

*If we succeed in giving the love of learning,
the learning is sure to follow*
Sir John Lubbock

The Cooperating Teacher Handbook

2016-2017
Multiple Subject Credential
Professional Preparation Program

Department of Education Studies
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0070
(858) 534-1680

We would first like to express our appreciation...

The opportunity you provide our student teachers in sharing your classroom, your expertise, and your time, is invaluable to our program. We look forward to a mutually beneficial relationship that will enhance the educational experience for the children in your classroom as well as the professional growth of our student teachers.

You may expect the student teacher:

- to be punctual, and to be present in your classroom for the following periods (dates may vary slightly depending on your school schedule):

Pre-Student Teaching (concurrent with methods courses)

September 26-November 22, 2016- four to six hours per week, eight weeks

November 28-December 9, 2016- five full days for each of two weeks

January 9-February 10, 2017-four to six hours per week, five weeks

Student Teaching

February 13-March 17, 2017- five full days for each of five weeks

- to have lesson plans for everything that will be taught, and to show these plans to you in advance for your information and approval.
 - to be in constant attendance, or to notify you in advance in case of absence due to illness or other emergencies.
 - to show respect for you and the children in your classroom
 - to provide engaging and exemplary learning experiences for students that tap prior knowledge and provide an academic challenge.
 - to openly communicate with other staff at your school, with parents and with children.
 - to provide innovative, multicultural, and linguistically appropriate learning activities.
 - to create and use materials that are developmentally appropriate, and that follow grade-level expectations.
 - to control, manage and discipline effectively.
 - to take complete responsibility for planning and instruction for *at least* three weeks at the end of his/her student teaching experience.
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The UCSD student teacher will expect:

- to be present in your classroom for the dates listed above, and to share teaching responsibilities with you.
- to have your support and direction when needed.
- to use you as a model of effective instructional techniques.
- to plan instructional experiences with you that are best suited to the students in your classroom.
- to have your comments about his/her progress and your constructive criticism when and where needed.

UCSD expects the following from the student teacher:

- Use of multi-cultural instruction that capitalizes on and enhances the positive aspects of each child's ethnic or cultural competencies.
- Evidence of well-planned lessons. Every activity is to be preceded with a written plan that has been approved by the cooperating teacher. Lessons should be well-coordinated with the classroom teachers and/or teaching teams.
- Creative use of learning materials, ideas and techniques that are already existing in the classroom, or are commercially developed and so on.
- Preparation and implementation of self-developed, innovative learning activities and materials that are child-centered.
- Inclusion of materials that enhance the participation of children who do not speak the language of instruction.
- Development and use of culturally inclusive learning activities and materials.
- Preparation and use of developmentally appropriate materials and instructional activities that incorporate the child's experiences.
- Development and use of a variety of learning situations: learning centers, cooperative learning, integrated learning, thematic teaching and so on.
- Effectiveness of classroom management, and discipline.
- Responsibility for full-time instruction during a significant period(s) of time. The student teacher becomes the "head teacher", and must plan, direct and successfully provide learning for the class. However, the resources of the cooperating teacher and instructional aides should not be wasted. Lesson plans for each of these weeks must be approved before teaching.
- Accepts constructive criticism from supervisor, classroom teacher and peers, and takes positive action to alter behavior.
- The student teacher is punctual and in constant attendance. In the event that the student teacher is absent, the school secretary should be contacted.
- Attendance at all school functions that the cooperating teacher attends such as open house, parent conferences, home visits, PTA events, School Board Meetings, etc.

Where They're Going

Winter (January - March)

- More Methods (Jan/Feb):
 - Mathematics
 - Language Arts
 - Social Studies
 - Health
- Seminar: Reflective Practice
- Classroom Experience:
 - Minimum of 4 hours per week during January/February
 - Full-day student teaching for five weeks (February-March). - continue with first placement

Spring (April - June)

- Full Day Student Teaching (second placement)
- Methods:
 - Mathematics
 - Language Arts
 - Visual and Performing Arts
- Seminar: Reflective Practice
- Inclusive Educational Practices (Mainstreaming)

Where They Are

Fall (September - December)

- Methods:
 - Mathematics
 - Language Arts
 - Science
 - P.E.
 - Bilingual Instructional Practices (Bilingual Authorization)
- Introduction to Educational Resources
- Multicultural Education
- Computer Literacy
- Teaching the English Language Learner
- Classroom Experience:
 - 4 hours per week minimum during October-December
 - Immediate methods application

Where They've Been

- 120 + Hours in the Classroom
 - Classroom Aides
 - Three Different Districts/Grade Levels
- Theory:
 - Child Development
 - Cognitive Theory
 - Culture and Language
 - Sociology of Education

Our Program

Our students typically undergo a two-year program of preparation at UCSD for the multiple subject credential. During their first year, their field experience consisted of a sequence of three ten-week placements, each in a different district and grade levels. They worked with individual students and with small groups during that first year. During their second year, their field experience is now divided into two parts, the **Pre-Student Teaching** and the **Student Teaching** experiences.

During the pre-student teaching placement students begin by observing and working with individual students and groups of students, working toward the presentation of a single lesson, and then an entire unit, for the whole class. The timing of the progression from initial observation, to the presentation of whole lessons and units, is determined by joint collaboration between the UCSD pre-student teacher, his/her cooperating teacher, and the UCSD supervisor. **Pre-Student Teaching timeline: Sept. 26-Nov. 22-four to six hours per week; Nov. 28-Dec. 9: Two weeks-every day, all day; and Jan. 9-Feb. 10-four to six hours per week.** During most of this period, student teachers will also be taking methods classes at UCSD.

Full Time Student Teaching timeline: Feb. 13-March 17 for a total of 5 weeks.

UCSD student teachers are expected to assume full teaching responsibilities when and where appropriate. This should be a gradual process. It may begin with the student teacher taking one reading group and adding other groups until they teach all reading activities. Or the student teacher may choose to teach lessons with which they are comfortable, and then add other curriculum areas until they teach all day. Our goal is for each student teacher to take full responsibility for instruction during a significant portion of their tenure in your classroom. Although we want the student teacher to have a complete teaching experience, we depend upon the cooperating teacher to monitor this progress and maintain the best situation for all involved. We encourage the cooperating teacher to leave the classroom in the student teacher's control, but understand that while the student teacher is in charge, the cooperating teacher may want to use the opportunity to work with individual children, and/or small groups, on enrichment or remedial activities.

Our program incorporates a variety of educational models and teaching styles, incorporating into the instructional approaches considerations relevant to diverse student populations and grade levels. In this way we fulfill the mandate from the California Commission on Teacher Credentialing requiring a diversified experience.

We encourage our student teachers to be professional, and therefore expect them to attend all faculty meetings, professional growth seminars, workshops, inservice training sessions, etc. We also encourage them to know the community in which they work. However, we caution them to use discretion and to inform the cooperating teacher of all their plans.

UCSD's elementary supervisors will visit each student teacher on a regular basis during full-time student teaching. The supervisors are all experienced elementary classroom teachers. They have been the primary methods instructors for the courses taken prior to student teaching, and therefore, are aware of the student teachers' strengths, and will encourage and direct areas in which growth is needed.

Communication between the cooperating teacher and the supervisors is of the utmost importance. The supervisor will plan to meet with the cooperating teachers and will welcome e-mails and phone calls.

Elementary Supervisors:

Bobbie Allen
bmallen@ucsd.edu

Rusty Bresser
bbresser@ucsd.edu

Elizabeth Pappas
epappas@ucsd.edu

Susan Scharton
sscharton@ucsd.edu

Linda Whiteside
lwhiteside@ucsd.edu

Gabrielle Jones
gajones@ucsd.edu

The Role of the Cooperating Teacher

Communication

- observe the student teacher and provide appropriate, constructive feedback
- meet daily for a short session to critique the day's experience and plan details for the following day
- meet weekly for long term plans
- provide a journal (also see "Communication and Critique" below) where you and the student teacher may communicate with each other, for those times in class when it is difficult to conference in person
- evaluate the performance of the student teacher

Orientation

Please keep the student teacher apprised of the following:

- inservice workshops they may attend
- faculty meetings (if open to student teacher)
- Board of Education meetings, P.T.A. meetings, Open House and other school events
- school library, and other school resources
- district resource centers, their use and restrictions
- community resources
- auxiliary staff (school psychologist, nurse, counselor, speech teacher, etc.)
- availability and use of audio visual equipment
- availability and use of duplicating equipment
- availability and use of computers or computer center
- availability of special teachers for music, art, or P.E.

Provide School Policies and Procedures Information

- school policies guide
- grade level curriculum guide or school's course of study, current state frameworks and model curriculum guides
- information on discipline policy, fire drill procedures, and the like

Establish Student Teacher Responsibilities

September 17, 2016

- identify the student teacher's skills, strengths and interests
- suggest activities that might be most successfully done first (e.g., transitions, morning calendar, etc.)
- arrange for shared responsibilities
- develop an overall plan of how the student teacher moves toward full teaching responsibility

Support and Encourage the Student Teacher

- critique lesson plans
- observe lessons, give critique and suggest improvements
- allow the student teacher time alone with the class so that he/she can feel fully "in charge"
- encourage, praise and support the student teacher's skills as they develop

And finally, while allowing for considerations of privacy, please enrich the student teacher's knowledge of the children--their strengths, their needs or concerns, *their community*, and so on.

Communication and Critique

Keeping open lines of communication is very difficult for a busy teacher. We suggest that a communication journal be started so that you can jot down notes, ideas and questions that can be responded to in writing or at future meetings.

Whenever possible, a meeting should be set up for the end of each school day. The meeting may be short, but will provide you both with a planned time to review the day and check plans for the next day. Once a week, a longer meeting will be needed to check plans and student teacher progress more carefully. If there is a para-professional in the classroom, she/he may need to be included.

Please feel free to invite the UCSD supervisor to meet with you. The supervisor will ask to talk with you specifically about your student teacher on an informal basis. Because we are all interested in providing a successful pre-teaching experience for the student teacher, we must keep lines of communication open. All supervisors are available by e-mail and/or phone, and messages may be left on their office voice mail.

We will ask you to complete the pre-student teaching evaluation at the end of the fall (see sample provided). In addition, we will need you to complete an online evaluation at the end of student teaching in the winter. These evaluations are considered a part of the student teacher's education, as well as instruments of evaluation, and therefore we encourage you to share them with the student. We will conduct self-evaluation conferences with each student at the culmination of this placement in winter of 2017.

Your evaluation will not be included in the student's professional placement file. Therefore, the student teacher may ask you for a letter of reference. You may want to print a copy your evaluation and other correspondence to use later for reference letters. We understand that a reference is freely written, and encourage you to use your own judgment about recommending your student teacher for teaching positions.

General Information

CSTPs and TPEs

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate, the teaching standards for California's student teachers. They were designed by the California Commission on Teaching Credential to align with the California Standards for the Teaching Profession. Student teaching candidates are given numerous and varied opportunities to demonstrate knowledge, skills and abilities. Student teaching is one of them.

California Standards for the Teaching Profession (CSTPs) Teaching Performance Expectations (TPEs)

1. Engaging and Supporting All Students in Learning	TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Language Learners
2. Creating and Maintaining Effective Environments for Student Learning	TPE 10: Instructional Time TPE 11: Social Environment
3. Making Subject matter Comprehensible to Students	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
4. Planning Instruction and Designing Learning Experiences for Students	TPE 8: Learning About Students TPE 9: Instructional Planning
5. Assessing Student Learning	TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments

School Contracts

UCSD and your school district have entered into a contract that allows the student teachers to fully participate in the schools in the district.

Certificate of Clearance

Prior to the Winter student teaching period begins, all UCSD student teachers will have been cleared by the California Commission on Teacher Credentialing and are therefore allowed to assume teaching responsibility. However, it is important to note that the classroom teacher remains the person legally responsible for the class.

Legal Issues

Student teachers have the same responsibility as the classroom teacher to report child abuse, and to maintain the physical and emotional well being of the children. Student teachers are expected to maintain the personal privacy of the children and their parents. Student teachers are covered on district liability insurance against suits, but are not personally insured.

Evaluation of Student Teachers

Your Pre-Student Teaching Evaluation of your student teacher is due in **December** (sample attached) as well as an evaluation the end of student teaching in March. You will receive a copy of the Student Teaching Evaluation in **January**. **Instructions for accessing both online evaluations will be provided once placements have begun.**

TEACHER EDUCATION PROGRAM
UNIVERSITY OF CALIFORNIA, SAN DIEGO

COOPERATING TEACHER EVALUATION
OF
STUDENT TEACHER PERFORMANCE

Pre-Student Teaching Evaluation (Fall 2016 SAMPLE)

EDS Student _____ Supervisor _____

Cooperating Teacher _____

Grade Level _____ Date _____

Thank you for giving our student the opportunity to learn more about education by participating in your classroom. The field component of our program is vital to their success in education and we value your perspective on this future teacher particularly since this segment will not be formally supervised. Please take a minute to respond to these questions and feel free to share with us any insights you may have about this candidate's potential in education. *Please share this information with your student teacher before they hand it into their supervisor.*

1. The student teacher was prompt and reliable. S/he followed through on lessons and plans, kept a consistent schedule, and called prior to being absent.

Strongly Agree Agree Disagree Strongly Disagree

2. The student teacher discussed the ways s/he could participate in the class beyond the lessons required for our course. The student teacher interacted with the children during class time (helping, answering questions). S/he quickly learned the children's names and uses them during interactions and while teaching.

Strongly Agree Agree Disagree Strongly Disagree

3. The student teacher maintained a professional appearance and was able to effectively interact with families, primary caregivers, principals, community agencies, and other staff members and their involvement in school-wide activities.

Strongly Agree Agree Disagree Strongly Disagree

4. The student teacher discussed lessons with you prior to teaching them. You were given the opportunity to read and respond to the lesson plans before they were taught. The student teacher took the responsibility for locating and preparing all the material necessary for the lesson. The student teacher sought your feedback on the lesson after teaching it.

Strongly Agree Agree Disagree Strongly Disagree

5. The student was enthusiastic and confident. S/he was able to take constructive feedback from one lesson and apply it to the next.

Strongly Agree Agree Disagree Strongly Disagree

7. Would you like to make any final comment about the student or share any suggestions for improving our program?

Quarter: Fall Year_____

Cooperating Teacher Signature _____

Student Teaching Signature _____