

Cooperating Teacher Orientation
Spring 2011

ROWAN UNIVERSITY
OFFICE OF FIELD EXPERIENCES
DR. SPIKE COOK, EXECUTIVE DIRECTOR

- Overview of Orientation
- Memorandum Regarding Purpose
- Responsibilities
- Evaluation Process
- Valuable Information



OVERVIEW

OLD TERMS

- ✗ Student Teaching
- ✗ Student Teacher
- ✗ Students

NEW TERMS

- ✗ Clinical Practice
- ✗ Candidate
- ✗ Classroom students



VOCABULARY

MEMORANDUM

✘ Clarifies purpose and roles

- + Supervisor's Role
- + Candidate's Role
- + Cooperating Teacher's Role

All three must sign this memo during the first week acknowledging that everyone is familiar with the expectations.



SUPERVISOR'S ROLE

- ✘ Supervisor visits every other week
 - + Minimum of 8 visits
- ✘ Every visit may include an observation (Except 1st, Midterm, and Final)
 - + Minimum of 5 full observations
- ✘ Midterm – 8th or 9th week
 - + Supervisor and Cooperating Teacher Collaborate on Assessment (Supervisor fills out)
- ✘ Final 16th week
 - + Supervisor and Cooperating Teacher Collaborate on the Assessment
 - + Supervisors, Cooperating Teacher and Candidate Conference
 - + Supervisor assigns final grade



SUPERVISOR'S ROLE (HPE, ART, MUSIC)

- ✘ Supervisor visits/contacts every week
 - + Minimum of 8 visits
- ✘ Every visit may include an observation (Except 1st, Midterm, and Final)
 - + Minimum of 3 observations
- ✘ Mid-quarter – 4th or 5th week
 - + Supervisor and Cooperating Teacher Collaborate on Assessment (Supervisor fills out)
- ✘ Quarter- 8th week (Final)
 - + Supervisor and Cooperating Teacher Collaborate on the Assessment
 - + Supervisors, Cooperating Teacher and Candidate Conference
 - + Supervisor assigns final grade

CANDIDATES ROLES

- ✘ Uphold professional attendance policy
 - + Follow Rowan's calendar for 1st and last day
 - + Follow District's calendar for holidays and vacations
 - ✘ Semester – January 18 – May 7, 2011
 - ✘ Quarter 1 – January 18 – March 7, 2011
 - ✘ Quarter 2 – March 8 – May 7, 2011
- ✘ Dress appropriately
 - + Personal Appearance
 - + Well groomed
- ✘ Facilitate the learning process in your classroom



CANDIDATE'S ATTENDANCE

✘ Absences

- + Candidates are expected to be at their school EVERY DAY
 - ✘ Serious illness and loss of immediate family are only exceptions
 - ✘ Spring University Job Fair is an excused absence(4/29)
- + Contact cooperating teacher and supervisor the night before
- + Extended illness – Must contact supervisor to make up days
- + More than 3 days – Supervisor, District, OFE, and Cooperating Teacher must agree on extension



CANDIDATES ROLES

- ✘ Read and follow the Clinical Practice Handbook
- ✘ Keep weekly log
- ✘ Write Lesson Plans (samples on page 9 - 23)
 - + Up to Cooperating Teacher (District vs. Rowan)
- ✘ Observe other teachers in school
- ✘ Attend Parent-Teacher Conferences
- ✘ Engage in Professional Development
- ✘ Develop and Maintain a Positive Rapport with the Learning Community

CANDIDATES ROLES

- ✘ Assume full time teaching by mid point
 - + Team Teaching is permissible
- ✘ Provide lesson plans one week in advance to university supervisor
- ✘ Are allowed to volunteer, but are not permitted to be paid for anything



COOPERATING TEACHER'S ROLES

- ✘ Develop an agenda for 1st meeting
 - + Talk about yourself, teaching style, educational philosophy, subject, school/district
 - + Goals, expectations, responsibilities etc.
 - + Prepare materials that the candidate will need to be successful (Page 24)
 - + Set up observations with other teachers/guidance/administrators (Page 26-28)
 - + Develop a regular schedule for meetings

COOPERATING TEACHER'S ROLES

- ✘ Ask candidate to discuss their profile
 - + Previous field experiences
 - + Courses taken in particular area
 - + Educational experiences (High School, substitute, coaching etc)
 - + Educational Philosophy



COOPERATING TEACHER'S ROLES

- ✘ Provide an area for the candidate to work
- ✘ Prepare the school/community of your candidate (Page 26-28)
- ✘ Map of school – Bathrooms, faculty lounge etc
- ✘ Textbooks with teacher editions and curriculum guides
- ✘ Class lists and seating charts



COOPERATING TEACHER'S ROLES

- ✘ School/District handbook for candidate
- ✘ Special needs (504, IEP's)
- ✘ Discipline Policy
- ✘ Health and Safety information – Expectations during the following:
 - + Fire drill
 - + Security drills (Various Lockdowns)



CANDIDATES OBSERVING COOPERATING TEACHERS

Before the Observation	Share the lesson objective with the candidate	Ask candidate to <i>watch</i> for certain things
During the Observation	Highlight aspects of your teaching as you go along	Ask the candidate to <i>write questions to ask</i> after the observation
After the Observation	Meet to discuss the lesson	Ask the candidate what he or she observed - <i>comments</i>

PRE OBSERVATION CONFERENCE

- ✘ Review plans for lesson
- ✘ Discuss:
 - + Objectives, connections, activities, assessment
- ✘ Prepare candidate to accommodate individual differences
- ✘ Establish a focus during the lesson (I am looking for X,Y,Z)



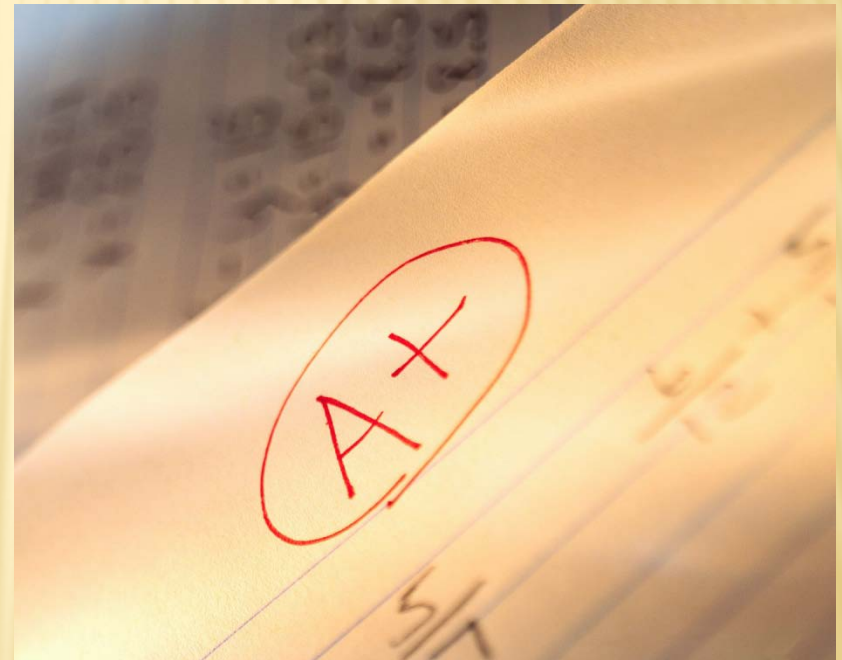
POST OBSERVATION CONFERENCE

- ✘ Share your impressions
- ✘ What was effective
- ✘ What you learned
- ✘ What would you change
- ✘ Don't be cruel, but be honest
- ✘ What would you like to see next time
- ✘ How can the candidate extend the learning



CANDIDATE'S ASSESSMENT

- ✘ Be both positive and constructive
- ✘ Identify and discuss/report problems immediately
- ✘ Mid-terms – Doesn't count against candidate's grades and could provide a wake up call



12 ASSESSMENT STANDARDS

1. Non-Negotiables – How candidate fulfills professional duties and responsibilities to the students and the University
2. Instructional Planning and Strategies – Lesson plans (daily, weekly, unit)
3. Subject Matter Knowledge—Understands and knows content
4. Human Growth and Development – How children develop and learn
5. Diverse Learners – How to differentiate instruction
6. Special Needs – How to adapt and modify instruction to accommodate special learning needs
7. Learning Environment – How to create individual and group setting to encourage positive interaction
8. Communication – Effective verbal, nonverbal, and written communication
9. Assessment – How to use multiple assessment strategies and interpret the results
10. Collaboration and Partnerships – How to build relationships with families and the school community
11. Dispositions – How to evaluate the effects of their actions on others
12. Professional Development – Pursues opportunities for professional growth

SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)

- ✘ Peer-reviewed assessment form distributed by the supervisors
- ✘ Gathers discipline-specific performance data
- ✘ Usually has ten or less elements
- ✘ And yes, the supervisor fills this in on the scantron sheet

ASSESSMENT

- ✘ Candidate must “Meet or Exceed” Expectations for all indicators to be recommended for certification
- ✘ Mid Semester (and quarter) – Candidates that do not meet expectations may result in:
 - + 10-Day Plan (102-105)
 - + Discontinuance of Clinical Practice (103-105)



ASSESSMENT

- ✘ Arrange for observations of areas that may not be evaluated/available/covered in your classroom, such as:
 - + ELL
 - + IEP
 - + 504



SUGGESTED TIMELINE (SEMESTER)

- ✘ Weeks 1 and 2
 - + Organize initial meeting for signing *Memorandum of Agreement*.
 - + Create a set of emergency plans.
 - + Continue regular teaching of classes (learning experience for candidate).
- ✘ Week 3
 - + Release one class or subject to candidate.
 - + Engage in reflective practice.
- ✘ Weeks 4-8
 - + Release a new class or subject each week.
 - + Assign a full schedule by Week 8.
 - + Engage in reflective practice.
 - + Collaborate with Supervisor on Performance Evaluation Rubric for Mid-Term.
- ✘ Weeks 9-14
 - + Candidate full-time teacher.
 - + Engage in reflective practice.
- ✘ Weeks 15-16 (Disbanding)
 - + Begin to take courses back.
 - + Engage in reflective practice.
 - + Collaborate with Supervisor on Performance Evaluation Rubric for Final Grade.

SUGGESTED TIMELINE (QUARTER)

- ✘ **Week 1**
 - + Organize initial meeting for signing *Memorandum of Agreement*.
 - + Create a set of emergency plans.
 - + Assist students in setting up observations with other teachers.
 - + Regular teaching of classes (learning experience for candidate).
- ✘ **Week 2**
 - + Assist student in formulating a project.
 - + Discuss opportunity for developing a Unit Plan with candidate.
 - + Continue regular teaching of classes with candidate observing you.
 - + Engage in reflective practice.
- ✘ **Weeks 3 - 4**
 - + Finalize project plans with student.
 - + Finalize unit plan with student.
 - + Release one or two classes to candidate each week.
 - + Engage in reflective practice.
- ✘ **Weeks 5 - 7**
 - + Candidate full-time teacher.
 - + Engage in reflective practice.
- ✘ **Weeks 8 - 9 (Disbanding)**
 - + Begin to take classes back one at a time.
 - + Engage in reflective practice.
 - + Collaborate with Supervisor on Performance Evaluation Rubric for Mid-term or Final Grade

SPECIAL EDUCATION OVERVIEW

× *If you are blended*

- + *in a classroom with a special education and a regular education teacher*
 - × regular education candidates begin teaching around 4th or 5th week then SpEd teaching follows this timeline for last 6 weeks.

× *If you are combined*

- + *clinical practice split 10/6*
 - × candidate teachers with regular education teacher for the first 10 weeks and with the SpEd teacher in a different classroom for the last 6 weeks.
 - * Candidate begins teaching full load in 4th or 5th week.

× *If you are extended*

- + *6 weeks at the beginning of the fall or spring semester after candidate has completed 16 weeks of clinical practice*
 - × follow timeline on the next slide.

SUGGESTED TIMELINE (SPECIAL ED 6 WEEKS)

- ✘ **Week 1**
 - + Create a set of emergency plans.
 - + Regular teaching of classes for first two days.
 - + Allow candidate to assist in instruction of a small group in one academic area.
 - + Engage in reflective practice.
- ✘ **Week 2**
 - + Release one academic area or subject per day to candidate.
 - ✘ Review student's plans for a tiered activity for the class/group assigned in one academic area.
 - ✘ Review student's anchor plans for the remainder of class/group
 - + Share plans of differentiated instruction in your inclusive classroom so candidate can assess the population.
 - + Engage in reflective practice.
- ✘ **Weeks 3 – 5**
 - + Candidate full-time teacher.
 - + Give feedback on Assessment Plans and Implementation Reports.
- ✘ **Weeks 6 (Disbanding)**
 - + Begin to take classes back one at a time.
 - + Engage in reflective practice.
 - + Collaborate with Supervisor on Performance Evaluation Rubric for Final Grade.

FINAL WEEK

- ✘ Collect all materials that candidate borrowed
 - + Textbooks, etc.
- ✘ Think about future relationship with candidate
- ✘ Encourage candidate to write thank you letters to anyone in the building who was of assistance and university supervisor
- ✘ Assist worthy candidates in finding a job (see sample letters of recommendation – Pages 110-112)
- ✘ Acknowledge yourself for being a cooperating teacher this semester!!!!

QUESTIONS AND ANSWERS

Please complete the orientation evaluation form and leave it at the sign-in table.

Also, please turn in the Clinical Practice Handbook and your Cooperating Teacher Contract with your Social Security Number on it to get paid.



THANK YOU!!!

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