E-Training for Cooperating Teachers

Edxx 3385 Module Action Research

Created by: Kathy Webb
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

• Action Research: Home/School/Community

• Introduces teacher candidates to procedures and strategies for action research with a focus on diverse home, school, and community relationships relative to the classroom. Teacher candidates complete 81 hours of field-based experiences in a setting appropriate to their licensure area under the supervision of qualified university and school-based faculty. During this field placement, candidates will teach lessons and develop and implement a relevant action research project resulting in an action research report that includes a problem statement, literature review, data collection, analysis, and summary/application using appropriate technologies. Field experiences are arranged by the Department of Teacher Education in cooperation with partner districts.
Background Information

• The Action Research teacher candidates are typically at the end of their Junior year and are two semesters from student teaching.

• The teacher candidates to this point have had very limited teaching experience.

• 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 a factor in admittance to methods next semester
Cooperating Teacher Role

• Be willing to accept one or two teacher candidates into your classroom 3 days a week for a period of 9 weeks (3 hrs a day, 3 days a week)

• allow teacher candidate to teach one “mentor teacher approved” lesson each day
  ➢ *Individual*
  ➢ *Small group or*
  ➢ *Whole class*

• provide feedback on the experience to the Department
  ➢ *Tk20 data collection system* [Tk20](#)
  ➢ *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

<table>
<thead>
<tr>
<th>Field Experience</th>
<th>Template Builder</th>
<th>Placement Templates</th>
<th>Field Experience Forms</th>
<th>Browse</th>
<th>Create</th>
<th>Import</th>
<th>Libraries</th>
<th>Templates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary Level</td>
<td>5 - Satisfactory</td>
<td>4 - Unsatisfactory</td>
<td>3 - Not Observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Description of Ratings

1. **Exemplary Level**: The student demonstrates clear, consistent evidence above and beyond the requirements.
2. **Satisfactory Level**: The student demonstrates clear, consistent evidence meeting all requirements.
3. **Unsatisfactory Level**: The student demonstrates only limited evidence, not meeting requirements of this area.

#### General Studies Skills and Knowledge in Discipline Areas

1. Demonstrates strong oral and written communication skills (clear speech, correct grammar, legible writing, etc.)
2. Demonstrates an in-depth understanding of content knowledge
3. Demonstrates an understanding of the connections between the content that was learned previously, the current content and the content that remains to be learned in the future (K-3)
4. Makes content knowledge comprehensible to students (K-2)

### Ohio Educator Standard 2

Teachers know and understand the content area for which they have instructional responsibility.

| 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction. | U - G - E - NO |
| 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | U - G - E - NO |
| 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. | U - G - E - NO |
| 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas. | U - G - E - NO |
| 2.5 Teachers connect content to relevant life experiences and career opportunities. | U - G - E - NO |

### Performance Based Evidence

**Due formatting:**

1. Demonstrates sensitivity to cultural and individual differences in the class

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*Current Date and Time: 02/15/2011 01:42:34 PM*
Required Hours

- SSU teacher candidates arrive at the beginning bell and stay for 3 hours.
- SSU teacher candidates will be in your room 3 days each week for 9 weeks.
- When the SSU teacher candidates finish they will have spent 81 hours of field experience for Action Research.
Cooperating Teacher Compensation

• 81 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

• $45 per every two candidates each semester
  ➢ Will be paid to your 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

Full Name (as it appears on your Teaching License) ________________________________

Home Address ________________________________

Home Phone ( ) Cell Phone ( ) Personal Email Address ________________________________

Have you mentored a Shawnee State University Teacher Candidate before? YES ______ NO ______

SSU ID (if applicable) ________________________________ Ethnicity ________________________________

Professional Information

School District ________________________________ Building ________________________________

School Address ________________________________ Your School Email Address ________________________________

School Phone ________________________________

Current Teaching Assignment: Grade Level(s) __________________ Subject(s) __________________

Licensed to Teach Grades __________________ Subject Area(s) __________________

Bachelor Degree Earned ___________________________ Year __________________

Institution __________________

Graduate Degree Earned ___________________________ Year __________________

Institution __________________

Endorsements __________________

Specialized Training __________________

Signature ___________________________ Date __________________

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

• Observe the first day
• Do pre-testing, action research, and post-testing
• 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 3 times during the semester
- Work with teacher candidate to identify an action research project and pre- & post-tests
- 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 have 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: Action Research C T Training

  » kwebb@shawnee.edu
  » Subject: Action Research CT Training