E-Training for Cooperating Teachers

Edmc 3285 Module
Foundations of Middle Childhood Education

Edae 3285 Module
Foundations of Secondary Education

Edis 3285
Foundations for Intervention Specialists

Created by: Kathy Webb M.Ed.
Coordinator of Field & Clinical Experiences
Beginning the Teacher E-Training Module

- Please read each slide in this module.
- Proceed at your own pace.
- The goal is to inform you on the roles and expectations of all involved in this field experience.
- Please use the contact information on the last slide to confirm you have completed this training.
The Field Placements

• Each SSU teacher candidate is required to successfully complete
  ➢ 5 Field Experiences during 5 separate semesters
  ➢ 1 semester of Service Learning

• Culminating with
  ➢ 1 Clinical Practice semester (student teaching)

• Each field and clinical placement is arranged for the teacher candidate by the Coordinator of Field & Clinical Experiences with the approval of the building principals.
Chart of Field & Clinical Hours

- EDUC 1115 Intro to the Teaching Profession: 18 hours
- Service Learning: 45 hours
- EC 2285 Foundations of Early Childhood: 60 hours
- MC, AYA, IS 3285 Foundations: 51 hours
- Action Research: 81 hours
- Methods: 126 hours
- Clinical Practice (Student Teaching): 450 hours

Total Hours: 831
Course Description

• Foundations of Middle Childhood Education

An introduction course focused on middle childhood education with a content coverage reflecting the National Middle School Association (NMSA) standards for middle level teachers. Students will examine the middle school philosophy and organization, nature and needs of adolescent learners, characteristics of effective middle school curriculum and assessment, family and community involvement, and the professional role of the middle school teacher. Candidates apply the knowledge and skills obtained from this course in a planned sequence of professional field experiences (51 hours) with young adolescents in a middle school setting under the supervision of qualified university and school-based faculty. Field experiences are arranged by the Department of Teacher Education in cooperation with partner districts.
Course Description

• Foundations of Secondary Education

An introduction course focused on effective secondary schools. Students will examine the philosophy and organization of the secondary school curriculum and assessment, family and community involvement, and the professional role of the secondary school teacher. Candidates will be introduced to the specialized professional association standards for the appropriate licensure area. Candidates apply the knowledge and skills obtained from this course in a planned sequence of professional field experiences (51 Hours) with young adolescents (ages 12-21) in a secondary school setting under the supervision of qualified university and school based faculty. Field experiences are arranged by the Department of Teacher Education in cooperation with partner districts.
Course Description

• Foundations for Intervention Specialists

A pragmatic study of the foundations of Special Education from pre-school through transition to post high school activities. *Field experiences are arranged by the Department of Teacher Education in cooperation with partner districts.*
Background Information

• The Foundations of Education teacher candidates are typically at the beginning of their Junior year.

• The teacher candidates are required to teach at least one whole group lesson which will be observed by the university supervisor. But please allow them to teach as much as you feel comfortable.
Background Information

• They need your guidance to choose appropriate lessons
  
  ➢ Lesson plans may be:
  
  • original lesson plans
  • plans they have found from resources
  • your plans (with your permission)

• Successful completion of this course is required to continue in the program of study resulting in licensure.
Cooperating Teacher Role

• Be willing to accept two teacher candidates into your classroom 2 days a week for a period of 4 weeks (3 hrs a day, 2 mornings a week). Then two other candidates the next 4 weeks.
  ➢ The number of candidates may vary according to the licensures of the candidates
  ➢ A chart will be sent showing the assignments and dates

• Allow each teacher candidate to teach at least one whole class “mentor teacher approved” lesson
Cooperating Teacher Role

- Allow teacher candidates to assist in the classroom with small group or individual tutoring
- Provide feedback on the experience to the Department
  - Tk20 data collection system  
  - Directly to the university supervisor
Assessments and Evaluations

All evaluations are aligned to the

• Ohio Standards for the Teaching Profession

And

• SSU Teacher Education’s
  *Five Domains of Teacher Capacity*
SSU Teacher Education Domains of Teacher Capacity

SSU is an NCATE accredited institution preparing learner-centered, inquiring professionals.

The Shawnee State University teacher candidates are expected to possess knowledge, skills, and dispositions in the following five domains of teacher capacity:

**Domain I**
- The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).
- Understand the discipline they teach and how to teach it to students.

**Domain II**
- The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.
- Know how children learn and develop and can provide learning opportunities that support that development.
- Understanding that students learn differently, and adapt their instruction to diverse learners.

**Domain III**
- The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.
- Create environments that encourage positive social an interaction, active learning, and self-motivation.
- Understand effective communication techniques and use them in the classroom.
- Foster relationships with colleagues, parents, and community agencies to support students' learning and well-being.

**Domain IV**
- The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.
- Use a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills.
- Plan instruction based on knowledge of subject, students, the community and curriculum goals.
- Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.

**Domain V**
- The SSU teacher candidate practices professionalism.
- Continually evaluate their own practice and seek opportunities to grow professionally.
Assessments and Evaluations

Tk20 Screenshot
Required Hours

• SSU teacher candidates arrive at the beginning bell and stay for 3 hours.
• SSU teacher candidates will be in your room 2 days each week for 4 weeks (8 weeks total).
• When the SSU teacher candidates finish they will have spent 24 hours of field experience for Foundations studies.
Cooperating Teacher Compensation

• 48 Hours of Professional Development
  ➢ Calculated by the hours SSU teacher candidate is in your classroom
  ➢ A certificate will be issued at the end of the academic year

• $20 per every two candidates for each 4 week time period each semester
  ➢ Will be paid to your ESC or School District
  ➢ Each will follow its procedure for reimbursement (per Ohio Ethics Commission Ruling)

• Your Teacher Information Form must be updated bi-annually for payment
# Teacher Information Form

Cooperating Teacher Information Form  
(Please complete and return this information form to receive a certificate of contact hours for mentoring.)

## Personal Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>Full Name (as it appears on your Teaching License)</td>
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<tr>
<td>Home Address</td>
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<tr>
<td>Home Phone</td>
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<tr>
<td>Cell Phone</td>
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<td>Personal Email Address</td>
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<tr>
<td>Have you mentored a Shawnee State University Teacher Candidate before?</td>
<td>YES</td>
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<tr>
<td>SSU ID (if applicable)</td>
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<tr>
<td>Ethnicity</td>
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## Professional Information

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<td>School District</td>
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<tr>
<td>School Building</td>
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<td>School Address</td>
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<td>School Phone</td>
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<td>Email Address</td>
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<td>Current Teaching Assignment: Grade Level(s)</td>
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<td>Subject(s)</td>
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<tr>
<td>Licensed to Teach Grades: Subject Area(s)</td>
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<tr>
<td>Bachelor Degree Earned</td>
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<td>Institution</td>
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<td>Year</td>
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<tr>
<td>Graduated Degree Earned</td>
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<td>Institution</td>
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<td>Year</td>
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<td>Endorsements</td>
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<td>Specialized Training</td>
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<td>Signature</td>
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<td>Date</td>
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</table>

SSU is an NCATE accredited institution preparing learner-centered, inquiry professionals.
Shawnee State University
Student Role

• Observe the first day
• Assist the teacher in the classroom
• Teach one “mentor teacher approved” lesson each day
• Report findings to cooperating teacher
• Enter all required documentation on Tk20
University Supervisor’s Role

• Visit each teacher candidate at least 1 time during the semester

• **Work with teacher candidate to schedule a time to observe teaching**

• Provide an avenue for feedback from the cooperating teacher to the Department

• Enter all required documentation on Tk20
Frequently Asked Questions

• What if I am absent?
  ➢ The principal may allow the SSU teacher candidate to stay with your substitute or observe in another classroom.

• What if I have a planning period during the three hour time period?
  ➢ You may:
    • Have a professional conversation with the SSU teacher candidate about their Action Research
    • Have the SSU teacher candidate follow your class to their special activity
    • Arrange for observation of another classroom
Frequently Asked Questions

• What if the school is closed?
  ➢ The SSU teacher candidate is responsible for arranging a make-up day with you.

• What if the teacher candidate misses a day?
  ➢ The SSU teacher candidate is responsible for arranging a make-up day with you.
Frequently Asked Questions

• How does SSU know the teacher candidate has attended the observations?
  ➢ Each teacher candidate will have both a paper and an electronic (Tk20) time sheet to document hours (see next slide) What if they do not complete hours?
  ➢ You may refuse to sign.
  ➢ Or you may write the actual number of hours on the sheet before you sign.

• May the SSU teacher candidate stay longer than 3 hours?
  ➢ With approval of both you and the university supervisor
Documentation

Tk20 Screenshot
Frequently Asked Questions

• Who do I contact with questions?
  ➢ 1st contact the University Supervisor
  ➢ 2nd contact Kathy Webb
    • kwebb@shawnee.edu
    • 740-351-3290
  ➢ For Tk20 assistance contact Kelli Smith
    • ksmith3@shawnee.edu
    • 740-351-3571

➢ For more information about SSU Teacher Education visit our web page at shawnee.education.edu
Training Complete

• Thank you for taking the time to complete this e-training module for Cooperating Teachers at Shawnee State University.

• Please reply to the email below so the Department of Teacher Education at SSU can collect data on Cooperating Teacher Training.

• No comment is necessary but is always welcome.

• Be sure to enter the subject line: Foundations C T Training

  » kwebb@shawnee.edu
  » Subject: Foundations CT Training