

Cooperating Teacher Handbook Clinical Practice Experience

Part I: The College of Education & Human Services

Welcome to the College of Education and Human Services! Serving as a cooperating teacher for a teacher candidate makes you part of a rich tradition of teacher preparation at Seton Hall University. The College mission statement fully describes that tradition:

The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, professional psychology and family therapy.

Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The College enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of psychology and marriage and family therapy.

Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.

This mission statement provides the foundation for our daily practice and *vision of what we would like candidates to know and be able to do* when they graduate from the College of Education and Human Services. Cooperating teachers, along with university faculty and field supervisors, work collaboratively to support this vision.

We strive to develop competent, socially conscious, reflective professionals.

Competence: Teachers considered competent within this vision are those who possess knowledge for themselves and also understand how to convey that knowledge to others. Knowledge alone, without the ability to effectively share it, is not enough to teach others.

Social Consciousness: Practicing good stewardship, through a willingness to learn about difference, modeling respect for others, and varying educational approaches to support

diverse individuals, is the foundation for the formation of socially conscious candidates and students. Connection and collaboration with colleagues and the community enhance social consciousness.

Reflection: Reflection is a tool to enhance learning, teaching, and leadership. It creates an imbalance or doubt in thinking, which creates opportunities for growth. Candidates who model introspection and self-awareness support environments where students also develop reflective skills about their own learning.

II. Linking Field Experiences and Our Vision Statement:

The interconnection between developmentally structured course work and field experiences supports the growth of the qualities in our vision statement: competence, social consciousness, and reflection. Teacher preparation at Seton Hall is viewed as a developmental process with each course and field experience adding new knowledge as well as reinforcing previous learning. **Candidates are not expected to be fully competent, socially conscious and reflective at the start of their senior field experience, but rather poised to continue their work toward that vision.** The cooperating teacher, working closely with the university supervisor, helps the candidate on that path by providing constructive feedback, modeling, sharing effective strategies, and offering challenges through mutual goal setting.

The candidate's final teaching experience is taken in conjunction with a seminar on campus. The goal of the seminar, whether for elementary, secondary or special education, is to provide structured opportunities for candidates to process and reflect on their teaching experience. Reflective journals, role playing how to talk with families, brainstorming about behavior issues, and visiting peers in other types of settings, are some of the ways the faculty help candidates work through their experiences. Discussion of professional association standards, mock interviews, and portfolio development add to candidate professional preparation. The faculty member teaching the seminar receives information regarding candidates' performance through the **Office of Field Placement**. Cooperating teachers can contact the office to request information about the seminars or to communicate with the seminar faculty.

The College of Education and Human Services recognizes that a candidate's dispositional qualities play an important role in their development as teachers. The Professional Code for Candidates listed below has been adopted by the Department of Educational Studies. The essential skills and qualities cited in the code are interwoven into our field evaluation forms.

Professional Code for Candidates:

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

(1) Professionalism:

(a.) Ethics: Candidates maintain the highest level of ethics to include submission of original work; fully cite all sources associated with the development of their work (including information from the Internet); and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

(b.) Social Skills: Candidates maintain the highest level of respect in their verbal and written communications, and maintain appropriate physical space toward faculty, university staff, school personnel, peers, and students in the field. Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall University. (See the College of Education & Human Services field handbook for more information.)

(c.) Organizational Skills: Candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.

(2) Passion:

(a.) Respect: Candidates respect the context and experience of others, developing the skills to use that information in classroom conversation, writing, and lesson planning. Candidates display in action, word, and commitment their passion for the teaching profession, and the right for all children to have access to positive and productive learning environments. Candidates do not speak ill of others, instead providing valuable feedback to students and peers that fosters growth and development.

(b.) Life Long Learning: Candidates recognize that a career in the teaching profession means a dedication to life-long learning, requiring a commitment to continually update their content knowledge and open-mindedness to learning and incorporating new teaching methods to reach diverse learners.

The College has established a **Retention Committee**, comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support, and counseling services. The goal of the Retention Committee is to provide support and intervention for candidates who might be struggling in their classes or their field placements due to academic and/or dispositional issues. Candidates displaying a consistent pattern of difficulty across courses and/or field settings would be asked to meet with the Retention Committee to establish a plan for change with specific benchmarks and a contact person to make sure they are provided with the information they need to progress. Only after efforts to remediate a behavior have occurred and no change has taken place would the committee discuss dismissal options from the College. A sample of the “Early Warning” form a supervisor or cooperating teacher might fill out to notify the field office of difficulty is provided in the appendix of this handbook.

Contact information:

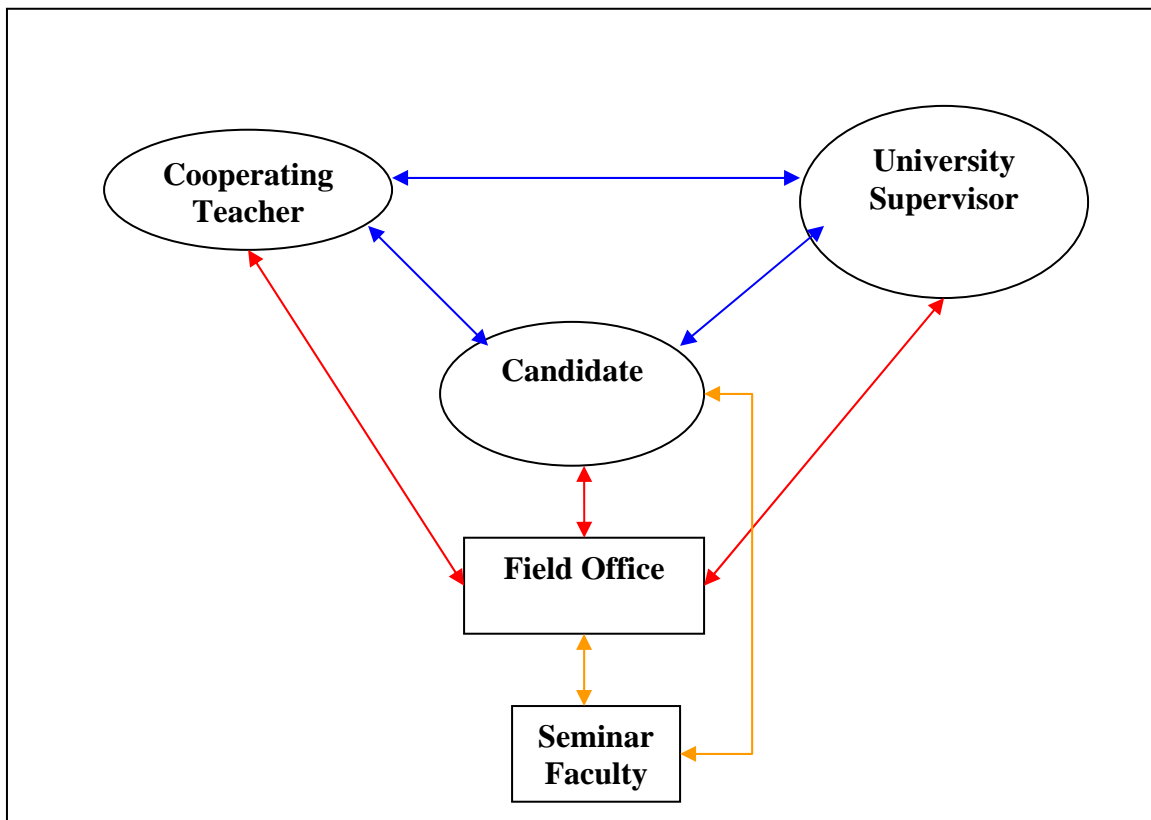
Field Placement

- Professor Deborah M. Sanchez, Director of Field Placement & Supervision (973) 275-2010; sanchede@shu.edu
 - Barbara Cooley, Secretary (973) 761-9347; cooleyba@shu.edu
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III. Expectations for Cooperating Teachers, University Supervisors, and Teacher Candidates:

The final teaching experience is based on a **triad model: cooperating teacher—teacher candidate—university supervisor**. The cooperating teacher and supervisor work as a team to challenge, support, and guide the teacher candidate toward the vision of competence, social consciousness, and reflection. **The essential key for success to this model is that communication must be consistent and clear among all the participants.** If concerns arise by any of the participants, they should be shared early on with each other and, if deemed necessary, the Office of Field Placement.

Cooperating Teacher Role	University Supervisor Role	Teacher Candidate Role
<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. 2. Provide constructive and timely feedback to the senior teacher. 3. Set goals early on, with the senior teacher for his/her development by the end of the experience. 4. Talk regularly with your teacher candidate to discuss his/her development and your thoughts about the process, as well as your experiences about what works and has not worked in the classroom. 	<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. Visit a minimum of eight times per semester. 2. Support the development of the teacher candidate through goal setting with the cooperating teacher and the candidate along with providing constructive and timely feedback. 3. Provide answers to policy questions that might arise and maintain contact with the Office of Field Placement if problems arise. 4. Attend the university supervisor training. 	<ol style="list-style-type: none"> 1. Actively work toward their own development with goal setting; seek constructive feedback and respond to it; learn about families and school culture through attendance at meetings, and develop a positive rapport with students and colleagues. 2. Model professional behavior through attendance, dress, language, respect for confidentiality and school rules.



Guide for Week-to-Week Activities During the Final Teaching Experience.

Week	Activities
One	Teacher candidates spend this week getting to know the students, familiarizing him/herself with the classroom rules and routines, and assisting the teacher with student needs.
Two	The cooperating teacher, teacher candidate, and university supervisor meet to establish goals for the semester. The goals should address short term objectives as well as long range developmental issues. This plan will guide the triad for the remainder of the semester. <i>**If unexpected issues arise, the plan can and should be</i>

	<p><i>expanded to actively address those issues.</i></p> <p>The teacher candidate takes one subject to plan and teach.</p>
Three-Seven	<p>The teacher candidate continues to take on subjects and planning. He/she should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits.</p> <p>The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Eight-Fourteen	<p>The teacher candidate, by the start of the eighth week, should be planning and teaching all the subjects. If there are multiple adults in the room, the teacher candidate is to plan for the activities of the support staff as well as for the students.</p> <p>The teacher candidate should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits. The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Fifteen	<p>The teacher candidate steps back into a support role so that the students can adjust to the transition back to the cooperating teacher. The senior continues to actively help the teacher and students in their support role.</p>

IV: FAQ—What Kind of Knowledge and Experience Does a Teacher Candidate Bring to My Classroom?

1. What course work has a teacher candidate taken in their major prior to the final teaching experience?

Elementary & Special Education	Secondary Education	Special Education with Speech-Pathology Concentration
<p>42 credits</p> <p>1001 Introduction to Teaching, Pt I: The Profession 4000 Child Curriculum & Development 1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Inclusive Classrooms 2101 Learning Disabilities 2102 Autism & Developmental Disabilities 2004 Early Literacy I 3005 Language Arts II 2005 Math Methods 2006 Science Methods 3003 Social Studies Methods 3103 Assessment 2200 Health Promotions for Children</p>	<p>24 credits</p> <p>1501 Education in the US 3510 Culture, Community & School 1301 Educational Psychology & Classroom Practice 2003 Instruction Theory into Practice 3301 Educational Evaluation 2501 Philosophy of Education & Curriculum Development 3700 Integrating Technology into Curriculum 3601-3605, 3513, 3514 (select one) Subject Specific Methods Course</p>	<p>30 credits</p> <p>1001/1002 Diverse Learners & Their Families, Part 1 & 2 2001 Life in Inclusive Classrooms 2004 Early Literacy 2005 Math Methods 2006 Science Methods 2101 Learning Disabilities 2102 Autism and Developmental Disabilities 3103 Assessment 5003 Language Develop.</p>

2. What major does a teacher candidate have when he/she reaches my classroom?

All candidates must have a content major from Arts and Science; core curriculum content majors are recommended (English, Math, Social Studies/History, World Languages, the Sciences).

- **Elementary, Early Childhood, and Special Education:** candidates who choose this major complete courses and field work in each education area as well as majoring in a content area.
- **Special Education with a Concentration in Speech-Language Pathology:** candidates who choose this major complete courses that contain information about children with and without disabilities, complete field placements in special education, 18 credits in speech-pathology courses, as well as majoring in a content area.
- **Secondary Education:** candidates who choose this major complete courses in secondary education, complete course work and field work in their content major.

3. How much field experience does a teacher candidate bring to the final teaching experience and what has he/she specifically done in the field?

<p>1st placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2001/2004, Elementary & Special Ed Majors; 1301, Secondary Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidates will conduct, minimally, 2 lessons. • Secondary students will be involved in a tutoring program with different hours than the elementary/special ed majors. 	<p>2nd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2102/3005, Elementary & Special Ed Majors; 2003, Secondary Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • At minimum, candidates will teach 2 lessons. • Candidates will research, plan, and present the lessons. • Secondary students will be involved in a tutoring program and special project work (different hours than the elementary/special ed majors).
<p>3rd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2101/2006, Elementary & Special Ed Majors; 2501, Secondary Ed Majors <p>Goals:</p>	<p>4th placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 3103/3003/2005, Elementary & Special Ed Majors; Secondary methods course. <p>Goals:</p>

<ul style="list-style-type: none"> • Candidate, at minimum, will teach 2 lessons. • Candidate must research, plan, and teach the lessons. 	<ul style="list-style-type: none"> • Candidate must teach a minimum of 2 lessons. • Candidate must research, plan, and teach the lessons.
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Secondary education students' main field activity in sophomore year is participation in the Seton Hall Challenge Program, a weekly tutoring program with Summit Middle School. Student's academic schedules should allow for free Wednesday afternoons ensuring full participation in the program. Junior and senior field placements are 60-hour classroom placements including classroom observations and guest teaching a number of lessons to be negotiated with the cooperating teacher and supervisor. Senior clinical practice, generally in the last semester, is a full semester of planning and teaching in conjunction with work in a university seminar.

4. *Can a teacher candidate be left alone in the classroom during their final teaching experience? Can he/she serve as a substitute in the classroom if they have their substitute certificate?*

Left alone?	Serve as a substitute?
<p><i>The short answer is No.</i></p> <p>Circumstances sometimes require the cooperating teacher to leave the room for an unexpected event or to quickly answer the need of an administrator or another teacher...as long as these brief absences are not consistent or daily, then this is acceptable.</p> <p>The cooperating teacher is a crucial part of the triad of a teacher candidate's development; being present to provide feedback and assistance is a central part of the role.</p>	<p><i>No.</i></p> <p>Teacher candidates, although possibly certified as a substitute, are steeped in the developmental model of learning how to teach. Feedback based on observation by the cooperating teacher (or another certified individual serving as a substitute in the classroom) is required on a daily basis.</p>

5. *How many absences is the teacher candidate allowed during his/her final teaching experience?*

- One absence is allowed.
- Any absences past that one day are required to be made-up during exam week of that semester.
- All absences must be reported to the cooperating teacher, university supervisor, and the Field Office prior to 8:30 am of that day.

6. *What forms do I need to submit?*

- An honorarium form and W-9 (provided in the envelope with this Handbook).
- *Midterm and final evaluation forms by the date noted in the cover letter.*

7. *Related to professional behavior, what can I expect from a teacher candidate?*

Teacher candidates are expected to meet the Professional Code for Candidates described earlier in the handbook. Some focused examples of this code are:

- **Arrive on time** on a daily basis (at least 15 minutes prior to the arrival of the students OR at the specific time agreed upon by the cooperating teacher and teacher candidate)
- **Dress appropriately**, reflecting the culture and climate of the school.
- **Maintain confidentiality** regarding students and their records.
- **Prepare lessons and activities in advance** of their use in class.
- **Seek and respond to constructive criticism**

If a teacher candidate *does NOT meet these expectations*, the triad of the cooperating teacher, university supervisor, and the candidate must address the issue and develop a plan for change. The Field Office should be notified if no change occurs within five days of the triad meeting.

8. *How do I determine what grade to assign—for senior student teachers?*

A: A grade of “A” means that the teacher has done an outstanding job teaching. The candidate is creative, responsible, intelligent, mature, and highly capable of self-direction. The candidate shows great promise and has many of the characteristics of an excellent teacher. Here is a professional individual with extraordinary promise.

B: A grade of “B” or “B+” means that the teacher candidate is noticeably above average in ability to teach. This candidate can plan creatively and constructively and has grown consistently with regard to self-direction and responsibility. The candidate has shown poise and is willing to exert extra effort, if necessary, to be productive in teaching. Performance ranges from “average” to “excellent” in all factors evaluated.

C: A grade of “C” or “C+” means the teacher candidate can teach in an acceptable fashion. This candidate displays adequate performance in most areas with few weaknesses. The candidate's professional insights will need to be fully developed. More development and experience will be needed before this candidate may be considered a fully prepared teacher. The candidate is recommended for a teaching position and prospective employers may assume that his/her teacher will need supervisory assistance.

D: A grade of “D” or “D+” means that the teacher candidate is below average and shows little promise as a teacher. The candidate is definitely lacking in teaching creativity and self-direction. There is a need to develop further teaching skills before being placed in a teaching situation. Performance is adequate for some categories and less than average in several areas.

F: A grade of “F” means that the teacher candidate has failed in student teaching. The candidate does not demonstrate competencies for effective teaching and lacks professional qualities. The teacher candidate will not be eligible for certification.

I: A grade of “I” means the teacher candidate did not complete the full student teaching experience. The teacher candidate must obtain written permission to receive an “Incomplete” by submitting a Course Adjustment Form to the Office of Field Placement and Student Services and the seminar professor before the officially scheduled end of the semester. The teacher candidate has up to a maximum of 12 months to complete the work.

9. *What contact numbers do I need?*

Field Director, Deborah M. Sanchez,	(973) 275-2010	sanchede@shu.edu
Field Supervisor,		
Teacher Candidate,		

Sample template for semester-planning. During the second week of the field experience, the cooperating teacher, university supervisor and teacher candidate can establish a series of goals that they feel are beneficial to the teacher candidate’s growth over the experience. Some goals may be reached before the end of the experience while new ones may emerge along the way. Keeping a record of the goals will help guide observations, planning, and reflection.

Week:	Comments:
Behaviors for development: 1. Lesson closure	
2. Broaden range of responses to students	

3. Look for connections to the daily lives of the students	
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SETON HALL UNIVERSITY
College of Education and Human Services

Early Warning Field Evaluation Form

The purpose of this form is to allow cooperating teachers, supervisors, and faculty working with a candidate in our teacher education programs to notify the Department of Educational Studies about **concerns in performance** early within a semester. The form provides a trigger for program advisors and the Office of Field Placement and Supervision to intervene in a pro-active manner with candidates. You are NOT required to fill out this form if a candidate shows no significant difficulties in the field or course.

Due Dates:

No later than 3 weeks after the start of a field placement.

No later than 7 weeks after the start of a course.

Candidate Name: _____

Field Placement or Course: _____

Teacher/Supervisor Name: _____

Date: _____

Signature of Person Completing the Form: _____

Area of Concern	Example of the behavior(s) you believe the candidate needs support and intervention.
INTASC #1: Content Knowledge	
INTASC #2: Human Development and Learning	

INTASC #3: Diverse Learners	
INTASC #4: Instructional Strategies	
INTASC #5: Management	
INTASC #6: Communication	
INTASC #7: Planning	
INTASC #8: Assessment	
INTASC 9: Reflective Practitioner	
INTASC 10: Collaboration	
PROFESSIONALISM	

Seton Hall University
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Teacher Work Sample

Senior candidates, in the seminar associated with their clinical practice, are required to complete a project called the “Teacher Work Sample” (TWS). The project is used nationally by many teacher preparation programs, particularly those accredited by NCATE.

The TWS requires candidates to design and teach a mini-unit (between 4 to 7 lessons). There are several components to the project:

- 1) Contextual Statement: This is a description of the community, district, school, classroom, and students the candidate is working with during their senior teaching. The purpose of this narrative is that candidates must consider the group and individual strengths and needs prior to the selection and planning of their mini-unit.
- 2) Goals and Objectives: After selecting a topic that can be taught in a focused time frame (in consultation with their teacher), candidates must consider the district curriculum and NJ core curriculum standards in order to write the goals and objectives for the mini-unit.
- 3) Design of Instruction: Candidates give their students a pre-assessment in order to determine their current level of knowledge. Using that information as well as the knowledge gained through the contextual statement, candidates design a series of lessons addressing the mini-unit objectives. Daily assessment is used to determine if student learning has occurred or if additional time or a modified approach is necessary.
- 4) Assessment: Candidates give a post-assessment at the end of the mini-unit to measure the level of student learning from the pre-assessment.
- 5) Evaluation: After presenting the data in the assessment section, candidates must review the factors influencing learning and consider why the results have occurred.
- 6) Reflection: Upon completion of the entire project, candidates are asked to reflect on their own work as teachers as well as the role of assessment in a teacher’s daily life to support student learning.

**The candidate’s grade is not based on their students’ academic success throughout the mini-unit, but rather on their own planning based on their knowledge of students, responsiveness to student work during the lessons, and their reflection regarding why some may have learned more than others.

**Recommended topics for the mini-unit: subjects that are taught on a daily basis or several times in a week are highly recommended. If a subject is taught once a week, and if that subject is sometimes skipped due to other obligations, the candidate does not have enough time to complete the project in a timely fashion.