proactive instruments of change and innovation...communicate and collaborate with all constituents</td>
<td>Internship courses</td>
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<tr>
<td>Reflective practitioners committed to the development of student potential ...understanding of the ambiguity and diversity in a technological, global community</td>
<td>All core classes&lt;br&gt;PSY 514: Human Development&lt;br&gt;EDUC 502: Multidisciplinary Foundations of Education&lt;br&gt;EDUC 554: Contemporary Learning Theories&lt;br&gt;EDUC 561: Materials, Methods and Assessment for ESL&lt;br&gt;SPED 507: Characteristics of Students with Disabilities&lt;br&gt;SPED 511: Curriculum Adaptations&lt;br&gt;SPED 539: Classroom and Behavior Management</td>
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COOPERATING TEACHER CHECKLIST

A. Received From Marywood
   ______ Student Teacher’s Data Form
   ______ Bi-Weekly Teacher Candidate Evaluation Forms
   ______ Lesson Evaluation Forms
   ______ Final Evaluation Form
   ______ University Supervisor Evaluation Form
   ______ Handbook

B. Procured Materials from My School for My Teacher Candidate
   ______ School Calendar
   ______ School Handbook on Policies and Procedures
   ______ Classroom Schedule
   ______ Textbooks, Guides, and Resources

C. Orientation Phase
   ______ Submitted Cooperating Teacher information and Request for
     Remuneration forms to the Field Experience Office
   ______ Prepared pupils for arrival of teacher candidate
   ______ Organized materials
   ______ Attended Cooperating Teacher’s workshop at Marywood University
   ______ Reviewed “The Cooperating Teacher” Handbook
   ______ Held a pre-observation conference with teacher candidate
   ______ Held initial conference with University Supervisor

D. Participation Phase
   ______ Held pre-teaching conference with teacher candidate
   ______ Held impromptu conferences
   ______ Collaborated with the Teacher Candidate and the University Supervisor to
     complete the Mid-Quarter Evaluation Form by the fifth week.
   ______ Completed the triplicate evaluation forms, (3) bi-weekly, and (5) lesson
     evaluation forms (beginning in 2nd week)
   ______ Corrected and signed all lesson plans at least three days in advance

E. Concluding Phase
   ______ Gradually assumed full teaching schedule the last week of student teaching
     (optional)
   ______ Held a final conference with the teacher candidate
   ______ Returned all necessary forms to the Field Office
   ______ Submitted the Final Evaluation Form to the Office of Professional
     Education Field Experience within three days of completion of the
     student teaching experience
Policies and Procedures

A. Workload

1. Teacher candidates should not have workloads more demanding than that of the cooperating teacher.
2. Teacher candidates are not legally permitted to serve as substitute teachers in the absence of the cooperating teacher.
3. Teacher candidates are directly responsible to one cooperating teacher for the coordination of workload. If more than one cooperating teacher is assisting with the program, the building principal shall designate a head cooperating teacher. The final evaluation of the teacher candidate should be the joint effort of all cooperating teachers.
4. Teacher candidates may observe for the first three days of each student teaching experience and then gradually become involved with the total classroom responsibility.
5. The student teaching assignment follows the school district’s calendar.
6. Outside employment by the teacher candidate cannot interfere with the student teaching experience.

B. Personal Etiquette

1. Teacher candidates should adhere to the dress code determined by the University and the school district to which the student is assigned. The University dress code reads as follows:

   "Marywood University expects anyone entrusted with the education of children to assume the role of a professional educator. As a professional, prospective teacher, you are obligated to act, dress, and speak accordingly. It is expected, also, that personal preferences in grooming be set aside if they are found to be contrary to a sound educational environment by being a distraction to students."

C. Absences

1. For students to have the most successful absences must be kept to a minimum in order to get the most from each placement. The teacher candidate is to contact the university supervisor and the cooperating teacher by 7:00 a.m. if he/she is unable to meet his/her responsibilities for the day. A plan for the day must be left for, or emailed to, the cooperating teacher.

2. Teacher candidates are permitted one (1) personal day over the course of both placements (i.e. to attend a job fair). The request must be made in writing at least forty-eight hours in advance of the impending absence. Both cooperating teacher
and university supervisor are to grant requests for absences. University supervisors are to notify the Director of Professional Education Field Experience when reasons for absences are questionable. Unless there is no other alternative, all appointments should be scheduled after the school day is over or on a scheduled day off.

3. Two absences are permitted for illness or some other unavoidable reason. Absences for any other reason must be approved by the university supervisor and co-operating teacher and time missed may need to be re-scheduled. Student teachers missing three consecutive days of student teaching for illness must submit a doctor’s excuse to the Office of Professional Education Field Experience. Teacher candidates missing four days or more will require a conference with the university supervisor, cooperating teacher and the Director of Professional Education Field Experience. More than five absences from the student teaching experience may result in the termination or extension of the experience.

4. Cooperating teachers are to keep records of all absenteeism and report them to the university supervisor. Tardiness is inexcusable. Cooperating teachers should report tardiness to the university supervisor.

5. No teacher candidate will be excused prior to the end of the student teaching semester to assume the responsibilities of a faculty member in a school district.

6. A continuation of the student teaching experience may be required if the cooperating district or school is not in session for a period of seven days because of inclement weather or a judicial dispute.

D. Professional Ethics

1. Teacher candidates must treat all events in the classroom as confidential and must be professional in all activities.
2. Teacher candidates are not to gossip about peers, school personnel, or pupils.
3. Conferences between the cooperating teacher and the teacher candidate, and between the university supervisor and the teacher candidate, should be held in a private setting.
4. In order to protect the reputation of all concerned, teacher candidates must be scrupulous in their interactions with students.
5. Teacher candidates are to become familiar with the PA Code of Professional Practice and Conduct for Educators. Refer to PDE website.
E. Termination or Change of Assignment

1. The Director of Professional Education Field Experience may at any time change or terminate the assignment of any teacher candidate.

2. In cases of conflict, all parties must make reasonable efforts to resolve conflicts. This procedure should begin at the building level.

3. Teacher candidates requesting changes in assignments must submit a request, in writing, to the teacher candidate’s university supervisor and to the Director of Professional Field Experience. No request will be considered until a teacher candidate has completed five (5) school days in the placement. A valid reason must be provided.

4. Only in extreme cases will changes in assignments be made.

F. Contract Disputes

1. In the event that the school district to which teacher candidates have been assigned is subject to disputes between school organizations and teachers’ organizations, teacher candidates will remain neutral in all discussions and will not support any party. Any involvement by teacher candidates will result in termination of the assignment.

2. Teacher candidates must report any impending dispute to the Office of Professional Education Field Experience.

3. In the event of a contract dispute or strike, the Director of Professional Education Field Experience may make arrangements for an extended experience or an appropriate substitution experience.

G. Evaluations

1. The fundamental purpose of clinical supervision is to provide teacher candidates with a self-improvement program. Evaluation is based on a cooperative effort and is an integral part of the learning process.

2. It is imperative that the cooperating teacher and the university supervisor confer on the teacher candidate’s achievements.

3. The cooperating teacher submits (5) specific weekly lesson evaluations (beginning in the 2nd week) and (3) bi-weekly teacher candidate evaluations (2nd 4th & 6th weeks).

4. Teacher candidates receive a “satisfactory” or “unsatisfactory” as a final grade. The university supervisor, through his/her visitations and the cooperating teacher, through frequent observations, suggest the final grade for the teacher candidate.

5. To receive a satisfactory grade, the teacher candidate must receive a recommendation on the final evaluation from the university supervisor and the cooperating teacher. The teacher candidate must submit an acceptable Teacher Work Sample; the teacher candidate must attend the Exit Meeting, complete all surveys, and submit final paperwork.
6. Final evaluations, which are submitted by the cooperating teacher and the university supervisor may be viewed and copied by the teacher candidate at the conclusion of the student teaching experience. Teacher candidates must submit letters of rebuttal to any negative comments in order to have their evaluations excluded from their permanent record.

The Role of the Cooperating Teacher

Teaching is no longer viewed as a process of imparting knowledge from teacher to pupil but as a complex process of interaction. It is important that the teacher candidate learn how to analyze teaching techniques and to actively participate in the teaching-learning process.

A cooperating teacher can make a significant contribution to the professional development of the teacher candidate. Statistics show that the teaching model established by the cooperating teacher is often patterned by the teacher candidate.

The role of the cooperating teacher is one of extreme importance in the school-university relationship. The cooperating teacher is not only responsible for the instruction of the pupils in the classroom but is also responsible for the continued development and evaluation of instructional and professional capabilities of the teacher candidate.

Responsibilities

The cooperating teacher will:

1. familiarize himself/herself with the teacher candidate’s data sheet;
2. prepare the pupils for the arrival of the teacher candidate;
3. familiarize the teacher candidate with the total school program, daily schedule, and physical plant;
4. provide the teacher candidate with materials needed for instruction;
5. clearly define the teacher candidate’s responsibilities;
6. inform the teacher candidate of the expectations of the faculty and school administrators;
7. give an overview of the curriculum plan;
8. convey standards for handling confidential information;
9. allow the teacher candidate to gradually assume responsibility;
10. direct and assist the teacher candidate in the preparation and correction of lesson plans;
11. review and approve all plans and instructional materials before use by the teacher candidate;
12. hold daily conferences with the teacher candidate and offer suggestions for improvement;
create a classroom atmosphere of sharing;

14. discuss problems involved in delegating responsibility and reach agreements on respective roles;

15. demonstrate a variety of teaching techniques and encourage the teacher candidate to try new ideas;

16. carefully observe the teacher candidate's management of the class, correct errors, and explain to the teacher candidate why lessons were successful or unsuccessful;

17. arrange for the teacher candidate to participate in parent-teacher conferences, in-service meetings, and other school related activities;

18. formally evaluate the teacher candidate using the specific lesson evaluation form, and bi-weekly teacher candidate evaluation form;

19. contact the university supervisor to discuss any problems that may arise;

20. contact the Office of Professional Education Field Experience should serious concerns about the teacher candidate arise in any area (i.e. motivation, classroom management, personality); Problems need to be addressed in time for the Teacher Candidate to withdraw from the placement. (Withdrawal dates are indicated on the Teacher Candidate calendar.)

21. use written comments to provide feedback to the teacher candidate;

22. allow the teacher candidate to assume full responsibility of the classroom for a minimum period of two weeks.

Responsibilities

To insure maximum benefit from the student teaching experience, the teacher candidate will:

1. become familiar with the school policies, physical plant, classrooms, playground, and supplies;

2. learn about the pupils through observation, records, and routine procedures;

3. make a seating chart;

4. submit lesson plans to the cooperating teacher at least three days in advance and obtain approval of the content;

5. maintain ethical interpersonal relationships with the school personnel;

6. attend all meetings scheduled by school personnel;

7. apply the principles of effective classroom management techniques;

8. take the initiative in seeking guidance from the cooperating teacher and university supervisor;

9. enter the student teaching experience with an open mind and strive to improve through reflection and self-evaluation;

10. assist with all routine activities;

11. complete and submit all student teaching forms by requested dates;

12. inform the university supervisor of progress made and problems encountered;

13. progress satisfactorily from the responsibility of teaching one subject to full responsibility;
14. make arrangements with the cooperating teacher to provide time for daily conferencing;
15. be prompt, punctual, and in regular attendance;
16. notify the Office of Professional Education Field Experience if there is a change in cooperating teachers;
17. provide one copy of the weekly schedule to the university supervisor and one to the Office of Professional Education Field Experience by the 1st Friday of each placement;
18. notify the university supervisor at least 24 hours in advance if there is any change in schedule;
19. comply with all reasonable requests made by the cooperating teacher;
20. keep the Weekly Participation Form up to date;
21. prepare a bulletin board at least once a semester if applicable or as requested by the cooperating teacher;
22. Submit the Teacher Work Sample following the first placement. (date TBA)

THE ROLE OF THE UNIVERSITY SUPERVISOR

Due to new PA State regulations, changes are being made to the role of the university supervisor. The role of the university supervisor is a crucial one to the support and development of the teacher candidate. As a liaison between the University and the assigned school, the supervisor is responsible for monitoring teacher candidate progress with specific lesson evaluations and evaluation forms from the cooperating teacher, arranging a mid-quarter conference, communicating with the teacher candidate through a reflective log, evaluating the professional and instructional skills of the teacher candidate and completing the state required PDE 430 evaluation form. Should any difficulties arise, he/she alerts the Field Experience Director.
Lesson Planning

Before the teacher candidate teaches the first lesson, careful planning is essential. Successful planning depends on knowledge of what has been previously taught and the long range plans and objectives of the cooperating teacher. A cooperative working relationship between the cooperating teacher and the teacher candidate is critical. Working as a team, the two parties can review and analyze lesson plans and evaluate the results of the executed plans. Greater growth will be demonstrated if ample and effective analysis is made prior to the lesson execution.

The cooperating teacher should explain the principles of good planning and preparation. The student must submit a detailed lesson plan to the cooperating teacher at least three days in advance. Lesson plans are required on a daily basis. No teacher candidate will be permitted to teach a lesson unless a lesson plan has been submitted and approved by the cooperating teacher. Cooperating teachers are to make suggestions and corrections on the plan. All lesson plans must be legibly written in blue or black ink or typed.

Students are provided with a copy of the Marywood University Lesson Plan to use as a guide; variations of that format can be used with the approval of the co-operating teacher and the university supervisor.

Tests, made by the teacher candidate, must be submitted to the cooperating teacher two days in advance for approval and suggestions.
Evaluation

Evaluation of the student teaching experience should be routine, continuous, and a critical part of the experience. It should stress analysis and reflection. The teacher candidate should develop criteria to evaluate his/her own teaching. It is imperative that a continuous evaluation be conducted throughout the student teaching experience. One must weigh all the information gathered. The objective of evaluation is to identify the competencies achieved and to determine the projected outcome as a professional.

Evaluation is directed at gathering and evaluating evidence of the teacher candidate’s attainment of the program’s objectives. It should help the teacher candidate focus on the principles which make up an outstanding teacher. The teacher candidate must be encouraged and guided to evaluate himself/herself objectively to determine strengths and weaknesses. One on-going method for evaluation is the conference.

During the orientation period, and throughout the student teaching experience, conferences are a vital part of the supervision program. Co-operating teachers should confer frequently with teacher candidates. The three most frequently used conference formats are the pre-observation, post-observation and weekly.

The pre-observation conference should be held prior to the execution of the lesson. The cooperating teacher and teacher candidate should discuss the lesson plan, concerns the teacher candidate may have with lesson execution, and a focus for the observation.

The post-observation conference is the most frequently used and is highly beneficial. This conference is typically conducted after a lesson is taught. The co-operating teacher can discuss data collected during the observation as well as offer constructive feedback to the teacher candidate.

The weekly conference gives the co-operating teacher and the teacher candidate the opportunity to share ideas, discuss problems, and plan for the week ahead. Progress should be evaluated and an analysis made of the methodology and teaching skills.

Formal evaluations conducted during the student teaching experience are the Bi-Weekly Teacher Candidate Evaluation, Specific Lesson Evaluations, Mid-Quarter Evaluation, Final Evaluation and PDE 430 (completed by the university supervisor).
Bi-Weekly Evaluation Form

A Bi-Weekly Evaluation Form must be completed by the cooperating teacher during the 2nd, 4th and 6th weeks of the student teaching experience. The white copies are mailed to the Office of Professional Education Field Experience. The evaluator will keep the pink copy for his/her records. The teacher candidate will keep the yellow copy in his/her professional log.

Specific Lesson Evaluation

The co-operating teacher will complete (5) lesson evaluations during the course of the student teaching placement. Ideally, one specific lesson evaluation should be completed each week beginning at the time the candidate assumes some teaching responsibility, usually the second week of the experience. The purpose of this evaluation is to give candidates ongoing feedback with respect to their ability to plan, implement and evaluate instruction.

Mid-Quarter Evaluation Forms

This report, typically done by the end of the fourth week of the student teaching experience, is completed after a joint conference with the university supervisor, co-operating teacher and teacher candidate. The purpose of the report is to provide the teacher candidate with a record of his/her specific strengths and areas which need improvement, as well as a list of goals to be achieved by the teacher candidate for the remainder of the semester. The signature of the teacher candidate acknowledges acceptance or rejection of the recommendations. The university supervisor will return this form to the Office of Professional Education Field Experience. The university supervisor will keep the pink copy; the student will retain the yellow copy.

Final Evaluation Form

This report is to be submitted to the Office of Professional Education Field Experience within three days from the last day of the student teaching experience. This form is placed in the teacher candidate’s permanent file. The report includes a commentary of the teacher candidate’s strengths and areas for improvement. Each co-operating teacher, and each supervisor, must complete a form. Final Evaluation Forms will be viewed by the teacher candidate.

Teacher Work Sample

All teacher candidates are required to demonstrate their ability to impact student learning. This is done through the Teacher Work Sample (TWS) Project. This performance-based assessment gives candidates an opportunity to present credible evidence of their ability to facilitate learning in the classroom. A detailed description of the TWS and the scoring rubric can be found on Moodle under Field Experience. All candidates are required to submit the TWS at the conclusion of their first student teaching experience. The TWS will be graded by the university supervisor. Failure to submit a satisfactory TWS will result in an Unsatisfactory grade for the student teaching experience.