

*St. Joseph's College
Education Department*

*Handbook for
Student Teachers
Cooperating Teachers
College Supervisors*

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CONTENTS

INTRODUCTION	3
PHILOSOPHY	3
THE STUDENT TEACHER	3
THE COOPERATING TEACHER	4
THE COLLEGE SUPERVISOR	5
APPENDIX A - COOPERATING TEACHERS AND THE EDTPA	6
APPENDIX B - SUMMATIVE EVALUATION OF CANDIDATE'S PERFORMANCE IN STUDENT TEACHING	8
APPENDIX C - TIMESHEET	11

Introduction

This handbook has been prepared to guide the student teacher, the cooperating teacher, and the college supervisor through the final phase of the teacher-preparation program at St. Joseph's College. A major purpose of this handbook is to provide information on the responsibilities student teachers should be capable of assuming, in order to become an integral part of the classrooms in which they do their student teaching.

For adolescence education candidates preparing for New York State initial certifications, the student teaching experiences have been carefully planned to provide the opportunity to observe and practice what they have learned in their college classes and in a variety of settings throughout their earlier preparation.

We hope that exposure to secondary grade levels (7-9 and 9-12) and styles of teaching will help our students become confident professionals, capable of functioning well with a variety of age groups. As much as possible, students receive experiences in inclusive settings.

We have identified the key persons in the student teaching experience as a "professional triad" consisting of the student teacher, the cooperating teacher and the college supervisor. The roles and responsibilities of each of these persons are described in this handbook in order that each one may be accountable to the others in the critical work of shaping teachers for the 21st century.

Philosophy

The adolescence education teacher preparation program is firmly grounded in the liberal arts with an emphasis on the psychological foundations of behavior relative to adolescent growth as well as to curriculum and teaching. Students major in the subject they will teach to develop a strong background in their field.

The student teachers are encouraged to create within themselves an ability to continually examine their situations, behavior, practices, effectiveness and accomplishments. More importantly, they are taught to *reflect*, to think deeply about the theory and practice of teaching. This reflective process allows student teachers to ask basic questions of themselves, which deepen their ability to monitor their own effectiveness.

The Student Teacher

The student teacher completes the final phase of the teacher preparation program as a member of a professional team consisting of the cooperating teacher, college supervisors, and student teacher. In interaction with these professionals, the student teacher assumes major responsibility for refining the skills that characterize an effective and reflective teacher. In pursuit of this goal the student teacher assumes various roles such as planner/manager, implementer, and evaluator of instruction. This stage of pre-professional growth occurs both on the college campus and in the school setting.

RESPONSIBILITIES OF THE STUDENT TEACHER

- *Write clear, valid and sequenced objectives for daily lesson and/or unit plans*
- *Convey knowledge of the subject matter and familiarity with the curricula provided*
- *Use resource materials and student records to enhance understanding of student learning needs in planning lessons*
- *Include diversified levels of questioning in lessons*
- *Give clear directions*
- *Demonstrate behavioral expectations and consequences*
- *Use instructional technology in teaching*
- *Provide for individualized as well as large and small group instruction*
- *Prepare, administer and score classroom tests*
- *Use test results to select objectives for future teaching*
- *Report student progress to parents, students and supervisors*
- *Foster a climate of trust and support in the classroom*
- *Assume full teaching responsibility for the last week of placement at each level*
- *Report punctually to school every day that the school is in session*
- *Dress in a professional manner reflective of faculty standards.*
- *Attend and participate in staff development meetings, faculty, teacher conferences and IEP conferences, and field trips where appropriate*
- *Demonstrate professional attitudes toward students, colleagues, parents, staff and other professionals*
- *Keep abreast of current trends in education as reflected in the professional journal literature*
- *Plan, select, adapt and modify materials, strategies and behavioral procedures to maximize learning in inclusive settings*

The Cooperating Teacher

The relationship with the cooperating teacher can be the foundation on which a successful student teaching experience is built. As a member of the professional triad with the student teacher and the college supervisor, the cooperating teacher agrees to assume one of the most exciting and influential positions in teacher education. The cooperating teacher provides the opportunity for the student teacher to refine the skills and attitudes that will inaugurate a teaching career. The transformation that occurs within the student teacher takes place on the college campus, but in an even more dramatic way in the secondary school under the direction of a classroom teacher.

New York State requires candidates for initial teaching certificates to complete a performance assessment known as the edTPA, Educational Teacher Performance Assessment. Schools and cooperating teachers are important partners with the college in helping our students succeed in this comprehensive task; therefore, we want to help you understand this responsibility. See Appendix A for more details regarding what edTPA is, what student teachers will demonstrate through the edTPA, and what the cooperating teacher's role is in edTPA.

RESPONSIBILITIES OF THE COOPERATING TEACHER

- *Support the student teacher in the edTPA process (see Appendix A)*
- *Prepare the class for the total inclusion of the student teacher into the classroom environment*

- *Provide opportunities for observation of routines, management of behavior and the gradual inclusion in planning for and implementing individual, small group and entire class instruction*
- *Schedule conferences with the student teacher which include (a) monitoring of progress, (b) making suggestions and posing questions intended to guide the reflection and thinking of the student teacher about teaching, and (c) encouraging the student teacher to analyze, evaluate and apply what has been learned after teaching a lesson*
- *Confer with the college supervisor and the student teacher after an observation by the former*
- *Make early and frank recommendations to the college supervisor*
- *Complete the end of semester reports (these reports consist of completing the Summative Evaluation Report (see Appendix B) and signing the time sheet (See Appendix C))*

The College Supervisor

The student teacher is supervised by a member of the Education Department and a member of the major department, each of whom observes the student teacher at least twice during the placement. The college supervisor is a resource person who facilitates communication among the professional triad consisting of the cooperating teacher, the student teacher and the college supervisor. Through professional experience and a continuing effort to keep abreast of trends and innovations in the field, the college supervisor possesses a broad knowledge of educational developments. The college supervisor takes an active role by constructively critiquing the professionalism, curricular decisions and instructional practices of the student teacher. Supervisors observe student teachers preparing for initial certification at four times during the student teaching placements.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

- *Both the major department and the Education department supervisors discuss with the cooperating teacher ways in which she/he can assist the student teacher*
- *Both the major department and the Education department supervisors explore with the student teacher the strengths of her/his teaching and areas in need of improvement after each observation of a lesson, and complete a report after each observation.*
- *Confer with the principal of the school and chairperson of the adolescence education department when there is any indication that a student teacher may not be recommended for certification*
- *Conduct weekly seminars which provide opportunities for student teachers to:*
 1. Learn more about teaching and learning in the secondary school setting
 2. Share both common and unique teaching experiences, ideas and problems with peers
 3. Receive assistance from one another and from the supervisor
- *Assume responsibility at the end of the semester to assemble:*
 1. Time sheets
 2. College Supervisor Observation Reports for each student
 3. Cooperating Teacher Summative Evaluation Report

APPENDIX A - COOPERATING TEACHERS AND THE edTPA

What is the edTPA?

- The edTPA is a performance-based assessment that was developed by a group of researchers from Stanford University and is used in over 31 states. The assessment is used to evaluate each candidate's ability to effectively teach subject matter to all students. New York is one of the first states to use the assessment for teacher certification.
- Student teachers will be assessed on a variety of artifacts including written reflection of lessons planned and taught, assessments of student work, samples of students' work, and video clips from the classroom.
- Each student teacher will submit the edTPA to Pearson (the testing provider for the edTPA) for evaluation. All documents and videos submitted to Pearson are secure and student teachers are aware of the issues of confidentiality for students and schools. The edTPA may also be viewed by college faculty and students for educational purposes.
- You can find more information about the edTPA (<http://edtpa.aacte.org/>)
- Further New York State edTPA information can be found at http://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_edTPA.html

What will Student Teachers Demonstrate through the edTPA?

Student teachers will be expected to demonstrate competency in the following five areas:

1. **Planning.** The student teacher uploads lesson plans, instructional materials, student assignments, assessments, and commentary. Thus, the student teacher will provide evidence that demonstrates an ability to use knowledge of student backgrounds and the academic content to plan effective student-centered lessons that are based on state and national standards.
2. **Instruction.** The student teacher uploads unedited video clips, and commentary analyzing student engagement in learning. Thus, the student teacher will provide evidence that demonstrates the ability to actively engage students in learning the academic content.
3. **Assessment.** The student teacher will provide evidence that demonstrates the ability to analyze student learning with the intent to provide specific feedback, appropriately plan the next steps in instruction, and make necessary adaptations to teaching practices.
4. **Analysis of Teaching.** The student teacher will construct planning, assessment, and instructions commentaries as noted above.
5. **Academic Language.** The student teacher will provide evidence that demonstrates an ability to analyze the language demands of academic content and provide appropriate lesson progressions based on students' language development.

What is the Cooperating Teacher's Role?

The student teacher has sole responsibility for submission of the edTPA; however, there are numerous ways cooperating teachers and college faculty can provide support in this important assessment. First of all, the cooperating teacher's valuable mentoring, input,

and feedback regarding his or her teaching in your classroom are vital to this process. In addition,

- **Become familiar with the edTPA tasks.** Understand the central focus of the lessons the student teacher must teach and the scope of the requirements of the assessment. Read over the material your student teacher provides so you can learn about the scope of this assignment.
- **Early in the student teaching placement,** work with your student teacher to select one lesson segment of three to five lesson for one of your classes that meets the requirements of the central focus of their edTPA. Help the student teacher learn about contextual information such as demographics, students who are English Language Learners, and students with IEPs, 504 plans as well as their specific needs. He or she is required to plan lessons that are modified to accommodate all student needs. The assessment also requires a focus on selected students of varying abilities to demonstrate the ability to plan, instruct, and assess students of differing abilities and needs.
- **Help your candidate obtain consent for edTPA video recording.** There is a consent form for parents to sign and return. Please be supportive and encourage the parents/guardians of your students to return the signed form.
- **Be available to help facilitate the video recording of at least three full lessons.** The candidate will bring the camera and necessary materials and will understand how to use the equipment. Every candidate needs to submit video of 15-20 minutes in length as part of the edTPA. It is best if multiple lessons are recorded so there is some choice for submitting the best segments. The camera should be focused on the candidate and the class. If any students do not have video consent, they must not appear in any video clips. They may participate in the lesson but should be out of the camera frame.
- While all the work submitted as part of the edTPA needs must be the sole work of the candidate, it is important that the cooperating teacher **provides feedback and suggestions and ask critical questions** as the teaching candidate reflects and writes about his or her lessons. Strong formative support is allowed: asking open-ended questions, discussing curriculum and instructional choices, using the edTPA rubrics to provide feedback on teaching. What is **NOT** allowed is making curriculum materials or instructional strategies decisions for the edTPA lessons, editing drafts of the narrative or video clips, using the rubrics to give formal feedback on the edTPA draft or final version, or suggesting changes be made to either drafts or final versions.

If at all possible, arrange for your candidate to teach his or her edTPA lessons **as soon as possible**. This will give him or her ample time to analyze and edit the video before submitting it. It will also allow for a second recording if necessary. If you have any further questions concerning the edTPA, please contact your candidate's college supervisor.

**APPENDIX B - SUMMATIVE EVALUATION OF CANDIDATE'S
PERFORMANCE IN STUDENT TEACHING**

THIS FORM WILL BE SUBMITTED ELECTRONICALLY THROUGH E-MAIL

Candidate's Name _____ Date _____

Cooperating Teacher _____ School _____

SJC Supervisor _____ SJC Supervisor _____

Secondary Education. _____ Course # _____

DIRECTIONS:

To evaluate the candidate's potential and aptitude to teach, this survey addresses three critical areas: knowledge of content, skills proficiency level(s) and dispositions or attitudes toward teaching as a profession and a career goal.

The following ratings are to be used:

N/O No opportunity to observe or evaluate

1 Needs improvement

2 Satisfactory

3 Good

4 Excellent

NOTE: Space is also provided at the end of each major section for additional comments, or for an optional and specific explanation regarding a rating of "1" on an item. Please return the completed form to the St. Joseph's College supervisor. Thank you.

EVALUATOR'S FINDINGS:

Based on classroom observations (formal and informal), evaluation of submitted lesson plans, pre-or post-observation conferences and conversations, discussions with other faculty responsible for supervising the teacher candidate and a review of the SJC *Student Teaching Handbook, which I have received*, I have concluded that the teacher candidate, identified above, has demonstrated the professional proficiencies which follow:

Summative Evaluation of Candidate's Student Teaching

KNOWLEDGE, SKILLS OR DISPOSITIONS AREA BEING EVALUATED	EVALUATION/RATING	ADDITIONAL COMMENTS (OPTIONAL)
LESSON PLANNING		
1. Designs lessons that have appropriate, measurable and attainable instructional objectives .	N/O 1 2 3 4	
2. Incorporates into lesson plans effective instructional strategies , which stimulate thinking, provide for diversity, and advance the goal of teaching and learning within the classroom.	N/O 1 2 3 4	
3. Incorporates ongoing assessment into the instructional plan and completes the lesson with an effective closure .	N/O 1 2 3 4	
4. Incorporates appropriate NYS Common Core Learning Standards and Performance Indicators in planning for instruction.	N/O 1 2 3 4	
PREREQUISITE KNOWLEDGE		
5. Demonstrates awareness of best practices and incorporates them effectively into the teaching practice.	N/O 1 2 3 4	
6. Understands the correlation among curriculum, instruction, classroom management and effective lesson design.	N/O 1 2 3 4	
7. Understands diverse populations and uses knowledge of diversity to provide for effective differentiation of instruction within the classroom	N/O 1 2 3 4	
8. Understands the characteristics of students with special needs/IDEA.	N/O 1 2 3 4	
INSTRUCTION/TEACHING PERFORMANCE		
9. Uses developmentally appropriate materials and resources for the instructional program.	N/O 1 2 3 4	
10. Validates student accomplishment/effort with celebration and honesty.	N/O 1 2 3 4	
11. Incorporates the use of various technologies to improve the delivery of instruction (including differentiation) and to motivate students.	N/O 1 2 3 4	

Summative Evaluation of Candidate's Student Teaching

KNOWLEDGE, SKILLS OR DISPOSITIONS AREA BEING EVALUATED	EVALUATION/RATING	ADDITIONAL COMMENTS (OPTIONAL)
12. Implements effective discipline methods, attempts to help students become self-directed, and is consistent in carrying out classroom management procedures.	N/O 1 2 3 4	
13. Fosters through well-designed and engaging lessons , the development of problem solving, higher-level inquiry and critical thinking.	N/O 1 2 3 4	
14. Shows ongoing evidence of total commitment to the advancement of student learning through multi-faceted activities, challenging questions and diverse teaching strategies. (Ex. cooperative learning).	N/O 1 2 3 4	
PROFESSIONAL TRAITS		
15. Demonstrates ongoing reflection upon his/her own performance and, in doing so, effectively improves that performance.	N/O 1 2 3 4	
16. Responds well to criticism, praise. evaluation of performance.	N/O 1 2 3 4	
17-20. Demonstrates professionalism in the following: <ul style="list-style-type: none"> • Punctuality • Attendance <li style="padding-left: 20px;"><i>Circle one: seminar or classroom instruction</i> • Submits assignments and work on time • Collegiality – works well with peers & colleagues 	N/O 1 2 3 4 N/O 1 2 3 4 N/O 1 2 3 4 N/O 1 2 3 4	
21. Communicates skillfully in written form.	N/O 1 2 3 4	
22. Communicates skillfully in oral form.	N/O 1 2 3 4	
23. Possesses inner resourcefulness, which contributes to personal growth, striving for excellence and commitment to the ideals of our profession.	N/O 1 2 3 4	
24. Possesses those dispositions for teaching, which contribute to a professional image.	N/O 1 2 3 4	
POTENTIAL AS A TEACHER		
25. The teacher candidate shows evidence of possessing those qualifications and characteristics to become a certified future member of the teaching profession.	N/O 1 2 3 4	

As an SJC designated supervisor or cooperating teacher working with this teacher candidate, I believe that *s/he will be a successful member of the teaching profession for the following additional reasons* (please be as specific as possible):

Summative Evaluation of Candidate's Student Teaching

APPENDIX C - TIMESHEET

Daily Time Sheet for Fieldwork in Grades 7–8 and 9–12

Candidate's Name							
Course No./Name						Semester	
Month, Day and Year	School Site <i>(please print)</i>						
	Cooperating Teacher's Name <i>(please print)</i>						
Date	Observing	Teaching	Assisting	Tutoring	Other (specify)	Other (specify)	Total periods per day

TOTAL Cumulative periods: _____

Teacher candidate's signature _____

Cooperating teacher's name (print) _____

Cooperating teacher's signature _____ **Date** _____