E-Training for Cooperating Teachers

Early Childhood Methods Module
EDEC 4415, 4416, 4420, 4421

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Beginning the Teacher E-Training Module

• Please read each slide in this module.
• Proceed at your own pace.
• The goal is to inform you about 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.
Field Placements General Overview

• Each SSU student 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 student 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
- Service Learning
- EC 2285 Foundations of Early Childhood
- MC, AYA, IS 3285 Foundations
- Action Research
- Methods
- Clinical Practice (Student Teaching)
Methods Field Experience Description

• This field experience is connected with four (4) methods courses. One for each content area.
• The Candidates have 7 weeks of class work before they begin the field experience time.
• Each Friday during the field experience, the candidates have class at The Education Building on the SSU campus.
• At the conclusion of the field experience, the candidates will be back to fulltime on campus.
Course Description

• EDEC 4415 – Teaching Developmental Math for Early Childhood Education

• This methods course is designed to help the early childhood teacher integrate teaching skills with the applied theory, practice, and knowledge from previous courses in early childhood. It is a content-based class, with reference to appropriate mathematics curriculum as indicated in the state of Ohio’s competency-based models for this content area and the NAEYC and CEC guidelines. Field experience is an integral part.
**Course Description**

- **EDEC 4416 – Teaching Developmental Science for Early Childhood Education**

This methods course is designed to help the early childhood teacher integrate teaching skills with the applied theory, practice, and knowledge acquired from previous courses in early childhood. It is a content-based course with reference to appropriate science curriculum as indicated in the state of Ohio’s competency-based model for this content area and the NAEYC and CEC guidelines for the education of young children. Students design curriculum, instructional delivery, and student performance-based evaluation, integrating content and a range of developmental and learning style needs. Students demonstrate teaching in a variety of clinical formats; design, develop, and “publish” lesson plans and units; and evaluate their own teaching effectiveness. **Field experience is an integral part.**
Course Description

• EDEC 4420 – Teaching Developmental Language Arts for Early Childhood Education

This methods course is designed to help the early childhood teacher integrate teaching skills with the applied theory, practice, and knowledge from previous courses in early childhood. It is a content-based course, with reference to appropriate language arts curriculum as indicated in the state of Ohio’s guidelines for the education of young children. The primary focus of this course is on language acquisition and development of early learners. Students will become familiar with research-based language arts programs while incorporating them into the curriculum, instructional delivery, and student performance-based evaluation, content and range of developmental and learning style needs. Students demonstrate teaching design, develop, and “publish” lesson plans and units; and evaluate their own teaching effectiveness. **Field experience is an integral part.**
Course Description

• EDEC 4421 – Teaching Developmental Social Studies for Early Childhood Education

• This methods course is designed to help the early childhood teacher integrate teaching skills with the applied theory, practice, and knowledge from previous courses in early childhood. It is a content-based course, with reference to appropriate social studies curriculum as indicated in the state of Ohio’s competency-based models for the content area and the NAEYC and CEC guidelines for the education of young children. The primary focus of this course is on the social studies curriculum and the early learner. Students will design curriculum, instructional delivery, and student performance-based evaluation, integrating content and a range of developmental and learning style needs. Students demonstrate teaching design, develop, and “publish” lesson plans and units; and evaluate their own teaching effectiveness. Field experience is an integral part.
Cooperating Teacher Role

• Be willing to accept
  ➢ *one teacher candidate into your classroom*
  ➢ *for 3 1/2 days per week*
  ➢ *for a period of 6 weeks (may extend to 7)*
  ➢ *For a minimum of 126 hours*

• **Allow candidates to teach one candidate prepared lesson in each content area**

• **Allow candidates to prepare additional lessons and teach as often as possible**

• **Allow candidates to assist with daily duties and responsibilities of teaching**
Cooperating Teacher Role

• Provide continual feedback on the experience to the Department via the supervisor

• Participate in a conference with the teacher candidate and university supervisor to assess the candidate’s field experience

• Enter evaluations on the Tk20 Data Collection System
  ➢ Final Teacher Candidate Evaluation
  ➢ NAEYC Clinical Practicum Supplementary Form
  ➢ Time Sheet Check Sheet
  ➢ Detailed login and user information supplied in a separate email
Required Hours

• SSU teacher candidate arrives at the beginning bell and stay until the closing bell (except Thur)
  - Monday, Tuesday, and Wednesday, opening bell to closing bell (6 hours credit)
  - Thursday, mornings only (3 hours credit)
  - 21 hours per week for 6 weeks
  - A minimum of 126 hours total
  - May extend to 7 weeks for a maximum of 147 hours

• Candidates must make up any missed time by arrangement with you and supervisors to meet the 126 hours minimum requirement
Cooperating Teacher Compensation

- 126 Hours of Professional Development (63 if a split placement)
  - Calculated by the hours SSU candidates are in your classroom

- $70 ($35 if a split placement)
  - Will be paid to your School District
  - Each will follow its procedure for reimbursement (per Ohio Ethics Commission Ruling)

- Your Teacher Information Forms must be updated bi-annually for payment
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    School 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, inquiry professionals.
Shawnee State University Student Role

• Prepare and teach lessons

• Assist the classroom teacher with assigned school duties

• Participate in Final Teacher Candidate Evaluation conference with cooperating teacher and University supervisor

• Enter data on Tk20
University Supervisor’s Role

• Visit the SSU teacher candidate at least 4 times during the semester

• Deliver instruction on methods of teaching

• Provide an avenue for feedback to the Department of Teacher Education

• Conduct Final Teacher Candidate Evaluation conference

• Maintain communication with the cooperating teacher
Frequently Asked Questions

• What if I am absent?
  ➢ The teacher candidate can carry out lesson plans as approved by you
  ➢ The teacher candidate may assist the substitute

• What if the school is closed?
  ➢ The SSU students are responsible for arranging a make-up day with you. (7th week)
Frequently Asked Questions

• What if the candidate misses a day?
  ➢ *The SSU candidates are responsible for arranging a make-up day with you.*

• How does SSU know the teacher candidates have attended the observations?
  ➢ *Each student will keep both a paper and an electronic time sheet on [Tk20](#). (see next slide)*
Documentation

Tk20 Screenshot

[Image of Tk20 Screenshot showing the Timesheet Checksheet-Cooperating Teacher form]
Frequently Asked Questions

• Who do I contact with questions?
  ➢ 1st contact the University Supervisor
  ➢ 2nd contact Kathy Webb
    • kwebb@shawnee.edu
    • 740-351-3290
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: EC Methods C T Training

  » kwebb@shawnee.edu
  » Subject: EC Methods C T Training