

UNIVERSITY OF DELAWARE

STUDENT TEACHING MANUAL

ELEMENTARY TEACHER EDUCATION PROGRAM

Fall 2015

Dare to be first.



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Section A

ORIENTATION and SYLLABUS

University of Delaware Conceptual Framework for Professional Education Programs

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity. The framework describes these qualities and is available online at:

<http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf>.

To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and inservice teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

Leadership

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

Commitment to Equity

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

Outcomes

The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
 - human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
 - the content knowledge and pedagogical content knowledge that promotes students' knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
 - appropriate and effective use of technologies; and
 - the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

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EDUC 400 STUDENT TEACHING

COURSE DESCRIPTION:

Welcome to the student teaching semester! In this, your student teaching semester, you now have the opportunity to apply, adapt, and revisit all that you have learned about teaching and learning as you serve the children, adolescents, and adults within the school and community settings in which you are placed.

COURSE GOALS:

1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.
2. Deeper insight into the nature of the learning process and greater knowledge of human development.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.
4. Realization of the importance of your own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches
6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

REQUIRED TEXT:

University of Delaware ETE Student Teaching Manual. The manual includes course requirements, various forms and logs, evaluation information and instruments, detailed information about lesson planning, developing units, and other assignments and projects, and more.

FORMAT OF THE COURSE:

Over the course of your student teaching placement(s), you will engage in a variety of activities and experiences designed to enable you to apply, adapt, revise, and revisit all you have learned to date about teaching and learning. Specifically, you will engage in coteaching experiences designed to acquaint you with students, with classroom management techniques and with instructional methods, strategies, and materials. You will plan and implement daily lesson plans and develop and implement larger projects. You will be evaluated using criteria that reflect the course objectives, and you will receive feedback, suggestions, and guidance from your UD Field Educator and your Clinical Educator. Finally, you will engage in thoughtful analysis and continual revision of your approaches to teaching and learning.

COURSE REQUIREMENTS (to be completed for each semester):

1. Teacher Candidate notebook

You will maintain a notebook that contains a variety of information that encompasses your assignments and experiences in student teaching. Specifically, your notebook will include placement, student and classroom information, lesson plans, record keeping, written observations/evaluations from your Clinical Educator and your UD Field Educator, and the Self-Reporting Log.

2. Weekly schedule

The weekly schedule, which is submitted to the UD Field Educator, projects your instructional responsibilities for the coming week.

3. Letter of introduction

This letter will enable you to begin to establish partnerships with the families of your students.

4. Detailed plans for each lesson.

5. EdTPA.

In this assessment, you will describe, analyze, and evaluate the teaching of a 3-5-lesson unit of instruction that will be referred to as a “learning segment”. The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

6. Attend UD seminars, PLC meetings and district in-service functions.

Attendance at UD seminars, PLC meetings and district in-service functions exposes you to a wide range of information that requires your thoughtful and critical consideration and follow-up in the classroom; i.e., experimenting with new ideas and revising or adapting instructional practices so as to best meet the needs of your students.

7. Teaching.

You will complete a semester of teaching in which you are actively engaged with students. Thorough, careful, long-range planning best facilitates this important experience.

8. Bulletin Boards/Displays

You will be asked to create at least 2 bulletin boards/displays for each semester.

9. Reflective Journal

You will record evidence of performance in this journal. Additionally, your Clinical Educator will provide feedback to you via this journal.

GRADING:

In order to pass EDUC 400, you must:

1. Pass the Summative Student Teaching Evaluation. **Unsatisfactory** performance on the summative evaluation is:
 - If a score of 2 is assigned to more than half of the indicators within one scoring cluster, the student will not pass the placement.
 - A score of 1 for any indicator

Your UD Field Educator will determine if you have passed the course.

2. Successfully complete the required projects for each of the following placements:
 - a. Elementary Education – edTPA in Elementary (full version only).
 - b. Special Education – edTPA in special education.
 - c. Middle School Concentration Area – Middle Grades edTPA for your concentration area.
 - d. Urban Education – Second edTPA.

GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

As a representative of the University of Delaware, you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. Remember that you are a guest in your cooperating school and are expected to maintain high professional standards.

The following are some general guidelines for professional conduct during your placement:

I. BEFORE REPORTING TO YOUR CLINICAL SITE

- A. To participate in a clinical experience, you must have a valid negative Tuberculin test on file at Student Health Services. The test should be good for three years and must be valid throughout your stay in the schools/centers. Please be aware that some schools/districts will acknowledge test results for only one year.
- B. Some childcare centers/preschools will require a criminal background check before you can begin your placement. Check with your center/preschool director to see if a background check is required. Criminal background checks can be processed by Delaware State Police personnel at Troop #2, State Road, New Castle; Headquarters Complex, Route 13, Dover; or Troop #4, Route 13, Georgetown. Appointments may be made by calling 1-800-778-9000 between 8:00 a.m. and 4:00 p.m. Monday thru Friday, excluding holidays. A fee of \$49.00 is required.
- C. Arrange for reliable transportation since you are responsible for your own transportation to the clinical sites.
- D. If no specific orientation date has been established, call your Clinical Educator to arrange a time for your first visit on a mutually agreed upon date.
- E. Dress appropriately and professionally. This would include **no** jeans, T-shirts, shorts, sweat clothes, mini-skirts, see-throughs, midriffs, sneakers, hats, baseball caps, or excessive cologne/jewelry. Exceptions to this might include physical education settings, some Field trips, floor activities and other situations as deemed appropriate by your University supervisor.
- F. Be sure that you are well groomed.

II. AT THE CLINICAL SITE

- A. Report to your school/center on the day(s) scheduled. Be prompt and arrive early enough to **begin** work on time. Fulfill completely the commitment made to the class/group/pupil.
- B. Notify your University UD Field Educator **and** your Clinical Educator before the beginning of the school day if you are going to be late or absent. An absence or lateness should occur only in cases of illness or an emergency. Having a test the next period is not considered as an illness or emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence.
- C. Friends should not accompany you to the clinical site.
- D. Learn and carry out the school/center policies and procedures that have been established for pupils.
- E. Abide by the regulations and rules established for school/center personnel.
- F. Hold all information in confidence concerning pupils or others as directed.
- G. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone else's work.

- H. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.
- I. Be fully prepared for your teaching/tutoring assignment(s); this includes materials and/or supplies. If equipment or materials are necessary from the assigned school (and the school or Clinical Educator has willingly offered), request them ahead of time and not on the day of the lesson. Return the equipment and materials to the appropriate place promptly.
- J. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).
- K. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your Clinical Educator.
- L. Keep your University UD Field Educator informed of progress made and problems encountered.
- M. Cell phones are never appropriate in the classroom.

III. **JUDICIAL AND LEGAL IMPLICATIONS**

- A. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your Field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at <http://www.udel.edu/stuhb/deanstu/POLICY II.html>.
- B. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

A person seeking employment with a public school in Delaware may be disqualified from employment for any of the following reasons:

- (1) Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;
 - (2) Conviction of any felony in this state or any other jurisdiction in the last five years; or
 - (3) Conviction of any crime against a child in this State or in any other jurisdiction.
- C. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean

IV. GROUND FOR DISMISSAL FROM STUDENT TEACHING

A. Conduct

1. Candidates in a teacher education program are expected to conduct themselves in a professional manner at all times. Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. If the candidate engages in any of the following acts, it may result in dismissal from student teaching:
 - a. Candidates may not date pupils, parents of pupils enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your University UD Field Educator or the Associate Director of Clinical Studies.
 - b. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.
 - c. Candidates may not drink, smoke, be under the influence or be in the possession of alcoholic beverages or illegal drugs on school property, nor with or in the presence of any school pupil(s).
 - d. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).
 - e. Candidates may not take pupils off school property unless accompanied by the Clinical Educator or another full-time employee assigned by the principal.
 - f. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
 - g. Candidates must not exhibit any behaviors that interfere with the school's learning environment.
2. If at any time your conduct causes the Clinical Educator, school/district administrator, or the University UD Field Educator to determine that your presence in the classroom has become detrimental to the well being, safety, and/or educational program of the pupils in the class, you will be removed from your school and your placement could be terminated by the University.
3. As a result of any serious violation of the student code of conduct and/or the professional dispositions policy, you could be removed from your school and your placement could be terminated by the University.

- B. You will be withdrawn from your student teaching placement if 1) the Clinical Educator decides that you cannot return to the classroom due to your behavior, 2) your performance on the summative evaluation is consistently unsatisfactory or 3) there is not satisfactory progress on assignments. **Unsatisfactory** performance on the summative evaluation includes:

- If a score of 2 is assigned to more than half of the indicators within one scoring cluster, the student will not pass the placement.
- A score of 1 for any indicator

Please note that a score of 2 or lower in the dispositions section of the summative evaluation may result in a disposition hearing (see the official professional dispositions policy on the OCS website at www.ocs.udel.edu).

Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action, and/or failure of student teaching.

APPEAL PROCESS

If a student does not pass a student teaching placement, then he/she can request a new placement. If the program coordinator, UD Field Educator and the Associate Director of Clinical Studies deny the student's request for another placement, then the student can appeal the decision, in writing, to the University Council on Teacher Education. The committee will review the appeal and approve or deny the request for a second and final placement.

I have read and am aware of the Guidelines for Professional Conduct During Clinical Experiences and Grounds for Dismissal from Student Teaching.

Signature: _____

Date: _____

TEACHER CANDIDATE RESPONSIBILITIES

1. Call your Clinical Educator and UD Field Educator if you are ill and will be absent. You must send in plans, teacher's manuals, etc., so that your Clinical Educator will be prepared to take over.
2. If you are absent, you will be required to make up the time. It is expected that all appointments will be made outside of school time.
3. Give 24 hours notification to your Clinical Educator and your UD Field Educator when you must leave early for a doctor's appointment, etc.
4. If you are going to be absent from a seminar for any reason, notify your UD Field Educator. You must designate a person to pick up materials for you and to relay important information to you.
5. Assignments must be turned in on or before the due dates, or a written statement must be submitted to explain why an assignment is not being completed on time. Late assignments will affect your final evaluation.
6. Proofread all assignments prior to submission. Correct any spelling and/or sentence structure errors.
7. Prepare everything you will need for the next teaching day before you leave school. Walk in each morning fully ready to start the day.
8. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone's lessons or unit plans.
9. You are responsible for giving final copies of assignments to your Clinical Educator and your UD Field Educator.
10. You must call your UD Field Educator to inform her of schedule changes when they occur.
11. As a teacher and an educated person, you need to be informed about current affairs. Listen to the news or read a newspaper on a daily basis and incorporate this information into your lessons when or where appropriate.
12. Dress appropriately and professionally. (No jeans, shorts, sweat clothes, mini-skirts, tight clothing, etc.) If you choose to dress inappropriately, you **will** be sent home. Any time missed due to inappropriate clothing will be made up at the end of your placement!
13. You are expected to be on time to school (check your school's hours). Attendance is mandatory. Professional behavior is expected.
14. Student teaching is a full-time experience. You are expected to fulfill all of the responsibilities of a teacher under contract: planning and preparation, conferences, faculty and grade-level meetings, school-sponsored programs, PTA meetings, open house, in-service, etc.
15. Be sensitive to paper shortages in your buildings. You are responsible for finding other means of copying University of Delaware assignments. Suggestions: Morris Library copiers, Kinko's (24 hours service)
16. No personal computer and cell phone usage (including text messaging) while on site.

ETE STUDENT TEACHING POLICIES

ATTENDANCE

In-service days and the day before or after holidays are scheduled teaching days. Teacher Candidates are considered professional staff and are required to adhere to the district calendar and to the University of Delaware student teaching schedule. Clinical Educators are aware of this policy, so Teacher Candidates are asked to refrain from putting Clinical Educators in an awkward position by asking them to deviate from this policy. Following the established policy will ensure fairness to everyone involved.

LIABILITY AND HEALTH INSURANCE

Teachers and student teaching candidates have been held legally liable by the courts for the behavior of pupils under their direction. That is, if a pupil is injured because of the negligence of either a teacher or Teacher Candidate, that person can be legally responsible for the expenses involved. The University of Delaware carries comprehensive general liability insurance to protect itself and its trustees, employees, students, and volunteers from the consequences of negligence in the performance of official University duties. This policy provides coverage to students while completing their student teaching.

Teacher Candidate candidates are encouraged to be covered by a health insurance program in case of an injury suffered while completing a student teaching experience. University Health Services will provide medical care for all full-time student teaching candidates. If a candidate elects to seek medical attention outside of University Health Services, then his/her own health insurance plan or personal financial resources will be responsible for the cost of the care. The school district to which the student is assigned may or may not accept responsibility.

PROCEDURES FOR HANDLING SEXUAL MISCONDUCT

Sexual Misconduct is a term used to encompass unwanted or unwelcome conduct of a sexual nature that is committed without consent. Sexual Misconduct may include sexual harassment, sexual assault, domestic violence, dating violence and stalking.

What counts?

- Asking you for a date, after you have rebuffed the original request
- Asking for your personal contact details
- Sharing their personal contact details
- Making suggestive comments
- Perceived sexual misconduct (e.g. harassment, stalking) of any sort

Steps for Teacher Candidates

1. Tell the person you are not interested – rehearse responses
2. If advances continue you MUST report the issue to your university student teaching supervisor (UD Field Educator, supervisor, clinical coordinator)
3. Together, you will decide whether or not to inform your clinical educator

Steps for University Student Teaching Supervisor (UD Field Educator, supervisor, clinical coordinator)

1. Report the incident to the principal
2. If applicable, report the incident to the clinical educator

3. Report the incident to Director of the Office of Clinical Studies (OCS) and the Associate Director of the School of Education
4. If the issue persists, discuss removal of teacher candidate from placement with Associate Director of the School of Education and OCS

Steps for the Clinical Educator

1. If your teacher candidate informs you about sexual misconduct from a school-based member, please contact the university student teaching supervisor (UD Field Educator, supervisor, clinical coordinator).

Section B

TEACHER CANDIDATE NOTEBOOK

TEACHER CANDIDATE NOTEBOOK

Place your laptop/notebook in the classroom where it will be readily accessible to your UD Field Educator and Clinical Educator.

Sections of the notebook: Lesson plans should be placed in reverse chronological order behind the corresponding weekly checklist.

1. Coteaching: Week 1
 - a. Friday Forecast
 - b. Scope and Sequence Elementary, Middle School, Special Education
 - c. Master Class Schedule
 - d. Class Demographics Form
 - e. Student Information Chart
 - f. Student Interest Surveys (examples provided)
 - g. School Staff Information
 - h. Checklist for Coteacher
 - i. Dismissal Procedures
 - j. edTPA permission slips (Spanish and English)
2. Coteaching: Week 2
 - a. Friday Forecast
3. Coteaching: Week 3
 - a. Friday Forecast
4. Coteaching: Week 4
 - a. Friday Forecast
 - b. Lesson Plans
5. Coteaching: Week 5
 - a. Friday Forecast
 - b. Lesson Plans
6. Coteaching: Week 6
 - a. Friday Forecast
 - b. Lesson Plans
7. Coteaching: Week 7
 - a. Friday Forecast
 - b. Lesson Plans
8. Coteaching: Week 8
 - a. Friday Forecast
 - b. Lesson Plans
9. Coteaching: Week 9
 - a. Friday Forecast
 - b. Lesson Plans
10. Coteaching: Week 10
 - a. Friday Forecast
 - b. Lesson Plans
11. Coteaching: Week 11
 - a. Friday Forecast
 - b. Lesson Plans
12. Coteaching: Week 12
 - a. Friday Forecast
 - b. Lesson Plans
 - c. Self-Reporting Log

13. Clinical Educator and UD Field Educator's written observations/evaluations

14. Record Keeping- provide evidence of ongoing documentation of student progress in all content areas.

Preparing for Coteaching

Week(s) before Field experience begins – The Clinical Educator and Teacher Candidate begin to prepare for the coteaching experience.

Clinical Educator	Teacher Candidate
✓ Expect a contact email or phone call from the Teacher Candidate. They will ask to arrange a time to meet with you and ask questions. ✓ The Teacher Candidate will be curious about previously learned content and expected content to be taught during their Field experience. If you can, please provide information that can help them prepare for the content. ✓ Prepare a professional workspace for the Teacher Candidate. ✓ Provide copies of school policy and curriculum guides. ✓ As you plan for Week 1, think of ways to incorporate the Teacher Candidate into the lessons either by assisting or small roles (read aloud, morning work, etc.) Please refrain from solo management roles in the initial week. The Teacher Candidate needs time to build rapport with the students. ✓ Prior to the Teacher Candidate's first day, provide an overview of the first week's lessons for the Teacher Candidate. ✓ You may remember your very own "student teaching experience" in which you sat for a few days or the first week and observed...<u>coteaching is completely different</u>. Be sure to have your Teacher Candidate actively engaged from the very first day. Clarify roles with the Teacher Candidate and tasks during the initial days of school. ✓ Review your behavioral and academic expectations.	✓ Contact your Clinical Educator to introduce yourself. Arrange a time to meet with the Clinical Educator to discuss important information and to meet the children. ✓ Email copy of your Teacher Candidate Bio to your Clinical Educator. ✓ Review the district website and school website to learn more about the setting in which you will be teaching. ✓ Review the Common Core Standards for your assigned grade level. ✓ Examine the content to be taught during your Field experience. ✓ Prepare your teaching notebook. ✓ Prepare Letter of Introduction. ✓ Ask your Clinical Educator to clarify your roles for the first week. Prepare materials for roles. ✓ The first days of school are active and you are now an important part of this classroom. Be prepared to be an active teacher in the classroom on your first day! ✓ Ask your Clinical Educator if it is appropriate for you to prepare a "Getting to Know You" activity.

12-Week Student Teaching Scope and Sequence
ELEMENTARY

Week	Focus	Roles of Clinical Educator (CE) and Teacher Candidate (TC)
Weeks 1-3	Focus on grounding – CE actively engages the TC into the classroom and school environment. TC supports all aspects of classroom functions geared towards pupil learning. Focus on exhibiting professional dispositions (initiative, enthusiasm, and passion).	<u>TC/CE:</u> Actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. Assumes coresponsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. Begins to coplan, coreflect, and coteach.
Week 4 4 lessons	Focus on coresponsibility for pupil learning Formal observations begin	Coteaching¹ <u>TC:</u> Coplan, coteach, and coevaluate, lead teach one lesson per <u>day</u> with CE support. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. <u>TC/CE:</u> Coplan, coreflect, coteach <u>CE:</u> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 5 8 lessons	Focus on exhibiting professional dispositions (reflection, problem solving, and contributing). Formal observations continue	Coteaching <u>TC:</u> Coplan, coteach, and coevaluate, lead teach two lessons per <u>day</u> with CE support. Continue taking responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. <u>TC/CE:</u> Coplan, coreflect, coteach <u>CE:</u> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may provide modeling, as necessary. Provide on-the-spot redirection and feedback, as needed. <i>Select edTPA Topic</i>
Week 6 12 lessons (4 independent)	Focus on independent practice and self-evaluation Informal/Formal observations continue	Coteaching <u>TC:</u> Lead teach two lessons per <u>day</u> with CE support <u>TC/CE:</u> Coplan, coreflect, coteach Independent Practice

¹ Throughout the placement, CE/TC should be actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC should ***not be seated or observing during instructional time.***

		TC: Independently plan, teach, and evaluate one lesson per day (teach whole group at least twice a week). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may provide modeling, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 7 16 lessons (4 independent) Two half days of independent practice	Focus on independent practice and self-evaluation Mid-way conferences	Coteaching TC: Teach two lessons per day with CE support. CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate two lessons per day (teach whole group at least twice a week). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 8 16 lessons (12 independent) Two days of independent practice	Focus on independent practice and self-evaluation Informal/Formal Observations	Coteaching TC: Teach one lesson per day with CE support. CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate three lessons per day (teach whole group at least twice a week). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 9 and 10 Independent Practice Week (CE remains involved)	Focus on independent practice and self-evaluation [Select either week 9 or 10 as your independent Practice Week – for the other week, use the model for week 8.]	Independent Practice Week TC: Independently plan, teach, and evaluate all lessons each day. TC makes decisions about how to best support pupil learning by using all staff available (including CE). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning.

edTPA Implementation	Informal/Formal Observations	CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 11 12 lessons (4 independent)	Focus on self-remediation based on independent practice week	Coteaching TC: Lead teach two lessons per day with CE support TC/CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate one lesson per day (teach whole group at least twice a week). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 12 4 lessons	Focus on preparing pupils for TC's departure, self-evaluation, observing other practitioners	Coteaching TC: Lead teach one lesson per day with CE support. Gradually release the classroom back to the CE, coteaching throughout, observe other classrooms TC/CE: Coplan, coreflect, coteach, complete final evaluation report

12-Week Student Teaching Scope and Sequence

MIDDLE SCHOOL

Week	Focus	Roles of Clinical Educator (CE) and Teacher Candidate (TC)
Weeks 1-3	Focus on grounding – CE actively engages the TC into the classroom and school environment. TC supports all aspects of classroom functions geared towards pupil learning. Focus on exhibiting professional dispositions (initiative, enthusiasm, and passion).	<u>TC/CE:</u> Actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. Assumes coresponsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. Begins to coplan, coreflect, and coteach.
Week 4 4 partial lessons	Focus on coresponsibility for pupil learning Informal/Formal observations begin	Coteaching² <u>TC:</u> Coplan, coteach, and coevaluate, lead a portion of a class per <u>day</u> with CE support. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. <u>TC/CE:</u> Coplan, coreflect, coteach <u>CE:</u> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 5 4 classes	Focus on exhibiting professional dispositions (reflection, problem solving, and contributing). Formal observations continue	Coteaching <u>TC:</u> Coplan, coteach, and coevaluate, lead teach one class per <u>day</u> with CE support. Continue taking responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. <u>TC/CE:</u> Coplan, coreflect, coteach <u>CE:</u> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. <i>Select edTPA Topic</i>
Week 6 10 classes (2 independent)	Focus on independent practice and self-evaluation Informal/Formal observations continue	Coteaching <u>TC:</u> Lead teach two classes per <u>day</u> with CE support <u>TC/CE:</u> Coplan, coreflect, coteach

² Throughout the placement, CE/TC should be actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC should ***not be seated or observing during instructional time.***

		Independent Practice TC: Independently plan, teach, and evaluate two classes for the <u>week</u>. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 7 10-14 classes (1 independent day)	Focus on independent practice and self-evaluation Mid-way conferences	Coteaching TC: Lead teach two classes per <u>day</u> with CE support. TC/CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate all classes for <u>one day</u>. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 8 10-18 classes (2 independent days)	Focus on independent practice and self-evaluation Informal/Formal Observations	Coteaching TC: Teach one class per <u>day</u> with CE support. CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate all classes for two <u>days</u>. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.

Week 9 and 10 Independent Practice Week (CE remains involved) edTPA Implementation	Focus on independent practice and self-evaluation [Select <i>either week 9 or 10</i> as your independent Practice Week – for the other week, use the model for week 8.] Informal/Formal Observations	Independent Practice Week TC: Independently plan, teach, and evaluate all classes each day. TC makes decisions about how to best support pupil learning by using all staff available (including CE). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 11 12 classes (4 independent classes)	Focus on self-remediation based on independent practice week	Coteaching TC: Lead teach two classes per day with CE support TC/CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate one class per day. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 12 4 classes	Focus on preparing pupils for TC's departure, self-evaluation, observing other practitioners	Coteaching TC: Lead teach one class per day with CE support. Gradually release the classroom back to the CE, coteaching throughout, observe other classrooms TC/CE: Coplan, coreflect, coteach, complete final evaluation report

12-Week Student Teaching Scope and Sequence

SPECIAL EDUCATION

During grounding weeks, teacher candidates should:

- 1.) Obtain/collect **current** data (e.g. administer DIBELS, QRI, and so on)
- 2.) Review and become familiar with pupils' IEPs – focus on accommodations/goals
- 3.) Observe IEP meetings (when they begin)
- 4.) Explore IEPPLUS computer program – view or create snapshots
- 5.) Meet and plan for future collaboration with paraprofessionals and other support staff (including the Special Education Coordinator and/or Educational Diagnostician)

Due to the multiple types of special education classroom contexts, please note the conversion chart at the conclusion of the scope and sequence.

Week	Focus	Roles of Clinical Educator (CE) and Teacher Candidate (TC)
Weeks 1-3	Focus on grounding – CE actively engages the TC into the classroom and school environment. TC supports all aspects of classroom functions geared towards pupil learning. Focus on exhibiting professional dispositions (initiative, enthusiasm, and passion).	TC/CE: Actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. Assumes coresponsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. Begins to coplan, coreflect, and coteach.
Week 4 4 lessons	Focus on coresponsibility for pupil learning Formal observations begin	Coteaching³ TC: Coplan, coteach, and coevaluate, lead teach one lesson per day with CE support. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. TC/CE: Coplan, coreflect, coteach CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 5 8 lessons	Focus on exhibiting professional dispositions (reflection, problem solving, and contributing). Formal observations continue	Coteaching TC: Coplan, coteach, and coevaluate, lead teach two lessons per day with CE support. Continue taking responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. TC/CE: Coplan, coreflect, coteach CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Select edTPA Topic

³ Throughout the placement, CE/TC should be actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC should **not be seated or observing during instructional time**.

Week 6 12 lessons (4 independent)	Focus on independent practice and self-evaluation Informal/Formal observations continue	Coteaching TC: Lead teach two lessons per day with CE support TC/CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate one lesson per day. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 7 16 lessons (4 independent) Two half days of independent practice	Focus on independent practice and self-evaluation Mid-way conferences	Coteaching TC: Teach two lessons per day with CE support. CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate two lessons per day. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 8 16 lessons (12 independent) Two days of independent practice	Focus on independent practice and self-evaluation Informal/Formal Observations	Coteaching TC: Teach one lesson per day with CE support. CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate three lessons per day. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.

Week 9 and 10 Independent Practice Week (CE remains involved) edTPA Implementation	Focus on independent practice and self-evaluation [Select <i>either week 9 or 10</i> as your independent Practice Week – for the other week, use the model for week 8.] Informal/Formal Observations	<i>Independent Practice Week</i> TC: Independently plan, teach, and evaluate all lessons each day. TC makes decisions about how to best support pupil learning by using all staff available (including CE). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.
Week 11 12 lessons (4 independent)	Focus on self-remediation based on independent practice week	Coteaching TC: Lead teach two lessons per day with CE support TC/CE: Coplan, coreflect, coteach Independent Practice TC: Independently plan, teach, and evaluate one lesson per day (teach whole group at least twice a week). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. CE: Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.
Week 12 4 lessons	Focus on preparing pupils for TC's departure, self-evaluation, observing other practitioners	Coteaching TC: Lead teach one lesson per day with CE support. Gradually release the classroom back to the CE, coteaching throughout, observe other classrooms TC/CE: Coplan, coreflect, coteach, complete final evaluation report

CONVERSION CHART - TAM classrooms, pull out programs, resource rooms

The percentages in the chart below refer to any of the CE's teaching responsibilities, including but not limited to:

- 1.) Pull-out support
- 2.) Push-in support
- 3.) Small group instruction
- 4.) Whole group instruction
- 5.) RTI and other specialized programs
- 6.) Coteaching with regular education teachers
- 7.) One-on-one instruction

Weeks	Number of lessons per day	Percent per day
1-3	0	0
4	1	20%
5	2	40%
6	3	60%
7	4	80%
8	4	80%
9	All lessons	100%
10	All lessons	100%
11	3	60%
12	1	20%

CLASS DEMOGRAPHICS

Please complete the following information about the class/classes where you are placed.

Total number of classes:

Total number of students in the following categories (all classes combined):

Number of students:	Students with active IEPs:
Male students:	ELL students:
Female students:	Students with 504 Plans:
Students who qualify for free/reduced lunch:	

Total number of students in each category:

American Indian/Alaskan Aleut:	Asian:
Black/African American:	Hispanic:
Native Hawaiian/Pacific Islanders:	Multi-Racial:
White/Caucasian:	Other:

Check type of placement:

_____ resource room/learning support	_____ TAM (Team Approach to Mastery)
_____ self-contained	_____ SAM (Single Approach to Mastery)
_____ inclusion	_____ intensive learning center/special school
_____ departmentalized	_____ semi-departmentalized
_____ other: Regular Ed.	

Identify the number of students in each appropriate category (Identify the primary disability area as per the IEP/504):

# _____ Deaf and Blindness	# _____ Developmental Delay
# _____ Learning Disability	# _____ Hearing Impairment including Deafness
# _____ Physical Impairment	# _____ Severe Intellectual Disability
# _____ Emotional Disturbance	# _____ Traumatic Brain Injury
# _____ Speech and/or Language Impairment	# _____ Moderate Intellectual Disability
# _____ Visual Impairment including Blindness	# _____ Mild Intellectual Disability
# _____ Multiple Disabilities	# _____ Intellectual Disability
# _____ ADHD-Attention Deficit/ Hyperactivity Disorder/ADD-Attention Deficit Disorder	
# _____ Autism	# _____ Other

[illegible]

STUDENT INTEREST INVENTORY

Name: _____ Age: _____ Date: _____

1. The things I like to do after school are _____

2. If I had \$10.00 I _____

3. My favorite TV programs are _____

4. My best friends are _____

5. My favorite toys are _____

6. My favorite subject in school is _____

7. I like to read books about _____

8. I like to visit _____

9. My favorite foods are _____

10. Three special things about me are _____

Name _____

Date _____

Choose your own adventure: Design your own learning1.)  your favorite subject.

Mathematics

Reading

Writing

Social Studies

Science

2.) Put a star  next to the way you like to learn new information.

conduct an experiment

listen to the teacher

read a book

3.) Use a check  to select YES or NO

Would you like to use the SMARTBoard? ____YES ____NO

Would you like to use your own laptop computer? ____YES ____NO

4.) Put a heart  around the type of assignments you would want to complete.

write an essay

complete a worksheet

make a poster

create a skit

5.) Underline how you think you could *do your best* on an assignment?

by myself

with a partner

in a group

6.) Use the lines below to explain what you do when you get stuck on your schoolwork.

7.) Use the lines below to tell me about learning that was valuable, joyful, or interesting to you in the past.

Name: _____

Date: _____

Questionnaire

For questions 1-3, please circle the number that best fits how you feel.

1. What was your last math class like for you?

Very easy 5 4 3 2 1 Very hard

2. How important do you think math is in your daily life

Very important 5 4 3 2 1 Very unimportant

3. How comfortable are you with describing your mathematical thinking in words?

Very comfortable 5 4 3 2 1 Very uncomfortable

For questions 4-6, please answer each question on the liens provided. If you would like to add more to your answer, please use the back of this paper.

4. What topic in math is the most difficult for you right now

5. Do you enjoy word problems?

6. Have you ever worked in groups in math class? If so, did you enjoy it, or do you prefer to work alone?

7. Please rate the following units on how much interest you have in the topics using the numbers 1-6. 1 should be the unit you are MOST interested in learning, and 6 should be the unit you are the LEAST interested in learning about.

_____ Estimation and Measurement

_____ Fractions, Decimals and Percents

_____ Tables and Graphs

_____ Geometry

_____ Probability

_____ Patterns

SCHOOL STAFF INFORMATION

To function successfully in a school, you need to know the school staff and their responsibilities.

Principal:

Assistant Principal(s):

Secretary:

Other Office Personnel and their positions:

Custodians:

Procedures for reaching custodial staff:

Nurse:

Procedures for sending students to nurse:

Lunchroom Manager:

Procedures for students in the cafeteria:

DISMISSAL PROCEDURES*

BUS RIDERS:

WALKERS:

PARENT PICK-UPS:

* Dismissal must be a shared responsibility with your Clinical Educator.

(District Letterhead)

[Date]

Dear Parents/Guardians,

A full-time student teacher of the Elementary Teacher Education Program at the University of Delaware has been placed in your child's classroom to complete a pre-service teaching practicum. The student teacher is working under the supervision of your child's teacher and University personnel.

A requirement of our program is for each student teacher to videotape one of his/her lessons. It is very important for future teachers to learn how to discuss one's teaching, and the videotaped lesson is a critical tool in this process. This reflective experience will help the student teacher develop professional skills that will enable him/her to be a better teacher.

Your son or daughter may appear on the videotape as the student teacher teaches the lesson. This project is designed to make the student teachers aware of their teaching strengths and weaknesses as they work toward their teaching certification. This project is not about your child; therefore, your child will not be the focus of the video. In fact, your child may not even appear on the video.

The student teacher and his/her field instructor will be the only people to view the entire videotape. However, portions of the video *may* appear in the teacher candidate's portfolio, which *may* be viewed by prospective employers.

May we please have your permission to videotape in your child's classroom? Please have your child return the tear-off below to the University of Delaware student teacher or your child's teacher. We at the University of Delaware appreciate your consideration in helping our pre-service teachers in their training.

Thank you for your cooperation.

Sincerely,

Field Instructor, Student Teaching Practicum
University of Delaware

I DO give my permission for my son/daughter [name: _____] to appear in an educational videotape to be viewed by University of Delaware members and prospective employers of the teacher candidate.

Parent's and/or Guardian's Signature _____

I DO NOT give my permission for my son/daughter [name _____] to appear in an educational videotape to be viewed by the University of Delaware members and prospective employers of the teacher candidate.

Parent's and/or Guardian's Signature _____

(District Letterhead)

[Fecha]

Estimados Padres/Representantes o Guardianes,

Uno/a de los/as Estudiantes para Maestros del Programa de Educación para Maestros de la Universidad de Delaware, ha sido colocado en el salón de clase de su hijo/a, a fin de completar su período de entrenamiento práctico. Estos estudiantes universitarios estarán trabajando en equipo bajo la supervisión tanto del profesor/a de su hijo/a como de personal de la Universidad de Delaware.

Uno de los requisitos del programa, en la medida posible, es que cada Estudiante para Maestro debe grabar un video de una de sus clases. Es de suma importancia para los futuros profesores que aprendan a discutir y explicar las lecciones correctamente, es por eso que la oportunidad de revisar la manera en que desarrollan sus temas a través del video, se convierte en una de las herramientas fundamentales en su desarrollo como maestros. Esta experiencia le permitirá a los futuros profesionales de la docencia evaluar y mejorar sus técnicas de enseñanza.

Su hijo/a puede aparecer en este video ya que el Estudiante para Maestro estará grabando las clases en su salón. Este proyecto está diseñado para ayudar a los futuros profesores/as a analizar sus fortalezas y sus puntos débiles como maestros y es parte del proceso que lleva a la adquisición de su Licencia o Certificación. Este proyecto no se enfoca en los alumnos, de hecho no garantizamos que su hijo aparezca en dicha grabación.

El Estudiante para Maestro, su supervisor y/o personal de la Escuela de Educación de la Universidad de Delaware y los futuros empleadores del candidato a maestro serán las únicas personas que verán este video. Este video no será utilizado para ningún propósito además del ya descrito, y no aparecerá en otro lugar fuera de la Escuela de Educación de la Universidad de Delaware, y pueden aparecer en la cartera del candidato a maestro para ser visto por posibles empleadores.

Apreciaríamos mucho que nos de su autorización para grabar este video en el salón de clase de su hijo/a. Por favor corte y envíe de vuelta a la escuela la parte de abajo de esta nota (favor hacer un círculo en su selección), con su firma indicando si está de acuerdo con la realización de este video. La Universidad de Delaware le agradece de antemano por toda su cooperación, y por su ayuda en permitirnos tener futuros maestros mejor entrenados y preparados en su entrenamiento.

Gracias por su cooperación.

Sinceramente,

Coordinadora, Student Teaching Practicum
University of Delaware

SI doy permiso para que mi hijo/a [nombre del niño/a _____] aparezca en el video educacional a ser revisado por los miembros de la Universidad de Delaware y los futuros empleadores del candidato a maestro.

Firma del Padre/Representante o Guardián _____

NO doy permiso para que mi hijo/a [nombre del niño/a _____] aparezca en el video educacional a ser revisado por los miembros de la Universidad de Delaware y los futuros empleadores del candidato a maestro.

Firma del Padre/Representante o Guardián _____

Parent's and/or Guardian's Signature _____

CHECKLIST FOR TEACHER CANDIDATES AND CLINICAL EDUCATORS

This checklist is to be reviewed during the first week of student teaching.

_____ Review of district and building handbooks for students and teachers	_____ Teachers' meetings (Teacher Candidate's part in them)
_____ Procedures for snow days/late openings/early dismissal	_____ Parent-teacher meetings
_____ Fire and crisis/lockdown drills	_____ Home visitations, pupil gifts
_____ Playground rules and teacher's responsibilities during recess	_____ Reports to parents
_____ Reporting accidents, first aid service, health services	_____ Reporting pupil/teacher absences
_____ Attendance procedures (teacher and pupil)	_____ Media center policies
_____ Use of duplicating equipment; requisition of supplies and equipment	_____ Procedures for dealing with students' illness
_____ Lunchroom regulations	_____ Collection of money (Field trips, book orders, pictures, etc.)
_____ Testing programs	_____ Release of students to authorized person(s)

SELF-REPORTING LOG

Name: _____ Semester and Year: _____

Cooperating Teacher: _____ School: _____

Grade Level: _____ Subject: _____

Days Absent: 0 _____ # Solo days: _____

LESSON PLANNING AND CONTENT KNOWLEDGE

CHECK ALL THE APPLY:

- ☐ Collaborated with Cooperating Teacher
- ☐ Collaborated with other Professionals
- ☐ Researched Curriculum Guides
- ☐ Investigated Alternate Resources
- ☐ Researched Pupil Files
- ☐ Made use of Pupil Inventories
- ☐ Elicited Prior Knowledge and Adjusted Plans
- ☐ Researched Content Knowledge
- ☐ Planned for Differentiated Instruction
- ☐ Independently planned lessons

Other: _____

Regarding your coplanning and content knowledge, of what are you most proud?

ACADEMIC LANGUAGE DEVELOPMENT

CHECK ALL THE APPLY:

- ☐ Researched outside resources to become familiar with academic language
- ☐ Developed academic language displays
- ☐ Developed language support tools for struggling learners or ESL students

Other: _____

Regarding your academic language development, of what are you most proud?

INSTRUCTIONAL DELIVERY

CHECK ALL THE APPLY:

- ☐ Direct Instruction
- ☐ Experimentation ☐ Learning Centers
- ☐ Cooperative Team Teaching
- ☐ Process Writing
- ☐ Demonstration ☐ Manipulatives
- ☐ Inquiry ☐ Whole Class Discussion (Socratic)
- ☐ Lab Experiences ☐ Small Group Instruction
- ☐ Comprehensive Frameworks
- ☐ Monitors Pupil Understanding During Instruction
- ☐ Tiered/Leveled Questioning Strategies
- ☐ Instructional Technology
- ☐ Activating Strategies ☐ Summarizing Strategies
- ☐ Total Participation Strategies

Other: _____

Regarding your instructional delivery, of what are you most proud?

ASSESSMENT AND ADJUSTMENT

CHECK ALL THE APPLY:

- | | |
|--|---|
| ☐ Portfolio | ☐ Interviews |
| ☐ Tests/Quizzes | ☐ Observation |
| ☐ KWL | ☐ Projects |
| ☐ Running Records | ☐ Rubrics |
| ☐ Writing | ☐ Standardized Tests |
| ☐ Products/Process | ☐ Checklists |
| ☐ Pupil Self-Assessment | ☐ Peer Feedback |
| ☐ Entrance and Exit Tickets | |

Other: _____

Regarding your assessment, of what are you most proud?

CLASSROOM ENVIRONMENT AND SOCIAL EMOTIONAL DEVELOPMENT

CHECK ALL THE APPLY:

- ☐ Created at least 2 bulletin boards
- ☐ Developed Learning Centers
- ☐ Developed Learning Games
- ☐ Implemented Cooperating Teacher's System
- ☐ Created Management System
- ☐ Used Positive Behavior Support
- ☐ Used Responsive Classroom
- ☐ Used Logical Consequences
- ☐ Developed Point Cards
- ☐ Conducted Classroom Meetings
- ☐ Conducted a Getting to Know You Activity
- ☐ Used Interest Inventories
- ☐ Surveyed Pupils: Explain why: _____
- ☐ Developed a Pupil Communication System

Other: _____

Regarding your classroom environment, of what are you most proud?

SCHOOL AND COMMUNITY CONNECTIONS

CHECK ALL THE APPLY:

Communicated with parents via:

- ☐ Point Cards ☐ Behavior Raters ☐ E-mail
- ☐ Pupil Awards ☐ Newsletters
- ☐ Home Visits ☐ Worked with volunteers
- ☐ Notes Home ☐ Progress reports
- ☐ Homework books ☐ Parent Conferences
- ☐ Report Card Writing ☐ Phone Calls

Supported School Community via:

- ☐ Arranged/Chaperoned Field Trips
- ☐ Faculty Meetings ☐ PLC/Team Meetings
- ☐ School-wide Family Events
- ☐ Supervised Bus, Lunch, Recess Duty
- ☐ Attendance at IEP Meetings

Other: _____

PROFESSIONAL DISPOSITIONS

CHECK ALL THAT APPLY:

- ☐ Researched Outside Resources **List Resources:** _____
- ☐ Read Academic Journals/Online Resources **List Journals:** _____
- ☐ Provided Direct Input During Meetings
- ☐ Actively seeks Feedback and Support
- ☐ Receptive to Feedback
- ☐ Timely Completion of Paperwork
- ☐ Attended Non-Mandatory Professional Development
- ☐ Maintained Reflection Log
- ☐ Writes and Speaks Professionally
- ☐ Self-initiated Participation in Non-required Tasks **Lists Tasks:**
- Other: _____

Self-Evaluation Summary Statement:

<i>Areas of Strength</i>	<i>Areas for Continued Improvement</i>
<i>Other Comments:</i>	

Section C

EVALUATION FORMS

Classroom Walk-Through*

Teacher Candidate: _____ **Observer:** _____

Date: _____ **Subject:** _____ **Grade:** _____

Coteaching Approach (if used): _____

Number of teachers/paraprofessionals in room: ____ / ____

Required documents and check in with pupils

Is the lesson plan available and complete?

Is the student teaching notebook available and up to date?

Is the reflection journal available?

If appropriate, ask pupils

What are you learning?

Why is it important?

What can you do with it?

How is this connected with what you did yesterday?

Can you explain the directions to me?

How will you know if you learned something at the end of this lesson?

CLASSROOM OBSERVATION

Time of walk-through: ____ a.m. ____ p.m (circle one) **Beginning of Class** **Middle of Class**
End of Class

Teacher Candidate Actions

- ___ lecturing
- ___ facilitating/coaching students
- ___ adapting instructional decisions based on pupil cues and needs
- ___ modeling with guided practice
- ___ providing targeted, specific feedback
- ___ instructing small-group
- ___ working with individual students
- ___ interacting positively with students (fairness and respect)
- ___ monitoring students as they work independently or in groups
- ___ demonstrates respect for all learners and promotes an equitable learning environment
- ___ other _____

Instructional Approaches

- ☐ asking open-ended questions that require critical and evaluative thinking (i.e., higher order thinking questions with wait time; not fact based questions)
- ☐ differentiating instruction through process, content, and /or product
- ☐ sequencing of instruction shows progression from simple to complex
- ☐ engaging students using research-based reading strategies
- ☐ engaging students using research-based writing strategies
- ☐ activities and assessments reflect the rigor of the learning outcomes/standards
- ☐ activating strategies
- ☐ summarizing strategies
- ☐ whole class discussion
- ☐ manipulatives
- ☐ lab experiences
- ☐ every pupil response
- ☐ other_____

Instructional Resources

- ☐ using technology to enhance instruction (students engage in the use of technology)
- ☐ using technology to provide greater access to the curriculum (teacher use of Smart Board, Redcat, etc)
- ☐ using technology for a variety of purposes
- ☐ using manipulatives to reinforce and enhance instruction
- ☐ district provided materials observed in use (identify) _____
- ☐ visuals to support pupil learning and engagement

Student Actions/Activities

- ☐ forming and revising questions/explanations
- ☐ making presentations
- ☐ participating in bell ringer/warm-up activity
- ☐ participating in drill/worksheet/text seat work
- ☐ participating in project/problem-based work/hands-on activity
- ☐ working collaboratively with other(s) (i.e., students engaged in small cooperative group learning)
- ☐ self-assessment of learning
- ☐ other_____

Evidence of emphasis on integration

- ☐ applying skills and/or content learned in other classes (provide comments)
- ☐ making cross-curricular connections
- ☐ making connections to personal, cultural/lived experiences
- ☐ other_____

Evidence of emphasis on Content Standards

- ☐ posting student-friendly learning outcomes (e.g., essential question, learning maps, active word wall, daily agenda) (if required by specific district)
- ☐ frequent checking for student understanding of planned learning
- ☐ providing rigorous content at or above grade level based on Common Core State Standards
- ☐ provides support for the acquisition and use of academic language
- ☐ other_____

Classroom Environment

- ___ content and grade appropriate student work displayed in and/or outside the classroom
- ___ student exemplars and rubrics **relevant** to current work posted
- ___ **interacting** with print-rich environment (e.g., word walls, bulletin boards, books, signs, charts, student learning maps, essential questions)
- ___ organizing for student learning (e.g., time effective procedures and preparation and effective classroom design)
- ___ classroom management conducive to learning
- ___ other_____

Assessment of Learning

- ___ informal assessment
- ___ formal assessments
- ___ student products
- ___ peer feedback
- ___ addressing prior learning and misconceptions
- ___ other_____

Questions/Comments about Practice:

*Classroom Observation Protocol Adapted from DOE's Comprehensive Success Review Walk-Through.

Classroom Walk-Through*

Teacher Candidate: _____ Observer: _____

Date: _____ Subject: _____ Grade: _____

Coteaching Approach (if used): _____

Number of teachers/paraprofessionals in room: ____ / ____

Required documents and check in with pupils

Is the lesson plan available and complete?

Is the student teaching notebook available and up to date?

Is the reflection journal available?

If appropriate, ask pupils

What are you learning?

Why is it important?

What can you do with it?

How is this connected with what you did yesterday?

Can you explain the directions to me?

How will you know if you learned something at the end of this lesson?

CLASSROOM OBSERVATION

Time of walk-through: ____ a.m. ____ p.m (circle one) Beginning of Class Middle of Class
End of Class

Instructional Approaches

Instructional Resources
Student Actions/Activities
Evidence of emphasis on integration
Evidence of emphasis on Content Standards
Classroom Environment
Assessment of Learning

Questions/Comments about Practice:

University of Delaware Student Teacher Formative Feedback Form

Teacher Candidate: _____ Date: _____

SCORING SCALE

1 Not apparent (Not ready for independent practice)	2 Emerging (Not yet ready for independent practice)	3 Proficient (Ready for independent practice)	4 Exemplary (Proficient Plus)	N/O Not observed during this lesson
---	---	---	---	---

Notes and Observational Comments

PLANNING				
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	1	2	3	4
Selects appropriate national or state standards. Candidate selects appropriate national or state standards and justifies why the selected standards are appropriate for the learners and the lesson.				
Writes objectives with measurable outcomes that indicate what learners will know and be able to do. Candidate writes objectives that are measurable, indicating what learners will know and be able to do and addresses individuals' needs.				
Aligns objectives, instruction, and assessments. Lesson objectives, instruction, assessments are appropriately aligned.				
Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of learners' needs. Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs and specific individual's needs.				
Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill. The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions and research in the content area or developmental domain.				
Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners). Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), and justifies the choice of learning experiences using principles from research and/or theory.				
Accurately represents important content concepts. Candidate's plans exhibit the candidate's breadth of knowledge of the concepts and understanding of how the concepts are linked.				

LEARNING ENVIRONMENT	1	2	3	4
Establishes rapport with and respect for all learners. Candidate exhibits respect for all learners and works to establish rapport with all learners.				
Communicates expectations for high quality work by all learners. Candidate uses specific language that sets clear expectations for high quality work for all learners, based on each learner's strengths and needs.				
Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior. Candidate establishes clear guidelines for routines and expectations for learner behavior, effectively implements them, and addresses disruptive behavior appropriately.				
Implements established guidelines for learners' behavior. Candidate proactively addresses disruptive behavior appropriately with logical consequences.				
Engages in and teaches learners' respectful discourse and turn-taking. Candidate teaches students how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.				

INSTRUCTION	1	2	3	4
Adjusts lessons based on learners' responses. Candidate's instructional adjustments provide individuals and groups of learners with the support needed to improve their learning relative to a strategy and skills.				
Uses available technology to impact learning. Candidate and learners use available technology that is linked to their learning needs and depends on and extends their understanding of content, skills, or strategies.				
Engages learners using a range of questions, including higher order questions. Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, and facilitate interactions among learners and check alternative interpretations of the learners' ideas and methods.				
Models discipline-specific strategies that support learners' learning. Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.				
Makes content explicit through explanation, modeling, representations, and examples. Candidate uses representations and examples to build learners' understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making their thinking visible while modeling and demonstrating.				
Engages learners in problem solving. Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.				
Provides clear and accurate explanations and feedback. Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.				
Provides opportunities for learners to master academic language in the discipline. Candidate identifies vocabulary and one or more additional language demand (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning.				
Allows learners to demonstrate knowledge in a variety of ways. Candidate encourages learners to demonstrate their learning through a wide variety of learner- selected means.				
Paces the lesson effectively with time for closure and learner processing. Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, with processing differentiated by learners' needs.				

ASSESSMENT	1	2	3	4
Continuously monitors learners' learning. Candidate regularly monitors all learners' learning.				
Provides accurate feedback to learners. Candidate provides feedback that is specific and accurate, and addresses learners' strengths and needs related to the learning objective, and the feedback helps the learners evaluate their own strengths and needs.				
Uses a range of appropriate formative assessments.				

Candidate uses appropriate formative assessments that are designed to allow individuals or groups of individuals with specific needs to demonstrate their learning.				
Uses appropriate summative assessments. Candidate uses a variety of appropriate summative assessments, aligned with the objectives, that allow individuals or groups of individuals with specific needs to demonstrate their learning.				
Examines performance data to understand each learner's progress and revise instruction. Candidate's analysis uses specific evidence from learners' performance to demonstrate the connections between the patterns of learning for individual learner and groups of learner and makes changes in instruction to support groups of learners' learning.				
Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways. Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.				
Works with other professionals to plan and facilitate learners' learning. Candidate collaborates with other professionals to plan and facilitate learners' learning and creates opportunities to work with professionals in learning communities.				

PROFESSIONALISM					
1 Rarely	2 Somewhat consistently	3 Consistently		N/O No behaviors related to this indicator observed	
Indicators		1	2	3	N/O
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.					
Exhibits enthusiasm, initiative, and a positive attitude.					
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.					
Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.					
Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.					
Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.					

Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g. shares learner data appropriately).				
Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.				

COMMENTS AND GOALS:

Teacher Candidate _____

Date _____

Clinical Educator _____

Date_____

UD Field Educator _____

Date_____

University of Delaware Three Way Conference Form

Teacher Candidate: _____ Date: _____

Clinical Educator: _____ UD Field Educator: _____

SCORING SCALE

1 Not apparent (Not ready for independent practice)	2 Emerging (Not yet ready for independent practice)	3 Proficient (Ready for independent practice)	4 Exemplary (Proficient Plus)	N/O Not observed during this lesson
--	--	--	--	---

PLANNING	1	2	3	4
Selects appropriate national or state standards. Candidate selects appropriate national or state standards and justifies why the selected standards are appropriate for the learners and the lesson.				
Writes objectives with measurable outcomes that indicate what learners will know and be able to do. Candidate writes objectives that are measurable, indicating what learners will know and be able to do and addresses individuals' needs.				
Aligns objectives, instruction, and assessments. Lesson objectives, instruction, assessments are appropriately aligned.				
Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of learners' needs. Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs and specific individual's needs.				
Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill. The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions and research in the content area or developmental domain.				
Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners). Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), and justifies the choice of learning experiences using principles from research and/or theory.				
Accurately represents important content concepts. Candidate's plans exhibit the candidate's breadth of knowledge of the concepts and understanding of how the concepts are linked.				

Comments/Goals:

LEARNING ENVIRONMENT	1	2	3	4
Establishes rapport with and respect for all learners. Candidate exhibits respect for all learners and works to establish rapport with all learners.				
Communicates expectations for high quality work by all learners. Candidate uses specific language that sets clear expectations for high quality work for all learners, based on each learner's strengths and needs.				
Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior. Candidate establishes clear guidelines for routines and expectations for learner behavior, effectively implements them, and addresses disruptive behavior appropriately.				
Implements established guidelines for learners' behavior. Candidate proactively addresses disruptive behavior appropriately with logical consequences.				
Engages in and teaches learners' respectful discourse and turn-taking. Candidate teaches students how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.				

Comments/Goals:

INSTRUCTION	1	2	3	4
Adjusts lessons based on learners' responses. Candidate's instructional adjustments provide individuals and groups of learners with the support needed to improve their learning relative to a strategy and skills.				
Uses available technology to impact learning. Candidate and learners use available technology that is linked to their learning needs and depends on and extends their understanding of content, skills, or strategies.				
Engages learners using a range of questions, including higher order questions. Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, and facilitate interactions among learners and check alternative interpretations of the learners' ideas and methods.				
Models discipline-specific strategies that support learners' learning. Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.				
Makes content explicit through explanation, modeling, representations, and examples. Candidate uses representations and examples to build learners' understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making their thinking visible while modeling and demonstrating.				
Engages learners in problem solving. Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.				
Provides clear and accurate explanations and feedback. Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.				
Provides opportunities for learners to master academic language in the discipline. Candidate identifies vocabulary and one or more additional language demand (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning.				
Allows learners to demonstrate knowledge in a variety of ways. Candidate encourages learners to demonstrate their learning through a wide variety of learner- selected means.				
Paces the lesson effectively with time for closure and learner processing. Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, with processing differentiated by learners' needs.				

Comments/Goals:

ASSESSMENT	1	2	3	4
Continuously monitors learners' learning. Candidate regularly monitors all learners' learning.				
Provides accurate feedback to learners. Candidate provides feedback that is specific and accurate, and addresses learners' strengths and needs related to the learning objective, and the feedback helps the learners evaluate their own strengths and needs.				
Uses a range of appropriate formative assessments. Candidate uses appropriate formative assessments that are designed to allow individuals or groups of individuals with specific needs to demonstrate their learning.				
Uses appropriate summative assessments. Candidate uses a variety of appropriate summative assessments, aligned with the objectives, that allow individuals or groups of individuals with specific needs to demonstrate their learning.				
Examines performance data to understand each learner's progress and revise instruction. Candidate's analysis uses specific evidence from learners' performance to demonstrate the connections between the patterns of learning for individual learner and groups of learner and makes changes in instruction to support groups of learners' learning.				
Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways. Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.				
Works with other professionals to plan and facilitate learners' learning. Candidate collaborates with other professionals to plan and facilitate learners' learning and creates opportunities to work with professionals in learning communities.				

Comments/Goals:

PROFESSIONALISM					
1 Rarely	2 Somewhat consistently	3 Consistently		N/O No behaviors related to this indicator observed	
Indicators		1	2	3	N/O
Demonstrates commitment to the belief that all learners can achieve and persists in helping each learner reach his/her full potential.					
Exhibits enthusiasm, initiative, and a positive attitude.					
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.					
Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.					
Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.					
Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.					
Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs.					
Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.					

COMMENTS AND GOALS:

Teacher Candidate _____

Date _____

Clinical Educator _____

Date _____

UD Field Educator _____

Date _____

University of Delaware Bi-Weekly Conference Record Sheet

Teacher Candidate: _____

Semester: _____

SCORING SCALE

1 Not apparent (Not ready for independent practice)	2 Emerging (Not yet ready for independent practice)	3 Proficient (Ready for independent practice)	4 Exemplary (Proficient Plus)	N/O Not observed during this lesson
--	--	--	--	---

PLANNING - Week	2	4	6	8	10	12
Selects appropriate national or state standards. Candidate selects appropriate national or state standards and justifies why the selected standards are appropriate for the learners and the lesson.						
Writes objectives with measurable outcomes that indicate what learners will know and be able to do. Candidate writes objectives that are measurable, indicating what learners will know and be able to do and addresses individuals' needs.						
Aligns objectives, instruction, and assessments. Lesson objectives, instruction, assessments are appropriately aligned.						
Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of learners' needs. Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs and specific individual's needs.						
Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill. The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions and research in the content area or developmental domain.						
Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners). Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), and justifies the choice of learning experiences using principles from research and/or theory.						
Accurately represents important content concepts. Candidate's plans exhibit the candidate's breadth of knowledge of the concepts and understanding of how the concepts are linked.						

LEARNING ENVIRONMENT – Week	2	4	6	8	10	12
Establishes rapport with and respect for all learners. Candidate exhibits respect for all learners and works to establish rapport with all learners.						
Communicates expectations for high quality work by all learners. Candidate uses specific language that sets clear expectations for high quality work for all learners, based on each learner's strengths and needs.						
Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior.						

Candidate establishes clear guidelines for routines and expectations for learner behavior, effectively implements them, and addresses disruptive behavior appropriately.						
Implements established guidelines for learners' behavior. Candidate proactively addresses disruptive behavior appropriately with logical consequences.						
Engages in and teaches learners' respectful discourse and turn-taking. Candidate teaches students how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.						

INSTRUCTION - Week	2	4	6	8	10	12
Adjusts lessons based on learners' responses. Candidate's instructional adjustments provide individuals and groups of learners with the support needed to improve their learning relative to a strategy and skills.						
Uses available technology to impact learning. Candidate and learners use available technology that is linked to their learning needs and depends on and extends their understanding of content, skills, or strategies.						
Engages learners using a range of questions, including higher order questions. Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, and facilitate interactions among learners and check alternative interpretations of the learners' ideas and methods.						
Models discipline-specific strategies that support learners' learning. Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.						
Makes content explicit through explanation, modeling, representations, and examples. Candidate uses representations and examples to build learners' understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making their thinking visible while modeling and demonstrating.						
Engages learners in problem solving. Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.						
Provides clear and accurate explanations and feedback. Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.						
Provides opportunities for learners to master academic language in the discipline. Candidate identifies vocabulary and one or more additional language demand (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning.						
Allows learners to demonstrate knowledge in a variety of ways. Candidate encourages learners to demonstrate their learning through a wide variety of learner- selected means.						
Paces the lesson effectively with time for closure and learner processing. Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, with processing differentiated by learners' needs.						

ASSESSMENT – Week	2	4	6	8	10	12
Continuously monitors learners’ learning. Candidate regularly monitors all learners’ learning.						
Provides accurate feedback to learners. Candidate provides feedback that is specific and accurate, and addresses learners’ strengths and needs related to the learning objective, and the feedback helps the learners evaluate their own strengths and needs.						
Uses a range of appropriate formative assessments. Candidate uses appropriate formative assessments that are designed to allow individuals or groups of individuals with specific needs to demonstrate their learning.						
Uses appropriate summative assessments. Candidate uses a variety of appropriate summative assessments, aligned with the objectives, that allow individuals or groups of individuals with specific needs to demonstrate their learning.						
Examines performance data to understand each learner’s progress and revise instruction. Candidate’s analysis uses specific evidence from learners’ performance to demonstrate the connections between the patterns of learning for individual learner and groups of learner and makes changes in instruction to support groups of learners’ learning.						
Communicates assessment information regarding learners’ progress to others in respectful, ethical, and responsive ways. Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners’ progress to others.						
Works with other professionals to plan and facilitate learners’ learning. Candidate collaborates with other professionals to plan and facilitate learners’ learning and creates opportunities to work with professionals in learning communities.						

PROFESSIONALISM SCALE			
1 Rarely	2 Somewhat consistently	3 Consistently	N/O No behaviors related to this indicator observed

Professional Indicators – Week	2	4	6	8	10	12
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.						
Exhibits enthusiasm, initiative, and a positive attitude.						
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.						
Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.						
Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.						
Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.						
Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g. shares learner data appropriately).						
Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.						

UD Teacher Candidate Capstone Clinical Experience Evaluation
(To be completed ONLINE by Clinical Educator and used for Self-Evaluation by Teacher Candidate)

As an effective educator, the teacher candidate:	Not apparent (Not ready for independent practice) 1	Emerging (Not yet ready for independent practice) 2	Proficient (Ready for independent practice) 3	Exemplary (Proficient Plus) 4	
PLANNING					Rating
Selects appropriate national or state standards	Candidate does not select national or state standards or those selected are inappropriate.	Candidate selects national or state standards, but some of the selected standards are inappropriate (e.g., age inappropriate, incompatible with the lesson).	Candidate selects appropriate national or state standards and , when appropriate, makes cross-curricular standard connections.	Candidate selects appropriate national or state standards and, when appropriate, makes cross-curricular standard connections and justifies why the selected standards are appropriate for the learners and the lesson.	
Writes objectives with measurable outcomes that indicate what learners will know and be able to do	Candidate does not write objectives or writes objectives that are not measureable.	Candidate writes objectives that are measurable, but not focused on what learners will know and be able to do.	Candidate writes objectives that are measurable, indicating what the whole group of learners will know and be able to do.	Candidate writes objectives that are measurable, indicating what learners will know and be able to do, and are developmentally appropriate.	
Aligns objectives, instruction, and assessments	Lesson objectives, instruction, or assessments are missing.	Lesson objectives, instruction, and assessments are present, but lack alignment.	Lesson objectives, instruction, and assessments are appropriately aligned.		
Selects supports (strategies, learning experiences, resources, and materials) to accommodate	Candidate does not select supports that accommodate individual's needs or groups of learners with	Candidate selects supports that are tied to the learning objectives with attention to the class as a whole.	Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs.	Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs	

individual learner's needs and groups of needs	similar needs (i.e., does not attend to instructional requirements in IEPs, IFSPs, and 504 plans).			and specific individual's needs.	
Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill	The sequence of the learning experiences reflects the candidate's lack of knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's partial knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions and research in the content area or developmental domain.	
Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners)	Candidate provides no justification of the connection between the learners' prior knowledge or background.	Candidate uses evidence of learners' prior knowledge or background (when appropriate to the lesson) to justify the choice of learning experiences.	Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson) to justify the choice of learning experiences.	Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), and justifies the choice of learning experiences using principles from research.	
Accurately represents important content concepts	Candidate's plans show a lack of understanding of content.	Candidates' plans show accurate but insufficient details of the content.	Candidate's plans show accurate and sufficiently comprehensive details of the content.	Candidate's plans exhibit the candidate's breadth of knowledge of the concepts and understanding of how the concepts are linked.	
LEARNING ENVIRONMENT					Rating
Establishes rapport with and respect for all learners	Candidate exhibits disrespectful interactions with	Candidate exhibits respect for most learners and makes some	Candidate exhibits respect for all learners and works to	Candidate exhibits respect for all learners and uses	

	one, some, or all learners.	effort to develop rapport with the learners, but does not establish rapport with most learners.	establish rapport with most learners.	appropriate strategies to establish rapport with all learners.	
Communicates expectations of high quality work by all learners	Candidate uses language that communicates expectations that allow for low quality work or sets no expectations for high-quality work.	Candidate uses language that sets expectations for high quality work for some learners.	Candidate uses specific language that sets clear expectations for high quality work for all learners.	Candidate uses specific language that sets clear expectations for high quality work for all learners, based on learners' strengths and needs.	
Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior	Candidate does not establish and/or teach guidelines for routines and behaviors.	Candidate establishes guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, or with logical consequences.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences.	
Implements established guidelines for learners' behavior	Candidate allows disruptive behavior to interfere with learning.	Candidate inconsistently addresses disruptive behaviors.	Candidate consistently addresses disruptive behavior appropriately with logical consequences.	Candidate proactively addresses disruptive behavior appropriately with logical consequences.	
Engages in and teaches learners' respectful discourse and turn-taking	Candidate provides a learning environment that serves primarily to control learner behavior and does not include opportunities for turn-taking.	Candidate provides opportunities for learners to engage in discourse and turn-taking.	Candidate teaches learners how to engage in respectful discourse and turn-taking and provides opportunities for discourse and turn-taking.	Candidate teaches learners how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied	

				perspectives in respectful ways.	
INSTRUCTION					Rating
Adjusts lessons based on learners' responses	Candidate does not make adjustments or the adjustments made are not relevant to the learners' responses.	Candidate's instructional adjustments are related to the learners' responses, but are ineffective.	Candidate's instructional adjustments provide some individuals or groups of learners with the support needed to improve their learning.	Candidate's instructional adjustments provide individuals and groups of learners with the support needed to improve their learning.	
Uses available technology to impact learning	Candidate does not use available technology.	Candidate uses available technology for purposes other than learning (e.g., as a reward for work completed, to fill time).	Candidate and learners use available technology that aligns to the curriculum and appropriately supports learning. OR Technology is not available or inappropriate in this setting.	Candidate and learners use available technology that is linked to learning needs and extends learners' understanding of content, skills, or strategies.	
Engages learners using a range of questions, including higher order questions	Candidate does most of the talking and the learners provide few responses.	Candidate primarily asks low-level questions.	Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learners' responses.	Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, and facilitates interactions among learners.	
Models discipline-specific strategies that support learning	Candidate does not model for learners how to use essential strategies.	Candidate models the discipline's strategies, but does not provide, or provides limited, opportunities for	Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, and provides	Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful	

		learners to practice or apply strategies.	learners with opportunities for guided practice.	contexts, and provides opportunities for guided practice.	
Makes content explicit through explanation, modeling, representations, and examples	Candidate does not make content explicit using the strategies identified.	Candidate uses explanation and examples to attempt to build learners' understanding.	Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating.	Candidate uses representations and examples to build learners' understanding and remediate misconceptions, highlights core ideas while sidelining potentially distracting ones, and makes their thinking visible during modeling and demonstrating.	
Engages learners in problem solving	Candidate fails to provide learners with problem solving opportunities.	Candidate provides learners with a set of activities with the expectation that learners arrive at the candidate's preconceived solution.	Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.	Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.	
Provides clear and accurate explanations and feedback	Candidate's explanations cause learners' confusion or feedback is not provided.	Candidate's explanations are somewhat confusing or feedback lacks specificity (e.g., "Good work").	Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding.	Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.	
Provides opportunities for learners to master academic language	Candidate identifies language demands (language function, vocabulary, syntax, and grammar) that	Candidate identifies vocabulary as the major language demand associated with the language function and provides	Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function)	Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and	

	are not consistent with the selected language function (e.g., learning outcome as in analyze, interpret).	supports primarily addressing definitions of vocabulary.	and models the identified language demands and encourages learners to use the academic language.	models the identified language demands that are designed to meet the needs of learners with different levels of language learning.	
Allows learners to demonstrate knowledge in a variety of ways	Candidate does not provide opportunities for learners to demonstrate their learning.	Candidate requires learners to demonstrate their learning in one way.	Candidate provides learners with varied choices of ways to demonstrate their learning.	Candidate encourages learners to demonstrate their learning through a wide variety of learner-selected means.	
Paces the lesson effectively with time for closure and learner processing	Candidate does not pace learning experiences in ways that allow learners to have time to engage in learning and provides no time for closure or learner processing.	Candidate paces learning experiences in ways that provide learners with time to engage in learning, with a teacher-led closure that is a reiteration of what was taught.	Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing.	Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, with processing differentiated by learners' needs.	
ASSESSMENT					Rating
Continuously monitors learners' learning	Candidate does not monitor learners' learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most learners' learning.	Candidate regularly monitors all learners' learning.	
Provides accurate feedback to learners	Candidate provides no feedback or provides feedback that is unrelated to the learning objectives, inappropriate, or	Candidate provides general feedback or provides feedback that is somewhat related to the learning objectives or	Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to	Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning	

	contains significant inaccuracies.	contains some inaccuracies.	the learning objectives.	objectives and the feedback helps the learners evaluate their own strengths and needs.	
Uses a range of appropriate formative assessments	Candidate uses no formative assessments.	Candidate uses assessments that are not appropriate or are not aligned with the objectives.	Candidate uses appropriate formative assessments that are aligned with the lesson objectives.	Candidate uses appropriate formative assessments that are designed to allow individuals or groups of learners with specific needs to demonstrate their learning.	
Uses appropriate summative assessments	Candidate uses no summative assessments.	Candidate uses summative assessments that are not appropriate or are not aligned with the objectives.	Candidate uses summative assessments that are aligned with the objectives.	Candidate uses a variety of appropriate summative assessments, aligned with the objectives that allow individuals or groups of learners with specific needs to demonstrate their learning.	
Examines performance data to understand each learner's progress and revise instruction	Candidate's analysis is superficial or not supported by learners' performance or does not result in changes to instruction.	Candidate's analysis is narrowly focused on what the learner did right and wrong or does not result in appropriate changes to instruction.	Candidate's analysis uses specific examples from learners' performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners.	Candidate's analysis uses specific evidence from learners' performance to demonstrate patterns of learning and makes changes in instruction to support individuals and groups of learners.	
Communicates assessment information	Candidate does not communicate	Candidate uses ineffective methods to	Candidate uses appropriate methods to	Candidate uses multiple appropriate	

regarding learners' progress to others in respectful, ethical, and responsive ways	assessment information regarding the learners' progress to others or does not communicate assessment information in respectful or ethical or responsive ways.	communicate information regarding learners' progress to others in respectful, ethical, and responsive ways.	communicate information regarding learners' progress to others in respectful, ethical, and responsive ways.	methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.	
Works with other professionals to plan and facilitate learning	Candidate does not work with other professionals.	Candidate works with other professionals, but only during required times (e.g., PLC, PD, department meetings).	Candidate collaborates with other professionals to plan and facilitate learning.	Candidate collaborates with other professionals to plan and facilitate learning and creates opportunities to work with professionals in learning communities.	
PROFESSIONALISM					Rating
As an effective educator, the teacher candidate:	Rarely 1	Sometimes, but not consistently 2	Consistently 3	No behaviors related to this indicator observed NA	
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential					
Exhibits enthusiasm,					

initiative, and a positive attitude					
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development					
Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction					
Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice					
Reflects on constructive criticism and guidance, and appropriately modifies his/her					

behavior or practice					
Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)					
Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.					

IMPROVEMENT PLAN

Teacher Candidate: _____ Clinical Educator: _____

UD Field Educator: _____ Date: _____

1. STRENGTHS DISCUSSED:

2. PLANS TO IMPROVE:

- Goal 1:
 - o Action Steps
- Goal 2:
 - o Action Steps
- Goal 3:
 - o Action Steps
- Goal 4:
 - o Action Steps

3. PROGRESS NOTED:

Directions: Clinical Educator and Teacher Candidate will use the area below to take notes to monitor progress during twice-weekly conferences. Progress notes will be sent to field instructor or supervisor each Friday.

Goal:

Progress Notes:

Date:

Goal:

Progress Notes:

Date:

Goal:

Progress Notes:

Date:

THREE-WAY CONFERENCE: IMPROVEMENT PLAN

Teacher Candidate: Matlida_Kelly

Clinical Educator: Vicki Johnson

UD Field Educator: Elizabeth Smith

Date: 11/12/14

4. STRENGTHS DISCUSSED:

- Evidence of strong rapport with pupils
- Sets appropriate boundaries for pupils re: interactions between self and pupils
- Works to make content comprehensible using visual aides
- Building relationships with families by participating in conferences

5. PLANS TO IMPROVE:

Goals set at mid-way conference 11/12/14:

- Goal 1: Develop, use, and reflect on formative assessments and resulting data
 - Action Steps
 - 1- Make use of exit tickets and other types of formative assessment tools
 - 2 – Use result of formative assessments to give feedback to students
 - 3- Use data from formative assessments to plan for future instruction
 - 4 – Research LFS strategies for summarizing strategies that are student-driven (clinical educator will share resources)
 - 5 – Use suggestions from the E.A.T.S. template
- Goal 2: Provide opportunities for pupils to transfer skills to other content areas and using different curricular materials
 - Action Steps
 - 1- Identify skills that can be generalized across content areas
 - 2- Provide opportunities for students to practice skills using different materials from across different content areas
- Goal 3: Engage in structured and systematic reflection on lessons
 - Action Steps
 - 1 – Engage in co-reflection and co-evaluation of lessons with clinical educator twice a week. The post-lesson observation conference protocol (provided by field instructor – and located in the cooperating teacher folder) was suggested as a possible tool to support co-reflection and co-evaluation
- Goal 4: Increase communication with families
 - Action Steps
 - 1- Write positive notes in Nathan's notebook at least twice a week.

6. PROGRESS NOTED:

Directions: Clinical Educator and Teacher Candidate will use the area below to take notes to monitor progress during twice-weekly conferences – notes will be shared with Field Instructor at the end of **Week 5** - 11/21/14. At this time, we will collectively decide if an additional 3-way meeting is necessary before **Week 8**.

Goal: Develop, use, and reflect on formative assessments and resulting data

Progress Notes:

- Discussed on 11/19 and 11/21/14
- Improved by having students self-assess by reading words and writing words on post-it notes and hanging up as words to study. Each day this allowed Dede to see what words the students need to work on and the students knew as well.
- Matilda used exit tickets to assess which skills the students learned during the lesson.
- This week the assessment that was given on 11/20 (Friday) she will be looking at the results to see which skills need to be retaught.

Goal: Provide opportunities for pupils to transfer skills to other content areas and using different curricular materials

Progress Notes:

- This week's story lent itself to this goal. The story was about water and different sea animals. Matilda discussed with the students why it is important to read non-fiction material and how we use reading and comprehension to understand other topics, such as science with the sea book.

Goal: Engage in structured and systematic reflection on lessons

Progress Notes:

- Matilda and I met twice this week to specifically discuss how the lessons that were taught went. On Wednesday when we met, she specifically discussed the behavior of one group. We talked about ways to help facilitate a change in the behavior and ideas for behavior management.
- We also discussed how the lessons for the ED TPA were going. The lessons were very well planned and the student is getting a lot out of the mini lessons and activities.

Goal: Increase communication with families

Progress Notes:

- Matilda is working on writing in the communication book for Nathan.

Section D

LESSON PLANNING

University of Delaware Common Core Aligned Lesson Plan And Guiding Questions

Subject(s): _____

Grade: _____

Date(s): _____

Time: _____

Check one: ☐ **Copanned** ☐ **Independently Planned**

1. Common Core Learning Standard(s) Addressed: (Have you identified integration of multiple content standards?)	
2. Learning Target(s)/Objective(s): (What will students know & be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings?)	
3. Assessment Approaches: (List formative/summative assessment approaches, tools, and strategies)	Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like? What evidence will you consider to analyze individual and collective understandings?)
4. Relevance: (Why are these outcomes essential for future learning? Why are the learning tasks appropriate according to personal/cultural/community assets of your students?)	
5. Rationale: (How does research/theory support your instructional decisions? What evidence-based practices are you relying on to plan your instruction? How will your instructional approaches support student learning? Where did you find your instructional approaches? Include citations from resources, student curriculum, teacher guides, RTI scripts and so on.)	
6. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?) • Sequence the key learning tasks for daily instruction. ○ Consider how you will build connections from prior knowledge to new knowledge. ○ Include how you will help students make connections ○ Identify the language demands embedded in the lesson. ○ Consider how you will help students at different academic and language proficiency levels develop this academic language. Consider how you will support students with specific learning needs.	

Activating Strategies may include:

- Capture students' interest; hook.
- Review prior knowledge.
- Tell students what it is they are expected to know or be able to do ("Today we will...")
- Introduce the lesson.
- Communicate the purpose of the lesson.

** Homework checks, attendance and other housekeeping duties do not constitute an opening.*

Teaching Strategies may include:

- Present content, skills, and strategies.
- Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s).
- Model the skill or strategy. (Go through the process and explain what is expected.)
- Check for understanding.
- Provide guided practice. (Use strategies to insure that students practice desired behavior; teacher is readily available; teacher should be monitoring groups and providing feedback.)
- Include critical questions that you will ask.

Summarizing Strategies (Closure) may include:

- Engage students in summarizing main points or big ideas of lesson.
- Revisit objective/essential question.

7. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

8. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? Consider all aspects of student diversity.)

Common Core Aligned Lesson: Reflection

Following your lesson, in preparation for your next lesson, consider the following questions based on your examination and analysis of student work:

- Who got it? Who didn't get it? How do you know?
- Will you form small groups to remediate/extend instruction? Who will be in the group(s) and why?
- Does the content need to be re-taught to the whole class? If so, how would this re-teaching differ from previous instruction?
- What feedback will you give to students? How will you support students in using your feedback?

University of Delaware Common Core Aligned Lesson Plan Template

Subject(s): _____ **Grade:** _____ **Date(s):** _____ **Time:** _____

Check one: _____ **Copanned** _____ **Independently Planned**

1. Common Core Learning Standard(s) Addressed:	
2. Learning Target(s)/Objective(s):	
3. Assessment Approaches:	Criteria for Success:
4. Relevance:	
5. Rationale:	
6. Activities/Tasks: Activating Strategies: Teaching Strategies: Summarizing Strategies (Closure):	
7. Resources/Materials:	
8. Access for All:	

Reflection:

PLAN BOOK FORMAT

(This form may be used upon approval from your supervisor.)

Subject:

Time:

Standards addressed throughout the week:

Date:	Objective(s):	Assessment and Criteria(s):
	Resources and Materials:	
	Activating Strategies:	
	Teaching Strategies:	
	Summarizing Strategies:	

Spacing will vary depending on the length of the lesson plan.

Continue to consider individual student needs.

Reflection:

Coteaching Lesson Organizer

Content:

Implementation Date(s):

Standard(s):

Lesson Essential Question:

Formative Assessment:

Instruction

Activating Strategy:

Teaching Strategy:

Summarizing Strategy:

Formative Assessment:

Coteaching Consideration:

Accommodations:

My Coteaching Role

Before (Prepping for the Lesson)	
During (Lesson execution and assessment)	
After (Closure and Transition)	

Section E

JOB SEARCH TOOLS

THE PROFESSIONAL PORTFOLIO

Throughout your student teaching, you may wish to compile a professional portfolio – electronic (online), hard-copy (paper), or both. The goal of this collection is to showcase your work as a teacher candidate; it can serve as a very helpful job search tool. The written and visual artifacts should be carefully selected, organized and displayed.

ORGANIZING THE PROFESSIONAL PORTFOLIO

Items you may wish to include in your portfolio:

- Introduction - Include opening statement, certification information, and placement information.
- Table of Contents (paper version)
- Resume
- Philosophy of Education
- Suggested Artifacts - For each category, provide at least one artifact with captions. The relevance of each artifact should be clearly indicated with a brief description. What insights about your teaching does the reader gain from these artifacts? An artifact should be displayed one time only. Consider showcasing both placements to highlight your areas of certification. Choose wisely. Categories include:
 1. Planning
 2. Assessment
 3. Classroom Management
 4. Impact of Student Learning
 5. Differentiated Instruction
 6. Technology
 7. Parent Communication
 8. Reflective Practice
- Additional Professional Documents- final evaluation reports, letters of recommendation, transcript, background clearance, Praxis scores, PPD verification, etc.

SHARING YOUR PORTFOLIO WITH EMPLOYERS

A professional portfolio is an excellent tool to help you stand out in the competition for jobs. What you will find, however, is that school district administrators rarely ask to see them (and some are not allowed to view online portfolios until after they have selected interviewees, with these decisions based on review of other documents). Employers report that less than 50% of all teacher candidates prepare a professional portfolio, but for those who do – and know how to use it effectively – they often rise to the top when it comes to hiring decisions.

Prior to interview

Electronic (online) portfolios may or may not be reviewed prior to an interview. Still, it is a good idea to provide instructions and/or online access information should an employer wish to take the opportunity to do this (include this information on your resume and/or in your cover letter).

At the interview

Job fair interviews are often too short to allow review of portfolio contents but you may want to bring sample items should you have the opportunity to share them in this setting. For on-site interviews at the district office/school, always bring your portfolio (if you've prepared only an electronic portfolio, bring your laptop should the interviewer(s) not have easy access to a computer). Do not expect the interviewer(s) to specifically ask to see or review your portfolio (this rarely happens). Rather, know the contents of your portfolio extremely well so that you will be able to share certain items or artifacts as they relate to interview questions you may be asked. The portfolio is able to add value as it allows you to visually support your responses and the conversation that may follow.

PROFESSIONAL PORTFOLIO ARTIFACTS

In each box, brainstorm a list of appropriate artifacts that would reflect the topic.

1. Planning

2. Assessment

3. Classroom Management

4. Impact on Student Learning

5. Differentiated Instruction

6. Technology

7. Parent Communication

8. Reflective Practice

SAMPLE RESUME FOR TEACHERS

As you pursue teaching jobs, you may be asked by school district personnel to provide multiple items for review. One very important document frequently requested is a resume. This document should be well written as it serves as your chief marketing tool. Especially in more competitive school systems, consider the hundreds (perhaps thousands) of resumes already on file. What is going to make your resume stand out? How can you sway school administrators to grant you an interview when there are often multiple candidates with comparable qualifications? This is your challenge.

When recruitment personnel begin to screen resumes for open positions, a reader may spend as little as 20-30 seconds skimming your resume (not reading) at first. Sometimes, first-reviews are done by a computer which will scan resumes electronically to search for specific words or terms. Either way, it is imperative that pertinent information stands out. Effective resumes adhere to simple guidelines such as: beginning with the most important material; starting phrases with action verbs or including important job specific jargon; being consistent in your job descriptions; and eliminating all spelling/grammatical errors. If you pass the "scan test" (manual or electronic), it is likely that someone will return to your resume for a more thorough review. Your resume must present your skills and qualifications in a way that best "sells" you to the employer. While every candidate is unique and may use varying resume elements, most resumes contain some basic categories:

Heading

Name, address, phone number, and email address belong at the top (be sure to use a professional - not embarrassing - email address).

Objective

Keep it concise. Identify the grades and/or certification areas you are willing to teach. Include any interest in coaching or supervising extracurricular activities if this is true.

Education

For the new educator/recent graduate, education follows the job objective on a resume. List college information with the most advanced degree first. Include the degree earned, institution, major/minor, graduation date, and GPA (recommended). If you have unique educational experiences such as study abroad, you may want to include this here. It is not necessary that you list institutions attended for short periods of time (i.e. did not earn a degree). This information will be asked for on most employment applications (and reflected on transcripts).

Experience

Hiring school district administrators want to know if you can teach. What have you done? This part of the resume is by far the most important to those screening resumes. It may make sense to break your experiences into separate subcategories (e.g. student teaching experience, methods experience, practicum experience, tutoring, etc.). Use whatever format works best for you. For related work, list the school/district, location, and dates. Include basic facts of the assignments (e.g. grade levels, number of students, subjects taught, etc.) and describe your experience in specific terms (e.g. What did you prepare and present? What lessons, units, learning centers, etc. did you design?). Describe the students/children you taught. Share any extra assignments or responsibilities you handled. Use action verbs that will capture your skills and accomplishments.

Other

You may want to include other non-classroom experience. Summer work, volunteer experiences, perhaps even nonrelated positions. Remember, school district personnel want to hire the best teachers they can. If you bring other experiences with you, convey these in a way that skills transfer to the classroom (e.g. restaurant work demands interpersonal, communication, and management skills). Other possible categories may include leadership experience, campus activities, community involvement, committee work, professional affiliations, professional development/pre-service training, etc.

Skills

If you have special skills that would be an asset in the classroom or as a member of their teaching staff, be sure to share these. Language fluency(ies), technology skills, first aid training, musical or athletic talents... brag!

JENNIFER L. MAYFIELD

2779 Pebble Beach Drive, Ellicott City, MD 21042 ▪ 302-588-3986 (cell); jlmayfield@udel.edu

OBJECTIVE

Seek elementary or middle school math teaching position.

EDUCATION

Bachelor of Science in Education, University of Delaware, Newark, DE

May 2014

Major: Elementary Teacher Education; Second licensure: Middle School Mathematics

Major GPA 3.6/4.0; Overall 3.34/4.0

Study Abroad: University of Granada

Summer 2012

Certification:

- Eligible for Delaware certification (Grades K-6 and Middle School Mathematics, 6-8), May 2014.
- Have successfully completed PRAXIS I and II (#5032: Score 193; #5033: Score 200; #5034: Score 182; #5035: Score 169; #5169: Score: 182).

TEACHING EXPERIENCE

Teacher candidate

Perryville Middle School, Cecil County Public Schools, Perryville, MD

Oct-Dec 2013

- Implemented discovery-based mathematics lessons using the Common Core Standards and Maryland Core Standards Curriculum for a culturally and socio-economically diverse, various ability level group of seventh grade students.
- Applied mathematics discourse strategies to promote discussion among cooperatively structured groups within these lessons; differentiated lessons and activities for all types of learners including English Language Learners and Special Needs students.
- Integrated technology (SMART Board, PowerPoint/Prezi, Excel, Webcams) into lessons to foster student engagement and learning; developed and created interactive bulletin boards and displays to challenge students' thinking.

Leeds Elementary School, Cecil County Public Schools, Elkton, MD

Sept-Oct 2013

- Developed and implemented engaging, effective lessons in all subject areas for a heterogeneous group of second grade special and regular education students; utilized technology and hands-on activities to foster student engagement and learning.
- Introduced a Writer's Workshop appropriate for second grade abilities. Organized and created learning centers and bulletin boards.
- Attended parent conferences, faculty and team meetings, IEP meetings, and professional development days.

Methods Experience

Cherry Hill Middle School, Cecil County Public Schools, Elkton, MD

Spring 2013

- Developed and implemented lessons of instruction across the middle school mathematics curriculum for grade 7.
- Observed various middle school classroom management systems and teaching strategies.

Kenmore Elementary School, Cecil County Public Schools, Elkton, MD

Fall 2012

- Created and taught lessons in reading, writing, social studies, science, and mathematics curriculum for grade 3 in individualized, small group, and whole group settings.

ADDITIONAL EXPERIENCE

Substitute Teacher, Grades K-8, Cecil County Public Schools (MD); Christina School District (DE)

Spring 2014

Day Care Assistant/After School Aide, Holy Angels After-School Program, Newark, DE

2012-13

Summer Camp Counselor, YMCA, Columbia, MD

Summers 2012-13

Reading Volunteer, Latin American Community Center, Wilmington, Delaware

2011-12

PROFESSIONAL DEVELOPMENT

Seminars and pre-service workshops attended in 2013-14 include: Flexible Grouping in Math; Discipline and Classroom Management; Non-Violent Crisis Intervention; Cooperative Learning; ADD/ADHD; Writing an Individualized Education Plan; Bullying Prevention; School Safety

HONORS AND ACTIVITIES

Dean's List; Kappa Delta Pi Education Honor Society (Recording Secretary 2013-14); Red Cross Club; Habitat for Humanity

RESUME WORKSHEET

Name: _____

Address: _____ Phone: _____ Email: _____

EDUCATION

Bachelor of Science in Education

_____ Elementary Education

_____ Bilingual Education

_____ Kindergarten

_____ Special Education

_____ Middle School Math/English/Science

University of Delaware, Newark, DE

January/June _____ Grade Point Average _____

Have successfully completed Praxis I _____ and/or Praxis II _____ and/or Other _____

TEACHING EXPERIENCE

Student Teaching

School _____

District _____ State _____

School _____

District _____ State _____

The following check list provides a brief description of training settings and activities which I initiated and/or participated in during preparation for teaching.

Description of school/community in which I trained

_____ suburban

_____ desegregated

_____ middle class

_____ affluent

_____ urban

_____ culturally diverse

_____ disadvantaged

Description of students and/or class

_____ homogeneously grouped

_____ self contained

_____ other _____

_____ heterogeneously grouped

_____ resource classroom

_____ gifted

_____ social/emotional handicap

_____ multi age grouping

_____ speech impaired

_____ departmentalized

_____ physically impaired

_____ semi-departmentalized

_____ learning disabled

_____ cross grade grouping

Article I. Developed/Taught

_____ Lessons in all subject areas appropriate to the grade level

_____ Instructional unit(s) in the following subject area(s) _____

Article II.

Article III. Teaching Approaches

Check those which you used:

_____ direct instruction	_____ cooperative team learning	_____ experimentation
_____ process learning	_____ demonstrations	_____ audio-visual aids
_____ manipulatives	_____ language experience approach	_____ inquiry
_____ other _____		

COVER LETTER/LETTER OF APPLICATION

Cover letters should be included anytime you send your resume and/or other application materials to an employer. This written correspondence has several important functions: it serves as your introduction and informs the reader why you are forwarding your resume; it identifies the position(s) for which you want to be considered; and perhaps most importantly, it allows you to sell yourself in more direct and creative ways than the resume alone. Many candidates put great effort into their resumes but neglect their cover letters – don't make this mistake. Most school administrators believe the cover letter is just as important as the resume (sometimes more) as it reflects a candidate's style and personality, and is a good example of their written communication skills.

What to include:

The cover letter, also called a letter of application or letter of introduction, usually contains three main sections: the introduction, the body, and the closing. It should not exceed one page. Important to include are:

- | | |
|--------------------------------------|--|
| First paragraph/introduction- | An introduction to you (catch their attention). Inform the reader why you are submitting your resume and/or application materials. What type of position are you seeking? Also, share how you learned of the position and/or district, if appropriate. |
| Middle paragraph(s)/body- | Contains your main selling points. Highlight your responsibilities drawing attention to your most important qualifications and experiences. Expand on the points that might be of particular interest. It is often wise to break the body of the letter into 2-3 shorter paragraphs, each with a particular focus (e.g. student teaching experience, extracurricular activities, leadership, etc.). In the body of your letter, strive to provide information or examples of how you will add value to their teaching staff. |
| Final paragraph/closing- | State your interest in the position and/or district and your availability for an interview. Specific contact information may be shared here. |

An attractive layout is important. If preparing a traditional cover letter, use one-inch margins (if possible) and center the letter on the page. Any business letter format is acceptable but block style is the most commonly used and often the most preferred by employers. Don't forget to list the administrator's name and title in the address header and use a proper salutation. If the cover letter will be sent as an attachment, follow the same content and formatting tips and save/send as a pdf (so that the format is preserved). If the letter will be sent "in" the text box of an email message or copied/pasted into a text box found within an online employment application, you may have to re-format a bit to make the message appear as a professional business correspondence. In this case, your letter may become a bit shorter in length but still strive to highlight your most important skills and qualifications. Your objective is the same: convince them that you are a candidate they must meet!

The best cover letters are always tailored to a specific job, grade level, instructional area, and school or school district – they are not generic, identical letters that are sent to dozens of employers. Taking the time to write a personal, customized cover letter increases the odds of being selected for an interview. Doing this certainly demands more time and effort but the potential payoff is worth the investment. A customized cover letter demonstrates a candidate's sincere interest, dedication and extra effort, setting them apart from several others in the applicant pool who submitted run-of-the-mill, boring letters. Just like your resume, use your cover letter as an additional marketing tool...make them want to meet you!

SAMPLE COVER LETTER

58 Elkton Road, Apt. 211
Newark, DE 19711
March 11, 2014

Mr. Kirk Thompson
Director of Human Resources
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042

Dear Mr. Thompson:

In May, I will graduate from the University of Delaware with a Bachelor of Science degree in Elementary Teacher Education and a second licensure area of Middle School Mathematics. I have successfully completed Praxis I and II testing requirements (Elementary; Middle Level Math) and would appreciate consideration for Fall 2014 teaching positions in these areas, especially those in middle school math.

According to the Maryland Department of Education website, Howard County Public School System is ranked as the state's top district regarding student performance on the Maryland School Assessment. This tells me that HCPSS truly believes in its mission statement to "ensure excellence in teaching and learning." In talking with University of Delaware alumni friends who relocated to Howard County to begin their teaching careers, I am very impressed and excited by what they tell me. From extensive use and support of technology in the classroom, to controlled class size, to thorough new teacher orientation and ongoing mentor and support teams - it is clear that HCPSS really cares about its teachers. As a dedicated and enthusiastic new teacher, I would welcome the opportunity to join your staff.

I enjoy every aspect of teaching and working with students. During my two student teaching placements in the Cecil County Public School System, I gained experience working in both elementary and middle school math settings. In addition to developing and implementing lesson plans, I have also designed behavior modification plans and academic remediation plans for individual students. Recognizing the importance of ongoing communication with parents, I wrote and distributed weekly classroom newsletters, completed regular student progress reports, and communicated with parents by phone or e-mail. With the support of my clinical educators, I introduced a Writers Workshop, facilitated cooperative learning, and became knowledgeable of National Common Core Standards, the Maryland School Assessment (MSA) program, and Maryland Content Standards.

Prior to student teaching, I've had the opportunity to gain considerable experience working with children and youth. At the University of Delaware, I've learned from top-notch faculty and have worked directly with students from the minute I arrived on campus as a freshman. My tutoring and methods placements have been in a variety of settings, from inner city schools to very rural locations. Additionally, I've pursued summer employment and volunteer opportunities that have allowed me to work with diverse student groups. I believe that I come well prepared to begin my teaching career in your school system and am confident that I will not only meet, but exceed your expectations for a first-year teacher.

I have attached a resume, completed the online employment application, and uploaded all documents that were requested. Should you wish to review my professional portfolio before I have the opportunity to meet you, this is available at: <http://docs.google.com/View?docid=jm63m5s2>.

Thank you for your consideration. I look forward to the opportunity to meet with you to further discuss my qualifications and experiences, and how I can help meet the needs of Howard County Public School students.

Sincerely,
Jennifer Mayfield

WRITING A PHILOSOPHY OF EDUCATION

RECOMMENDATIONS:

1. Three-fourths to one page in length, typewritten
2. Neat and error-free
3. It should reflect:
 - a. The importance of education to you
 - b. The structure of your classroom
 - c. Your attitude toward parents, students, community and society
 - d. Your thoughts on how all of these are dependent on each other
4. Be honest, enthusiastic, clear, and positive

REMEMBER:

1. The philosophy is one way that prospective employers determine how well you express yourself, your use of grammar skills, etc.
2. There is a risk involved. Your philosophy could be such that it severely limits the number of positions available.
3. Your philosophy will be read closely to determine if you are a student-oriented teacher or a teacher-oriented teacher. The problem is that you don't know what type of teacher is being considered.
4. Never write your philosophy according to what you think a district is looking for.
5. Your philosophy will change with age, experience, education. Review it periodically and make changes as necessary.

Article IV. INTERVIEW PREPARATION

After submitting a multitude of items and waiting for what may seem like eternity, you are finally contacted by a school district representative asking you to come in for an employment interview. Excellent! You've passed what is commonly referred to as the "paper screen" - meaning the school district administrators believe you possess the basic qualifications and experience for the job. Feel good that the hard work you've put into your job search so far has paid off... but don't think that your work is over and that an interview guarantees you an offer. You have yet to sell yourself and convince the interviewer(s) that you are the best candidate for the job.

Section 4.01 Preparation

No matter how excellent a teacher you may be, you must still take time to prepare for interviews. Marginal interviewing skills will not make the best impression on those making the hiring decisions. Approach interview preparation seriously and never think you'll do just fine by "winging it" or "coasting" through these sessions.

1) Learn about the types of interviews school districts use and practice!

Review commonly asked teaching interview questions, prepare answers, and verbally practice responses. Mock interview practice helps to hone interviewing skills as well as increase comfort level with the process.

2) Research the district/school!

Show them you've "done your homework." Review as much as you can find (e.g. check web sites, review printed information, district CDs/DVDs, talk to employees/parents/students of the district) and convey this information appropriately during the interview process. Let them know that you are serious about wanting to join their staff and that this is not simply a casual application for you.

3) Follow-up!

After the interview(s), proper follow-up includes taking care of whatever may have been asked of you during the process (e.g. submit additional documents they may have requested) as well as writing and sending thank you correspondence. While not required, a thank you note or letter is a professional courtesy that may give you the edge over other candidates considered equal. Don't delay; send thank you correspondence within two days of the interview.

Section 4.02 Types of Interviews

1) Screening interviews

Initial interviews are commonly called "screening" interviews. These may be conducted at the school district, in job fair settings, or by telephone/video-teleconferencing. Some districts may use graded or standardized interviews (similar to an oral examination where all candidates are asked the same questions and their responses are recorded and scored; finalists are selected based on highest scores) or they may use standardized selection instruments (e.g. Gallop, Teacher Perceiver). In any case, first interviews are usually

designed to eliminate candidates who do not match the qualifications or profile sought by the school district and to identify candidates worthy of continued consideration.

2) Selection interviews

Any invitation to return to the district for continued interview activity is considered part of the “selection” interview process (which may include a second, third or fourth return visit). Selection interviews tend to be longer sessions where candidates meet with a variety of personnel including building principals, teachers, team leaders, curriculum supervisors, school board members, parent groups, and perhaps even the superintendent. The candidate may meet this variety of people individually or as part of a group interview (i.e. panel interview) process. Selection interview sessions may require the candidate to teach a class, demonstrate an activity, or participate in role-playing. Behavioral based questions tend to comprise much of the selection interview process.

For either type of interview, approach preparation seriously. When contacted and invited for an interview:

- 1 – Note the interview time (plan to arrive a few minutes early)
- 2 – Get directions, if needed (getting lost and arriving late does not make a good first impression)
- 3 – Inquire about the format and duration of the interview
 - e.g. Who will be conducting the interview? (get names and titles of interviewers, if known)
 - What is the format of the interview? (separate interviews? team interview? panel interview?)
 - What additional items should you bring with you that day? (extra resumes? a portfolio?)

Once at the interview, do your best. Greet all individuals with a smile and a firm handshake; maintain good eye contact. Be enthusiastic, self confident, and polite. First impressions are extremely important, so pay attention to clothes, accessories, hairstyle, gestures, and body language. Dress professionally (educators are conservative by nature). You not only want to demonstrate your competencies as a professional educator but also “look” like a candidate they’d like to hire.

SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

Section 4.03 Professional Experiences

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse or economically diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

Section 4.04 Instructional Skills

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include cooperative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?

7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?
11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

Section 4.05 Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

Section 4.06 Classroom Discipline

1. Describe your philosophy regarding student discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled the situation any differently?
4. What kind of rules do you have in your classroom? (Share an example.) How are your rules established?
5. How would you create and promote a safe atmosphere in your classroom?

Section 4.07 Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

Section 4.08

Section 4.09 Knowledge of Content/Materials

1. What kinds of materials have you used to assess student strengths and/or weaknesses?
2. What kinds of tests do you like to give?
3. Are there any materials you have used that you find are especially effective for slow learners or bright students?
4. What kind of materials and supplies would you need to do your best job?
5. How do you stay current in your field?

Section 4.10 Planning Skills

1. What do you include in your daily lesson plans? How closely do you follow your plans?
2. Describe a good lesson you've planned and implemented. Explain why it was good.
3. Describe a time when a lesson was not going well. What did you do about it?
4. How would you integrate language arts across the curriculum?
5. How would you go about setting up your reading program?
6. How would you handle varied reading abilities in the content areas?
7. How much homework will you assign? How do you know how long it will take your students?
8. How do you feel when you do not meet a deadline? What do you do when students do not meet their deadlines?

Section 4.11 Relationships with Administration, Staff, Parents, and Students

1. Describe an outstanding teacher. What makes this educator outstanding?
2. What does “teamwork” mean to you? Give an example.
3. What should a principal expect from teachers? What should teachers expect from their principal?
4. What kind of principal would you like to work for?
5. How would your students describe you as a teacher?
6. How do you approach parent/teacher conferences?
7. What do you feel is important to know about your students? How do you gather this information?
8. Describe your approach with a parent who is upset with you - - and you know you are right.
9. How can you get students to be excited about learning?
10. Describe your use of paraprofessional aides and/or parent volunteers in your classroom.
11. How do you develop self-esteem in your students?
12. How do you keep parents informed about the daily/weekly progress of their son/daughter? What vehicles do you use to communicate with parents?
13. What kind of people do you find it difficult to work with and why?
14. Do you want students to like you? Why or why not?
15. What do you value most in a child?

Section 4.12 Personal Qualities

1. Why have you selected teaching as a profession?
2. What are your career goals, short term and long term?
3. What makes you an effective teacher?
4. Describe yourself with three adjectives and explain why they were chosen.
5. What distinguishes you from other candidates?
6. Describe your fears as you begin your first year teaching.
7. If I were to contact your references what do you think they would say about you?
8. Would you describe yourself as a team player or an individual achiever?
9. What is your most successful accomplishment?
10. Tell me whom you would like to emulate. Why?

Section 4.13 Miscellaneous

1. What activities would you like to become involved in within our school, district, or community?
2. Why do you want to work in our school system? What would you bring to us?
3. Tell me about yourself.
4. How would your best friend describe you?
5. Describe your thoughts about student and teacher accountability.
6. What professional development topics interest you?
7. What are your plans for professional growth?
8. What community projects or organizations have you been involved with?
9. What gives you the greatest pleasure teaching?
10. What do you think is wrong with public education today?
11. At which grade level do you think you would do the best job?
12. Would you be willing to teach at a different grade level (elementary) or teach a different subject (secondary)?
13. What are your greatest weaknesses?
14. Why should we hire you over the two other finalists who have comparable qualifications?

INTERVIEW QUESTIONS YOU MAY WANT TO ASK

Teaching interviews are not only an opportunity for school district administrators to learn more about particular candidates, but for candidates to gain additional information about organizations and the position itself. Listed below are sample questions you may want to ask:

General Topics: district?

- How would teachers and/or parents describe your school district?
- What is the general pupil enrollment trend in your district?
- What is the financial status of your school district?

Philosophy of Education: district? district?

- What is the mission (or are the major goals) of your school district?
- What major challenges and opportunities are facing your school district?

Students:

- How does your district meet individual student needs?
- What are the multicultural needs of your students?
- What is the teacher/pupil ratio in your school(s)?

Instructional Programs: instruction?

- What is your district doing to improve classroom instruction?
- How does your district involve parents in the education process?

Anticipated Responsibilities: position?

- What are you seeking in the candidate you hire for this position?
- What do you expect from the teachers employed in your district?
- Do you encourage site-based management?

Assistance for New Teachers: successful?

- What support systems are available to a new teacher?
- What does your district do to insure that new teachers are successful?
- Does your district have a mentor program? If so, please describe.

Work Environment:

- What technology is used in your classrooms?
- How would you describe the classroom management/disciplining techniques used by teachers in your school district?
- Does your district encourage decision-making at the school/classroom level?
- What forms of communication exist within the school district?
- How much are teachers allowed to plan or work on projects together?
- How would you describe school morale?

Teachers/Professionals:

- What is the average tenure of teachers on your present staff?
- How much support can I expect from the principal and parents?
- Do you utilize team planning and teaching in the district?
- What skills do you think are important for your teachers to possess?
- If I do my job well, where should I be after 5 years with the district?

- Extracurricular Activities:**
- How may I become involved in extracurricular activities?
 - What participation do you expect from a teacher in the community and in after-school activities?
- Measures of Performance:**
- the job?
- How do you evaluate new teachers?
 - On what competencies should I focus during my first six months on the job?
 - If hired, I plan to be with your district for many years. What would you suggest I do to remain successful on the job?
- Affirmative Action:**
- students?
- What is the ethnic composition of teachers on your staff? Of
- Professional Development:**
- provide?
- What in-service staff development opportunities does your district provide?
 - Does your district pay tuition assistance for continued graduate study?
- Closure:**
- district?
- What additional preparation might I need to teach in your school
 - When do you expect to make a hiring decision?
 - How will you notify candidates if they have or have not been selected for the position?

RESOURCES FOR TEACHER EDUCATION STUDENTS

Career Services Liaison:

Cindy Holland, Assistant Director
401 Academy Street, Newark, DE 19716-6510
302-831-8570
clh@udel.edu

- o Schedule an individual appointment online via your *Blue Hen Careers* account or by requesting an appointment by email (be sure to include best days/times in your request)

Recruitment Events:

- DVEC (Delaware Valley Education Consortium) Teacher Job Fair (March 18, 2015)
www.dvec.net
- Project Search: April 15, 2015
Bob Carpenter Sports/Convocation Center; www.udel.edu/CSC/projsearch.html

Helpful online resources:

- Found at www.udel.edu/CSC/students/teachers.html

Section F

COTEACHING RESOURCE GUIDE

Dare to be first.



The University of Delaware Coteaching Resource Guide

SECOND EDITION

Coteachers collectively share the responsibilities of the classroom, placing a central emphasis on student learning. Coteaching provides opportunities for coteachers to work side-by-side while reflecting on their shared teaching practice. As coteachers collaborate they form a professional partnership. Coteaching supports the learning of all of the participants: classroom students, cooperating teachers, and teacher candidates.

The University of Delaware Coteaching Resource Guide was written by Jennifer Gallo-Fox, Susan Gleason, Stephanie Kotch-Jester, and Jessica Peace as a part of the University of Delaware Coteaching Workgroup.

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May 2015

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What is Coteaching?

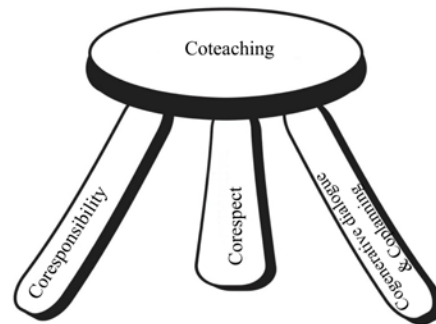
Coteaching is a highly successful method of teacher preparation that enables teachers to think and teach together while having a shared focus on student learning. In this approach two or more adults work closely to deliver high quality instruction to the students. Together the coteachers share responsibilities for planning and teaching.

Coteaching is a way to increase opportunities for student learning and for coteacher professional growth. When coteaching, pre-service and in-service teachers learn through their on-going conversations about their shared teaching practices.

Essential to coteaching is the sharing of all aspects of the classroom space, and working together as mutual partners. In the classroom this means having a shared sense of respect, responsibility, practice, planning and reflecting together on copractice.

The 4 Co's are the essential elements of coteaching:

- Coresponsibility
- Corespect
- Coplanning
- Cogenerative dialogues



Scantlebury, Gallo-Fox, Wassell, 2008

Research has shown significant gains in student learning in cotaught classrooms when compared to student learning in traditional student teaching classrooms and experienced single teacher classrooms (Murphy & Beggs, 2006; St. Cloud University, 2010). One coteaching team in a Delaware school observed this increase in skills. ECE Clinical Educator Daphne Kosinski said, "I hosted a teacher candidate in the fall (2014). Our test scores went up more than the other classes in our team. I think that the coteaching, with two of us in the room helped improve skills" (Kindergarten). An Elementary teacher education clinical educator said, "Two perspectives are sometimes more helpful, especially for Middle school math. Students might relate more to one than the other, and it helps to have two different ways to teach the information."

Why coteach?

"Coteaching explicitly brings two or more teachers together to improve what they can offer to the children they teach, while providing opportunities to learn more about their own teaching."

Why does coteaching work?

"Coteaching works because everyone focuses on the learning of the children."

"Student and classroom teachers learn from each other (as well as University tutors), often without even realizing that this is happening."

(Source: Coteaching – Investigative Primary Science with Student Teachers

<http://www.pstt.org.uk/ext/cpd/coteaching/1.html>)

Potential Benefits for Coteaching Participants

Potential benefits for classroom students

- Another teacher in the room to monitor, assist and reach more students
- Coteachers can differentiate instruction to meet student learning needs
- Site-based clinical educators remain actively engaged to maintain stability and awareness of student academic and emotional needs
- More student small group time
- More individualized and specialized attention
- Transition of teacher candidate is smoother for the students, as there is visible support from the clinical educator

Potential benefits for teacher candidates

- Active role expectation – active engagement at all times
- Increased agency – greater sense of commitment to school, classroom and students
- Increased sense of confidence from working alongside an experienced teacher
- Increased ability to make decisions and coteachers gain experience engaging in shared decision-making processes
- More teaching time and engagement with students

Potential benefits for site-based clinical educator

- Opportunity to continue to instruct students and address learning needs
- Site-based clinical educator feels that they are no longer a spectator in their own classroom
- Professional development opportunity – the teacher candidate brings new perspective, fresh ideas, renewed enthusiasm and energy to the classroom
- Gain of a teaching partner to talk through ideas, try new instructional strategies, monitor students and collaborate on new lessons

Research based long-term coteaching benefits

- Six months after experiencing cotaught science, elementary students reported significantly more positive attitudes toward learning science than students who had not been cotaught science
- Site-based clinical educators utilize professional learning from coteaching experiences even after the teacher candidates leave their classroom.
- Fosters collaborative and networking practices
- Supports a culture of communication and collaboration within coteaching schools
- Coteaching graduates actively seek out teacher networks and use collaborative practices to support their teaching at their new schools

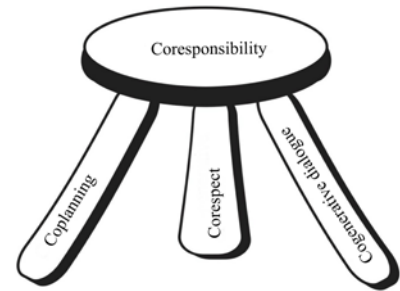
Essential Coteaching Elements: The 4 Co's Defined

I. Coresponsibility

Coresponsibility/Collective Responsibility/Shared Responsibility

In a coteaching classroom all coteachers need to assume shared responsibility for all aspects of classroom life. This means that responsibility for classroom instruction, students, prepping and planning, management, and assessment is collective. If a coteacher sees that something needs to be addressed in the classroom, they should work to address these needs.

Research Says... "Coteachers who see that something in the situation that could or should be improved immediately go about making the required changes. Rather than sitting back and after the lesson talking about it or, worse, blaming the other for making mistakes, coteachers who enact their part of the collective responsibility [co-responsibility] do what can be done to improve the situation then and there" (Roth & Tobin. 2005, p. 19).



Scantlebury, Gallo-Fox, Wassell, 2008)

UD site-based clinical educator thoughts on Coresponsibility

"We both have different roles based on the lesson, so you're responsible for your role and I'm responsible for my role. We're both responsible for the learning of the students in the classroom. It's like a team in a way." (Grade 4 Clinical Educator)

"It's not 'figure it out'... it is a joint effort to execute lessons the best way you know how and to reach all the kids." (Grade 3 Clinical Educator)

*"These are **our** children. **WE** are responsible for all planning, teaching, learning and assessing."* (Grade 3 Cooperating Coteacher)

UD teacher candidates' thoughts on Coresponsibility

"Coteaching was such a great experience for me as a student teacher. I immediately felt part of the classroom/grade level "team" and like what I had to say was important. Sometimes it didn't even feel like I was a student teacher because I was given so much responsibility!" (Early Childhood Teacher candidate)

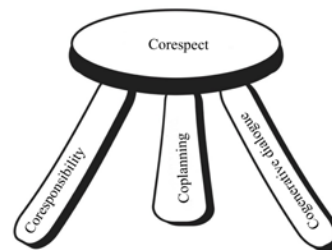
Coresponsibility means, "Taking ownership of everything even if you are in the supporting role. Making sure that you are both on the same page, making sure you are working together, making sure that you are both working together and planning together." (Grade 3 Teacher candidate)

"This means that the responsibility to perform a task is shared between two or more people. It means that people share accountability, and thus everyone should be actively engaged in the task..."
Coresponsibility defines my student teaching experience. My clinical educator and I were coresponsible for planning, implementing, and reflecting on instruction." (Grade 1 Teacher candidate)

II. Corespect

All coteachers bring different strengths and important knowledge to classroom practice and can work to enhance student learning in the classroom. Research has found that through the process of teaching alongside one another and through shared conversation about practice all coteachers can gain new insights into practice, develop new ideas for instruction, and reflect on their work with students. It takes time to learn about one another's strengths and the value that each person brings to the classroom this is why it is critical that coteachers work together to establish corespect during the early days and throughout the field experience.

It is important from the first day that teacher candidates contribute to classroom instruction and interact with students. Traditional student teaching models are often hierarchical with site-based clinical educator being viewed as experts, and teacher candidates viewed as novices. In coteaching both teachers are seen as important contributors to the teaching process and are viewed by students equally in their teaching roles. Power differentials can make it difficult for classroom students to understand that they can, and should address their questions and concerns toward both teachers.



Research Says... "Corespect occurred when teachers viewed each other as peers and had the expectation that each person provided valuable insight and knowledge that improved her/his teaching. For successful coteaching, all teachers, regardless of experience or expertise, had to respect each other's talents and value the contributions that each individual could make to the classroom. Mutual co-respect provided room to maneuver within coteaching, and share voices, ideas and control" (Scantlebury, Gallo-Fox, & Wassell, 2007, p. 975).

Site-based clinical educator' Thoughts on Corespect

"We were in it together and I think...we were both treated as individuals. We worked together but we respected each other, so they blended." (Grade 4 Clinical educator)

Teacher candidates *"bring a lot of new things to the classroom, not just their energy but their ideas, technology...it helps me to become a better teacher."* (Grade 2 Clinical Educator)

Teacher candidates' Thoughts on Corespect

"We need to work well together, even if we don't have the same ideas about something. We need to work on that before we go teach, because we can't have conflicting ideas. We are both equals in the classroom. I know what really helped was that I was introduced as the other teacher in the class. I was never the "student teacher"...right off the bat, it was we are both teachers." (Grade 3 teacher candidate)

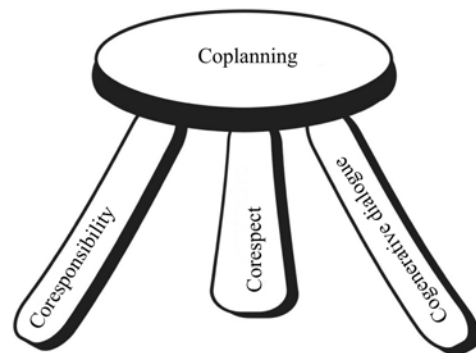
"This means two or more people respect each other. Respect is not a one-way street and just like coresponsibility, corespect is another word that defined my teaching placement. My coteachers and I all

respected each other, we listened to each other's ideas, and we all worked with each other to provide quality instruction to these students.” (Grade 1 Teacher candidate)

III. Coplanning

When coplanning, coteachers work together in pairs or teams to reflect on the current status of the class and collaboratively plan instruction. While working together coteachers plan for instruction and assessment, and gain opportunities to think together about how to best meet student needs in the classroom. It is important that the teacher candidate is contributing member of the planning community.

During coteaching experiences the teacher candidate should participate in the existing planning process at the school. For example, if clinical educators plan with colleagues the teacher candidate should participate in this process as fully as possible; coteachers may find that in such situations additional coplanning conversations based specifically on classroom student needs will be necessary to clarify and plan for specific classroom implementation.



Scantlebury, Gallo-Fox, Wassell, 2008)

In order for coteaching to be successful coteachers structure a weekly time for big picture planning, reflection and goal setting. They then confer daily to adjust the implementation of the plan according to student needs.

Strong coplanning sessions incorporate the following elements:

- Shared common purpose for coplanning meeting
 - (e.g. instructional planning for a lesson, week, or unit)
- Focus on student learning goals
 - What do we want our students to learn?
 - Standards/ Curricular goals
 - How will we know if our goals have been achieved?
- Planning with a focus on student needs
- Develop activities or practices to support successful learning
 - How can we work together to best support our students?
 - What type of coteaching approaches will best support our students' learning?
- Cohesive coteacher relationship: Sense of safety and trust between coteaching partners (corespect & coresponsibility)

During the coplanning session it is important to communicate all expectations for the week in terms of roles and responsibilities. Plans are made to utilize both coteachers' strengths to best meet the

students' needs. After the coplanning sessions, the coteachers then accept the responsibility of preparing for their roles and responsibilities.

Experienced teachers automatically consider many factors when planning that a teacher candidate needs to learn when developing appropriate plans for instruction. During early coplanning sessions coteachers often talk about aspects of planning that experienced teachers think about implicitly. Much of the experienced teacher's tacit knowledge needs to be made explicit. Some topics addressed in early coplanning meetings include:

- *How will we arrange the classroom for the lesson?*
How/why will we group and situate children in the room in certain ways? How do we prepare the students to work together, or use the materials for in our lesson?
- *What materials do we need to prepare or differentiate for the lesson? When do we set up for the lesson?*
- *How will we pace the lesson?*
- *How is the content aligned with Common Core Standards and/or State Standards?*
- *How will student assessment data, prior knowledge and experiences inform current and future instruction?*
- *Will accommodations or modifications need to be considered for special needs students?*
(For example: ELL, 504 Accommodations, and IEPs)
- *What differentiated strategies need to occur to meet the varied tiered learners?*
- *How can the "power of two coteachers" or "power of three coteachers" be used to best meet students' needs?*
- *What instructional approaches can be used to best meet the learning needs of classroom students?*
- *How will formative and summative assessment(s) measure each student's progress towards the lesson's essential question/objective(s)/standards?*

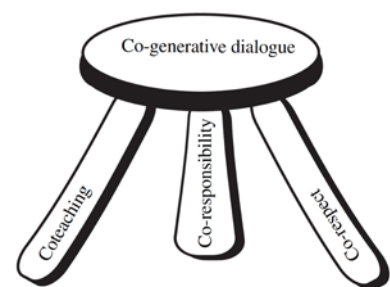


Thoughts about coplanning:

An elementary clinical educator, Richele Pryor, remarked that, *"Coteaching was less scary (for the teacher candidate) because she could look at me for help. It gave her more confidence."* (Grade 3 March 2015)

IV. Cogenerated Dialogues: Shared mutual reflection on practice (Communication)

A natural process in our development as professionals is reflection upon instruction. The coteaching model provides opportunities for the clinical educator and teacher candidate to reflect together to discuss lesson strengths, weaknesses, and strategies for future improvement. Your coplanning sessions are a form of cogenerated dialogue! Throughout the day, discuss these issues. Thinking aloud improves the education for all learners!



Scantlebury, Gallo-Fox, Wassell, 2008)

Research Says...

Cogenerative dialogues occur when coteachers discuss the issues that impact teaching and learning, and collectively generate solutions to any problems. Cogenerative dialogues are open discussions in which all participants' opinions and voices have equal value."

(Scantlebury, Gallo-Fox, & Wassell, 2008, pp. 971-972).

Example in Action: Did you know that cogenerative dialogues might occur during a lesson? Research in coteaching calls this a "huddle." Here is an example: *Ms. P. (CE) is teaching a math lesson to her second graders. The students are exploring two-digit addition. Ms. S (TC) is supporting instruction by monitoring the students and attending to individual needs. Both Ms. S. and Ms. P. realize that several students are really struggling with the new concept. As the students continue to discuss strategies in their small groups, Ms. S. and Ms. P. meet in the corner of the room to discuss their observations of student progress/learning. After a few minutes they decide to make a lesson adjustment. Ms. P. decides to take a small group of students to the back table while Ms. S. continues the lesson with the remaining second graders.* (Grade 2 Classroom, Fall 2011)

Research Says...

"The chief goal of a huddle is to quickly reach agreement on what is to be done, the roles of the participants, and shared responsibilities for enacting agreed to roles successfully. During huddles the coteachers participate in *ad hoc* cogenerative dialogues and it is important for each to listen to others and ensure that all points of view are presented, heard, and taken into account in reaching a final agreed-to course of action" (Tobin, 2006, p 139).

UD site-based clinical educator' thoughts on Cogenerative Dialogues

"I think it's probably the most valuable part...especially because I was involved... If I were the teacher that was sitting back while they were teaching, I probably would have been grading or something, but because I was involved in the lessons, I knew everything that was happening. So it's easy to reflect when you're both involved." (Grade 4 Clinical Educator)

"We are always talking about what's going on, what's working what's not working, what we need to change. We definitely tried to look at all of the assessments together. We would always talk about where do we need to improve, where are we noticing the trends and what needs to be done again. If we were in agreement with what those things were, it was clear to see what needed to be taught again, then figure out how to work it back in." (Grade 4 Clinical Educator)

UD Teacher candidates' Thoughts on Cogenerative Dialogues

"I think we reflected together equally. She would ask me 'What do you think?' She would say, as a pre-service teacher with all these fresh ideas from Delaware... 'What do you think I could have done?' " (Grade 3 Teacher candidate)

"It was like mutual reflection...we could bounce ideas off of each other." (Grade 3 Teacher candidate)

"We would discuss how we thought the lesson went. We would talk about things that went well and things that could be improved upon. We would also reflect on the lesson in terms of future instruction- we would decide how to guide instruction in the future based on how the lesson went and based on which students met the lesson's objectives and which did not. When reflecting it was more of a conversation with my coteacher than a one-sided discussion; as with planning, my thoughts were fully valued and I did not feel hesitant or nervous to share my opinions." (Grade 1 & 2 Teacher candidate).

University based clinical educator thoughts on cogenerative dialogue

Ann Jornlin said, "With coteaching, reflection is occurring in the moment as opposed to after the lesson." (March 17, 2015)

Another University based clinical educator, Dede Lilly said, "As a part of this program as an undergrad and now as a supervisor, I feel like this is a key part that was missing. Coteaching really helps teachers support each other." (March 17, 2015)

Supporting Student Learning through Coteaching

Pedagogical Approaches for Enhancing Instruction

Coteaching is the shared responsibility of classroom practice with a joint focus on student learning. With multiple teachers in the classroom there are many ways to work together to support student learning. Coteachers should consider pedagogical approaches that will help them fully utilize the human resources in the classroom in order to meet their instructional goals. Successful coteachers plan with student needs in mind. They develop their instructional plans in ways that best enable them to meet the goals and needs of the children in the classroom. While planning is necessary for effective instruction, many teachers find that they need to adapt their teaching in the midst of instruction in order to better support student learning.

It is valuable for teacher candidates to use a variety of coteaching approaches, as each provides different opportunities for learning and thinking about student learning. Some approaches provide opportunities for both coteachers to truly merge their practice by coteaching the exact same lesson together and reflecting on their shared practice. Other coteaching approaches provide greater opportunity for teacher candidates to assume lead instructional roles in the classroom, while still having the proximity of the clinical educator for support and reflection.

Coteaching can take many forms. Some approaches for coteaching are listed on the following pages:

Key:

D = A coteaching approach that strongly supports differentiated instruction for students.

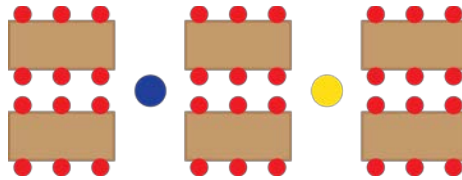
I = A coteaching approach that provides independent teaching opportunities for the teacher candidate.

TC = Teacher candidate

CE = Site-based Clinical educator

SE = Special educator

Unified Coteaching

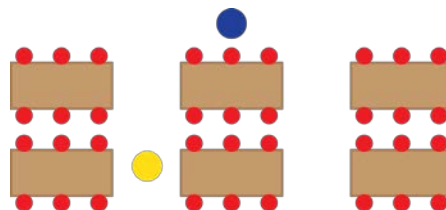


A goal of coteaching is for both teachers to truly share classroom and instructional responsibilities. When unified coteaching is fully attained, teacher practice is mutual and coteachers are able to anticipate each other's moves. In unified coteaching both coteachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned. While coteachers continually work together to share and discuss practice throughout their time in the classroom; strongly synchronized coteaching as described here takes time to develop.

Example in Action 1: *Ms. N. (TC) is coteaching with Ms. E. (CE) and Ms. G. (SE) in a first grade inclusion classroom. They have coplanned a science lesson on the types of clouds. As the lesson progresses, Ms. N. is introducing the lesson, Ms. E. shares a connection to a recent reading story, Ms. G. signals that she also has a connection to a movie she recently saw on T.V. The lesson progresses with all three coteachers having equal roles in the lesson and seamlessly stepping into the lead role and fading back out as another coteacher steps forward. An observer would think that this partnership has been teaching for years together. (Grade 1 classroom, Fall 2011)*

Example in Action 2: *Ms. C. (TC) and Ms. J. (CE) are introducing the visiting class pet to the children. Both teachers shared information about the hermit crabs with the children. Ms. J. shared about personal experiences with the hermit crabs, as they are her daughter's pets at home. Ms. C. shared information that she learned through reading about hermit crabs online. Students listened to each example and asked questions of their own. (Preschool classroom, Spring 2014)*

Teach and Actively Observe Students¹

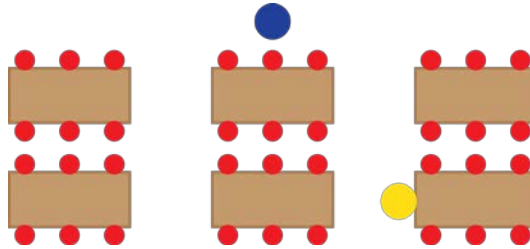


In this coteaching approach one teacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The coteacher observing is engaged in the classroom activity and ready to support instruction as needed. This approach can be for both parties of the coteaching team from time to time.

Example in Action 1: During a Preschool group time, Mrs. D. (CE) is reading a book to the children. Ms. K. (TC) is sitting with the children, listening and taking notes about student responses to the questions and the text. This process continues over a week of daily read alouds, so that assessment can occur for many children. Ms. K. notes who has been called on to answer a question and each child's response. This information is used by both coteachers so that they can ensure all children have opportunities to respond to a reading during the week, and also as a way to document each child's response to oral reading comprehension questions.(Fall 2013)

Example in Action 2: In a second grade classroom, Ms. P. (TC) is leading the math portion of the day. The children are using materials with a partner to solve word problems . While Ms. P is teaching the whole group, Ms. F. (CE) is observing and taking notes on student understanding. She will then use this data to form small groups for further understanding, or enrichment. (Spring 2014)

Teach and Assist ¹

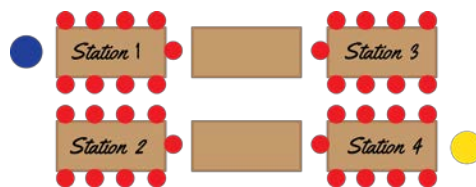


One coteacher takes a lead in providing instruction, while the other monitors the classroom for management and student understanding, and assists individual students. As one coteacher begins to take on lead roles, the other coteacher remains actively engaged in the lesson and provides ongoing support. Clinical educator and teacher candidates can fill both roles during a lesson or even trade mid-lesson. The assist role provides a great opportunity to coach the teacher candidate, model decision-making skills, or model instructional strategies. The assist role also provides coteachers with opportunities to work more closely with students, monitor progress, observe behaviors, and remain engaged in the classroom. Even with “Teach and Assist” the lessons need to be coplanned to identify clear roles and flow of the lesson.

Example in Action 1: During week one of the teaching experience, Mr. K. (CT) is taking the lead role for Problem of the Day. Mr. K. is listening intently to students' strategies for solving the problem, he is unfamiliar with some connections to previous learning. From the coplanning session, Mr. K. knows that his clinical educator will be actively supporting instruction and may model connections. From the coplanning session, Ms. O. (CE) is prepared to help make connections to previous learning if a strategy is shared that was not discussed during the coplanning session. This coteaching strategy provides the students with appropriate instruction as Mr. K learns the curriculum and previously learned concepts. (Grade 8 classroom, Spring 2012)

Example in Action 2: During movement time, the teachers are focusing on gross motor development. Mrs. T (CE) is leading the activity; Ms. K. (TC) is assisting. Children are listening to the music to cue them to the next movement. Both coteachers are participating with the movements, modeling expected behaviors for the children. Mrs. T. is leading the activity and signaling to students to listen for the next section of movement, while Ms. K. gives smiles of encouragement and moves in to provide redirection and one-on-one modeling for specific children as needed. Both coteachers are in different location in the room to support all children, by proximity. (Preschool classroom, Fall 2013)

Center/Station Teaching ^{ID}



During instruction both coteachers may be working with different groups of students around different or similar goals. Coteachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Student groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the teacher candidate. This is an excellent approach for differentiating instruction.

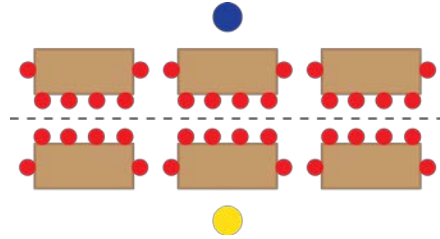
Example in Action 1: Ms. J. (CE) and Ms. B. (TC) have coplanned a reading unit. There are four student centers arranged in the classroom. Two of the centers provide students with independent tasks while Ms. J. and Ms. B. instruct the remaining two centers. The students transition to a new center every 20 minutes. Ms. J. is working on student comprehension through leveled readers. Ms. B is working with students on the weekly skill of cause and effect. (Grade 4 classroom, Spring 2011).

Example in Action 2: In many Early Childhood Classrooms center time occurs each day. Often the room is set up with hands on learning stations that the children rotate through. One coteacher may be at a small group providing focused instruction and support, while another coteacher is monitoring classroom activity, and interacting with groups throughout the room. (Common early childhood classroom practices)

Example in Action 3: At the onset of a unit about the properties of waves coteachers developed a two day mini-lab in which high school science students participate in a series of constructivist learning opportunities and explored concepts of wavelength, frequency, and amplitude. Each laboratory station was set up with different hands-on activities that students circulated to throughout the course of the two days. One coteacher led a

pendulum activity at one station, the other coteachers facilitated learning at the other stations. The coteachers then used these constructivist learning opportunities as foundational experiences for their physical science study. (High school science classroom, Spring 2005)

Split-class Instruction: Parallel Teaching¹



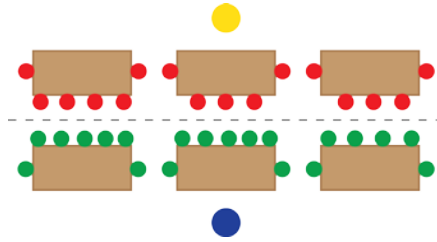
There are multiple reasons why coteachers might choose to split the class. During split-class instruction each coteacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease student to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals. Split-class instruction allows for independent teaching opportunities for the teacher candidate.

Example in Action 1: *Ms. G. (CE) and Ms. S. (CT) have coplanned a math lesson on adding fractions. To differentiate the instruction, Ms. S. is going to stay in the classroom and instruct 8 students who need time to explore the concept of adding fractions. Ms. G. is going to work in another area outside of the classroom with 15 students who already have an advanced understanding of adding fraction. (Grade 5 classroom, Fall 2010)*

Example in Action 2: *Ms. M. (CE) and Ms. T. (CT) have coplanned a writing lesson. They introduced the lesson in a short whole group meeting then split the class into two groups. Each group will write about their field trip experiences in their journals. The lower ratio will allow the coteachers to meet student's needs faster, with more appropriate, individualized support. (Kindergarten, Fall 2012)*

Approaches for Individualizing Instruction for Students

Split-class Differentiation ^{ID}

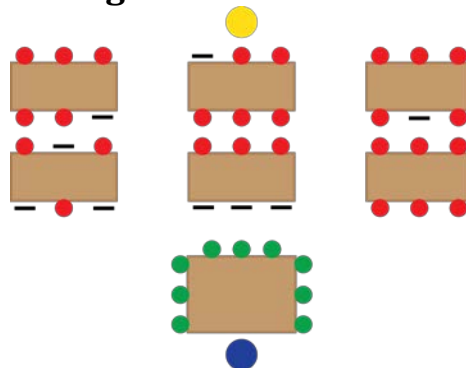


This approach is similar to parallel/split class teaching as a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Example in Action 1: *Ms. J. (CE) and Ms. B. (TC) coplan to differentiate a math lesson on multiplying fractions. Based on pupil learning data and observations, Ms. J. instructs almost half of the pupils using fraction strips to reinforce the concept. Ms. B. takes the remaining pupils in the class – a little more than half, to instruct the same concept but focuses the lesson on understanding and applying the algorithm. (Grade 4, Spring 2010)*

Example in Action 2: *Ms. K. (TC) and Ms. T. (CE) and Ms. L. (Paraprofessional) will each teach a reading readiness lesson to their small groups. Ms. K.'s group is ready for blending sounds to make words. Ms. T.'s group is working on matching letters to their sounds by sorting different objects to their corresponding printed letter. Ms. L.'s group is playing a matching game by putting together magnetic letter pairs. Each group is working on skills appropriate to their needs as determined by prior assessment and observation. (Preschool, Fall 2013)*

Supplemental Teaching ^{ID}

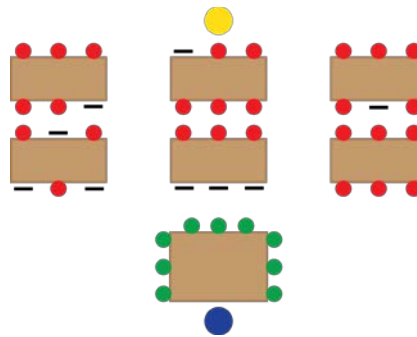


While one teacher is leading classroom instruction, the other coteacher works independently with one student or with a small group to help strengthen student learning. Some of types of instruction accomplished while using this approach include: RTI, tutoring, supplemental

instruction, catch up for students who have missed class, or enrichment. *This is a planned teaching experience*; coteachers coplan ahead of time to have one coteacher working with a small group during the whole group instruction.

Example in Action: *Mrs. B. (CE) and Mr. C. (TC) coplanned a lesson on word families. A majority of the children would be in a group with Mr. C. to learn about the newest word family, “-up”. They will explore ways to create new words by changing the initial sound. Mrs. B. will work with a small group of children to provide extra support practicing letter sounds in isolation then they will use these same sounds create new words. (Kindergarten, Spring 2013)*

Teach & Regroup ^{ID}



During instruction, coteachers identify students who may be struggling with the concept being taught. This is done during the lesson. Coteachers discuss the needs and decide on flexible groups that need additional support. The non-lead coteacher regroups a smaller group of students from the whole group to provide more individualized small group instruction.

Example in Action 1: *Ms. T. (TC) is teaching math to an inclusion group of fourth grade students. During the course of the math instruction the clinical educator and the special education (SE) coteacher are monitoring the students’ understanding through observations as they walk through the classroom. Mrs. B. (TC) notices four students who are missing a key concept in adding fractions and are falling quickly behind the pace of the lesson. Mrs. B. pulls the four students to a small table at the side of the classroom to individualize their instruction. Ms. T. (TC) and Mrs. V. (SE) continue in their roles for the coplanned lesson. (Grade 4 classroom, Fall 2012)*

Example in Action 2: *In a Second Grade classroom, Mrs. W. (CE) leads the math lesson. The instruction for the concept is brief. Ms. J (TC) is monitoring the room and determining who needs additional support on this skill. Mrs. W. divides the room into three groups; she gets the independent group started on their work. Ms. J. works with a group that needs to work with manipulatives to support conceptual understanding. Mrs. W. works with a group of children that are above-grade level group to explore the concept in more detail. (Grade 2 classroom, Spring 2013)*

Becoming a Coteacher: Tips for the teacher candidate

Teacher candidates are encouraged to take an active role in the classroom from the first day in the semester. One way to accomplish this is by not sitting down! Teacher candidates should be actively working to become a part of the classroom life even from the first day. We realize that it is not realistic to think that teachers new to a classroom can fully participate in all aspects of classroom practice on the first day—this happens over time. Below is a list of coteaching activities that are reasonable expectations during the initial weeks of coteaching to help the teacher candidate integrate fully into classroom life. This is a suggested progression of activities. Do what makes sense to you and your classroom; you do not need to do everything at once.

Research Says... “The coteaching model offers interns a method for explicitly drawing on opportunities to learn a practice by doing it collectively with others and cogenerative dialogues provides interns a means to reflect on this process with others in an effort to improve teaching and learning and also, to learn about teaching.” (Martin, 2008)

	Possible coteaching activities and practices
Prior to the placement	• Contact your site-based clinical educator to introduce yourself • Try to visit the school or classroom to meet the students • Look up and read the clinical educator’s website and the school’s website • Determine at least two routes to school • Exchange contact information • Ask about your new schedule
Week 1: <i>Becoming part of the life of the classroom</i>	• Interact with all the children in your classroom. Get to know them as individuals and learners • Get to know your clinical educator; begin to develop a working relationship • Get to know all of your students; learn everyone’s names • Actively work to insert yourself into the activity of the classroom (sit down less than your clinical educator); provide instructional support and assistance • Read a story with a child, or a small group of children • Check for student understanding (listen in to student comments during instruction, answer questions as appropriate and work to support student learning, ask for clarity and help to bring questions to the floor) • Answer student questions • Work one-on-one with a child or in small groups • Try <i>Center/ Station</i> or different coteaching approach* • Tutor a child, provide extra support as needed • Begin to learn and support classroom management

	• See where there are needs and step in to support learning • Actively observe students -- document learning, record anecdotal notes • Attend staff and faculty meetings • Coplan with your clinical educator (and team) • Read curriculum and instructional materials; gain an overview of instructional goals for the semester • Learn and follow school policies and procedures for teachers • Set professional goals for week 2 • Begin <i>Coteaching Conversations</i>**
Week 2: <i>Assuming a greater share of classroom responsibility</i>	• Continue the coteaching practices from last week and add to them • Continue to coplan with your clinical educator (and team) • Run a center or small group activity • Try <i>Split-Instruction</i> or <i>Supplemental</i> coteaching approaches** • Set professional goals for the week • By the end of week 2 you should be coteaching throughout the day • Complete <i>Coteaching Conversations</i> by end of week 2
Week 3 through last week of placement: <i>Mutually shared practice</i>	• Continue the coteaching practices from previous weeks and add to them • Continue to keep student learning needs as a central focus of your work • Continue to move toward equal partnership in the classroom • Continue to set professional goals each week • Continue to reflect together about student progress and the types of assessment you might use to help guide your planning and lessons. • Remember, coplanning should be a mutual experience. Continue to actively engage all coteachers in planning of all aspects of classroom practice. • Learn more about the school/center and the roles within the building. • Spend some time talking with support personnel to learn more about how to better support the students

* See *Supporting Student Learning through Coteaching* (pp. 12-18) or *The Coteaching Strategies Quick Guide* (p. 31) for descriptions of the coteaching approaches.

** See *Coteaching Conversations* (pp. 22-23).

Becoming a Coteacher: Tips for the site-based clinical educator¹

Prior to the placement

- Talk with your teacher candidate — spend time sharing about yourselves. If possible, invite your teacher candidate to visit before the official start of the experience.
- Share excitement with students and families about the start of the placement. Welcome the teacher candidate in a newsletter or email.
- Include the teacher candidate's name next to yours outside the door, or on a family bulletin board.
- Provide a work area for the teacher candidate. Designate a shared area with standards, curriculum manuals, textbooks, the current read-aloud book, etc.
- Share a picture of the class and/or individual students to help the teacher candidate 'know' them even before the placement. Have the class write a welcome letter to the teacher candidate.
- Create a folder with useful information including class lists, daily schedules, allergies, classroom rules, discipline referral forms, etc.
- If applicable, make arrangements for student teacher's login and access to e-School, or electronic attendance & grade book.
- Make arrangements for parking.

Day 1

- Introduce the teacher candidate to other staff, including the administrative staff and custodians.
- Tour the school. Be sure to share staff work areas, resource room, the cafeteria, the lounge, adult restrooms, etc.
- Share with the teacher candidate school policies for teachers: the work day hours, log in and call out procedures, school security and drills, how and when to contact nurse, parking, parent volunteers, etc.

During the first week

- Share information about how and when you work/communicate with other staff.
- Share how you assess student progress, and the system you use, if applicable.
- Share information about students' medical, behavioral and emotional needs. Invite the teacher candidate to look at IEP and 504 goals, and share how the goals are addresses and assessed.
- Review the calendar and discuss any details about professional days, staff or student events. Discuss routines in your workday such as recess, lunch duty, faculty meetings, team planning, bus duty, etc.
- Discuss any behavior management system in place, expectations for behavior and classroom routines. Discuss the school wide behavior plan.
- Look for ways to be kind, positive and supportive of the teacher candidate and the contributions they are making to the classroom environment.

¹ Handout adapted from St. Cloud to reflect UD coteaching philosophy

Getting Started: Coteaching Conversations

Coteaching requires collaboration and time to get to know each other on a professional level. During the first two weeks of the field experience it is important to have professional and collaborative conversations around important coteaching topics.

Please arrange time to review and discuss the following ideas and questions.

Possible Corespect Discussion Questions

1. How do we each define professional respect for each other?
2. How will we respect each other's:
 - a. work space
 - b. materials
 - c. ideas
 - d. teaching style
 - e. feedback
 - f. experience
3. How will we ensure regular communication with each other?
4. Additional ideas discussed about corespect
5. Questions we still have about corespect.

Possible Coresponsibility Discussion Questions

1. How will we define our roles for each lesson?
2. How will we determine each coteachers' individual responsibilities for lessons and ongoing student learning?
3. How will we demonstrate equal responsibility for classroom responsibilities?
4. Focusing on the domains of teaching, share with each other the knowledge and strengths that you each bring to the following classroom practices:
 - a. planning instruction
 - b. assessment
 - c. management
 - d. reflection
5. How will we explain our coteaching arrangement to the students and convey that we are equals in the classroom?
6. How will we be consistent in dealing with student behaviors?
7. How will we assess the effectiveness of our instruction?
8. Additional ideas discussed about coresponsibility
9. Questions we still have about coresponsibility

Establishing Shared Goals for Student Learning

As part of the formation of your coteaching partnership, you need to develop a shared sense of focus on student learning. As a collaborative team you need mutual goals for student learning and instruction. Take time to discuss student learning needs and curricular goals for the upcoming placement. While many of these goals are set at the

state and district level, a common vision and sense of purpose will help you to coplan and coteach. Here is a list of points to discuss together:

1. What are the curricular/instructional goals for the placement weeks?
2. Which standards will need to be addressed? How have you worked with standards in the past?
3. Which curricular resources and teacher guides are typically used in this classroom? (The teacher candidate should gain access to these materials and take time to familiarize themselves with these materials.)
4. Which students have an IEP or 504, and what are their goals? How are these goals addressed in the classroom? How is this data tracked?
5. How is student learning documented in your classroom? Where and how is this data recorded and reported?

Communicating/Reflecting Together (Cogenerative Dialogues)

Coteachers reflect on their practice throughout the day. They discuss their teaching and student progress in huddles, coplanning sessions, and when they debrief a lesson. Reflection occurs right after the lesson, in a brief conversation and/or in formally scheduled debriefing sessions.

Possible Cogenerative Dialogue Discussion Questions

1. **Huddles:** What signal might we use to get each others' attention during a coteaching lesson to indicate that we need to huddle up to quickly touch base about instruction?
2. **Coplanning:** Successful coplanning is a type of cogenerative dialogue. Together coteachers reflect on previous instruction, and plan to move student learning forward. This is a mutual process where all coteachers share the responsibility for developing instruction.
Discuss how everyone can be equal contributors in a coplanning session.
Discuss how you might pre-plan and prepare for coplanning sessions so that your coplanning time can be used most efficiently. Discuss potential resources that you might draw on prior to coplanning that can inform your thinking during coplanning meetings.
3. **Cogenerative dialogues about practice:** If classroom practice is not going in a way that I agree with, what is the best way to bring this issue up?
4. **Cogenerative dialogues about practice:** Reflect on the things that you are already doing well as a team, and set goals for your shared practice for the upcoming week.
5. **Debriefing Instruction:** Reflect on one lesson from the day and discuss the impact on student learning. What did students learn during the lesson? What evidence do you have to support your points? How will you build on this instruction to further strengthen student understanding? How will you meet these goals as a coteaching team?
6. Is there anything else that our partnership needs to discuss or clarify?

***The conversations throughout this section are all forms of cogenerative dialoguing**

We encourage you to continue and revisit these conversations as you coplan for student learning and experience the day to day issues in the classroom! Communication is key to a successful coteaching experience!

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ADDITIONAL RESOURCES

Copanning Tips²

Copanning is a type of cogenerative dialogue, and must occur weekly in order to support successful coteaching. This is a time to reflect on previous instruction and its impact on student learning and plan for continued instruction. Copanning is a mutual process; you need to arrive at copanning meetings prepared to contribute ideas and assume shared responsibility for the ongoing development of instruction.

Before copanning:

- ✓ Determine when your planning time will be and keep it as consistent as possible; Set a time to plan each week and stick with it
- ✓ Decide what your focus will be during your planning time
- ✓ Discuss how everyone can be equal contributors in a planning session
- ✓ Arrive having read the curricular materials and textbooks
- ✓ Bring resources and materials to share during your planning session
- ✓ Be ready to think about and share ideas for modifications, accommodations, enrichment and differentiation for general plans

During copanning:

- ✓ Reflect on previous instruction (cogenerative dialogue)
- ✓ Discuss your current goals for student learning (What do you expect that the students currently understand and are able to do, and what you want them to learn in the next week?)
- ✓ Take time to communicate about current instructional questions or issues
- ✓ Think about your students and determine what teaching and coteaching strategies would best meet their needs, including any inclusion practices
- ✓ Discuss a variety of assessment strategies—determine which data will be collected and which coteacher is responsible for this; Set a time to review and discuss this data in order to inform ongoing instruction
- ✓ Discuss the shared responsibilities for lesson preparation; Who will gather materials, make copies, prepare the classroom for instruction, clean up, prepare parent newsletters, etc?
- ✓ Decide the roles of each coteacher

After copanning:

- ✓ Write the lesson plans, using the format designated by your school and/or program
- ✓ Complete the responsibilities discussed, gather materials and organize the room for implementation

Important points to Remember

- ✓ Planning is VERY important; Copanning must happen at least once a week.
- ✓ The goal is to have both the clinical educator and teacher candidate actively engaged with students
- ✓ EVERY teacher candidate DOES need time to step forward and manage the classroom, through all the daily routines and lessons
- ✓ The 'lead' week provides the perfect opportunity for the teacher candidate to oversee all aspects of the classroom, including delegating of responsibilities of other adults
- ✓ Remember that you are both coteaching and **always focusing on student learning**

² Resource adapted from St. Cloud to reflect UD coteaching philosophy

Coteaching Triad Roles³

Role of the site-based clinical educator

- Be welcoming and inviting (see welcome tips for ideas)
- Encourage teacher candidate to get involved
- Share materials, curriculum, standards, resources, ideas
- Include the teacher candidate in team activities; planning, assessment meetings, school wide meetings
- Share planning grids or assessment data collection forms you use
- Be knowledgeable about the coteaching approaches and work to implement them
- Model effective teaching strategies and best practices
- Participate in all classroom instruction
- Be flexible; allow for new ideas and try new techniques
- Communicate through cogenerative discussion, informal reflection, and notes during observations

Role of the teacher candidate

- Come to the placement eager to learn and show initiative
- Be an active participant in all aspects of the day; help with routines, be ready to teach at a moment's notice
- Share ideas and work cooperatively
- Respect the work space of your colleagues
- Be knowledgeable about the coteaching approaches and work to implement them in ways that support student learning
- Prepare for coplanning meetings; arrive having read curriculum materials and with ideas for instruction
- Be proactive with communication
- Make adjustments, based on feedback, and seek constructive criticism
- Be patient with all parts of the team; forgive yourself when things don't go as planned—learn to reflect and adjust the plan

Role of the University based clinical educator

- Coordinate an initial, middle and final conference for the triad
- Be consistent with your visits and observe many different parts of the day
- Provide feedback for each visit and on emailed lesson plans
- Be available to listen and lend support to both coteachers.
- Help build good communication amongst the team
- Be knowledgeable about the coteaching approaches and make suggestions when appropriate
- Be knowledgeable about university guidelines, procedures, policies, and expectations
- Advocate for the teacher candidate
- Set clear expectations
- Participate in classroom instruction as much as appropriate

³ Handout adapted from St. Cloud to reflect UD coteaching philosophy

Are We Coteachers?⁴

1. **Do we share responsibility for determining:**
 - a. what to teach?
 - b. what teaching strategy(s) to use?
 - c. how to assess student learning?
 2. **In planning, do we:**
 - a. have regularly scheduled times to meet and discuss our work?
 - b. communicate our concerns freely?
 - c. each contribute to the planning process?
 3. **While coteaching, do:**
 - a. both teachers work with all students?
 - b. we use a variety of coteaching roles?
 - c. students see both teachers as equal partners in the classroom?
 - d. we both participate in the assessment of the students?
 - e. we make changes as needed during a lesson (huddles)?
 - f. we actively reinforce classroom rules and manage the classroom together?
 - g. we demonstrate corespect?
 4. **After the cotaught lesson, do we:**
 - a. provide feedback to one another on what goes on in the classroom?
 - b. make improvements in our lessons based on what happens in the classroom?
 5. **Coteaching characteristics, qualities, and functions:**
 - a. depend on one another to follow through on tasks and responsibilities?
 - b. have both coteachers participate in parent/family communication?
 - c. model collaboration and teamwork for our students?
 - d. have a process for dealing with any disagreements we have?
 - e. provide mentoring to others who want to coteach?
 - f. communicate with our administrator about our needs as a coteaching pair?
 - g. reflect on pupil learning?
 - h. reflect on pupil products/student work?
-

Coteaching is and is not...

Comparing coteaching to other models of collaborative teaching or student teaching

Coteaching	Team Teaching or Special Education Inclusion (Coteaching)	Traditional Student Teaching
All teachers are equals who bring different expertise to the classroom	All teachers may be equal, but it may depend on content knowledge	Classroom observation followed by classroom take-over
Shared classroom responsibility	Often special education teacher focuses only on special education students	Trial by fire – is quickly in charge of all students with little or no support
Focus on student learning	Focus on student learning, may be upon very specific students	Should be focused on student learning, but may be distracted by focusing on own development as a teacher
An outside observer cannot tell who is the clinical educator	An outside observer may identify who works mainly with special education students	There is only one teacher in the room
Copanning	Can coplan if teachers' individual schedules allow	Student teacher often plans independently

Coteaching is not...

- One-way communication, or lack of communication
- “The Boss” and “The Employee”
- “Take-turn” teaching
- “A break” for one of the coteachers
- “Copy time”
- “Behind the desk/computer” engagement
- A free ride for teacher candidate
- One coteacher always acting as the disciplinarian and the other as the instructor
- One coteacher always in the lead with the other always in an assistive role

Coteaching Approaches: Quick Guide

Cogenerative Dialogues (Communication – Collective Reflection on Practice): A natural process in our development as professionals is reflection upon instruction. The coteaching model provides opportunities for the cooperating coteacher and teacher candidate to reflect and discuss lesson strengths, weaknesses, and strategies for future improvement. Your coplanning sessions are a form of cogenerative dialogue! Throughout the day, discuss these issues. Thinking aloud improves the education for all learners!

Coplanning: Coplanning must occur weekly in order to support successful coteaching.

Unified Coteaching: Both coteachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned. A goal of coteaching is for both teachers to truly share classroom and instructional responsibilities. When coteaching is fully attained, teacher practice is mutual and coteachers are able to anticipate each other's moves.

Teach and Actively Observe Students^I: In this coteaching approach one coteacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The coteacher observing is engaged in the classroom activity and ready to support instruction as needed.

Teach and Assist: One coteacher takes a lead in providing instruction, while the other monitors the classroom for management, understanding, and assists individual pupils. As the teacher candidate begins to take on lead roles, the experienced teacher remains actively engaged in the lesson as the assist role. The assist role provides a great opportunity to coach the teacher candidate, model decision-making skills, or model instructional strategies. The assist role also provides coteachers with opportunities to work more closely with pupils, monitor progress, observe behaviors, and remain engaged in the class.

Center/Station Teaching^I: During small group instruction both coteachers may be working with different groups of students around different or similar goals. Coteachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Pupil groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the teacher candidate. This is an excellent strategy for differentiation of instruction!

Split-class instruction: (Parallel Teaching)^I: There are multiple reasons why coteachers might choose to split the class. During split-class instruction each coteacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease pupil to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals.

Differentiated Instruction^{ID}: Similar to parallel/split class teaching, a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Supplemental Teaching^{ID}: While one coteacher is leading classroom instruction, the other coteacher can work independently or in small group to help strengthen student learning. This may occur one-on-one or in small groups, and could take many forms including RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment.

Teach & Regroup^{DI}: During instruction, one coteacher has the lead role and the other coteacher identifies pupils who may be struggling with the concept. The non-lead coteacher regroups a smaller group of pupils from the whole group to provide more individualized small group instruction.

D = A teaching approach that strongly supports differentiated instruction for student.

I = A coteaching approach that provides independent teaching opportunities for the teacher candidate.

