



Student Teaching Semester Information

Cooperating Teacher Information



SCHOOL OF EDUCATION

Dear Administrator and Cooperating Teacher,

Thank you for your willingness to work with Albany State University's Educator Preparation Program. The connection between content and dispositions to practice is essential in developing highly qualified educators.

In response to the need for more rigorous field and clinical experience, ASU's EPP has redesigned its curriculum and field experiences to develop sequential, coherent, and hierarchical sets of courses, as well as field and clinical experiences that engage candidates in multilevel interactions with P-12 students, their teachers, schools, and communities. The field /clinical experiences have been designed to help candidates acquire the knowledge, skills and professional dispositions necessary to help all students learn. The field experiences immerse candidates in the learning environment, provide opportunities for candidates to interact with students' families and surrounding communities, and encourage the use of information technology to support teaching, learning and other professional responsibilities. Additionally, the field and clinical experiences in each program are designed to ensure that candidates receive diverse practice that increases in complexity as they progress through the program.

During field/clinical experiences, P-12 cooperating teachers and clinical faculty should guide and mentor candidates as they learn to apply theory to practice in authentic settings. Candidates are required to work with the entire class and small groups, plan, teach/co-teach lessons, make presentations using technology, and complete and submit an edTPA portfolio. Therefore, having highly qualified cooperating teachers is a critical component to the success of the candidate.

Thank you for helping us mentor this candidate. We look forward to working with you throughout this year. Should any matters arise, please call me at 229-500-2154 or email carolyn.medlock@asurams.edu to express your concerns.

Albany State University's Professional Education Unit values your commitment to education as you assist this candidate in becoming an excellent teacher.

Sincerely,

Dr. Carolyn W. Medlock
229-500-2154



The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge - Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.

Advanced Candidates/Completers - Unit performance standards are reinforced, mastered and accomplished at the advanced level.

UNIT PERFORMANCE STANDARDS

1. Reflective Practitioner:

1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. 1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

2. Transformative Practitioner:

2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population

2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

3. Culturally-responsive Practitioner:

3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.

3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.

3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

4. Technologically-Competent Practitioner:

4a. Integration - The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

Criteria for Cooperating Teachers

An Albany State University cooperating teacher must:

- Have at least 3 years of P-12 teaching experience as a certified teacher in the area in which he/she will serve as a cooperating teacher;

Have a professional teaching certificate in the field in which he/she is teaching;

- Be recommended and/or supported by the administrators to serve as a cooperating teacher;
 - Be willing to mentor a candidate and provide opportunities for the candidate;
 - Be willing to serve as a role model;
- and
- Be knowledgeable of current educational activities.

COOPERATING TEACHER INFORMATION

Name _____ Date _____

School _____ Email _____

Certification Type _____ Certification Field(s) _____

Certification Number _____

Highest Degree Earned: _____

Have you received satisfactory annual evaluations for the past 3 years: ___ Yes _____ No

Years of Teaching Experience: _____

Have you mentored students prior to this experience? _____

How do you believe that you can help a field experience candidate with their professional growth? _____

Teaching Experience

<i>School</i>	<i>County</i>	<i>Began</i>	<i>Ended</i>	<i>Number of School Years</i>	<i>Grades and Subjects Taught</i>

Please complete before the end of Beginning School Experience, if applicable.

"Better than a thousand days of diligent study is one day with a great teacher".-Japanese Proverb

Student Teaching Experience Timeline.

Week One

1. Report to your assigned school **ON TIME 7:00 a.m.-3:30 p.m.**
2. Read and follow the specific information found in the syllabus.
3. Begin draft of edTPA Task 1 Context for Learning.
4. Meet and become acquainted with staff and other personnel at the school site.
5. Familiarize yourself with the policies of the school.
6. Observe and analyze the teaching-learning process in your respective classroom.
7. Submit a **classroom schedule** to the university supervisor.
8. Read and become familiar with students' folders/IEP/504 plans/RT! plans, FBA

Week Two

1. Assist cooperating teacher with classroom responsibilities.
2. Share in the responsibility for maintaining an attractive, healthy classroom environment; assist with attendance, lunch reports, grading papers, duties, etc.
3. Begin working with small groups and/or individuals under the direction of your cooperating teacher.
4. Continue drafting Task 1 Context for Learning

Week Three

1. Assist cooperating teacher with classroom responsibilities, continue to work with small groups, whole group, and/or individuals under the direction of your cooperating teacher.
2. Cooperating teacher may permit teaching one or more class(es)/subject(s) during this week. You may begin videotaping while teaching the lesson if permission forms are returned.
3. University supervisor will observe a mini 20-minute lesson and provide feedback (ungraded) during this first initial site visit. Please have lesson plans available.

Week. Four

1. Continue to assist cooperating teacher with classroom responsibilities, continue to work with whole/small groups and/or individuals under the direction of your cooperating teacher.

2. Cooperating teacher may permit teaching a second and/or third class/subject at this point. If so, submit lesson plans on the ASU template prior to teaching.
3. Continue to observe and analyze the teaching-learning process as you prepare to solo teach.

Week Five

1. Assist cooperating teacher with classroom responsibilities, continue to work with small groups, whole groups, and/or individuals under the direction of your cooperating teacher
2. Cooperating teacher may permit teaching a fourth or fifth class/subject. If so, submit lesson plans to the university supervisor prior to teaching.
3. If the cooperating teacher thinks you are ready to be responsible for all teaching duties during this week, you may begin solo teaching prior to week six, but not before week 5.

Week Six

1. Assume cooperating teacher's full schedule. The cooperating teacher will be present in the room when the student teacher has full control of the class.
2. Continue to submit lesson plans for review on the edTPA template.

Week Seven

1. Student Teacher should be responsible for the cooperating teacher's entire teaching schedule in literacy and math (as aligned with the edTPA certification assessment) or all class periods. Submit weekly lesson plans to the university supervisor.

Week Eight

1. Student Teacher should be responsible for the cooperating teacher's entire teaching schedule.
2. Site visit by university supervisor (formal mid-term graded observation)
3. *Forms due: Cooperating Teacher's Evaluation of Student Teacher (Mid-term Disposition Evaluation AND Mid-term Field and Clinical Evaluation completed by cooperating teacher (web link to be provided).
*Forms to be completed will be sent to cooperating teachers via ASU email. Due dates for submitting evaluations will be announced.

Week Nine

1. Student teacher should be responsible for the cooperating teacher's entire teaching schedule in literacy and math/all class periods. Submit lesson plans. (If applicable)

Week Ten

1. Student Teacher should be responsible for the cooperating teacher's entire teaching schedule in literacy and math/all class periods. (If applicable)

Week Eleven

1. Student Teacher should be responsible for the cooperating teacher's entire teaching schedule in literacy and math/class periods. (If applicable)
2. The cooperating teacher should make contact with two (2) certified teachers at the school site for observation that may begin during the 13th and 14th week

Week Twelve

1. Gradually begin planning the process to relinquish class/subjects back to the cooperating teacher.
2. Dialogue should occur to discuss the procedure for returning classes back to the Cooperating teacher.

Week Thirteen

1. Begin the process of transitioning classes back to cooperating teacher.
2. Begin to observe and analyze teaching and learning in other/different areas/classes.
3. Relinquish the class back to the cooperating teacher.

Week Fourteen

1. Assist cooperating teacher with classroom responsibilities.
2. Observe and analyze the teaching-learning process in other areas (i.e. MGED-2nd concentration and/or ECEC- lower or higher grade level).
3. Reflect, observe, analyze, and journal the teaching-learning process.

Week Fifteen-Sixteen

1. Assist cooperating teacher with classroom responsibilities.
2. Classes should have been returned and are under the supervision of the cooperating teacher with all student teaching assignments completed.
3. Observe and analyze the teaching-learning process in other grade levels.
4. Student teacher departure
5. Attend final seminar.
6. Attend PENning Ceremony
7. Attend Graduation/Commencement.

University Writing Reinforcement Policy

Writing is integral to teaching and learning across all disciplines. Writing in this course will be evaluated according to the APA format described in the APA manual sixth edition 2010.

Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information.

General Statements from the Professor

- Read the course syllabus carefully. Make sure that you understand all of the course requirements, assignments/activities, **timelines**, expectations, and grading policy. If there are any corrections/additions during the 16-week period to the timelines/activities, you will be notified by the university supervisor via ASU email message or during the seminars.
- Do not be reluctant to contact the professor to ask questions about things that you do not understand or desire further clarity. Questioning for understanding is important to teaching and learning.
- Cheating and plagiarism will not be tolerated. Situations involving these matters will be addressed according to university protocol.
- Anyone who desires to withdraw ("W") from the course may do so by following the procedures outlined by the university.
- **In order to successfully complete student teaching, all student teachers are required to complete and pass the edTPA.**
- **Student teachers need to submit the edTPA portfolio on the scheduled date.**
- **All Student Teachers are required to attend each scheduled seminar.**
- **APA format is required for all written assignments.**
- **Excessive absences during the student teaching experience will not be tolerated. University protocol will be implemented.**
- **Contact the university supervisor, cooperating teacher, and principal immediately if you need to be absent.**
- **Stay tuned for the job fair, grad fair date to order graduation cap and gown.**
- **Attending the grad fair is optional. It will be an excused, professional absence in addition to the edTPA submission date.**

- **Cell phone use in the classroom during the time frame of 7:00 a.m.-3:30 p.m. is absolutely prohibited.**

Co-teaching may be a great way to assist the student teacher while providing students with the support that they need.

Please provide the candidate with feedback.

Feedback could focus on the following:

- Communication skills
- Enthusiasm
- Clarity of instruction
- Rapport with students
- Responsiveness to the students
- Selection of course and lesson content-
- Appropriateness of course objectives
- Appropriateness of instructional materials (e.g., readings, use of media)
- Strategies and methods for teaching specific content areas
- Use of technology
- Student achievement
- Classroom management

Format of feedback

Suggested Feedback Format

- Ask the practicum student to share his/her reactions and thoughts of the class.
- Review written comments made during and after the observation.
- Start feedback with positive comments and strengths, and then discuss weaknesses and suggestions for improvement.
- Avoid judgmental statements.
- Discuss follow-up improvement conversation.
- Schedule additional observations as needed.

CLINICAL/FIELD EXPERIENCE

The list below provides detailed ways in which a cooperating teacher can assist the candidate.

Orient the Candidate to the school.

- Explain the culture of the school and faculty.
- Provide a tour of the layout of the school facility.
- Share the school policies, handbooks, and guidelines.
- Provide a description of the support services.
- Share the class and school schedule.
- Describe the student population.
- Safety issues and procedures.

Orient the Candidate to the classroom.

- Discuss: physical arrangements, nature of student population, norms and rules, rituals and routines, curricular goals and materials, standards, instruction support services, first aid procedures, and etc.
- Introduce the candidate as a professional, a co-teacher
- Provide a class list and seating chart.
- Plan an activity to engage the candidate and students in an informal conversation so they can become better acquainted.
- Review class schedule, routines, and procedures with the candidate.

Plan with the Candidate.

Please review and provide feedback about instructional plans prior to implementation.

- Discuss planning expectations and procedures.
- Determine specific teaching responsibilities.
- Schedule time to reflect with the candidate.
- Model instructional techniques and strategies for individual, small group, and whole group class instruction.
- Allow candidate to plan and teach and co-teach lessons to individual, small and whole groups.
- Discuss instructional delivery with the candidate:
 1. encourage the candidate to try her/his own ideas/techniques
 2. observe the candidate delivering instruction; take notes, and provide feedback during a conversation that highlights specifics of the Intern's effectiveness and areas for continued growth
- Help the candidate think through their instruction.
- Check lesson plans to help the candidate.

Provide feedback after the lesson is completed. If you have concerns about providing feedback, please contact me.

Observe instruction on a regular basis and provide feedback.

Meet with the candidate prior to teaching to discuss the lesson.
Provide feedback to help the candidate improve the lesson(s).
Provide regular feedback.

Evaluate the performance of the candidate.

Help candidate understand the Georgia Performance Standards/Common Core Standards.
Report concerns about the performance of the candidate to the University Director of Field and Clinical Experience.

Discuss Professionalism.

Check the candidate's lesson plan before they teach it. Give suggestions if needed.
If the candidate is absent, the day should be made up on a day approved by the cooperating teacher.
The candidate should report to your site promptly on the scheduled day(s).

Orient Candidate to School and Staff.

- Discuss the general philosophy of the placement school.
- Tour the placement school building. Acquaint the candidate with facilities, available materials and equipment. Discuss and show the candidate how to use the technology in the classroom.
- Introduce the candidate to all personnel (administrative, support, and resource personnel).

Discuss Classroom Management and Building Children's Behavior.

- Discussed the routines, procedures, and expectations.
- Share the management plan and explain the rationale behind it.
- Model effective techniques of management and discipline.
- Encourage the candidate to try her/his own discipline and management techniques.
- Observe the candidate implementing behavior management strategies and transitions. Provide feedback.

Share Assessment Data.

- Familiarize the candidate with various methods and tests used in diagnostic evaluation and assessment.
- Provide examples of formative and summative assessment instruments used in the classroom. Discuss informal assessment methods.
- Provide opportunities for reflection.

Incorporate Technology

Encourage the utilization of technology to enhance teaching and learning and to support instruction.

Discuss Inclusion/Accommodation.

Model various teaching strategies and use materials that accommodate individual differences and needs.

Professionalism

Candidates are expected to conduct themselves professionally at all times as stated by the Georgia Professional Standards Commission's Code of Ethical Conduct (See www.gaspc.com).

Dress/Attire/Appearance

Candidates must dress professionally at all times. Teacher education candidates are expected to wear professional attire when working in the schools. Professional attire includes: slacks /pants, **(no jeans)**, shirts/blouses (no revealing tops, no bare midriffs, no T-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops or night slippers, no athletic shoes, except if you are a physical education candidate). Please refer to ASU Field and Clinical Handbook for more guidelines. **If a candidate is inappropriately dress, he/she can be asked to leave the placements to redress in suitable professional attire.**

Attendance

Candidates are expected to report to their placements on the assigned date and time. If the candidate is going to be absent, he/she should notify the cooperating teacher as soon as possible.

Student teachers are required to make-up missed field days.

Policy Governing Practicum Candidate Removal

Student teachers will be removed from the student teaching process if the principal, university supervisor, and/or cooperating teacher recommend their removal. The removal will be justified by official documentation, which indicates that the student teacher jeopardized the well-being of the students or the instructional process at the school. If the documentation also indicates that the student teacher had adequate time and opportunity to remediate the problem(s) and did not successfully work with the school to resolve the problems, then the student is removed and he/she is not placed in another setting during the same semester. **Two unsuccessful attempts at student teaching will result in removal from the program.**

The university supervisor may recommend that a student teacher be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted. Examples for removal of a student teacher are: inappropriate behavior or language towards students/personnel, any criminal behavior on or off the school's grounds such as, alcohol, drugs and weapon possessions, and any failure to adhere to the schools' policies and procedures such as excessive tardiness/absences/early leaves, cell phone usage, or dress code violations. The **final decision** regarding any change in student teaching assignments rests with the **Director of Clinical and Field Experiences.**

Candidate Involvement in the Classroom

The following activities are possible ideas appropriate for the candidate. These activities should not interfere with planned instruction.

1. Give individual help to a particular student.
2. Work with a small group of children in an activity you have planned.
3. Prepare teacher-made materials.
4. Select appropriate books and read orally to class.
5. Get children involved in a lesson.
6. Observe the class in another environment (gym, art, music).
7. Perform non-teaching duties you have, such as recess.
8. Assist in completing room duties such as taking attendance, doing the lunch count, and distributing books and materials, etc.
9. Assist in getting materials ready for a lesson.
10. Assist with any teacher "housekeeping" jobs.
11. Connect students' work.
12. Plan and teach lessons.
13. Prepare a bulletin board.
14. Create an educational game.
15. Read teacher manuals and other classroom materials.
16. Use technology.
17. Make a seating chart.
18. Run errands for the classroom teacher.
19. Organize materials.
20. Make copies of materials needed for the lesson.
21. Pass out materials to the students.
22. Make a chart or graph.
23. Get supplementary materials needed for a lesson (magazine illustrations, pamphlets, maps, etc.).
24. Provide feedback to students.
25. Set up or help set up a lab.
26. Write assignments on the chalkboard.
27. Set up a learning center.
28. Set up an experiment.
29. Send out a class newsletter to parents. (Any newsletter or correspondence to parents should be approved, edited, and checked by teacher.)
30. Help individual students with seatwork.
31. Work with a student in a lab (i.e., computer, language, or science).
32. Assist students with special needs.
33. Monitor a test.
34. Hand out and collect materials.
35. Create and give assessments.

36. Supervise students outside the classroom.
37. Read aloud or tell a story.
38. Accompany students to a school office, the bus, or the playground.
39. Attend a parent-teacher conference.
40. Accompany students to before- or after-school programs.
41. Help monitor the hallway, lunchroom, or playground.
42. Teach and co-teach.
43. Video record planned lessons.

Questions Most Often Asked about the Student Teaching Experiences

1. Have all candidates met the ASU Teacher Education requirements? Yes. No student should be participating in field experiences without a Georgia Pre-service Certificate.
2. Will the student teaching candidates be expected to be doing the exact same thing that the other practicum candidates are doing? No. The cooperating teacher and candidate will work together to decide how much responsibility the candidate will be given.
3. Will the candidates be required to teach lesson? Under the guidance of the cooperating teacher, the candidates will be required to teach lessons. These lessons should follow classroom instruction. The candidates should work closely with the cooperating teacher while planning the lessons.
4. How are candidates assigned in schools? The Director of Clinical and Field assign candidates to placements based on the diversity of placements (race, ethnicity, gender, language, special education, and socioeconomics) and the Georgia PSC grade-level requirements.

Early Childhood: PK-K, 1-3, and 4-5

Middle Grades: 4-5 and 6-8

Secondary: 6-8 and 9-12

Special Education/Health & PE: Elementary, Middle School, High School

5. Should candidates attend afterschool special activities, Welcome Back to School Meeting, conferences? Yes. The student teaching candidate should be involved in the same activities as the teacher.
6. Do cooperating teachers need to be certified teachers with three years of experience? Yes.
7. Should candidates be professionally dressed during the field placements? Yes. Candidates should be dress professionally and should display professional behaviors. If candidates are not professionally dressed, they can be asked to leave the school to change their attire. This occurrence should be discussed with the university supervisor and/or the Director of Field and Clinical Experiences (229-500-2154).

8. Will your student teacher candidates be expected to be doing the exact same thing that the other student teacher candidates are doing? No. The cooperating teacher and candidate will work together to decide how much responsibility the candidate will be given.

Student teacher candidates will not be provided with a schedule of activities/duties/responsibilities that should be completed each week. The cooperating teacher and student teacher candidate should plan together and schedule the student teaching duties and responsibilities according to the candidate's growth. You should look at the candidate's edTPA due dates and requirements when assigning duties.

Co-Teaching Support

Co-teaching allows the cooperating teacher and student teacher candidate to share instructional responsibilities during the school day. It is an excellent tool that can be used to help prepare the pre-service candidates.

Please visit ASU Teacher Education (<http://www.asurams.edu>) to view our co-teaching video.

Books and Articles

- Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the face of student teaching through co-teaching. *Action in Teacher Education*. 32(1), 3-14.
- Heck, T., & Bacharach, N. (2010). *Mentoring Teacher Candidates through Co-Teaching: Collaboration that Makes a Difference*. St. Cloud, MN: St. Cloud State University.
- Villa, R.A., Thousand, J.S., & Nevin, A.I. (2004). *A Guide to Co-teaching: Practical Tips for Facilitating Student Learning*. Thousand Oaks, CA: Corwin Press.

Websites

- <http://www.arksped.k12.ar.us/documents/coteaching/building>
- <http://www.teachhub.com/effective-co-teaching-strategies>
- http://www.effectivecoteaching.blogspot.com/pf_models-of-co-teaching
- <http://www.jsu.edu/education/co-teaching/training-modules.html>
- <https://www.slideshare.net/eshepherd/coteaching-six-models-for-teacher-success>
- <http://www.youtube.com/co-teaching>

End of Placement Information

Dear Cooperating Teacher,

Thank you for mentoring an Albany State University Teacher Education candidate this semester. You welcomed the candidate into your classroom, gave the candidate opportunities to practice his/her skills, and provided feedback. Your role has been critical in assisting in the growth and development of this future teacher.

We are constantly looking for ways to improve our students' field/clinical experiences. Please take a few minutes to complete this informal questionnaire.

Thank you for your continued support.

ASU Teacher Education Field/Clinical

1. What can Albany State University do for you? Are there any professional developments topic that you would like addressed?
2. What changes do you think would make the experience more beneficial for the practicum candidate?
3. What changes do you believe could make the experience more beneficial for you, the school, and the students?

Cooperating Teacher Name _____ School _____ ASU Candidate _____

*Please submit this information to:
Dr. Carolyn W. Medlock
Albany State University
BCB Building-287B
Albany, GA*