Section 5

Mentoring Teacher Candidates
Letters to Students
1. Read carefully the Practicum Handbook and give one to your cooperating teacher. (Required)
   You must also sign the form that refers to it and special dates for the semester. Give to me.
2. You need to keep a reflective journal of your experiences. (I shall explain.)
   Send it to me electronically, 6 total, on or before: 2/17, 3/2, 3/16, 3/30, 4/13, 4/27
3. Provide me with the following as soon as possible:
   First, double check your personal information sheet (I shall give it to you), add personal
   email address as well as WPU email address, which is university preferred.
   School calendar from school in which you are teaching.
   *Your practicum experience runs from Feb 6 through the week of April 30, depending on the days
   you are in the field.*
   Class schedule, including unusual days such as early dismissal, curriculum, days off, etc.
4. Give the cooperating school, WPU, and me your emergency medical form as soon as possible.
5. In anticipation of my observational visits, you must use Lesson Plan Format (has 14 sections) as
   identified in the Handbook. Send lesson plans to me by email (above) in advance of the
   observation and provide to me when I visit. I realize the cooperating school may require a
   different one. The WPU format is for when I visit you and is to be used for that particular
   lesson/day. In addition, please have copies of other things, especially text(s) and worksheets
   for my visits so that I may follow along in an intelligent manner.
6. Call me early on the day or the day before any emergency closing of your host school if I am
   scheduled to observe. In addition, call me if you are going to be absent at any time,
   regardless of reason. Check your handbook for regulations concerning absences.
   If I am not home on the morning of the absence, use my cell 973-
7. Please be familiar with the Core Curriculum Content Standards, use them, and itemize them
   in your plans. You do not have to have them memorized.
8. I am required to visit you at least two times during this semester. Each time I visit, you will present
   a lesson to your class. I will use the WPU observation form each of these times. On the final
   visit I will also fill in the Final Report, a bubble sheet. These forms are also found in the
   Practicum Handbook. Your cooperating teacher will also fill in a Final Report.
9. Please attempt to present some practice lessons before my arrival. Try not to let my first visit
   coincide with your first lesson. Practice makes it better than a rookie approach.
10. Please contact me any time to discuss any problems or successes you might be having in your
    practicum teaching experience. I enjoy what I do and would appreciate knowing what is
    going on earlier than later.
11. Please look at your email messages on a very regular basis. I find this easier and more beneficial
    when we need to communicate with each other. Of course, in an emergency or due to lack
    of time, call me immediately, and I shall do likewise. I find that good communication leads
    to good teaching habits.

Good luck,
WILLIAM PATERSON UNIVERSITY
OFFICE OF FIELD EXPERIENCES
STUDENT TEACHER ORIENTATION  SPRING 2012

1. Read carefully the Handbook and give one to your cooperating teacher. (Required)
   You must also sign the form that refers to it and special dates for the semester. Give to me.
2. You must keep a reflective journal of your experiences. (I shall explain.)
   Send it to me electronically on a weekly basis following the COE format.
3. Provide me with the following as soon as possible:
   First, double check your personal information sheet (I shall give it to you), add personal
   email address as well as WPU email address, which is university preferred.
   School calendar from school in which you are teaching.
   Class schedule, including unusual days such as early dismissal, curriculum, days off, etc.
   You are expected to be in the field from Jan 18 through May 3, depending on district's dates.
4. Give the cooperating school, WPU, and me your emergency medical form as soon as possible.
5. In anticipation of my observational visits, you must use Lesson Plan Format (has 14 sections) as
   identified in the Handbook. Send lesson plans to me by email (above) in advance of the
   observation and provide to me when I visit. I realize the cooperating school may require a
   different one. The WPU format is for when I visit you and is to be used for that particular
   lesson/day. In addition, please have copies of other things, especially text(s) and worksheets
   for my visits so that I may follow along in an intelligent manner.
6. Call me early on the day or the day before any emergency closing of your host school if I am
   scheduled to observe. In addition, call me if you are going to be absent at any time,
   regardless of reason. Check your handbook for regulations concerning absences.
   If I am not home on the morning of the absence, use my cell 973-
7. Please be familiar with the NJ Standards or the Common Core Standards, use them, and itemize them
   in your plans. You do not have to have them memorized.
8. I am required to observe you at least eight times during this semester. In addition to written
   observations, I shall prepare a numerical interim, as well as a numerical and narrative final
   report. There will also be a midterm and final report of specific Language Arts items. Your
   cooperating teacher will also prepare a lesson observation report before midterm as well as a
   numerical and LA report. The coop will also follow-up at the end of term with another LA
   report, a numerical final, and a narrative final.
9. Please attempt to present some practice lessons before my arrival. Try not to let my first visit
   coincide with your first lesson. Practice makes it better than a rookie approach.
10. Please contact me any time to discuss any problems or successes you might be having in your
    student teaching experience. I enjoy what I do and would appreciate knowing what is going
    on earlier than later.
11. Please look at your email messages on a very regular basis. I find this easier and more beneficial
    when we need to communicate with each other. Of course, in an emergency or due to lack
    of time, call me immediately, and I shall do likewise. I find that good communication leads
    to good teaching habits. Do not text nor tweet me.

   Please Turn Over.
CHARACTERISTICS OF GOOD TEACHERS
AS SUGGESTED BY SEMINAR STUDENTS  CISE 352

In no particular order

Energetic
Passionate
Approachable
In control
Open-minded
Knowledgeable
Enjoys teaching
Enthusiastic
Creative
Good class management skills
Coherent
Available
Organized
Consistent
Personable
Challenging
Patient
Caring attitude
Sense of humor
Good communication skills
Reliable
Encouraging/supportive
Makes material relatable to all students
Flexible
Good ideas
Adult-like
Empathetic
Fair

Good luck,
Letters to Cooperating Teachers
February 6, 2012

To The Cooperating Teacher:

I am sending out this generic letter by way of my students as they enter your district since I might not be meeting you personally until my first visit to observe a lesson.

I want to first express my gratitude to you for accepting a practicum teacher from William Paterson University. You will play a vital role in the development of a future educator. It is a pleasure for me as a member of the William Paterson University staff to be working with you and the student. Even though the student will only be with you twice per week from Feb 6 through the week of April 30, depending on which days of the week assigned, we ask that you allow the student to participate in as many activities and duties as possible. As it states in the Handbook, the practicum student is expected to follow the daily hours of the school and the schedule of the cooperating teacher which includes teaching a minimum of two lessons for my observation. We hope that you will allow the student to teach beyond the minimum and participate in many duties.

Let me give you some of my background: I retired at the end of July 2002 after 34 years in education, the last 31 in the Pompton Lakes School District. During this time I taught high school English, was high school vice principal, summer school principal, high school department chairman, district supervisor of English and BSI, curriculum coordinator K-12, and testing coordinator K-12. Presently, I am a Supervisor of Student and Practicum Teachers at WPU.

As a supervisor of practicum teachers, I hope to be able to use my expertise in a guiding and supportive role. My observation visits will consist of a pre and post conference with the student and you, if possible. In addition, you will be asked to submit final reports near the end of the semester.

At any point during the semester, should you need to contact me, feel free to call me at home at the number at the top of the page or send me a message via email.

I look forward to meeting you and working with you and the student.

Sincerely,

Supervisor of Practicum Students
William Paterson University
January 18, 2012

To The Cooperating Teacher:

May I first express my gratitude to you for accepting a student teacher from William Paterson University. You will play a vital role in the development of a future educator. It is a pleasure for me as a member of the William Paterson University staff to be working with you and the student teacher. The semester runs from Jan 18 to May 3, inclusive. As it states in the Handbook which you should have received from your student teacher, the individual is expected to follow the daily hours of the school and the schedule of the cooperating teacher and the local school calendar.

I retired at the end of July 2002 after 34 years in education, the last 31 in the Pompton Lakes School District. During this time I taught English, was high school vice principal, summer school principal, high school department chairman, district supervisor of English and BSI, curriculum coordinator K-12, and testing coordinator K-12. I have been a Supervisor of Student and Practicum Teachers at WPU since Jan 2003.

As a university supervisor I hope to be able to use my expertise in a guiding and supportive role. In addition to classroom observation visits, I will conduct pre-observation and post-observation conferences with the student and you, if possible. My first visit will be somewhat informal, a get-to-know-us one, during which I shall go over the basic framework of the semester which will include an explanation of the forms for your use and some important dates. The next eight visits, at least, will be formal classroom observations by me. You will be asked to submit an Interim Report, a lesson observation form, and a SPA form not later than March 16, and two final reports as well as a SPA report near the end of the semester tied closely to May 3.

Should you have questions, comments, or concerns with regard to the program or the student teacher, please do not hesitate to contact me in a timely basis at home at the above number or by email.

Sincerely,

Supervisor of Student Teachers
William Paterson University
Letters to Superintendents
Somerset, New Jersey 08873

May 6, 2010

Dr. Robert Van Zanten
Superintendent of Schools
West New York Board of Education
6028 Broadway
West New York, N.J. 07093

Dear Dr. Zanten:

Sarah completed her student teaching assignment with Stacy Vitalle of School Number Five. Sarah was fortunate to have an opportunity to work with an experienced teacher who was able to help her put learning theory into practice. Stacy Vitalle enabled Sarah to have a first hand experience at observing and practicing how to teach the curriculum, modify instruction to address individual differences, and create a positive learning environment.

Stacy Vitalle should be commended for the extra effort she put forth as a cooperating teacher. She was an excellent model for Sarah who will now enter the profession with more confidence and skills because of her. I appreciated the times she shared her observations and insights with us. In addition it was also evident that Israel Rodrigues and his staff supported the education of student teachers and fostered a positive learning environment for them.

As a former principal, language arts supervisor, learning disabilities teacher consultant, remedial reading teacher, and classroom teacher, I would like to extend my appreciation and that of William Paterson University for the quality opportunity you have provided in helping to prepare students to become teachers.

Sincerely,

University Field Service Supervisor
Copies to:

Nancy Norris Bauer, Director of Field Services
Somerset, New Jersey 08873

May 6, 2010

Mr. Peter Carter  
Superintendent of Schools  
Hoboken Public Schools  
1115 Clinton Street  
Hoboken, NJ 07030-3201

Dear Mr. Carter:

Terrell completed his Junior Practicum experience with Ryan Sorafine. Ryan provided Terrell with an opportunity to see how an experienced teacher put learning theory into practice. He enabled Terrell to have a first hand experience at observing and practicing how to manage the classroom, make the transition from inside the gym to the outside fields, teach the curriculum, and modify instruction to address individual differences. His ability to work with the students and to get involved in the activities provided Terrell with a model for creating a positive learning environment. He gave Terrell insight into the dynamics involved in teaching students in this age range of growth and development.

Ryan Sorafine should be commended for the extra effort he put forth as a cooperating teacher. He was an excellent model for Terrell who will now enter his student teaching experience with more confidence and skills because of him. I appreciated the times he shared his observations and insights with me.

The physical education staff certainly complemented each other as they extended their support for Terrell and demonstrated team work. I would like to extend my appreciation and that of William Paterson University for the quality opportunity you have provided Terrell.

Sincerely,

University Field Service Supervisor  
Copies to:

Nancy Norris Bauer, Director of Field Services
Discussion Guidelines of Supervisors Meeting with Student Teachers

Agenda for supervisors to cover during Student Teacher Orientation:

- Handbook - Important, check to see if you and CT have on first visit.
- Confirm current telephone numbers and addresses (notify Office of Field Experiences of any changes)
- Collect emergency forms.
- Roles and responsibilities of university supervisor
- Observation schedule (ask for class schedule and school calendar)
- Lesson plan format - when due
- Conferencing - how university supervisor will handle
- Review handbook
  - review weekly journal (from page 1 of Student Teaching Handbook)
  - procedures for communication about absences
- Evaluations
- Interaction with cooperating teachers and students
- Progress in taking over class
- Procedures when encountering problems
- How to handle problems (teacher interrupts lessons and doesn't let student teacher take over class)
- Time for student questions

Revised 5/25/07
G\OFEM\forms\guidesupervwthST.doc
Discussion Guidelines for Supervisors Meeting with Practicum Students

Agenda for supervisors to cover during Practicum Orientation:

*Handbook – Important, check to see if you and CT have on first visit.

*Confirm current telephone numbers and addresses (notify Office of Field Experiences of any changes)

*Collect Emergency Forms.

*Roles and responsibilities of university supervisor

*Observation schedule (ask for class schedule and school calendar)

*Lesson plan format - when due

*Conferencing - how university supervisor will handle

*Review handbook
  - review weekly journal (from page 1 of Practicum Handbook)
  - procedures for communication about absence

*Evaluations

*Interaction with cooperating teachers and students

*Procedures when encountering problems

*How to handle problems

*Time for students questions

Revised 5/25/07
Discussion Guidelines for Supervisor’s Meeting with Cooperating Teachers

Agenda for supervisors to cover during initial meeting with Cooperating Teachers:

* Roles and responsibilities of triad (student, university and supervisor)
* Communicating expectations
* Observation schedule (class schedule, school calendar)
* Lesson plan format
* Progress in taking over class
* Conferencing – how university supervisor will handle
* Evaluations
* How to handle problems
* Time for questions
* Exchange of phone number and addresses

Developed by Student Teaching Supervisors, July 1999
Attachment to OBSERVATION FORM for Tracy.
Visit #8 April 25, 2012

General Observations

For today's lesson with Tracy's U.S. History 1 class, she challenged the class to create their own museum exhibit about the Civil War within a limit of 25 minutes, and to then show the exhibits to the rest of the class as a gallery "walk through." She provided magazines that had articles and pictures, brochures, toy plastic soldiers, construction paper, scissors, pencils, etc., that they could use, along with a direction sheet. The directions encouraged creativity, a written description of the exhibit and the time frame to put it together. It also closed with the fact that the exhibit would be judged by their peers. In the introduction, Tracy had the following objective on the screen; "Examine what life may have been like for soldiers during the Civil War and what artifacts they may have left for us to view." After explaining the idea of a challenge, she asked who had been to a museum and what they were able to find there as parts of an exhibit. After several responses, she reiterated the directions given on the sheet and had the students form groups before giving the signal that the 25 minute time limit was about to begin. During the period, she became a facilitator. As the period came to a close, Tracy told everyone to stand and to move around the room clock-wise. This "walk through" was to be used by the students to decide which exhibit was the best, but they could not vote for their own. When the tally was made, the result was a four-way tie. Tracy decided to have one of the security guards come into the room to break the tie, since neither she nor the university supervisor thought it would be proper to do so.

Suggestions/Recommendations

During the post observation conference, the following observations, suggestions and recommendations were shared, with the understanding that these would be reviewed for the purposes of reflection and as possible alternatives/ suggestions for future consideration:

1. The idea behind today's lesson, to encourage creativity and to have students work together in groups, is very good. At first I was concerned that the students had not yet received any direct instruction about the Civil War. However, as I moved about the room and observed how the students used the information made available, it was clear that many of them were making good observations and were coming to reasonable conclusions.

2. For the future, try to plan ahead for such an activity even more. For example, consider this as a two day project, one to produce the exhibit, and the second day to do the "walk-through." This would be a little difficult since it would mean trying to find a way to store each exhibit for each class. However, it would give you enough time to provide more guidance before
the students began their work, including opportunity to provide some explanation of the material available.

3. As discussed during the post observation conference, also consider the development of a rubric that would give students some idea as to the criteria their work should be judged by their peers. This would also help in the judging of the work by giving students a better "handle" as to what qualities to observe as they would evaluate each exhibit.

4. As you gain more specific historical knowledge and experience, you will be able to help students in their decisions as to the historical accuracy of the choices they would make in developing their exhibits. For example, the toy soldiers you provided had a variety of weapons that were not yet produced by the time of the Civil War. When I asked one group to identify the weapon on the soldier's shoulder, one student said, correctly, that it was a rocket launcher. I asked him what would be the target of such a weapon, also known as a "bazooka." He responded correctly that it would be a tank, but that tanks were not used in the Civil War. He then removed the soldiers who had this weapon from the exhibit, since it would not have been historically accurate. I gave him a "high-five" for his excellent thinking. This is the type of knowledge that you will attain and be able to use as you prepare your lessons in the future, but it takes time and interest to be able to learn about such details and to be able to guide your students inductively to think through the process of coming to historically sound conclusions.

5. When giving initial instructions to the class, try to give more specific direction. For example, give them the maximum and minimum number of group members. Then specify where each group should meet in the room, as well as the specific material that you have made available. Also, do not forget to tell them that the text is a good resource, not just for printed information, but for illustrations, including maps of the time.

6. I was pleased to observe how you thought "on your feet" when you ended up with a tie for the selection of the best exhibit. To bring in one of the security guards to break the tie worked very well!

Overall Rating

I was pleased that you took the risk of using group-work to have students learn to work together cooperatively. This process will "smooth out" for you in the future as you learn more about the subject area and how to structure the lesson a little more. Also, do not forget to leave sufficient time to re-arrange the room at the end of the period for the next class, especially if another teacher will be using the room.

I have enjoyed being your "coach" from the university. I encourage you to be persistent in your search for your first full time teaching position, knowing that it is a real challenge in today's market for Social Studies teachers. However, should you not be able to secure a full time position immediately, I encourage you to seek a substitute position. Those who have done so often are able to "get a foot in the door." This has often led to full time positions.
OFFICE OF FIELD EXPERIENCES
WILLIAM PATERSOM UNIVERSITY, 1600 VALLEY ROAD, WAYNE, NEW JERSEY 07470
FINAL REPORT: STUDENT TEACHING

Student Teacher: Troy
Program/Major: Social Studies
Cooperating Teacher: Joseph
Grade or Subject: 9-12 Social Studies
District: Passaic Co. Technical Institute
School: Passaic Co. Tech., East
University Supervisor: 
Inclusive Dates: 2/2/12 to 4/25/12

Please write a paragraph for each category that summarizes the student teacher's degree of effectiveness:

See printed copy (attached)

1. Understanding

2. Knowledge

3. Application

4. Other Comments

Pass X
Fail

Total Number of Visits: 6
Signature of Evaluator

Date of Report: April 25, 2012
Cooperating Teacher

University Supervisor X

Return original yellow Form to the Office of Field Experience. Please Xerox copies for Cooperating Teacher, University Supervisor and Student.

Publisher/Final Report ST.doc update 7/08
OFFICE OF FIELD EXPERIENCES  
William Paterson University, 1600 Valley Road, Wayne, New Jersey 07470  
FINAL REPORT: STUDENT TEACHING

Student Teacher       Tracy                Program/Major  Social Studies
Cooperating Teacher  Joseph                Grade or Subject  9 – 12  Social Studies
District             Passaic County Technical Institute  School  Passaic Co. Tech. Institute
University Supervisor  _           _          Inclusive Dates  2/2/12 to 4/25/12

Please write a paragraph for each category that summarizes the student teacher’s degree of effectiveness.

1. Understanding

   Tracy has learned how to set appropriate goals for her students based upon the district’s curriculum and her assessment of her students’ progress. She holds good expectations for her students. She respects diversity and cultural differences and treats students equitably. She values students’ differences and enables them to participate equally in educational opportunities. She has reflected on suggestions made by her cooperating teacher and university supervisor, and has made a number of adjustments where needed. She exemplifies professional and ethical standards by modeling respect for individuals and by dressing appropriately.

2. Knowledge

   Tracy has attempted to differentiate instruction based on student needs. She has planned some group work as well as whole class instruction. She has made improvement of her knowledge of the subject area and is encouraged to continue these efforts. Her lessons are linked to New Jersey Core Curriculum Standards. She has planned instruction focused on major concepts. She has planned for a variety of activities. One recent example that was observed was a lesson about “Challenges to Slavery – The Road to the Civil War.” Tracy played four audio files with actors giving background information about the Dred Scott Decision representing Frederick Douglas, Stephen Douglas, Lucy Stone, and an article from the “Charleston Mercury,” a newspaper at the time. She provided a question sheet for students to give responses following their listening to each presentation. For a closure to the lesson, Tracy asked students to write their own personal reaction to the Dred Scott Decision.

3. Application

   Tracy has made improvement in her use of standard English in her classes. As indicated above, she has shown growth in locating instructional resources beyond the school environment. She is encouraged to listen to student responses carefully, and then to use probing questions to help them think through their responses based upon historical knowledge they have already learned combined with sound logical thinking.

4. Other Comments

   Tracy has been challenged by an unusually full schedule for herself since she has taken additional courses during her student teaching experience as well as her seminar class. She has developed good rapport with her students. She has demonstrated some growth in confidence in teaching her lessons.

   Pass   X
   Fail   __
   Inc    __

   Total Number of Visits__8__

Date of Report  April 25, 2012  
Cooperating Teacher  ____ University Supervisor  X
Attachment to OBSERVATION FORM for Danielle
Visit #4    March 7, 2012

General Observations

For today’s visit with Danielle, she taught her sixth grade Social Studies class a lesson about the Roman Republic – Government & Society (Ch. 10, pages 302-307 of the textbook). The lesson began with a “Do Now” on the screen: “Is it hard to enforce the law? Have you ever gotten somebody else in trouble? If so, how did it make you feel?” Initially, when asked to share the responses they had written, no one responded. Danielle then asked students to respond to the first part. After several responses, other students also gave examples of their experiences with the second and third questions as well. This built a “bridge” to today’s lesson on the political aspects of the Roman Republic in which Danielle had the students fill in a graphic Organizer about The Citizens of Rome which she distributed and which was also on the screen as a slide on the Promethean Board. This was used as an interactive development lesson in which students gave responses to her questions for each box. She then filled in the box on the screen so that students could check their own responses and modify them if needed. Danielle had told the class that following their writing down three questions to be completed for homework about the Twelve Tables: Basis of Roman Law, they would play a little game as a review of key new vocabulary terms. She distributed an information sheet that listed five fragments of the Twelve Tables that have remained along with explanations about their meaning from which students could develop their homework responses. She then introduced the vocabulary game, “Fly Swatter” that she had developed in which there were a number of vocabulary terms attached to the chalkboard with magnets. Students took turns from each team to “swat” the correct word, after they had heard the definition. Everyone except two students had a turn. Danielle assured the students that they would be first the next time the game is played.

Suggestions/Recommendations

During the post observation conference, the following observations, suggestions and recommendations were shared, with the understanding that these would be reviewed for the purposes of reflection and as possible alternatives/suggestions for future consideration:

1. Again, the lesson was well planned. The “Do Now” built a “bridge” to today’s subject very well by personalizing the concept. This not only provided a good transition, but also helped students to understand how a study of historical developments relates to the present and their own lives. Bravo!

2. You did well to think on your feet when you did not get an initial response to your request for students to share what they had written for the “Do Now.” You asked for the
less personal question first and then more students were willing to share responses to the second and third question that asked for personal sharing, including feelings. Had you still not received a response, an alternative is to share one of your own experiences to “break the ice.”

3. The graphic organizer you provided on the sheet and then filled in, after discussion, on the screen was very good. It provided a visualization that is especially important for visual learners. It also helps students to structure their thinking.

4. I was pleased that you asked for clarification from your Cooperating Teacher when you became a little confused with your notes when you were filling in one of the boxes on the graphic organizer that was on the screen. It was better to get help then to have incorrect information on the screen.

5. I was pleased that you remembered to note the fact that only free men could participate in government, and that slaves and women were excluded. This is quite a contrast to the form of democracy that we practice today.

6. Consider checking on the correct pronunciation of new terms, e.g. Plebeians, by using the phonetic version given in the text, or in a dictionary if the text does not provide this. It is important that the initial exposure to a new term be given accurately since this is the version that will more likely be remembered. I suggest that you correct this at the beginning of tomorrow’s lesson so that the incorrect pronunciation can be “unlearned” early and be replaced by the version given on page 299 of the text.

7. I was pleased with the reference made to the comparison of how war could be declared in Ancient Rome and under the United States Constitution. We had a short discussion during the post observation conference how that World War II was declared by Congress but that the Korean “conflict” followed by all the subsequent conflicts; Viet Nam, Iraq, and Afghanistan, were not technically identified as “wars” since Congress did not officially declare them as such, but did supply the funds for each of these engagements. Once again, if time would permit, sharing this information will help students prepare for an understanding of courses they will take about the United States in the future.

8. It was good that you asked students to break down terms such as “Civic Duties” into separate terms. This helps with both understanding and recall of new terms.

9. Another good response from one of the students when you introduced the concept of “Checks and Balances” is when he identified the similarity of the concept in the United States, and you mentioned that there were three branches. Again, if you have time, you may want to consider having a student name the branches and how they act as checks and balances today.

10. The questions listed on the screen for homework were a little difficult to read. You may have to pull down the shades.

11. When giving students several questions to which you want them to respond, consider including at least one “Why?” question to stimulate higher levels of thinking.

12. The “Fly Swatter” game is excellent! It is a good indication of how you were able to improve on an idea developed by someone else. This requires creativity. Be sure to take a picture of it and include it in your portfolio! It is this kind of creativity that can get the attention of an administrator when you are searching for your first permanent position as a teacher. The game is a lot of fun and is very appropriate for any age level, but especially for Middle School.
Overall Rating

Again, you continue to make excellent progress. While you felt a little more pressure today, do not forget that most teachers take a number of years to enhance their teaching skills to the point of being more confident. You have made such a good start that I would not want you to be discouraged at all. You have developed excellent rapport with your students and they respond well, even to your reminders to give total attention to the task at hand. They thoroughly enjoyed the vocabulary review game that you have developed. Your enthusiastic delivery is contagious. Keep it up!

The next visit has been scheduled for Monday, March 9th at 9:06 a.m.
OFFICE OF FIELD EXPERIENCES
WILLIAM PATerson UNIVERSITY, 1600 VALLEY ROAD, WAYNE, NEW JERSEY 07470
FINAL REPORT: STUDENT TEACHING

Student Teacher        Danielle
Program/Major          Social Studies
Cooperating Teacher    Danie
District               Hawthorne
Grade or Subject       6-8 Social Studies
School                 Lincoln Middle School
Inclusive Dates        1/25/2012-5/26/2012

Please write a paragraph for each category that summarizes the student teacher's degree of effectiveness

Please see attached printed copy.

1. Understanding

2. Knowledge

3. Application

4. Other Comments

Pass

Total Number of Visits 8

Date of Report 4/26/2012

Signature of Evaluator

Cooperating Teacher

University Supervisor

Return Original yellow form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor and Student.

Publisher/Final Report ST.doc-update 7/08
OFFICE OF FIELD EXPERIENCES  
William Paterson University, 1600 Valley Road, Wayne, New Jersey 07470  
FINAL REPORT: STUDENT TEACHING

Student Teacher __________ Danielle __________ Program/Major __________ Social Studies
Cooperating Teacher Daniel __________ Grade or Subject __________ 6-8 __________ Social Studies
District __________ Hawthorne __________ School __________ Lincoln Middle School
University Supervisor __________ Inclusive Dates __________ 1/25/12 to 4/26/12 __________

Please write a paragraph for each category that summarizes the student teacher's degree of effectiveness.

1. Understanding
   Danielle sets appropriate goals for her students based upon the district's curriculum and her assessment of her students' progress. She holds high expectations for her students. She respects diversity and cultural differences and treats students equitably. She values students' differences and enables them to participate equally in educational opportunities. She has reflected on suggestions made by her cooperating teacher and university supervisor, and has made appropriate adjustments where needed. She exemplifies professional and ethical standards by modeling respect for individuals, by demonstrating reliability and punctuality, and by dressing appropriately.

2. Knowledge
   Danielle differentiates instruction based on student needs. She plans group work as well as whole class instruction. She has an excellent knowledge of the subject area. Her lessons reflect logical sequence and are linked to New Jersey Core Curriculum Standards. She plans instruction focused on major concepts. She plans for a variety of activities. She plans for appropriate motivation techniques to initiate her lessons and to bring them to closure. One recent example that was observed was a review lesson with her 6th grade Social Studies - Ancient World History class in which she used a modified game called "Sink or Swim." She gave each student a "Do Now" ticket as they entered the room on which was a determination as to whether the student would be on the yellow or orange team. The direction on the ticket was to write one question about anything they may not be sure about in anticipation of the test. The procedure of the game was listed on the screen and was explained with examples. If questions were answered correctly, the student was able to "sink" someone on the second team, or rescue a previously "sunk" team member. At the end of the period, Danielle asked students to ask her any questions that were not covered during the review game.

3. Application
   Danielle uses standard English to model clear, logical oral and written communication in her classes. She shows initiative in locating instructional resources beyond the school environment. She has a focus on the process of learning, resulting in students gain skill in thinking like social scientists. She uses "real world" illustrations that help sustain student interest. She assists students' understanding of key historical concepts by sequencing questions so that they are stimulated to think at higher levels.

4. Other Comments
   Danielle has incorporated sound pedagogical strategies that she has learned in her University classes and from her life experiences. She has developed excellent rapport with her students. She uses current events so that students can understand how a study of History has meaning to their own lives. She has demonstrated growth in confidence through planning of her lessons that have stimulated student interest. It is fully expected that this pattern of growth will continue. Danielle is well prepared for her first full time teaching position.

   Pass __X__
   Fail ___
   Inc ___

   Total Number of Visits __8__
   Signature of Evaluator __________

   Date of Report __April 26, 2012__
   Publisher/Final Report ST.doc-update 09/06
   Cooperating Teacher __________ University Supervisor __X__
Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
</table>
| One Teach, One Observe    | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher observes students for their understanding of directions while the other leads. |
| One Teach, One Assist      | An extension of One Teach, One Observe, one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or answers individual questions.  
**Example:** While one teacher has the instructional lead, the person assisting is the "voice" for the students when they don't understand or are having difficulties. |
| Station Teaching          | The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station - which may include an independent station.  
**Example:** One teacher leads a station where the students play a money math game and the other teacher has a mock store where the students purchase items and make change. |
| Parallel Teaching         | Each teacher instructs half the students. The two teachers address the same instructional material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
**Example:** Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching     | One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
**Example:** One teacher works with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment. |
| Alternative Teaching      | Each teacher provides a different approach to teaching the same information. The learning outcome is the same for all students while the avenue for getting there is different.  
**Example:** One instructor leads a group in predicting by looking at the cover of a book and the illustrations. The other instructor accomplishes the same outcome, but in his/her group the students predict by connecting items pulled out of a bag to tell the story. |
| Team Teaching             | Both teachers are actively involved in the lesson. Well planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  
**Example:** Both instructors share the reading of a story or text so that the students are hearing two voices. |

The strategies are not hierarchical - use in any order and/or combined to best meet the needs of the students in the classroom and the content of the lesson.

Adapted from St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant
CT Orientation I: The Role of the Cooperating Teacher in Supporting the Student Teacher: "Preparing Inquiring Educators"

Anthony J. Coletta, Ph.D.
Office of Field Experiences
William Paterson University
CT Orientation I:
The Role of the Cooperating Teacher in Supporting the Student Teacher:
"Preparing Inquiring Educators"

What are the Traits of Effective Cooperating Teachers?

- Approachable and Positive: Willing to spend time
- Skilful teacher: able to describe what she does and how she does it
- Encourages the ST to critique her/his lessons
- A life-long learner
- Good communicator: listens, gives feedback, "nips problems in the bud"

Cooperating Teacher Update..

- Tell us a success story about your student teacher...
- Problems?

What Can I Expect From My Student Teacher?

- Act professionally
- Create written plans and discuss beforehand
- The 5 P's: "Prior planning prevents poor performance."
- Good dispositions.
- Know and use toe 2011 NJCCCS

Why Be a Cooperating Teacher?

- Increase your own professional development
- "Live Forever."
- "Cooperating teachers are the most significant, positive force on new teachers and are credited with improving self confidence, creativity, and ability to plan, discipline and locate materials." Steve Gordon
- Help to retain good teachers
- The learning curve for preservice teachers is comparable to climbing Mt. Everest.

Does Your ST Have Good Dispositions?

- Promptness: On time or late?
- Attendance: Avoid absences?
- Life Long Learner: Research new topics?
- Openness: Open to feedback?
- Cooperation: Argumentative and cynical? Or cooperative and optimistic? - Disagrees w/o becoming disagreeable
- Initiative: Suggests new ideas?
- Respect and Equality: Respect students from all backgrounds? Favoritism?
- Professionalism: Dresses appropriately? Maintains confidentiality? Communicate with parents?
NJ DOE 21st Century Initiatives

- 2011 Revised Standards: (pp. 9, 10)
- New LA & Math Common Core Standards
- http://www.state.nj.us/education/cccs/
- http://www.parcconline.org/classroom
- 21st Century Skills: The 4 C's
  1) Critical Thinking  2) Creativity
  3) Collaboration and 4) Communication
- www.epais.com

How to Use the "Descriptors"

- 1. Self-Assessment.
- 2. Include statements about the Descriptors in the Final report.
- 3. "Coach" the ST in those Descriptors he/she is weak in.

A Guide for the ST Experience:
By Week Number...

- Know students and names
- 1 & 2: Observe the Ct; begin Co-Teaching
- One-on-one & Small Group Work
- Prepare Lesson Plans
- 3: Teach a Lesson; develop a Unit Plan
- Observe other teachers (one a week)
- 8: Plan & Teach 50 to 80% of all lessons
- 9-14: Gradually increase responsibility for almost all of the teaching in a Co-Teaching situation.
- Attend Parent-Teacher Conferences
- 15-16: Turn it back; write thank you notes

Scenarios: which descriptor does this ST have to work on?

- 1. Begins a lesson by saying, "Open your text to page 34." (Review 1-5)
- 2. Gives the same assignment (long division problems) to all the students. (Review 1-5)
- 3. Gives multiple choice tests as the primary assessment of student progress. (Review 4-6)
- 4. Chooses topics because they are "fun" for the students. (Review 1-3)
- 5. Continues to teach in the same way despite ongoing problems (Review 9-11)

The Role of the Cooperating Teacher:

- Role Model
- Instructional Guide (Coach)
- Manager of Student Behavior
- Parent Communicator
- Completes the "Student Teaching Interim & Final Reports." (p. 4, 5) (Descriptors)

The Role of Your WPU Supervisor

- Review your written plans based on the WPU lesson plan format. (p. 6)
- Conduct 8 Formal observations. (p. 7)
- Give you positive feedback and suggestions for improvement.
- Read: Contextual Factors Journal (p.8)
- Interim and Final Reports
- http://www.wpunj.edu/coe/department\s/field/
The Role of the Seminar Leader

- Six, Two Hour Seminars
- Discuss Issues and Solve Problems

ST Problems: Results of Supervisor Survey...
- Use of Casual Language
- Check to see what students know before teaching a lesson.
- A lesson that "dies." ("Plan B")
- Has a very different way of teaching.
- CT expects ST to do everything the way she does it.
- Completing the Teaching Portfolio
- Covering too much in a lesson

What Questions Do You Have About the Lesson Plan Format?
- 1. Motivate (5 minutes)
- 2. Teach (10 minutes)
- 3. Image (5 minutes)
- 4. Ask Questions (10 minutes)
- 5. Practice (Assess Skills) (10 min)
- 6. Create: Real World Performance Task
- IDEA: Summarize the LP onto a 3x5 card

Remember...
- Be proud. Cooperating teachers are the most significant, positive force on new teachers.
- No institution, and no program, can match the cooperating teacher's influence on the learning of a student teacher.

Have you...?
- Explained your beliefs about teaching?
- Involved him/her within the school?
- Connected him/her to other teachers?
- Shared your best ideas?
STUDENT TEACHING FINAL REPORT
William Paterson University
College of Education/Office of Field Experiences
1600 Valley Rd, Rm 3108, Wayne, NJ 07470
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Semester: Fall
College: MAT
Spring: Visiting
Summer I: In-Service
Summer II: O

Student's Name
School
Subject
University Supervisor
Cooperating Teacher

Grade
O Target (50-60)
O Acceptable (40-50)
O Not acceptable (39 or below)

Competency Level
3
2
1

Comments

Knowledge
Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
O O O
Consistently demonstrates mastery of content knowledge.
O O O
Translates NJCCS into developmentally appropriate content.
O O O
Incorporates appropriate pedagogical knowledge in planning lessons.
O O O
Utilizes a variety of traditional and authentic assessments to evaluate student progress.
O O O
Writes comprehensive and developmentally appropriate lesson/unit plans.
O O O

Understanding (Dispositions)
Communicates high expectations for all students.
O O O
Demonstrates respect for diversity and cultural differences.
O O O
Demonstrates an openness to learning new ideas and becoming a lifelong learner.
O O O
Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
O O O
Examines high professional and ethical standards.
O O O

Application (Skills)
Demonstrates effective communication skills.
O O O
Creates a physically and psychologically safe environment.
O O O
Manages the learning environment.
O O O
Develops a sense of community in the learning environment.
O O O
Poses questions related to problems and issues which require inquiry and critical thinking.
O O O
Teaches for understanding.
O O O
Works collaboratively with colleagues and families.
O O O
Demonstrates resourcefulness.
O O O
Demonstrates an interest in applying new technologies to teaching and learning.
O O O

Final Score:
O - Acceptable (40-50)
O - Not acceptable (39 or below)

Date
(Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.

Date
(Cooperating Teacher or University Supervisor's Signature)

Pilot Version II 7/15/2008 page 1 of 2

Return Original Yellow Form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor and Student
APPLICATION (Skills)

12. Demonstrates effective communication skills.
   A. Uses standard English to model clear, logical oral and written communication.
   B. Uses verbal and non-verbal communication effectively.
   C. Writes logically and spells accurately.

13. Creates a physically and psychologically safe environment.
   A. Compiles with safety rules and regulations in the learning environment.
   B. Demonstrates sensitivity to students' feelings.
   C. Reinforces students' efforts and achievements.
   D. Promotes development of good character and values.

14. Manages the learning environment.
   A. Organizes the learning environment and materials/equipment in an orderly manner.
   B. Creates a stimulating and inviting environment.
   C. Establishes routines, enforces rules and plans logical consequences.
   D. Uses instructional time effectively.
   E. Facilitates smooth transitions.

15. Develops a sense of community in the learning environment.
   A. Practices effective listening, conflict resolution and group-facilitation skills.
   B. Establishes rapport with students.
   C. Fosters an environment of respect, trust, and cooperation among students.

16. Poses questions related to problems and issues which require inquiry and critical thinking.
   A. Accepts content to real world issues by asking essential questions.
   B. Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
   C. Encourages student to question information and ideas to promote divergent thinking.

17. Teaches for understanding.
   A. Uses active student learning strategies.
   B. Creates meaningful learning experiences by relating learning to everyday life.
   C. Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
   D. Uses multi-cultural materials when appropriate.

18. Works collaboratively with colleagues and families.
   A. Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
   B. Participates actively and responsibly in school-wide activities.
   C. Collaborates with parents and school community members to support student learning.
   D. Seeks opportunities to build strong partnerships with parents and community members.
   E. Participates in programs which involve parents in school-related organizations and activities.

19. Demonstrates resourcefulness.
   A. Shows initiative in locating instructional resources beyond the school environment.
   B. Uses community resources to enhance student learning.

20. Demonstrates an interest in applying new technologies to teaching and learning.
   A. Integrates technologies into lessons.
   B. Utilizes technologies for research and professional development.

STUDENT SIGNATURE ________________________ DATE ____________

COOP, TEACHER/UNIVERSITY SUPERVISOR
SIGNATURE ________________________ DATE ____________

PRACTICUM STUDENT OBSERVATION PAGE 2 OF 2 - PRACTICUM II - 7/15/08
WILLIAM PATERSON UNIVERSITY
Office of Field Experiences

Detailed Lesson Planning Template for a Teacher Led Lesson (For K-5, 5-8, K-12 and TSD)

Candidate Name: 
School: 
Grade: 

I. Subject Area(s):

II. Topic and Core Standard:

III. Concept:

IV. Essential Question:

V. Objectives/Student Learning Outcomes:
   (SWBAT): Students will be able to ...

VI. Teacher Actions:

1. Planning: (What is your overall goal? What materials will you use?)

2. Motivate: (Connect the concept to student prior knowledge.)

3. Teach: (Information book, big ideas, interactive questions, web sites)

4. Image: (Pictures, graphic organizers, video)

5. Ask Low and High Level Questions: (Six Questions: Label ala Bloom’s Taxonomy)

6. Practice Skills: (Connect to an objective and CPI skill)

7. Create (Real World Performance Task: Connect to Essential Question):

8. Student Presentations/Closure (How will students share their performance task results?):

9. Evaluation (Display the Rubric in a Word table; use to evaluate the Performance Task):

10. Accommodations (How will you help students who struggle with the lesson?):

11. Role of Auxiliary Personnel (How will you use other adults in the lesson?):

12. Summary of Assessment Data (Results of the Rubric Evaluation):

13. Family/Community (How will you involve the families in the lesson?):

14. Reflection/Self Evaluation (How can you improve the lesson?):

15. Additional Learning Experiences: (Describe a Multicultural Book that connects to the concept and list three follow-up questions.)
OBSERVATION FORM  
William Paterson University  
College of Education/Office of Field Experiences  
1600 Valley Rd, Rm 3108, Wayne, NJ 07470  
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Semester  
Fall  
Spring  
Summer I  
Summer II  
Year  
○ Undergrad  
○ Post-Bac  
○ MAT  
○ Visiting  
○ In-Service

O Art 1  
○ Art 2  
○ P-3  
○ P-3/K-5  
○ K-5  
○ K-5/5-8

○ Practicum Student  
○ K-5/SPED  
○ English  
○ Foreign Language  
○ Math  
○ Music  
○ PE - 1  
○ PE - 2  
○ Science  
○ School Nurse  
○ Social Studies

Student's Name  
School System/Agency  
Grade  
O University Supervisor  
O Co-op Teacher  
O Yes  
O No  

OBSERVATION NOTES:

STRENGTHS:

SUGGESTIONS:

FOCUS FOR NEXT OBSERVATION: (note descriptor #1)

IDENT SIGNATURE ______________ DATE ______________

VERSITY SUPERVISOR SIGNATURE ______________ DATE ______________

Return original Pink copy to Office of Field Experiences. Please Xerox copy for Student and University Supervisor.
**CONTEXTUAL FACTORS JOURNAL: PRACTICUM AND STUDENT TEACHING**

Journaling has a critical role to play as you move through your field experiences. Journaling provides opportunities for you to reflect on the contextual factors of the school, and your understanding of the occurrences that you observe; it is not a repository for minute-to-minute recording of incidents. Further, journaling promotes your ability to reflect on your experiences in and out of the P – 12 classroom, and to share your impressions of the events in which you engage with faculty who are entrusted with your guidance and supervision.

<table>
<thead>
<tr>
<th>WHEN?</th>
<th>NATURE OF THE ACTIVITY</th>
<th>OFE Comp. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout</td>
<td>Your goal is to openly and candidly express what you see and feel – what worked, why it <em>worked and what didn’t work</em> and how it might have been done differently. Reflect on the <em>professionalism</em> you observe among colleagues working together and/or with parents, paraprofessionals, CST members and reflect on your knowledge of <em>child development</em> and your own professional dispositions.</td>
<td>9, 10, 11, 12, 18</td>
</tr>
<tr>
<td>Week 1 – 2</td>
<td>Write about <em>community and school factors</em> such as the stability of the neighborhood, socio-economic factors, race/ethnicity (diversity factors), political climate and support for education, and the <em>instructional implications for you as an educator</em>.</td>
<td>8, 19</td>
</tr>
<tr>
<td>Week 3</td>
<td>Write about <em>classroom factors</em> such as the organization and safety of the classroom environment, class rules and routines, instructing individually and in small and large groups, availability and use of technology resources, classroom management, equitable treatment of students, and the <em>instructional implications for you as an educator</em>.</td>
<td>1, 13, 14, 15, 20</td>
</tr>
<tr>
<td>Week 4 – 5</td>
<td>Write about <em>student characteristics</em> such as age, gender, culture, language, learning styles, special needs, skill levels and experiential background, and the <em>assessment and instructional implications for you as an educator</em>.</td>
<td>1, 6, 7, 8, 16, 17</td>
</tr>
<tr>
<td>Week 5 – END OF THE EXPERIENCE</td>
<td>During the remainder of the field experience, reflect on ways in which the following components of the instructional process were implemented in your setting – either by the classroom teacher or by you. If you do not observe a particular component, ask yourself why. In all instances, consider the impact on learners.</td>
<td>5, 4, 6, 1 12, 14, 15</td>
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<td></td>
<td>• Pre-assessment to assure instruction at appropriate levels</td>
<td>1, 7</td>
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<td></td>
<td>• Planning for instruction</td>
<td>2, 3</td>
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<td></td>
<td>• Instructional management</td>
<td>5</td>
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<td></td>
<td>o Critical thinking</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>• Adaptations for learners with special needs ([gifted → impaired])</td>
<td>9, 10, 11</td>
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<tr>
<td></td>
<td>• Content knowledge</td>
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<td></td>
<td>• Assessment of student learning</td>
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<td></td>
<td>• Classroom management</td>
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<td></td>
<td>• Technology</td>
<td></td>
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<td></td>
<td>• Dispositions; Acting on feedback from supervisors</td>
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</tbody>
</table>

*The quality of your journal will in part determine the evaluation of items 10 and 11 on your Interim and Final reports.

Draft-OFE-7/14/09
1. Visual and Performing Arts – K-12
   1.1 The Creative Process
      A. Dance
      B. Music
   1.2 History of the Arts
      A. History of the Arts
      B. Music
      D. Visual Art
   1.3 Performance
      A. Dance
      C. Theater
      D. Visual Art
   1.4 Aesthetic Responses & Critique Methodologies
      A. Aesthetic Responses
      B. Critique Methodologies

2. Comprehensive Health and Physical Education – K-12
   2.1 Wellness
      A. Personal Growth and Development
      B. Nutrition
      C. Diseases and Health Conditions
      D. Safety
      E. Social and Emotional Health
   2.2 Integrated Skills
      A. Interpersonal Communication
      B. Decision-Making and Goal Setting
      C. Character Development
      D. Advocacy and Service
      E. Health Services and Information
   2.3 Drugs and Medicines
      A. Medicines
      B. Alcohol, Tobacco and Other Drugs
      C. Dependency/Addiction and Treatment
   2.4 Human Relationships and Sexuality
      A. Relationships
      B. Sexuality
      C. Pregnancy and Parenting
   2.5 Motor Skill Development
      A. Movement Skills and Concepts
      B. Strategy
      C. Sportsmanship, Rules, and Safety
   2.6 Fitness
      A. Fitness and Physical Activity

Common Core: Language Arts Literacy - K-12
Reading Literature and Informational Texts
   A. Key Ideas and Details
   B. Craft and Structure
   C. Integration of Knowledge and Ideas
   D. Range of Reading and Level of Text Complexity

Foundation Skills (K-8)
   A. Print Concepts
   B. Phonological Awareness
   C. Phonics and Word Recognition
   D. Fluency

Writing
   A. Text Types
   B. Production of Writing
   C. Research: Present Knowledge
   D. Range of Writing

Speaking & Listening
   A. Comprehension
   B. Presentation

Language
   A. Conventions of Standard English
   B. Knowledge of Language
   C. Vocabulary

Common Core: Mathematics—K-12
K-8
   A. Counting and Cardinality
   B. Operations and Algebraic Thinking
   C. Number and Operations in Base 10
   D. Number and Operations: Fractions
   E. Measurement and Data
   F. Ratios
   G. Expressions & Equations
   H. Geometry
   I. Statistics and Probability
   J. Mathematical Practices
   K. Number System
   L. Functions
9-12: Number and Quantity
   A. Real Number System
9-12: Algebra
   A. Expressions
   B. Polynomials
9-12: Geometry
   A. Congruence
   B. Trigonometry
   C. Circles
9-12: Statistics & Probability
   A. Inferences
   B. Probability
4. **Science- K-12**

5.1 Science Practices
A. Understand Scientific Explanations
B. Generate Scientific Evidence
   Through Active Investigations
C. Reflect on Scientific Knowledge
D. Participate Productively in Science

5.2 Physical Science
A. Properties of Matter
B. Changes in Matter
C. Forms of Energy
D. Energy Transfer and Conservation
E. Forces and Motion

5.3 Life Science
A. Organization and Development
B. Matter and Energy
C. Interdependence
D. Heredity & Reproduction
E. Evolution and Diversity

5.4 Earth Systems Science
A. Objects in the Universe
B. History of Earth
C. Properties of Earth
D. Tectonics
E. Energy in Earth Systems
F. Climate and Weather
G. Biogeochemical Cycles

5. **Social Studies- K-12**

6.1 U.S. History: America in the World
A. Civics, Government & Human Rights
B. Geography, People, & the Environment
C. Economics, Innovation, & Technology
D. History, Culture, & Perspectives

6.2 World History / Global Studies
A. Civics, Government & Human Rights
B. Geography, People, & the Environment
C. Economics, Innovation, & Technology
D. History, Culture, & Perspectives

6.3 Active Citizenship in the 21st Century
A. Civics, Government & Human Rights
B. Geography, People, & the Environment

(Glossary, Skills Table, Timeframe Table are additional)

7. **World Languages-K-12**

7.1 World Languages
A. Interpretive Mode
B. Interpersonal Mode
C. Presentational Mode

8. **Technology**

8.1 Educational Technology
A. Technology Operations and Concepts
B. Creativity and Innovation
C. Communication and Collaboration
D. Digital Citizenship
E. Research and Information Literacy
F. Critical Thinking, Problem Solving, and Decision-Making

8.2 Technology Education, Engineering, and Design
A. Nature of Technology: Creativity and Innovation
B. Design: Critical Thinking, Problem Solving, and Decision-Making
C. Technological Citizenship, Ethics, and Society
D. Research and Information Fluency
E. Communication and Collaboration
F. Resources for a Technological World
G. The Designed World

9. **21st-Century Life & Careers**

9.1 21st-Century Life & Career Skills
A. Critical Thinking and Problem Solving
B. Creativity and Innovation
C. Collaboration, Teamwork, and Leadership
D. Communication and Media Fluency
E. Cross-Cultural Understanding and Interpersonal Communication
F. Accountability, Productivity, and Ethics

9.2 Personal Financial Literacy
A. Income and Careers
B. Money Management
C. Credit and Debt Management
D. Planning, Saving, and Investing
E. Becoming a Critical Consumer
F. Civic Financial Responsibility
G. Risk Management and Insurance

9.3 Career Awareness, Exploration, and Preparation
A. Career Awareness
B. Career Exploration
C. Career Preparation
Goals:
- Cooperating Teacher
  - Support and assist pre-service teacher to competently perform and analyze the act of teaching.

Goals:
- Pre-service Teacher
  - Develop a sense of personal responsibility
  - Develop confidence working with pupils
  - Develop skills to perform and analyze the act of teaching

Cooperating Teacher’s Role
- Help student reflect on skills/lessons
- Provide information/advice
- Provide guidance/support/expertise at various stages of growth
- Model best practices

Observation Focus Areas
- Introduction/Motivation
- Strategies/Assessment
- Materials
- Classroom Management
- Planning/Momentum
- Directions/Transition
- Closure/Follow up

Observation Techniques
- **Scripting**: written record describing events
- **Journaling**: exchange of written comments
Observation Techniques

- *Categorical Frequency Instrument*: the counting of specific behaviors
- *Visual Diagramming*: graph that records a specific activity

Observation Techniques

- *Video*: for any directed analysis
- *Audio/Digital*

Clinical Supervision Cycle

- **Stages**
  - Pre-observation Conference
  - Classroom Observation
  - Analysis & Strategy
  - Post Observation Conference (Feedback/ Suggestions) Merit Statement for Record keeping

Reinforcing Instructional Behaviors

- Avoid "overkill"
- Reinforce in a timely manner
- Eliminate "hidden agendas"
- Get field experience students accustomed to hearing compliments

Advantages

- Moves toward collegiality
- Introduces students to reflection and evaluation
- Emphasizes information rather than opinion
- Provides solicited rather than unsolicited feedback

Approaches for Effective Feedback

- *Direct Information* ←
- *Collaborative* ↔
- *Non-Directive* →
COOPERATING TEACHERS
BELIEFS INVENTORY

This inventory has been adapted from Carl Glickman's Supervisory Beliefs Inventory. It is designed for cooperating teachers to assess their own beliefs about mentoring their student teachers. The inventory assumes that cooperating teachers act according to three orientations of mentoring, but that one usually dominates. The inventory is designed to be self-administered and self-scored. Cooperating Teachers are asked to choose one of two options for each item, then to score their responses using the scoring key provided.

INSTRUCTIONS

Circle either A or B for each item. You may not completely agree with either choice, but select the one that is closest to how you feel or to what you believe. There are NO right or wrong answers.

BELIEFS

1. **A.** Cooperating teachers should give student teachers a large degree of autonomy and initiative re: teaching within broadly defined limits.

   **B.** Cooperating teachers should give student teachers directions about methods and strategies that will help them improve their teaching.

2. **A.** It is important for student teachers to set their own goals and objectives for professional growth.

   **B.** It is important for cooperating teachers to help student teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

3. **A.** Student teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the college supervisor.

   **B.** Evaluations of student teachers are meaningless if student teachers are not able to define with their college supervisors the objectives for the evaluation.

4. **A.** An open, trusting, warm and personal relationship with the student teacher is the most important ingredient in mentoring.

   **B.** A cooperating teacher who is too intimate with the student teacher risks being less effective and less respected than a cooperating teacher who keeps a certain degree of professional distance.
5. **A.** The cooperating teacher’s and the college supervisor’s role during conferences is to make the interaction positive, to share realistic information, and to help the student teacher plan his/her own solutions to problems.

**B.** The methods and strategies the cooperating teacher or the college supervisor uses with the student teacher in a conference are aimed at their reaching agreement over the need for further improvement.

6. **In the initial phase of working with a student teacher:**

**A.** The cooperating teacher should develop objectives with the student teacher that will help accomplish the school’s goals.

**B.** The cooperating teacher should try to identify the talents and goals of the student teacher so he/she can work on his/her own improvement.

7. **If working with more than one student teacher and they seem to have similar classroom problems the cooperating teacher and college supervisor could prefer to:**

**A.** Have the student teachers form an ad hoc group and help them work together to solve the problem.

**B.** Help each student teacher on an individual basis to find his/her strengths, abilities, and resources so that each one finds his/her own solutions to the problem.

8. **The most important clue that an intervention or remediation is needed occurs when:**

**A.** The college supervisor or the cooperating teacher perceive that the student teacher lacks knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.

**B.** The student teacher perceives the need to strengthen his/her own abilities in the one or more instructional areas.

9. **A.** The college supervisor and the cooperating teacher should decide the objectives of an intervention or remediation since they have a broad perspective of the student teachers’ abilities and the university’s requirements.

**B.** The student teacher, the cooperating teacher, and the college supervisor should reach consensus about the objective of an intervention or remediation before the intervention is put in place.
10. A. Student teachers who feel they are growing personally will be more effective than student teachers who are not experiencing personal growth.

B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all student teachers to be effective in their classrooms.

11. When a cooperating teacher perceives that a student teacher may be “bickering” with a pupil unnecessarily the cooperating teacher should:

A. Explain, during a conference with the student teacher, why the “bickering” was unnecessary.

B. Ask the student teacher about the incident, but not interject judgments.

12. A. One effective way to improve a student teacher’s performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.

B. Behavioral objectives are rewarding and helpful to some student teachers but stifling to others; some student teachers benefit from behavioral objectives in some situations but not in others.

13. During a pre-observation conference:

A. The college supervisor suggests to the student teacher what he/she might observe, but lets the instructor make the final decision about the objectives and methods of observation.

B. The college supervisor and the student teacher mutually decide the objectives and methods of observation.

14. A. Improvement occurs very slowly if student teachers are left on their own but when a group of student teachers work together on a specific problem, they learn rapidly and their morale remains high.

B. Group activities may be enjoyable, but individual, open discussions with a student teacher about a problem and its possible solution leads to more sustained results.
15. When an inservice workshop is scheduled in a school:

A. All student teachers should be expected to attend the workshop.

B. Student teachers should be able to decide if the workshop is relevant to their personal or professional growth.

**SCORING KEY**

**Step 1. Circle your answers from the inventory in the following columns:**

<table>
<thead>
<tr>
<th>COLUMN I</th>
<th>COLUMN II</th>
<th>COLUMN III</th>
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<tbody>
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</tr>
<tr>
<td></td>
<td>15A</td>
<td>15B</td>
</tr>
</tbody>
</table>
Step 2. Tally the number of circled items in each column and multiply by 6.7.

2.1 Total responses in Column I ________ X 6.7 = ____________

2.2. Total responses in Column II ________ X 6.7 = ____________

2.3 Total responses in Column III ________ x 6.7 = ____________

Step 3. Interpretation:

The product you obtained in 2.1 is an approximate percentage of how often you take a **directive approach** to mentoring.

The product you obtained in 2.2 is an approximate percentage of how often you take a **collaborative approach** to mentoring.

The product you obtained in 2.3 is an approximate percentage of how often you take a **non-directive** approach to mentoring.


Kean University Cooperating Teacher Institute, June 27, 2012
Pre-Conference

The following are a list of areas and questions that may be asked during the pre-conference:

- Tell me in one sentence what concepts you want the students to understand by the end of the lesson.
- What is the prior knowledge that you are eliciting from the students in your anticipatory set?
- What part of our anticipatory set is going to have students actively involved?
- How are you going to focus the students on today’s learning?
- Take me through your guided practice.
- Is there anything you want me to look for when you are focusing on today’s lesson? What are they?
- Do you mind me stepping in at any point during your lesson when I think I can help out or add to the lesson?
- Do you have any questions about the lesson?

Post-Conference

There are many techniques for conducting a pre and post conference. One technique is to state three positive and two negatives. It is best to discuss each step of the lesson and state strengths and recommendations as they take place in the lesson.

Anticipatory Set

- How did you elicit knowledge from the students?

Guided Instruction

- How did you feel about how the students were participating?
- Were any of the students have a difficult time? How did you know?
- How did you feel about the time aspect of the lesson?
- Do you have any ideas about how you could have shortened the lesson or made it move along more quickly?
- Did you notice who participated and who did not participate?

Assessment

- What did you do to check the objective(s) were being met?
- Did you notice anything missing from your lesson?
- Do you have any ideas about what you could have done for independent practice?
- How did you feel about the lesson overall?

Material developed by Christine Segetta: Professional Development School, Rahway, NJ.
Writing Summary Comments

Steps:

1. Set the tone of the intern’s accomplishments.
2. Describe the intern’s knowledge, skills, and dispositions/values.
3. Describe the intern’s personal characteristics.
4. Predict the intern’s success as a professional teacher.

Reflect on the total professional field experience.

Consider for inclusion under the Comment section, on the Professional Field Experience Competency Assessment Report, four summary statements.

1. **A sentence that summarizes the student teacher’s assignment.**
   Examples:
   a. _____ was a successful professional intern/student teacher assigned to _____.
   b. _____ began his/her senior internship in (school name) _____.

2. **A few sentences describing characteristics and traits such as enthusiasm, creativity, rapport, with students, staff, and parents, and willingness to work hard.**
   Examples:
   a. _____ seeks to improve him/herself in knowledge and skills by ....
   b. _____ communicates effectively with students on a one-to-one basis, but need to become more dynamic when motivating large groups of students by ....
   c. _____ accepts responsibility for consequences of his/her actions by ...
   d. _____ displays great initiative in finding and personalizing resources by ....

3. **A few sentences illustrative of the student’s knowledge, skills, and dispositions/values.**
   Examples:
   a. _____ demonstrates effective lesson planning by ....
   b. _____ recognizes and provides for differences in students by ..... 
   c. _____ monitors student understanding of the content of instruction by ...
   d. _____ is aware of the importance of assessing student learning but needs to further his/her assessment techniques.

4. **A final sentence sharing your prediction for the success of the student teacher in full time teaching.**
   Examples:
   a. I am confident that _____ will continue to ..... 
   b. I believe that his/her enthusiasm for teaching will ....
   c. _____'s insatiable appetite for experiencing every aspect of Teaching will ....
Case Study #2 - Yolanda

Background:

Yolanda is a 33 year-old, single mother of two primary grade children and one three-year-old who is physically challenged. Though Yolanda receives food stamps and state aid for her special needs child, she must still work 20 hours per week as a manicurist at her home to make ends meet. Yolanda is academically talented, committed to the profession, and eager to complete her degree to become financially secure. To be on time to her internship, Yolanda has to leave her two oldest children home alone for 30 minutes, plus she has to leave school by 4:00pm to pick up her youngest at a day care facility that offers physical therapy.

Yolanda is placed in a high school English class. Her 35-year-old cooperating teacher, Susan, is married with no children and her husband travels frequently. Susan is very organized, experienced (taught 8 years), and has a reputation as a master teacher. Susan prides herself in being thorough, highly prepared, and accountable. She evaluates every piece of paperwork her students turn in, and it is not unusual for her to spend 2-3 hours an evening preparing for the next day. Susan's expectations for herself are very high. All units of instruction are planned and revised for this year's class at least one month in advance.

Situation:

At the 6th week, Susan expected Yolanda to prepare for three levels of English, teach 5 classes and observe in another teacher's class during a 7th hour honor's class. Susan says that Yolanda is frequently late, doesn't always have lesson plans prepared two weeks in advance, and is not creative or resourceful.

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Your task is to act out this scenario to the rest of the groups. Your skit should take no more than three minutes.

Follow up your skit with the answers to the following questions:

1) What would you, as the cooperating teacher, do in this situation?

2) What goals would you set for this student teacher?
3) How might the university supervisor assist in this situation?
# Vocabulary for Conferencing and Writing

## Evaluative Assessments

### Descriptive Words

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<th>Good Performance</th>
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<table>
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<th>Poor Performance</th>
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<td>inappropriate</td>
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<tr>
<td>ordinary</td>
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</table>

### Qualifier Examples:

- usually
- often
- sometimes
- occasionally
- may
- with (conditions)
- probably

**Example:**

Strong Performance: Miss Smith will do well in the future

**Qualified Statement:** Miss Smith may do well in future teaching if provided with strong guidance and supervision.
Case Study #1 - Victor

Background:

Victor is a well-dressed, young man in his early 20's who cares about kids and shows his concern when he works with individuals. He comes from a family of educators. He speaks very well and is confident. His written work is always tops.

Situation:

Victor asks for whole group attention . . . three times. He quickly notices that the students are not with him, so he starts to correct each child individually to get them to attend. By the time he corrects every child who is misbehaving, ten minutes have elapsed and the lesson has still not begun. Victor raises his voice: “We are not going to be able to do this activity because you are not paying attention. You’re wasting your learning time.” Victor’s face is red and his body rigid.

Victor’s 20-year veteran cooperating teacher, Mary, is a behavior management model. As a result, Mary received many behavior problems from the principal in her fourth grade class. In a 5-10 minute period she has been known to use as many as 20 different management techniques in rapid-fire succession. She responds naturally and automatically to management problems. Mary had made a number of suggestions to Victor who voiced his concerns that “her way wouldn’t work for him.”

Your task is to act out this scenario to the rest of the groups. Your skit should take no more than three minutes.

Follow up your skit with the answers to the following questions:

1) What would you, as the cooperating teacher, do in this situation?

2) What goals would you set for this student teacher?

3) How might the university supervisor assist in this situation?
Case Study #3- Michelle

Background:

Michelle is a conscientious senior intern who has been placed with an experienced teacher, Katie, who is considered a master teacher in her district and who serves on the district's curriculum committee. Michelle shows initiative, follows the prescribed lesson plan format and relates well to the students in this third grade class which contains several students with special needs as well as four students identified as gifted and talented.

Situation:

Michelle wants to write and teach a unit plan for social studies on the topic of Colonial America as part of her university requirements. She gathers a lot of resources and lesson ideas from the Internet, the school library, and the district's curriculum guide. She's very excited about all the fun activities she can have the students do throughout this unit such as make homemade candles, prepare foods from this time period and even make toys that the children would have had to play with. She presents these ideas along with a pile of worksheets she has printed out from the Internet to Katie. She admits that she is a bit overwhelmed because she doesn't know what to do next. To make matters worse, she knows she will be required to collect data on the student learning throughout this unit and she doesn't know how to go about doing that. She tells Katie that she never learned about formative assessment in her college classes.

Your task is to act out this scenario to the rest of the groups. Your skit should take no more than three minutes.

Follow up your skit with the answers to the following questions:

1) What would you, as the cooperating teacher, do in this situation?

2) What goals would you set for this student teacher?
3) How might the university supervisor assist in this situation?
Case Study #4- Tom

Background:

Tom is an intern with a pleasant demeanor. He was a Physical Education major with "hoop dreams". He showed up for the first day of school with a newspaper tucked under one arm and an iced coffee in the other hand. He was a very charming young man and all the children instantly connected with him. He helped out with every duty even if it was not assigned. He offered to help other teachers in the building with "housekeeping" type chores like making copies and hanging bulletin boards.

Situation:

Tom was very good at modeling the cooperating teacher's daily routine, but when it came time to teach alone he would look up and say, "What do you want me to do with them?"

There was a constant issue with any computer or printer he used because there was always a malfunction when it came time to hand in plans or journals. During post-conferencing the cooperating teacher would give him many points to consider on how to improve yet he never tried to make any changes. The cooperating teacher struggled with trying to get Tom to see the importance of planning, sequencing and class management.

After bringing her concerns about his competencies to the supervisor, she was told that Tom was a great guy and would eventually do fine as a teacher on his own. During the lesson the supervisor was observing, the cooperating teacher had to step in because of a safety issue with the equipment the student intern was using. The supervisor's narrative only included a criticism that the student intern needed to do better with handing in lesson plans and in a timely manner.

---------------------------------------------------------------

Your task is to act out this scenario to the rest of the groups. Your skit should take no more than three minutes.

Follow up your skit with the answers to the following questions:

1) What would you, as the cooperating teacher, do in this situation?
2) What goals would you set for this student teacher?

3) How might the university supervisor assist in this situation?