

University of the Cumberland



MAT Program

Cooperating Teacher Guide

FALL - 2018

Introduction

Thank you for your willingness to serve as a cooperating teacher (CT). We realize that teachers have numerous responsibilities, so we greatly appreciate your help in preparing our student teachers. Our goal is to provide our student teachers with the best experience possible, as they prepare to enter the field of education.

This handbook has three basic purposes:

1. To inform you of the tasks, projects and assignments the student teacher is required to complete.
2. To provide you with a pacing guide regarding the level of instructional involvement of the student teacher throughout the placement.
3. To provide directions for evaluating the student teacher.

Again, thank you for your time and dedication to our profession. Please feel free to contact us if you have any questions.

Respectfully,

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Formal Observations

Each student teacher will be formally observed a minimum of four times during the semester. The University Supervisor will conduct the formal observations. Student teachers are to complete a Lesson Plan form and Post-Observation Reflection form for each of the four formal observations. University Supervisors will conduct a post-observation meeting following the observation.

Major Assignments

- Video Project: Student teachers will record one lesson during the semester. The student should complete the following steps in regard to the video project:
 1. Confirm that students have “permission to video” forms on file at that school. If the school does not have this form, UC will provide one to the student teacher, so that he/she can distribute it to the students to take home for parent signatures. Once the forms are on file at the school, the student teacher is ready for step 2.
 2. The student teacher types a brief letter, simply stating that the students in the class have permission forms on file at the school. Please sign this brief statement, along with the student teacher. After the statement has been signed, the students will load into the online course.
 3. The student teacher will then complete a Lesson Plan for the lesson to be observed.
 4. Teach / Record Lesson
 5. The student, along with a peer reviewer, will watch the lesson and complete the Video Reflection form. We encourage the peer reviewer to be a third party, perhaps another teacher in the school.
 6. The student teacher will then mail the recorded lesson (jump drive, or DVD) to the professor.
- The Unit Plan: Student teachers will plan and teach a unit at least 5 days in length. Student teachers will be provided specific documents such as a Unit Blueprint, etc. to assist in the planning and monitoring process.
- Collaborative Leadership Project: The student teacher will complete a collaborative leadership project during the semester. Samples will be provided. Please assist the student teacher in planning an appropriate project.
- ePortfolio: The ePortfolio is the signature assessment of the course, and serves as an electronic portfolio showcasing the student teacher’s work over the semester. UC personnel will assist the student teacher in the completion of this assignment.

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IPRs (Intern Performance Record)

During the student teacher's placement, the cooperating teacher is asked to complete multiple IPRs (Intern Performance Record) for the purposes of formative evaluation. If the student teacher is with you for the entire 70 days, you will complete four (4) IPRs. If the student teacher is with you for 35 days, you will complete two (2) IPRs.

NOTE: Before completing an online IPR, you must register for the School of Education Portal. You will receive an email from jessica.shearer@ucumberland.edu containing an Access Code at the beginning of the semester. Please use this Access Code and the accompanying link to register for the Portal. Once you have registered, you will have access to the online IPR.

When completing the online IPR, please have the student teacher nearby so he/she can provide the student ID number and be available to electronically sign the document.

When completing the online IPR, you will have the following scoring options:

0 = Not Applicable 1 = Ineffective 2 = Developing 3 = Accomplished 4 = Exemplary

If you would like a further explanation of the scoring options, please click on the rubric within the online IPR document.

For Student Teachers with <u>one</u> 70 day placement	For Student Teachers with <u>two</u> 35 day placements
IPR #1 Between days 5-10	<u>1st Placement</u>
IPR #2 Between days 11 - 30	IPR #1 Between days 5-10
IPR #3 Between days 31 - 50	IPR #2 Between days 25-30
IPR #4 Between days 51 - 65	<u>2nd Placement</u>
	IPR #3 Between days 5-10
	IPR #4 Between days 25-30

Instructional / Classroom Involvement

Please utilize the Co-Teaching Strategies that were highlighted in the required trainings. Those strategies include:

1. One Teach; One Observe
2. One Teach; One Assist
3. Station Teaching
4. Supplemental Teaching
5. Parallel Teaching
6. Alternative Teaching
7. Team Teaching

It is recommended that you use the Co-Teaching Strategies as a way to model solid instruction for the student teacher. In addition, the Co-Teaching approach serves as a way to have the student teacher assume more instructional responsibility with each passing week.

Suggested Pacing Plan

Dates	(2) 35 Day Placement Student Teachers	(1) 70 Day Placement Student Teachers
Days 1 - 5	<ul style="list-style-type: none"> ✓ Begin 1st Placement. ✓ Familiarize yourself with classroom and school rules and procedures. ✓ Discuss responsibilities with (CT). 	<ul style="list-style-type: none"> ✓ Begin Placement. ✓ Familiarize yourself with classroom and school rules and procedures. ✓ Discuss responsibilities with (CT).
Days 6-10	<ul style="list-style-type: none"> ✓ Pick up one class. ✓ Discuss ideas for Unit. ✓ Discuss ideas for Video Lesson. 	<ul style="list-style-type: none"> ✓ Pick up one class. ✓ Discuss ideas for Unit. ✓ Discuss ideas for Video Lesson.
Days 11-15	<ul style="list-style-type: none"> ✓ Pick up 2 -3 classes. ✓ Engage in Co-Teaching. ✓ Discuss Leadership Project Possibilities. 	<ul style="list-style-type: none"> ✓ Pick up 2 -3 classes. ✓ Engage in Co-Teaching. ✓ Discuss Leadership Project Possibilities.
Days 16-20	<ul style="list-style-type: none"> ✓ Pick up four classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Pick up four classes. ✓ Engage in Co-Teaching.
Days 21-25	<ul style="list-style-type: none"> ✓ Pick up all classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Pick up all classes. ✓ Engage in Co-Teaching.
Days 26-30	<ul style="list-style-type: none"> ✓ Continue all classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue all classes. ✓ Engage in Co-Teaching.
	<ul style="list-style-type: none"> ✓ Continue all classes. 	<ul style="list-style-type: none"> ✓ Continue all classes.

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Days 31-35	<ul style="list-style-type: none"> ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Engage in Co-Teaching.
Days 1-5	<ul style="list-style-type: none"> ✓ Begin 2nd Placement. ✓ Familiarize yourself with classroom and school rules and procedures. ✓ Discuss responsibilities with (CT). 	<ul style="list-style-type: none"> ✓ Continue all classes. ✓ Engage in Co-Teaching. <p>(Students with one placement will simply continue).</p>
Days 6-10	<ul style="list-style-type: none"> ✓ Pick up one class. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue all classes ✓ Engage in Co-Teaching
Days 11-15	<ul style="list-style-type: none"> ✓ Pick up two classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue all classes. ✓ Engage in Co-Teaching.
Days 16-20	<ul style="list-style-type: none"> ✓ Pick up all classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue all classes. ✓ Engage in Co-Teaching.
Days 21-25	<ul style="list-style-type: none"> ✓ Continue with all classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue all classes ✓ Engage in Co-Teaching.
Days 26-30	<ul style="list-style-type: none"> ✓ Continue with at least four classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue with at least four classes. ✓ Engage in Co-Teaching.
Days 31-35	<ul style="list-style-type: none"> ✓ Continue with at least three classes. ✓ Engage in Co-Teaching. 	<ul style="list-style-type: none"> ✓ Continue with at least three classes. ✓ Engage in Co-Teaching.

Communication

While we anticipate a smooth student teaching process, please contact us if you have any questions, or concerns. We value your thoughts and opinions, as together, we build a culture of continuous improvement. Thanks so much for your time and have a great semester!

COMMON STUDENT TEACHER CONCERNS....

WHAT TO DO?

Frequent Tardies or Absences, Early Departures:

- Request that the student teacher maintain a sign-in, sign-out log to be initialed daily by the cooperating teacher.
- Suggest specific proactive actions to assist in a timely arrival.
- Contact the University Coordinator.

Inability to Critically Analyze and Engage in Reflection:

- Initially, model your reflective thinking process.
- Pose open-ended questions that require the student teacher to explain, justify, or evaluate.
- Sample questions
 - “Why did you choose the lesson activities identified on your plan?”*
 - “On what contextual factors did you base your planning decisions?”*
 - “How will the lesson directly connect to and support the KY curriculum?”*
 - “How will you be certain students have met your learning targets?”*
 - “How will the activity build on what students already know?”*
 - “How will you connect the lesson to the students’ lives?”*
 - “How will the activity maximize student involvement, hold all students accountable, provide for diverse learner needs, etc.?”*
 - “How might you modify assessments to accommodate diverse learners?”*
 - “What gap groups are identified as a result of your assessment analysis?”*
 - “Why do you believe your selected assessment tool is the most accurate tool to assess the lesson outcomes?”*
 - “In what way will your lesson activities enhance or be a deterrent to desired student behavior?”*
 - “If you were to reteach this lesson, what would you do to improve student learning, student behavior, time management, etc?”*
 - “After looking at the assessment data, what conclusions can you make about student mastery of the content?”*
 - “How will the assessment results help you in planning the next lessons?”*
 - “How did this lesson demonstrate your ability to think critically?”*
 - “How were your professional dispositions demonstrated during the planning, implementation and assessing of the lesson?”*

Failure to Implement Appropriate Suggestions:

- Write down suggestions/expectations. Document and date implementation or failure to follow through with suggestions. Give the student teacher a copy of this documentation at the end of each day and require that the student teacher sign the documentation. Retain a copy and provide a copy for the student teacher.
- Ask the student teacher why suggestions have not been implemented. If an overloaded schedule is the deterrent, engage the student teacher in the problem solving process, searching for ways to improve time management and prioritization.

Inadequate Planning

- Verbally model the planning process. The cooperating teacher should have personal examples of “best plans.”
- Ask that the student teacher provide a rough draft of plans several days earlier than the time designated for plans to be completed. This will allow time for necessary modifications or revisions.
- Ask that the student teacher, during the planning process, check off all components of effective planning as identified in the University’s guidelines and Kentucky Teacher Standards.

Ineffective Time Management

- Require that the student teacher maintain a daily calendar, allotting specific blocks of time for completing plans and preparing of materials and meeting other student teaching course requirements.
- Identify appropriate time during the school day when the student teacher might complete some planning. However, student teachers should not use daily instructional time for planning and preparation.
- Suggest that the student teacher arrive early or remain later in the school day to work on plans and teaching materials.
- Require that the student teacher have all materials ready for the following day before leaving the classroom that day.
- Provide long range planning requirements to allow for lead time and early completion of plans.
- Ask the student teacher to maintain a short and long range checklist of “things to do.”

Inadequate Content Knowledge

- Provide materials, texts for the student teacher to study.
- Require a detailed outline of the topic or content to be covered.
- Require that the student teacher script and include specific examples and non-examples in the instructions.
- Require that the student teacher script scaffolded, essential questions.
- Require that the student teacher provide visual graphics for the students that include definitions, attributes, key terms etc. This will provide the student teacher with necessary “crutches” that may eliminate the likelihood of misinformation being disseminated or critical information being omitted.

Inability to Clearly Instruct or Explain Content

- Require the student teacher to introduce content or skill areas with activities that identify the student’s existing background knowledge.
- Require the development of charts providing new terms and age/grade level appropriate definitions.
- Ask that the student teacher demonstrate the skill or concept for you prior to the actual lesson.
- Require scripted specific questions, examples and non-examples in the lesson plans that support the content.
- Video or audio tape the student teacher. Together, listen for developmentally inappropriate and/or vagueness terms.
- When there are multiple sections of class, model teaching the first class. Then have the student teacher duplicate your instruction.
- Emphasize the need for opening and closing reviews as well as distributed repetition.
- Suggest that the student teacher ask the students to repeat back directions or content to ensure comprehension.
- Ask the student teacher to assess student work and relate the assessment to clarity of instruction.

Difficulty in Pacing Instruction

-Ask the student teacher to allot time for each activity in the lesson. A written notation should be made on lesson plans. The time allotment might also be written on the board, along with the agenda. This will make students and the student teacher aware of the time allocated for each activity.

Example: Opening Review 10:00-10:05
 Group Activity 10:05-10:25
 Class Discussion 10:25-10:45
 Independent Work 10:45-10:55
 Closing Review 10:55-11:00

-Provide the student teacher with a timer to be set for each activity in or component of the lesson.
-Ask the student teacher to rehearse and practice learning activities to more accurately anticipate the time required for each portion of the lesson.

Monotone Voice/Inability to Convey Enthusiasm for the Content

-In the written lesson plan, ask that the student teacher script marker expressions.

(Ex. "This is the most important!" "If you don't remember anything else..."), task attraction (Ex. "This is such a funny story." "I'm certain you'll enjoy this. It has a real surprise ending.") and task challenge (Ex. "This is a really tough problem." "We're going to have to work our brains to do this one.") Remember the adage, "If you don't write it down, you won't do it."

-Have the student teacher write these task attractions, task challenges and marker expressions on post-it-notes. These notes may then be placed in strategic places (Ex: on the first page of a story, on the top copy of the day's worksheets) as reminders to verbally incorporate these key motivating phrases in instruction.

-Audio and/or video record the student teacher. Together, review the recording to identify and evidence voice modulation or verbal and nonverbal expressiveness. Ask the student teacher to reflect as to why expressiveness was demonstrated at a certain time. Build on even the most limited indication of enthusiasm.

-Provide the student teacher with opportunities to teach in his/her areas of expertise or to connect areas of interest to the content. (Ex: The student teacher enjoys auto racing. Have the student teacher develop math word problems with auto racing as the general theme.)

-Require that the student teacher incorporate "game" practice activities in review lessons.

-Ask that the student teacher employ a wide variety of teaching tools such as educational videos, "computer treasure hunts." The variety of exciting learning activities will, to some degree, compensate for the lack of a "naturally" enthusiastic personality.

-Require plans for activities that maximize student involvement. The straight, formal lecture will be an enemy of an unenthusiastic teacher.

-For elementary student teachers, the use of a puppet or mask may provide a disguise behind which the student teacher may feel less inhibited and more expressive.

-Ask the student teacher to audio or video tape practice presentations of content and then self-assess for evidence of specific enthusiastic, expressive behaviors.

Inability to Relate to Students

-Require that the student teacher watch T.V. programs, sports events and listen to music that are of interest to the students in the classroom.

-Where appropriate, have the student teacher eat lunch with the students.

-As appropriate, ask the student teacher to interact with the students in informal settings such as school athletic events, during bus duty and break time, etc.

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- Provide opportunities for the student teacher to engage in one-to-one instructional assistance or small group work. This might, for example, include tutoring a small group working on a certain skill, monitoring learning centers, or assisting several students who are building props for a class play.
- Ask that the student teacher read the students' journal entries identifying students' interests.

Inability to Stimulate Higher Level Thinking

- Require that the student teacher script questions reflective of all levels of Bloom's Taxonomy.
- Provide the student teacher with sample open-ended, divergent questions. Copies of sample released items, or other current state testing formats, may serve as valuable references. Ask that the student teacher develop open-ended questions to accompany topics for which the student teacher is responsible for teaching.
- Ask that the student teacher incorporate brainstorming and creative problem solving activities whenever possible and appropriate.
- Provide critical thinking resources for the student teacher.

Failure to Include All Students in Learning Activities

- Ask the student teacher to utilize techniques for random selection of reciters.
(Ex: pulling name cards out of a box, spinning a wheel with all students' names on the wheel)
- Encourage the student teacher to assist and give feedback to all students during independent work. This will require brief stops at each student's work place.
- Suggest that the student teacher utilize unison response techniques when appropriate (Ex: thumbs up, all writing responses and one student verbally answering)
- Require the student teacher to implement structured cooperative learning activities that ensure individual accountability and equal participation of all group members.

Inability to Provide For Diverse Needs

- Require the student teacher to include learning experiences that meet the needs of all learning modalities and preferences. A matrix for weekly planning will insure the inclusion of all necessary experiences.
- Provide the student teacher with ethnic, racial, religious, etc. information of class members. Ask the student teacher to research each area of diversity and include information on each in appropriate learning activities.
- Suggest that the student teacher create a theme/unit focusing on diversities in your room (i.e., Traditions, History of ..., Famous people of ..., Holidays).
- Supply the student teacher with necessary and legally permissible IEP information to enhance provisions for identified special education students and modifications necessary for 504 students.
- Arrange for the student teacher to conference with a special education teacher and/or gifted and talented teacher and secure appropriate accommodations for identified students.
- Require the student teacher to articulate and highlight accommodations in all lesson plans.
- Suggest that the student teacher provide extended wait time when appropriate.
- Model and explain the rationale for accommodations.
- Require enrichment activities for early finishers.

Ineffective Classroom Management

- Require that all materials necessary for the student teacher's lessons for the following day are ready prior to the student teacher leaving school that day.

- Suggest that the student teacher identify student assistants to more efficiently facilitate deployment and collection of materials. The student teacher should be reminded to systematically rotate the “assistant” position to include all students.
- Stress the necessity of giving all directions and instructions prior to any transition. (Ex: moving to work in groups, completing an independent assignment)
- Require that the student teacher establish a routine by which students seek assistance that will minimize the number of students approaching the student teacher.
- Require evidence in the student teacher’s plans that additional, meaningful work will be provided for early finishers and other special needs students.
- Assist the student teacher in creating an effective behavior management plan.

Ineffective Classroom Discipline

- Provide the student teacher with research on discipline models that are age-level appropriate.
- Video and/or audio record the student teacher. Together, analyze the recording for inconsistencies in dealing with discipline and for ineffective communication.
- When in the classroom or with the students, address the student teacher Mr., Mrs., or Ms. This conveys your perception of the student teacher as a professional who is in control.
- Assist the student teacher in designing a discipline program that is consistent with the existing policies in your classroom but that is also “comfortable” for the student teacher’s use.
- For chronic misbehaviors, ask that the student teacher meet with the special education teacher for assistance in crafting and implementing a behavior management plan.
- Model effective discipline techniques. Verbally reflect on your discipline choices, why you should use them and how they affect the students.
- Ask the student teacher to monitor and reflect on assessment of student’s work and reflect how evaluation might impact student behavior.
- Arrange for the student teacher to observe teachers who have approaches to discipline different from your own but that are equally effective. Invite the student teacher to reflect on these observations and discuss techniques observed.
- Monitor the student teacher’s questioning techniques to ascertain whether excessive call outs are being permitted. (The effective teacher asks the question first then randomly calls on a specific student by name. Teachers may need to verbally or nonverbally cue students to wait to be called upon.)
 - Ex: Raise your hand if you can... (verbal)
 - Teacher raises hand while posing questions... (nonverbal)
- Ask the student teacher to refer to the students’ interest inventories to ensure learning activities are of interest to the students.
- Utilize the video tape and/or a “walking map” to collect data of the student teacher’s proximity control.

Inadequacies in Assessment

- Provide the student teacher with samples of multiple assessments. (open response questions, pre and post assessments, performance events, well written tests, etc.) Require the use of a variety of assessments.
- Model the use of formative assessment tools for both academic and social behavior, (Ex: checklists, anecdotal records, student conference notes) and then require that the student teacher devise similar forms and data collecting techniques.
- Ask the student teacher to share evidence of specific positive and prescriptive feedback on student work.

-Suggest that the student teacher begin planning all learning activities by producing a rubric, scoring guide and/or specific academic competencies that are congruent with the established Kentucky curriculum.

Inability to Critically and Reflectively Analyze Teaching and Learning

- Engage the student teacher in brainstorming sessions to identify alternate plans.
- Provide the student teacher with thorough documentation of ineffective behaviors (Ex: tally the number of call outs, script sarcastic comments, audio tape as evidence of monotone voice). Ask the student teacher to identify possible causes. If the student teacher gives no response; provide the student teacher with research materials to read identifying alternate behaviors. Together, select suggestions from the research. Ask the student teacher to reflect on the effectiveness of the alternate behavior.
- Model self-analysis and critical, reflective thinking.
- Direct the student teacher to assessment results as a focus of reflection.

Inability to Relate or Collaborate With Other Faculty and Staff Members

- Encourage the student teacher to eat lunch with you and one or two other faculty or staff members.
- Invite the student teacher to participate in team or grade level planning meetings.
- Ask the student teacher to accompany you to faculty and in-service meetings.
- Provide opportunities for the student teacher to interact with school personnel in non- academic settings. (Ex: sit with another staff or faculty member collecting tickets at a ballgame or carnival).
- Arrange for the student teacher to observe in other classrooms.

Professional Appearance

- Provide the student teacher with the school or district's dress code.
- Model professional appearance and dress.
- Discuss the importance of professional dress that is appropriate for your instructional setting. Encourage the student teacher to reflect on how inappropriate dress impacts the perceptions of students, faculty, parents and administration. ("As you are dressed, so shall you be perceived. As you are perceived, so shall you be treated." Harry Wong)
- Should hygiene be a concern, provide the student teacher with time during the day to "freshen up."
- Encourage the student teacher to keep personal hygiene items at school to be used when necessary.