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**Cooperating Teacher Handbook**

**Student Center of Professional Education Services**

**(S.C.O.P.E.S)**

**2020-2021**

#### Payment

FAQs

Content

Unfortunately cooperating teachers cannot be paid for their time mentoring clinical students. However, the SCOPES Office offers several opportunities throughout the semester for teachers to attend professional development and professional collaboration meetings.

#### Clinical Student as Substitute

In the past, student teachers were not permitted to serve as substitutes. However, due to a lack of professional substitute teachers in WV, the WVDE allowed student teachers to act as substitute teachers during the 2020-2021 school year under the 2A permit. Students must meet criteria with MU COEPD as well as the county BOE prior to applying.

#### Paperwork Due

Level II teacher candidates are required to have a mid-term and final evaluation as well as a timesheet completed; all of which must be submitted through LiveText. Level III student teachers also require a midterm and final evaluation completed in collaboration with the cooperating teaching for each placement, as well as a time log on Live Text.

#### Important Dates

The SCOPES Office will provide a schedule of important dates at the beginning of each semester including due dates, start and end dates, etc. In addition, you may want to obtain a copy of the schools calendar and stay aware of out of school days.

#### Forms

All forms may be obtained from the SCOPES office or online. Contact Toni Ferguson at 304-696-3239.

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# Welcome to Supervision

Thank you for working with teacher candidates from Marshall University as a cooperating teacher. Your willingness to help us support the learning, growth and development of teacher candidates speaks to your commitment to quality teaching. We know that supervision is a difficult responsibility to undertake, given the need to delicately balance support and guidance with critique and evaluation. As a supervisor you are responsible for moving new teachers from a focus on themselves to a focus on student learning. The College of Education and Professional Development depends on you—your careful observation, astute judgment, fair and can- did feedback and informed assessment—to be able to confidently recommend our graduates for teacher certification.

At the heart of supervision is determining teacher candidates’ readiness for teaching and certification. Some teacher candidates may experience difficulty during their placements that might lead to failure. Your feedback and support is necessary to guide them through the experience as they continue their preparation into teaching. It is important that detailed documentation is kept and communicated to ensure the candidate is receiving the supports necessary for success. You are an essential piece of the teacher candidate’s training

We want our candidates to reach their full potential as teachers. As such you will find that not all students need the same structure. However, you need to ensure that all assessments are fair and that all students are held to the same rigorous standard of quality teaching expected from Marshall University.

All cooperating teachers will be provided with an orientation from the Office of Clinical Experience at the beginning of each school year. This will be an informational session with updates to requirements and forms as well as important dates for the semester. Cooperating teachers are encouraged to check with their building coordinator or administrator for updates from the Clinical Office throughout the year. Additional professional development will also be available throughout the semester.

# Level II & III Orientation

A comprehensive orientation will be provided to teacher candidates each semester for Level II and Level III clinicals to ensure they are prepared for their placement. During the orientation session, the Office of Clinical Experience will communicate the following items:

* University expectations for clinical students
* Evaluation process
* Lesson plan requirements
* Teacher Performance Assessment and Capstone requirements (Level III only)
* Important dates and sequencing of placements

Students should also be provided with an orientation to the school and its programs by either an administrator or the building coordinator. As cooperating teacher, you will want to set time aside on the candidate’s first day to review classroom procedures and expectations. Also provide the candidate with any essential materials and resources (rosters, grading sheets, policies, resource materials, etc.).

# Level III Seminar

Level III teacher candidates are required to attend several seminars throughout the semester with regard to the Teacher Performance Assessment (TPA) and capstone presentation. The seminar sessions are typically an hour, but may vary based on the need of the teacher candidates. Clinical students are not typically pulled from their teaching to attend. Seminars are typically held afterschool and will be held virtually for the 2020-2021 school year.

Prior to seminars, if the cooperating teacher has any concern or question they wish to be addressed, they can forward that to Mrs. Preece via email and she will add it to the seminar agenda. This is a quick way to reach all teacher candidates at one time to address an issue or concern that may effect several of them.

Attendance at seminar is mandatory for level III clinical students.

# Level III Experience Introduction to S.C.O.P.E.S.

#### Description of Experience

Student teaching is a semester-long, full-day experience in one or more public schools. Undergraduates receive 12 hours (CR/NC) for student teaching; MAT candidates receive 6 hours (CR/NC). The number of public schools in which teacher candidates are placed during this clinical is determined by the candidates’ combination of teaching fields and grade levels. During the 2020-2021 school year, all teacher candidates will be assigned only one placement due to Covid-19 restrictions and concerns.

#### Evaluation Requirements

Level III placements require a midterm and final evaluation along with a daily timelog. A mid-term should be completed and reflect any concerns to that point about the teacher candidate’s performance. Evaluations should be completed collaboratively between the university supervisor and cooperating teacher. Evaluations should be submitted by the due date specified.

#### Sequencing of Placement

Candidates will follow this sequencing of placement for 2020-2021:

**Weeks 1-2: ORIENTATION: LIMITED TEACHING** - Teacher candi- date becomes acquainted with the school policies, the classroom, and the students; assists with teaching and begins planning for teaching. In the second or third placement, the teacher candidate may not need as much time for orientation.

**Weeks 3-5: TEACHING** - Cooperating teacher gradually shifts responsibil- ity--one class at a time--to the teacher candidate; teacher candidate begins full- time teaching.

**Weeks 6-12: TEACHING** - Teacher candidate is responsible for full-time, full-day teaching for a minimum of three weeks. During this time, the teacher candidates delivers their unit.

**Week 13: ANALYSIS AND REFLECTION -** Teacher candidate gradually gives the classes back to the cooperating teacher. This allows time for the teacher candidate to observe modeling of the cooperating teacher and any other teachers in the building who have strengths in innovative teaching, classroom management, discipline, teaching for critical thinking, etc.

#### The Student Center of Professional Education Services (S.C.O.P.E.S.)

provides information, support, and resources to faculty, staff, and students engaged in professional education programs. Our purpose is to cooperatively work with educational stakeholders to address program, practice, research and policy issues relevant to the preparation of teachers and other educational specialists. Additionally, our office partners with counties to facilitate professional development for both pre-service and in-service teachers. We strive to work closely with both the community and counties in an attempt to cultivate and sustain active and ongoing initiatives that foster continuous improvement.

#### Cooperating Teacher Guidelines

Cooperating teachers serve a vital role as liaison, resource, and support for the teacher candidate, university and the cooperating school during clinical place- ments. Cooperating teachers should:

* Provide teacher candidates with a safe environment to complete their clini- cal placement.
* Model a cycle of plan-teach-reflect with clinical student.
* Coach clinical student throughout placement to ensure the student is on- level for a beginning level teacher.
* Provide consistent feedback to clinical student on all aspects of teaching including lesson planning, classroom management, student interactions, re- flections, etc.
* Counsel with individual teacher candidates about their personal and profes- sional concerns.
* Provide teacher candidates and cooperating teachers with resource materi- als, such as handbooks and guides.
* Motivate the teacher candidate to be creative and try new strategies.
* Work with teacher candidates, university supervisors, and principals to plan and to evaluate programs and schedules for teacher candidates.
* Guide teacher candidates to interpret their school experiences and to assist with special instructional problems.
* Collect and interpret all evaluative information regarding teacher candidates and arrive at their final grades and ratings, using appropriate program crite- ria.

Conceptual Framework for the Professional Education Unit

#### PROFESSIONAL EDUCATION UNIT MISSION

The College of Education and Professional Development (COEPD) is composed of the School of Education and the Graduate School of Education and Professional Development. The Professional Education Unit (PEU) includes the School of Education and the Graduate School of Education and Professional Development. The mission of the Professional Education Unit is to prepare teachers and other school personnel, including school counselors, principals, reading specialists, supervisors, superintendents, school psychologists, and other school related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range of disciplines.

The initial programs are guided by the framework Preparing the Educator as Critical Thinker, and the advanced programs are guided by the framework Preparing the Experienced Professional as Specialist.

The unit vision and mission are consistent with the institutional mission. Intrinsic to both the undergraduate and graduate missions is a commitment to provide education that contributes to the development of society, that accepts responsibilities of life within a culturally diverse society, and that facilitates integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance. The unit recognizes commitment to the learning of all public school students, commitment to the profession, and commitments to diversity and technology as critical components of educational success.

# Level II Experience

#### Description of Experience

The Level II clinical experience is a 75-hour experience for all clinical students in CI 470, CI 471, CI 472, and EDF 637. This is a 0 credit course, which includes a minimum of 18 to 20 days teaching, including a minimum 5 consecutive-day unit (length to be determined collabora- tively by cooperating teacher and university supervisor).

#### Evaluation Requirements

Level II placements require a mid-term evaluation and final evaluation along with a daily timesheet. Evaluations should be completed collabo- ratively between the university supervisor and cooperating teacher.

Forms should be submitted through LiveText in a timely manner.

#### Sequencing of Placement

Teacher candidates should follow the sequence below for their level II experience:

**Week 1** (2 hours per day/consecutive days) - Observation, partici- pation, and reflection.

**Week 2** (2 hours per day/consecutive days) - Assisting cooperating teacher, individual and/or small group teaching.

**Weeks 3-6**(2 hours per day/consecutive days) - Practicing the use of several specific teaching strategies as assigned by the methods instructor; teach a 5-10 consecutive day unit of instruction.

**Week 7** (2 hours per day/consecutive days) - Reflection and wrap up time with students.

# Attendance Policy

Clinical students are expected to be at their assigned school on time each day ready to teach or learn. University supervisors should become familiar with the school and cooperating teacher’s schedule. If that teacher has a duty, the clinical student is expected to do that duty as well.

If a student is going to be tardy or absent for any reason, the clinical student should notify the cooperating teacher and university supervisor immediately. Level III clinical students are allowed 2.5 excused absences per placement before time must be made up. Remember that three tardies equals one absence.

University supervisors will maintain an attendance record for each clinical student which will record each tardy and absence. When a clinical student is absent, the university supervisor should update the absence record that will indicate the reason of the absence so the Office of Clinical Experience can determine if the absence is “excused” or “unexcused”. The office will also track the number of absences for each student. Clinical students that are excessively tardy or absent will be placed on a plan of improvement because they are in danger of not passing their clinical.

#### Violation of the Attendance Policy will result in the following action:

Any time a candidate is tardy or absent, the university supervisor will conference with him/her and record the attendance issue with the Office of Clinical Experience to determine if it is excused or unexcused which will determine if time must be made up.

**Action 1**: After the 3rd absence (keeping in mind this could be a combination of absences and tardies), the clinical student will be placed on a plan of improvement.

**Action 2:** After the 6th absence, the clinical student will receive an incomplete for that placement and will have to repeat the placement in another semester.

**Action 3**: After the 10th absence, the clinical student will receive a grade of “no credit” and will have to repeat the placement(s) in another semester.

\* Pending Approval

Preparing the Educator as Critical Thinker

Focusing on the conceptual framework of **Preparing the Educator as Critical Thinker**, the initial programs in the Professional Education Unit seek to pre- pare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory.

Goals for initial programs emphasize educational opportunities for candidates, best practices by candidates and faculty, and the integration of technology into all aspects of the educational experience. The programs make available to candi- dates a variety of unique learning experiences that prepare them through coursework and field-based and clinical experiences in the public schools. Initial programs also participate in the continuing development of practicing educators through cooperative ventures in local and regional communities.

Faculty members in the Professional Education Unit define the conceptual framework, **Preparing the Educator as Critical Thinker**, by the following critical thinking themes based on the work of Richard Paul (2008):

* Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.
* Critical thinking promotes independence in thought and action,
* Critical thinking involves inquiry of various types,
* Critical thinking results in reasoned value judgments, and
* Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

#  Cooperating Teacher Qualifications

#### Effective July 1, 2018, at a minimum, the cooperating educator should: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in his/her classroom with a minimum of five years teaching experience; 2) hold “Accomplished” or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; AND, 3) have successfully completed a WVBE-approved mentor/induction coaching course, at no cost to the teacher, OR hold or be eligible for the Master Mentor Advanced Credential OR hold certification through the National Board for Professional Teaching Standards (NBPTS).

#### Observations and Evaluations

Your roles and responsibilities as the cooperating teacher are numerous. However, serving as the supervisor and mentor is the primary focus. The **supervisory** aspect of the cooperating teacher's role requires that you be open, firm, direct, constructively critical, and honest. The **mentoring** aspect of the cooperating teacher's role requires that you be encouraging, motivat- ing, supportive, an advocate, a role model for professionalism and a role model for appropriate teaching practices.

A cycle of "plan-teach-reflect" should be modeled in order for the teacher candidate to adjust teaching practice, and knowledge, as well as to gain the confidence pedagogically. The teacher candidate should be "coached" such that he/she increases his/her knowledge and skills in a way that all compe- tencies of the beginning teacher standards are met by the conclusion of the teacher candidateship.

You will have the opportunity to observe the candidate daily so it is im- portant to provide them consistent feedback. Set regular meeting times to conference with the teacher candidate. Candidates need feedback on what they are doing well and support to address areas of concern. Set time also to conference with the university supervisor to collaborate on the candidate’s strengths and weaknesses. Keeping lines of communication open will be one of your most important and challenging tasks as a supervisor.

A final evaluation should be completed on the teacher candidate at the end of each placement collaboratively with the university supervisor. **It is critical that the teacher candidate is aware of any “areas to improve” or “dispositions” on which he/she must specifically work to improve.**

Clinical Student Dress Code

As representatives of Marshall University, clinical students are expected to present themselves in a professional manner. Our physical appearance helps establish a reputation and authority among students and colleagues. Creating and maintaining a professional demeanor should be a full-time goal while working in the school setting.

Although the school the clinical student is working in may not have a dress code, the student is expected to follow the expectations set by the College of Education:

* Dress should be business casual. Consider that certain informalities in dress may be a privilege of regular faculty members and not appli- cable to a clinical student.
* Clothing should appropriately cover the body (consider length and fit).
* Hair should be well groomed
* Jeans may be worn on casual dress days, as determined by the cooperating teacher and school.
* Casual dress may be worn only on special days as designated by the school. The student should discuss these circumstances with the university supervisor.

An administrator or cooperating teacher has the right to send a clinical student home if he/she arrives at school inappropriately dressed. This will result in an unexcused absence for that student which will have to be made up to complete the clinical.

When in doubt, clinical students should check with the university super- visor or the SCOPES Office to avoid wearing something inappropriate.

## Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional devel- opment. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Marshall University College of Education and Professional Development uses the WV Professional Teaching Standards to evaluate clinical students. These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

* + Curriculum and Planning
	+ The Learner and the Learning Environment
	+ Teaching
	+ Professional responsibilities for self-renewal
	+ Professional responsibilities for school and community

## Professional Development Schools

The Professional Development Schools (PDS) program at Marshall Uni- versity is a partnership between the university and public schools. PDS is focused on improving student learning through the preparation of teacher candidates, professional development for practicing teachers, and inquiry into teaching and learning. Because PDS classrooms serve as a model of teaching practices, the Office of Clinical Experience strives to place teach- er candidates in these rich environments.

PDS has developed a model of support for teacher candidates placed in the school. The building coordinator at each school serves as a liaison to the university that facilitates the coordination of clinical students, works cooperatively with university supervisors and the Office of Clinical Experi- ence and Professional Development to provide professional development for both in-service and pre-service teachers.

University Supervisors are encouraged to work collaboratively with the building coordinator and administrator at our partner schools to ensure consistent communication and a more comprehensive placement for stu- dents.

# The Role of the Cooperating Teacher

#### Grading Requirements

All unit/lesson plans must be approved by the cooperating teacher and university supervisor before taught in the classroom. A unit plan approv- al form should be signed by the cooperating teacher and university super- visor showing the unit was submitted at least five days prior to teaching. The university supervisor is required to grade Level III teacher candidate unit plans using the university unit plan rubric. Students should include the graded unit/lesson plans, graded unit rubric, and completed lesson plan approval form in their teacher candidate work sample.

Teacher candidates are also required to complete a daily learning log which acts as a reflection for the day. Cooperating teachers should peri- odically read through the candidates’ logs and sign off that they have been viewed. This is another opportunity to meet with the candidate to provide feedback and help him/her with any issues.

#### Addressing Issues

If a teacher candidate is experiencing difficulty or the placement is not appropriate, contact the SCOPES Office immediately and remember to document all concerns. If a teacher candidate is having difficulty, do not wait to take supportive actions and make sure to keep channels of communications open.

#### Plan of Improvements

A plan of improvement can be written for any clinical student who per- forms unsatisfactorily in one or more areas including dispositional areas. A plan of improvement is a contract between the teacher candidate, co- operating teacher, university supervisor and clinical office whereby all parties set goals and agree to meet those goals centered around improv- ing the clinical student’s performance. Candidates can be put on plans of improvements whenever deemed necessary by either the cooperating teacher or university supervisor. Supervisors are encouraged to docu- ment everything so they will have support for creating a plan of improve- ment.

# Notes for the Cooperating Teacher

#### University Supervisor’s Role (this role is adjusted during the 2020-2021 school year. Supervisors will work virtually. More information will be provided.)

University supervisors are required to visit a teacher candidate **a minimum of four times per 8-week placement.** Additional visits should be scheduled as needed.

The initial visit for introductions, exchange of information, and scheduling should occur in the first week of the placement. During this time, discuss your expectations with the teacher candidate and university supervisor. Provide the supervisor with a classroom schedule and etiquette for visiting your classroom.

The university supervisor should observe the teacher candidate at least twice, and hold conferences with the candidate after each observation providing them with a copy of their notes. The cooperating teacher might also take time to conference with the supervisor during this time to collaborate on the candidates experience as well as address major concerns.

A **final evaluation** should be completed on the teacher candidate at the end of each placement. This is evaluation is done collaboratively with the university supervisor. **It is critical that the teacher candidate is aware of any “areas to improve” or “dispositions” on which he/she must specifically work to improve.**

#### Communication and Collaboration

Open lines of communication between the university and school are essential to create a partnership. The cooperating teacher should get to know the university supervisor and building coordinator (PDS only) at the school including exchanging contact information to facilitate the need to touch base frequently.

Encourage feedback from the university supervisor by including him/her in conferences with the teacher candidate and allowing him/her an open forum for discussion. While your observations are critical to the development of the teacher candidate, collaborative feedback from others will help him/her continue to grow.

# Notes for the Cooperating Teacher

#### Visitation and Attendance Record

University Supervisors are expected to maintain a visitation and attendance record for each clinical student. The visitation record will keep a log of each time the university supervisor visits the clinical student in the classroom including the purpose of the visit and any required actions as a result of the visit.

The attendance record will provide documentation of each tardy or absence to the SCOPES Office as discussed in the Attendance Policy.

Cooperating teachers should work with the supervisor in completing this form and maintaining an accurate log of the clinical student’s experience.

#### ID Badge

Clinical students are expected to wear a university ID badge at all times in the school. The badge shows the student’s picture, name and indicates that he/she is from Marshall University.

#### Technology Use

The College of Education and Professional Development encourages clinical students to utilize technology in the classroom to enhance student learning. However, there is a strict **no cell phone** policy for clinical students in the classroom. Supervisors should reinforce this policy through good modeling for their students.

#### Online Evaluations

Cooperating teachers are asked at the end of each placement to complete an online evaluation of the university supervisor. A link will be emailed to you during the window for completing the evaluation.

#### Student Teacher Extended Preparation Program (STEPP)

To foster life-long learning in our students, PDS began a professional development program for clinical students. Twice a semester students have the opportunity to attend a full day professional development session which includes materials for their classrooms. The program is led by partner teachers who have demonstrated best practices in the classroom.