

**Southern Oregon University
School of Education
Elementary Education Program
Cooperating Teacher Handbook
2016 - 2017**

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August 2016

Dear Cooperating Teachers,

Thank you for accepting a student from Southern Oregon University into your classroom. The field experiences that students have are crucial to their preparation as future teachers. We deeply appreciate the time, energy, and expertise you share with our students. You have been selected as a cooperating teacher because of your dedication to the teaching profession, your use of effective teaching strategies, your willingness to guide the progress of our SOU students, and your high level of professional ethics. We understand that your acceptance of a SOU pre-service teacher adds significant responsibilities to your full-time professional duties. We regret that we are unable to adequately compensate you for this time. We can only express our appreciation for the collegial relationships we share in mentoring students through their field placement experience.

Please do not hesitate to contact me if you have any questions about your role as a cooperating teacher, or how we at Southern Oregon University can better meet your needs.

Sincerely,

John King, Ph.D.
Division Director School of Education

Practicum/Student Teaching Calendar

2016-2017 EE Licensure Program

	August-September	Fall Term	Winter Term	Spring Term
	September Experience In-Service week → Sept. 23 rd	Fall Practicum Sept. 26 th → winter break for district	Half –Day Student Teaching January → Spring Break	Full-Day Student Teaching Spring Break → end of school
Time in school	Full days: Mon., Wed., Fri. Partial days: Tues. and Thurs.	Mon-Fri : Three hours every morning in Placement A One morning a week in Placement B	Half-day: every day Placement A through Feb. 3 rd Transition to Placement B in early February	Full-day: every day Placement B
Classes/Projects	Ongoing Portfolio Development; One class at SOU with assignments tied to placement(s)	Ongoing Portfolio Development; Four classes at SOU with projects EdTPA “Practice” Learning Segment	Ongoing Portfolio Development; Two classes at SOU Preparation for EdTPA Learning Segment	Portfolio Development & Presentation One SOU class Completion of EdTPA Portfolio

SOUTHERN OREGON UNIVERSITY

Elementary Education Program

The EE program offers a coordinated series of learning experiences, built upon a conceptual framework grounded in social constructivism and organized around themes of reflection, decision-making, facilitation, continuous learning, research, leadership and collaboration. The program has a strong connection with public schools and emphasizes the importance of providing preservice teachers with multiple opportunities for observation, interaction, reflection, facilitation, instruction, collaboration and leadership in a P-6 learning community.

MISSION STATEMENT

We are a community of learners, committed to preparing teachers for the educational challenges of a changing and increasingly diverse society.

Elements central to our mission are:

- § An unequivocal commitment to the care, education and nurturance of children and adolescents
- § A coherent framework, rooted in theory, informed by scholarship, examined in practice, and integral to the knowledge base
- § A rigorous curriculum that promotes critical and creative thinking
- § An articulation and bridging of research, theory and practice including an understanding and productive use of technology
- § A dedication to the provision of success-oriented educational opportunities for all students
- § A responsibility to examine ethical issues and promote social responsibility
- § A belief in the efficacy of education to address economic and social inequality
- § An academically talented, motivated, and diverse student body
- § An ongoing evaluation of all components of the program

Guidelines for Cooperating Teachers

September Experience

September Experience is the first opportunity for teacher education students to be in public school classrooms as part of their Elementary Education (EE) program. The purpose is to provide opportunities for pre-service teachers to observe and participate in preparation for a new school year. EE students are asked to observe and reflect on how public school teachers establish expectations and norms that impact the entire school year. **Student teachers should spend time in both Placements A and B.** Cooperating teachers play a vital role in this orientation of students to public education.

During this approximately four-week practicum, the role of the cooperating teacher is to:

- Help the pre-service teacher feel welcome as a member of the faculty. Please introduce him/her at the first faculty meeting.
- Plan suitable times with your pre-service teacher for establishing connections within the building to help the SOU student become a part of the learning community.
- Establish a working space in the classroom for your pre-service teacher.
- Include your SOU student at all in-service and faculty meetings.
- Review school policies with your pre-service teacher.
- Establish mutually convenient times for sharing how you plan instruction. Try to have a session at least once a week. This gives the SOU student an opportunity to ask questions and fill out planning books.
- Help your pre-service teachers introduce themselves to parents.
- Engage your pre-service teacher immediately in regular classroom routines and provide opportunities for co-teaching.
- Explain your classroom expectations and rules. What kind of classroom atmosphere do you expect to see? What are your general expectations for the role of the practicum student in your classroom during this four-week session?
- Encourage your pre-service teacher to spend time in other classrooms, libraries, labs, etc.

Guidelines for Cooperating Teachers

Fall Term

The fall term experience is a continuation of the student's September Experience; however, the pre-service teachers will only be in the classroom for about three hours every morning. **The two CTs and the student teacher should develop a schedule in which the student teacher spends the majority of the time in Placement A and possibly one morning a week in Placement B.** This time in the classroom is focused on "Understanding the Learner." The goal is to promote an understanding of human growth and development and how this interacts with teaching and learning. During this term, EE students build their knowledge of the special conditions and unique characteristics that affect students' successes in school.

As part of the course work linked to classroom experience, EE students will be asked to participate in the planning and teaching of a learning segment in literacy as "practice" for the EdTPA Assessment for licensure. In addition, they will observe the classroom students to record and reflect upon the cognitive, affective, social, and physical development of those students.

During the fall quarter, the role of the cooperating teacher is to:

- Review syllabi of your SOU student's university courses and be familiar with course assignments.
- Recognize that your SOU student may occasionally be pulled from your classroom to participate in special projects and seminars as part of their coursework.
- Continue to schedule regular planning sessions and discuss your teaching plans.
- Support the pre-service teacher with the "practice" EdTPA Learning Segment.
- Conduct one formal observation prior to the midterm conference. Forms are provided and available online.
- Participate in mid-term evaluation conference of your SOU student with the university supervisor.
- Maintain contact with the SOU student's supervisor, especially if problems or concerns surface during the term.
- Provide regular feedback to the pre-service teacher.
- Release your student to spend one morning a week in Placement B.

Guidelines for Cooperating Teachers

Winter Term

Placement A through Feb. 3rd / Placement B starting Feb. 6th

During the winter term half-day student teaching experience, EE students are expected to become more involved in delivering instruction and taking part in multiple activities within the classrooms and throughout the school. **Students will work collaboratively with their cooperating teachers and supervisor to design and implement a literacy learning segment to practice for the EdTPA.** In this field experience, student teachers continue to develop and refine competencies. In addition, they will analyze issues related to special needs and advanced accomplishments and observe ways in which teachers adapt learning experiences to the unique needs of students.

As a cooperating teacher, your role is to:

- Review syllabi of your student teacher's university courses and be familiar with course assignments.
- Expect your pre-service teacher to be in your classroom for half of your teaching day.
- Allow the SOU student teacher to assume your full range of responsibilities for the purpose of developing and demonstrating the competencies required for licensure. The assignment of responsibilities may be incremental in keeping with the objectives of the experience.
- Provide your pre-service teacher with daily feedback on teaching and planning. Include your student teacher in regular planning sessions.
- Complete a one formal observation in Placement A prior to the final conference at the end of January.
- Complete a one formal observation in Placement B prior to the midterm conference at the end of March.
- Guide and support your student teacher in completing the EdTPA Learning Segment.
- Maintain contact with the supervisor, especially if problems or concerns surface during the term.

Guidelines for Cooperating Teachers

Spring Term – Placement B

In this final field experience, student teachers assume the full-day classroom teacher's roles and responsibilities. In addition, they will complete their EdTPA Portfolio.

As a cooperating teacher, your role is to:

- Expect the pre-service teacher to be in your classroom all day with the exception of occasional, pre-announced, required university seminars, workshops, or job fairs.
- Allow the student teacher to assume the full range of responsibilities for the purpose of developing and demonstrating the competencies required for licensure. The assignment of responsibilities may be incremental in keeping with the objectives of the experience.
- Provide your pre-service teacher with daily feedback on teaching and planning.
- Maintain contact with the supervisor, especially if problems or concerns surface during the term.
- Continue meeting during mutually convenient times for planning.
- Schedule and complete one formal observations with your student teacher prior to the final conference.
- Sign off on all forms at the end of the term.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

The Oregon Administrative Rules (584-017-0100) stipulate that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the ten teacher functions identified below. The SOU EE program has aligned supervisory and evaluation procedures with these proficiencies. These are the skills, knowledge and competencies that you as a pre-service teacher must exhibit in order for SOU to recommend you for initial licensure. You will demonstrate these competencies through your work samples, your portfolio, your coursework, and your daily interactions on campus and in the schools.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and

responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

School of Education Contact List

The following phone numbers and E-mail addresses are provided for your reference. If you have questions or concerns, please feel free to contact the appropriate faculty member. Issues pertaining to student teachers should be directed to the assigned faculty supervisor; programmatic concerns can be directed to Steve Thorpe, Interim Dean of Education or Anita Caster, Program Advisor. Margaret Wright can answer questions regarding compensation for cooperating teachers.

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