

COLLEGE OF EDUCATION AND PROFESSIONAL
STUDIED

**Directed Teaching, Internship,
Graduate, and Inservice Practicum
Handbook.**

1
DEPARTMENT OF SPECIAL EDUCATION

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Introduction to the Directed Teaching Experience and Handbook:

This handbook is intended to serve as a tool to provide information on the student teaching experience. The handbook includes a description of different directed teaching experiences, roles and responsibilities, program requirements, formative and summative evaluation instruments that will be used throughout the student teaching experience.

Cooperating teachers are carefully selected based upon training, experience working with students identified with diverse disabilities; superior teaching ability, and willingness to serve as mentors for future teachers. Multiple roles of cooperating teachers and university supervisors include guiding, coaching, and mentoring teacher candidates in developing teaching and behavior management style unique to their talents and personalities and compatible with the structure, organization, and goals of the placement school program, as well as building their competencies in the Wisconsin Teaching Standards (WTS); InTASC; CEC, CAEP, and edTPA.

As teacher candidates, you will have numerous opportunities to apply the knowledge, skills, and best practices you learned in your coursework. You will be offered opportunities to practice and hone skills that will serve you during your teaching careers. This handbook is designed to assist you as teacher candidates, your cooperating teachers, and university supervisors through this process. Please read each of the sections carefully to gain a thorough understanding of the expectations and the procedures used to evaluate teacher candidate performance

Questions about the handbook can be directed to the university supervisors or the Department of Special Education Student Teaching Coordinator whose contact information is listed below above: page 2.

Please use this handbook as a guide, referring to it often during the student teaching experience.

Student Teaching Staff Contact Information

Contact Staff	Email Address	Phone Numbers
<p>Dr. Nomsa Gwalla-Ogisi Professor, Department of Special Education College of Education and Professional Studies (COEPS) Department of Special Education Student Teaching & Cross Categorical Program Coordinator Office: Wither Hall Room 5033</p>	<p><u>gwallan@uww.edu</u></p>	<p>Office: (262) 472- 5807 Cell: (262) 441-9858</p>
<p>Jessie Smith Dugan College of Education and Professional Studies (COEPS) COEPS Office of Field Experiences Director and edTPA Coordinator Office: Winther Hall Room 2042</p>	<p><u>duganj@uww.edu</u></p>	<p>Phone: (262) 472- 1123</p>
<p>Jodi Roehl College of Education and Professional Studies (COEPS) Office of Field Experiences Administrative Associate Office: Winther Hall Room 2041</p>	<p><u>roehlj@uww.edu</u></p>	<p>Phone: (262) 472- 1123</p>

Description of Directed Teaching Experiences in the Department of Special Education

Directed teaching experiences are sustained, prescribed periods of rigorous field-based experiences performed under the supervision of a certified experienced teacher and an institutional program supervisor in settings around students with disabilities prior to being issued a teaching license. The Department of Special Education at UW-Whitewater offers cross-categorical certification with emphasis areas in Learning Disabilities, Emotional Behavioral Disorders, and Cognitive Disabilities at the undergraduate and graduate (masters) levels.

These are full day, one-semester experiences (18 weeks). Undergraduates and graduates who do not hold a teaching license complete a full day semester long directed teaching experience in a classroom with a fully licensed teacher. Graduates who are employed as special educators on provisional or emergency licenses complete an on-the-job in-service practicum that is a semester long. The school district where the inservice teacher candidate is employed completes an in-service practicum agreement signed by an authorized school district administrator to commit to the terms of the on-the-job-practicum. The school district assigns an administrator or Program Support Teacher to serve as a cooperating teacher for the inservice practicum teacher candidate. Licensed teachers who are peers of the teacher candidate are not permitted to serve as cooperating teachers.

Teacher candidates are placed with fully licensed experienced teachers in their licensure emphasis areas who meet DPI, COEPS, and Department of Special Education requirements to serve as cooperating teachers. DPI and COEPS require that cooperating teachers have a minimum of three years of teaching experience and must have completed training on supervising teacher candidates. In addition to the DPI and COEPS cooperating teacher requirements, the Department of Special Education requires cooperating teachers to complete a three credit supervision of student teachers course which is offered free to teachers interested in serving as cooperating teachers. Each teacher candidate is also assigned a university supervisor.

To be eligible for licensure, teacher candidates have to pass the Praxis II, Wisconsin Foundations of Reading (WIFOR) prior to enrolling in directed teaching experiences. Teacher candidates have to pass the edTPA, Phase 4 Portfolio (FBA/BIP & IEP) and other Phase 4 Portfolio course related requirements, positive ratings with scores at or above two (2) on the Clinical Evaluation Assessment Instrument, positive ratings on the Initial Professional Dispositions Inventory (IPDI) with scores at or above three (3), and positive recommendations by the cooperating teacher and university supervisor. Graduates completing an on-the-job inservice practicum are required to visit two exemplary programs outside the district to learn from experienced teachers how to manage a program and improve student outcomes. The university supervisors has to approve of the model program the teacher candidate observes. The teacher candidate has to complete an observation and reflection form after the program visit. Directed teaching is graded on a satisfactory or no credit scale.

Information for Teacher Candidates

Teacher Candidates' Responsibilities:

- Gather information to complete the school profile using the School Profile Form In Appendix A.
- Teacher Candidates are required to report at their placement schools five full days per week for the entire student teaching period.
- Teacher Candidates follow their cooperating school district calendar and work hours. **Note** this includes cooperating district's vacation schedule.
- Regular attendance and reporting to school on time is considered extremely important. University supervisors should be informed of schedule changes.
- Teacher Candidates may, if absolutely necessary, accumulate a total of 3 absences: a combination of either; (a) sick days or (b) personal or family emergency days. Missing more than 3 days will seriously jeopardize successful completion of the student teaching requirements. Extenuating circumstances must immediately be discussed with the university supervisor and cooperating teacher. Teacher candidates who are absent for more than a week, even as a result of illness may have to extend their student teaching to the following semester should student teaching slots be available. Options can be discussed and determined by the student teaching coordinator in consultation with the director of the COEP Office of Field Experiences.
- If teacher candidates are going to be absent from their placement, they must inform their cooperating teachers by 6:00 a.m. If teacher candidates are going to be absent from school and a site visit has been arranged, they must inform their university supervisors by 6:00 a.m.
- Introduce yourself to families of students in your class with cooperating teacher approval (see TC letter to families sample under Appendix A.
- Develop and provide your cooperating teacher, university supervisor and Phase 4 seminar instructor with a copy of the Directed Teaching Tasks Checklist provided under Appendix A.
- Teacher candidates should attend to personal business and errands outside of the time they are required to be at their placement.
- Teacher candidates are expected to complete weekly updates and reflections using the Weekly Reflection Form in appendix A.
- Document the use of technology in the directed teaching placement in the weekly reflection (e.g. iPad, Smartboard etc.).
- Maintain a parent contact log throughout student teaching e.g. phone calls, parent notes, home visits, parent teacher conferences etc. to document collaboration with families to addresses one of the state standards.
- The teacher candidate will work with the cooperating teacher to develop a semester-long calendar detailing teacher candidate assumption of responsibilities.
- It is the teacher candidate's responsibility to initiate communication with the cooperating teacher and university supervisor to keep them informed of needs, concerns, and/or personal issues likely to interfere with performance.
- Each teacher candidate is required to develop and maintain a teacher candidate binder in a large three-ring binder with tabs for the different materials required. The purpose of this binder is to assist teacher candidates to organize student teaching materials and provide easy access to assignments and requirements completed. The binder will be reviewed by the university supervisor. Items in the binder are to be organized into four clearly labeled sections: (1) General

information (2) Placement program documents and thumbnail sketches (3) Educational materials and (4) Portfolio artifacts.

(1) General information materials to be included in the Teacher Candidate Binder:

- Placement school profile form.
- A copy of the department student teacher handbook, COEPS handbook, host school district handbook and edTPA handbook.
- Professional goals and updates: each teacher candidate is to develop an individual set of professional goals that he/she wishes to achieve by the end of the semester.
- A copy of the Initial Professional Dispositions Inventory (IPDI), Clinical Evaluation of Student Teaching and copies of the weekly reflections sent to the university supervisor.

(2) Program Required Documents and Thumbnail sketches:

- **Thumbnail sketches i.e. student profiles:** The teacher candidate will conduct a class study of those students in the cooperating teacher's caseload. Review students' RtI plans; IEPs; BIPs, student files, observe the students during the first week, discuss with the cooperating teacher and other personnel working with the students and interact with students to learn about them to compile the Thumbnail Sketches. The information must be compiled in a readily accessible format. A tab for just the thumbnail sketches will help make it easily accessible to the university supervisor during observation visits.
- A copy of the host district's IEP, FBA/BIP, RTI plans and related forms
- **Lesson plans:** The teacher candidate will use the edTPA lesson plan format for all lessons planned even prior to completing the formal **edTPA Learning Segment**. Lesson plans must be typed and kept in the student teaching binder for examination by the university supervisor.
- The university supervisor and cooperating teacher can, if the teacher candidate has demonstrated mastery of all lesson plan components allow the teacher candidate to use a modified lesson plan they both agree on.
- PBIS intervention guidelines for the school
- **Weekly Reflections and Updates:** Teacher candidates will complete weekly reflections that are submitted electronically to the university supervisor only at a time agreed upon.
- **Instructional Observation:** The teacher candidate will observe the cooperating teacher in the first few days of the student teaching experience using the Cooperating Teacher Observation form included under Appendix A in this handbook.
- Monthly observation from.
- **NOTE:** Inform the cooperating teacher that you will be observing and share this form with the cooperating teacher. Ask the cooperating teacher about his/her teaching style. Share the results of your observation with the cooperating teacher. There are many things to look for in a classroom. As in looking under a microscope, things do not become clear until you focus. **A Cooperating Teacher Observation Form** is included under Appendix A of this handbook.
- **edTPA Portfolio:** Teacher candidates will complete the edTPA portfolio on dates identified in the student teaching seminar. Ensure that edTPA permission slips are signed.
- **Midterm and Final Evaluations:** The teacher candidate will complete a self-assessment using the **a) Clinical Student Teaching Evaluation** form and **b) the Initial Professional Dispositions Inventory (IPDI)** form and will submit these to the university supervisor at midterm and at the end of student teaching. The teacher candidate should discuss performance with the cooperating teacher and university supervisor at midterm and identify areas of improvement that will be addressed.

Professional Conduct Expected:

- Conduct themselves in a professional manner at all times. TCs have to remember that they are guests in the schools to which they are assigned and that their conduct reflects not only on them, but the department, the college, and the University as well.
- Be punctual at all times.
- Complete all assignments in a timely manner and comply with all procedures and policies of both the placement school and the University.
- Be responsible for maintaining confidentiality of students and their families at the placement school. In order to preserve the confidentiality of student information, please do not include last names on any written assignments e.g. IEP etc. Do not post pictures or share information about students, staff, families etc. on social network sites like Facebook etc. Under no circumstances should you discuss personal information about your students outside the professional forum.
- Dress professionally. The teacher education program does not have a dress code per se, but you should adopt a personal dress code that is consistent with attire of the school in which you are a guest. T-shirts with offensive logo or alcoholic beverages are not permitted in schools.
- Act responsibly when interacting with families and outside agencies on behalf of the placement school.
- Follow through with assigned tasks.
- Do not post negative comments about your school, staff, or students on social media or online sites.
- Use professional language with students, staff, and families.
- Do not use cell phones during school hours. Use your cell phone only during your lunch hour.
- Do not access personal email and social media during school hours.
- Smoking is not allowed on school grounds.
- Alcoholic beverages and other substances are not allowed on school grounds.
- If you are on medications, please make sure you take those in private and keep them in a secure location not accessible to students.
- Maintain professional boundaries with students e.g. do not engage in social media with students i.e. do not “friend” students at your school on Facebook.
- Do not give rides to students after school because of legal liability issues in case of accidents.
- Review and follow all school policies.
- Do not use verbally abusive language with students.
- As a mandatory reporter, find out what your placement school procedures are should you witness a situation at school or a student discloses to you about being abused.

Information for Inservice Practicum Teacher Candidates Only

1. Inservice practicum teacher candidates will be evaluated by their university supervisor and a designated non-peer district cooperating teachers to determine their level of competence in (a) diagnosis/Assessment, (b) curriculum (c) planning, (d) instruction, (e) behavior management and (f) working with and consultation with families, related services personnel, other school professionals, and community agencies. The teacher candidate will be given both oral and written feedback.
2. Inservice teacher candidates are expected to meet all the requirements for directed teaching outlined in the Directed Teaching Syllabus including successfully completing (a) artifacts for the phase 4 portfolio class that will be evaluated by the university supervisor using the department established rubrics and (b) edTPA that will be internally rated in 2014 and externally submitted to Pearson for rating starting fall semester 2015, and c) pass the Wisconsin Foundations of Reading (WIFOR).
3. All teacher candidates must **successfully** complete **all** directed teaching assignments, phase 4 course, and program requirements established by the department to be recommended for licensure.
4. Inservice practicum teacher candidates who are unable to successfully demonstrate competence within one semester will be given the option, if recommended by the university supervisor after consultation with the department oversight group comprised of the department chair, Department of Special Education Student Teaching Coordinator, COEPS Director of Field Experiences to withdraw from the practicum Inservice Practicum, and will be required to register for the Inservice Practicum the following semester if space is available to meet competencies. Inservice practicum teacher candidates that are withdrawn for non-performance are not eligible for a refund of university fees as is the case for documented medical withdrawals. Student teaching slots will not be guaranteed.
5. Since inservice practicum teacher candidates do not have the benefit of teaching under the mentorship of a licensed teacher in the same classroom throughout the directed teaching experience, the inservice teacher candidates **must** visit two exemplary programs to be approved by the university supervisor. The purpose of these visits is to expose the inservice practicum teacher candidate to a program managed by a fully licensed and experienced special educator. The teacher candidate gets an opportunity to observe and learn from a licensed and experienced professional in the teacher candidate's emphasis area. At the conclusion of the visits, the teacher candidate will need to complete the **Approved Program Observation Form** to be submitted to the university supervisor. This form is included under appendix A of this handbook.
6. **Midterm and Final Evaluations:**
The teacher candidate will complete a self-assessment using the **a) Clinical Student Teaching Evaluation** form and **b) the Initial Professional Dispositions Inventory (IPDI)** form and will submit these to the university supervisor at midterm and at the end of student teaching. Discuss performance with the cooperating teacher at midterm and identify areas of improvement that will be identified as goals for the second part of student teaching.

Information for Cooperating Teachers.

The following list highlights just some of the responsibilities of the important position of the cooperating teacher:

Suggestions for the Introductory Meeting and First Day with the Teacher Candidate

- Meet with the teacher candidate at a time that is convenient to you. Tell the teacher candidate a bit about yourself
- Ask the teacher candidate to tell you a bit about him/herself
- Briefly discuss your expectations and basic responsibilities of the teacher candidate
- Briefly discuss your responsibilities as cooperating teacher
- Orient the teacher candidate to the classroom
- Give the teacher candidate a tour of the school if possible or ask a student to.
- Introduce the teacher candidate to other personnel (principal, clerical staff, OT; PT staff; custodian, other teachers, cafeteria workers, librarian, etc.)
- Show the teacher candidate the copier and how to use it
- Set up calendar and review any special calendar dates
- Discuss daily routines, schedules, duties, etc.
- Review highlights of the school handbook or provide links for the teacher candidate to access this information and then discuss later. (If you completed the Supervision course at UWW, provide the teacher candidate with the link to the LiveBinder you developed for them.
- Discuss expectations and policies for communicating with families and strategies you suggest to address parental concerns.
- Review self-evaluation and reflection options
- Discuss appropriate dress code for teacher candidate
- Share discipline code for the classroom and the school.

Cooperating Teacher Roles and Responsibilities:

- Work with the teacher candidate, and if possible, the university supervisor to develop a student teaching plan for phasing-in and phasing-out the teacher candidate's responsibilities during the student teaching semester (see Sample Student Teaching Plan Provided under Appendix A).
- Work with the teacher candidate to develop a plan to implement university requirements and the edTPA within classroom/school and to monitor the development of the teacher candidate.
- Engage in a three-way post university supervisor visit observation conferences with the teacher candidate and university supervisor. Positive points and recommendations made during the three-way conference should be noted on the observation form. At the end of the conference the teacher candidate will sign the form and you will each receive a copy. Copies of the completed, signed observation forms are filed with the College of Education and Professional Studies Office of Field Experiences, in the teacher candidate's three-ring binder, and in the supervisor's records.
- When the teacher candidate starts the edTPA Learning Segment Unit, you can still provide focused feedback, however, you cannot tell the teacher candidate what to change or do for the edTPA Learning Segment.
- Complete the midterm and final **a)** clinical experience evaluation form and **b)** the initial professional dispositions inventory form
- Confer with the university supervisor to determine and reach consensus about the teacher candidate's satisfactory performance on the clinical and initial professional dispositions evaluations at **midterm** that will indicate the teacher candidate's mastery of student teaching competencies and expectations.
- If at midterm you and the university supervisor determine that the teacher candidate is not satisfactorily performing to meet standards, and expectations for student teaching, you will cooperatively develop a contract that spells out expected levels of performance and competencies the teacher candidate will have to demonstrate to successfully complete student teaching. The university supervisor will inform and work with the Department of Special Education Student Teaching Coordinator when a teacher candidate is identified as "at risk" during student teaching.
- Confer with the university supervisor to complete the **final** clinical and initial professional dispositions evaluations to determine and reach consensus about the teacher candidate's satisfactory performance that indicates that the teacher candidate has met student teaching standards; all student teaching and program requirements, and has demonstrated all competencies to successfully complete student teaching and become eligible for licensure.
- At the end of student teaching, please complete a written statement of reference to be submitted to the COEPS Office of Field Experiences within twenty days following the last day of the student teaching assignment.

Specific Strategies for Effectively Mentoring the Teacher Candidate

- Provide regular oral and/or written feedback of teaching performance.
- Present demonstration lessons using varied teaching strategies, and discuss them with the teacher candidate.
- Review all lesson plans and provide appropriate feedback.
- Provide the teacher candidate with opportunities to prepare and develop original teaching plans, using a variety of strategies and materials.
- Plan with the teacher candidate for effective assessment of learning.
- Guide the teacher candidate in planning assignments and homework that provide appropriate challenges for students in the class.
- Assist the teacher candidate in planning and implementing appropriate accommodations for students with special needs.
- Guide the teacher candidate in using and caring for school equipment and materials.
- Provide feedback on the teacher candidate's classroom presence: e.g., movement throughout the classroom, effective voice and expression, effective communication with diverse students in language and styles that are responsive to the students; appropriate professional appearance, etc.

Discussion of Human Relationships and Professionalism

- Discuss the roles and professional conduct expected of a teacher, which includes not discussing students and colleagues outside the classroom.
- Stress the importance of being a role model in the classroom, including respect for others, respect for diversity, and appropriate language and dress.
- Involve the teacher candidate in parent conferences and other professional meetings.
- Integrate the teacher candidate into the school as a professional colleague.
- Teacher candidates sign a "Professionalism in Teaching Pledge" included in Appendix A: please peruse this to familiarize yourself with this document).

Suggestions for Collaborative Teaching

- Collaboratively plan a unit or mini-unit and co-teach with the teacher candidate if possible.
- Select and agree on a co-teaching model to use

Addressing Concerns

- If the teacher candidate's progress is not satisfactory, discuss the specifics of the concern with him or her as soon as the situation becomes apparent; **document** all discussions in writing and share these with the university supervisor.
- Work together to develop strategies to overcome the problem.
- Notify the university supervisor and schedule a three-way conference if the concerns persist.
- In consultation with the teacher candidate and the university supervisor, decide on a course of action.
- Invite the assistance of a school administrator or Department of Special Education Student Teaching Coordinator if you feel this would be helpful and/or necessary.
- The school administrator should be informed if a teacher candidate is struggling and "at risk" of not successfully completing student teaching.

Student Teaching Stages and Plan

Student teaching progresses through stages of mentoring and supervision. While the length and structure of each stage will vary, all are important to the teacher candidate's success. You can craft stages that work for you and your teacher candidate in consultation with the university supervisor. It will help to nail down dates the teacher candidate has to complete the Phase 4 portfolio artifacts and schedule videotaped lessons to practice prior to videotaping for the final edTPA lessons that the teacher candidate will submit to the university. The deadline to upload the edTPA portfolio onto Taskstream is determined by the department each semester to coincide with the Pearson required submission dates.

Sample stages:

Stage 1: Observation

- The teacher candidate observes you modeling good teaching practices.
- The teacher candidate should be able to clearly reflect understanding of the skills demonstrated before moving to the next stage. During this time the teacher candidate should be anticipating and preparing for Stage 2. The teacher candidate should review IEPs to get to know the needs of students in your caseload and to also develop Thumbnail sketches.

Stage 2: Team Work

- **If workable**, the teacher candidate and you could plan and teach a lesson or more cooperatively.
- The co-teaching experience should provide opportunities for the teacher candidate to ask questions and for you to demonstrate specific techniques. If you do not teach lessons, but provide behavioral support to students, the teacher candidate can observe and/or participate in conducting a Life Space Crisis Intervention or other problem solving approaches you use with students whose behavior have escalated to the point of disrupting instruction.

Stage 3: Independent Teaching with Observation

- The teacher candidate teaches independently with you reviewing the lesson plans and observing the student teacher's instructional methods and classroom management practices. The teacher candidate could tape a lesson and then you can hold a conference with the teacher candidate after the lesson, providing encouragement and specific feedback. This would be a good stage to plan taping for the edTPA for those teacher candidates who are scheduled to complete part of their student teaching abroad.

Stage 4: Independent Teaching

- The teacher candidate teaches independently, continually gaining independence and confidence.
- The teacher candidate takes over some responsibilities. The students in the classroom learn to depend on the teacher candidate rather than on you during this stage. This is a good stage to complete the edTPA.
- Many opportunities to exercise judgment and learn from experience occur during independent teaching. Conferencing with the teacher candidate continues throughout this stage.

Stage 5: Closure with Critical Observation

- At this stage you begin to re-assume more responsibility for the classroom.
- The teacher candidate may again become the observer, now from the vantage point of more knowledge. At this stage you can allow the teacher candidate to observe in other classrooms. The teacher candidate may now complete the personal evaluations with new insights about his or her knowledge and skills.

Student Teaching Plan

- Cooperating teachers and teacher candidates should collaborate to develop the plan for gradually assuming and releasing control of classroom instructional responsibilities.
- Keep in mind that teacher candidates need at least 3 to 4 weeks of full responsibility and then gradually hand the class back and spend the last week observing other classes and/or programs within the school or district.
- Teacher candidates will spend part of the first week observing you as the cooperating teacher, reviewing IEP's and BIPs of students that will be in their caseload and creating Thumbnail sketches for their student teaching binder to be used by the university supervisor during site visits. You are encouraged to co-plan and maybe even co-teach one or more lessons with the teacher candidate to mentor and model and then observe as the teacher candidate takes over instructional leadership.
- Videotaping is a powerful tool for improving the teacher candidate's classroom management and instruction. A demonstration lesson can be videotaped so that the teacher candidate and you can review and analyze key elements of the lesson. You and the university supervisor can use the videotape to provide feedback to the teacher candidate that can prove helpful as the teacher candidate will later have to plan for and videotape lesson segments for the edTPA. A **Sample Student Teaching Plan** form prepared by a teacher candidate and cooperating teacher is included in **Appendix A** in this handbook.

Information for the University Supervisor

The role of the university supervisor is to serve as a liaison between the university and cooperating teacher and placement school. The university supervisor also serves as the teacher candidate mentor, coach, supporter, and evaluator

University Supervisor Roles and Responsibilities

- The university supervisor will work with the teacher candidate to schedule the initial three-way conference with the TC and cooperating teacher within the first week of student teaching to discuss student teaching requirements and
- The university supervisor will make four (4) on site visits of at least one hour in length to observe the teacher candidate. Each visit will be recorded on the observation form, discussed with the teacher candidate and cooperating teacher in a three-way post observation debriefing conference. The teacher candidate will sign the completed observation form and all parties will receive a copy.
- View preliminary teacher candidate lesson video and provide feedback on the lesson presentation observed using the observation form.
- Review, discuss, and record progress toward student teaching goals, plans, and specified instructional products.
- Establish a schedule for weekly reflections.
- Read and respond to weekly reflections from the teacher candidate.
- Complete the midterm and final clinical experience evaluation and the initial professional dispositions forms.
- Confer with the cooperating teacher to reach consensus about the teacher candidate's performance at **midterm** that will indicate whether the teacher candidate is mastering student teaching competencies and expectations.
- If at midterm the cooperating teacher and you determine that the teacher candidate is not meeting standards and expectations for student teaching, then you will work with the Program Student Teaching Coordinator, COEPS Director of the Office of Field experiences, cooperating teacher, and the teacher candidate to develop a contract that spells out expected levels of performance and competencies the teacher candidate will have to demonstrate to successfully complete student teaching.
- Once a teacher candidate is identified as "at risk" of not being successful in student teaching, the university supervisor has to work closely with the Department of Special Education Student Teaching Coordinator and COEPS Office of Field Experience Coordinator.
- Confer with the cooperating teacher to complete the **final** clinical and initial professional dispositions evaluations and reach consensus about the teacher candidate's satisfactory performance that will indicate the teacher candidate has met student teaching standards and requirements.
- At the end of student teaching, the university supervisor will complete a written statement of reference to be submitted to the Office of Field Experiences within two weeks following the last day of the student teaching assignment.

Supporting Teacher Candidates Completing the edTPA

Acceptable and Unacceptable Forms of Support

The chart below provides specific types of supports acceptable and unacceptable once candidates start developing artifacts and commentaries for their **summative edTPA portfolio** to be formally submitted to Pearson.

TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Feedback	Encourage candidates to reflect on their responses and artifacts in reference to theory/ research; and to reach their own conclusions about their teaching practice.	Offering alternative responses to commentary prompts Suggesting changes to be made in an edTPA draft or final version Using edTPA rubrics to provide scores for official edTPA instruction/lessons
Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process	Discussions with candidates aimed at improving teaching competence aligned with program values and edTPA rubric constructs.	Leading comments, about the clinical observations, aimed at helping a candidate pass edTPA.
Curriculum Materials or Instructional Strategies	Discussing curriculum materials or instructional and assessment strategies in a seminar of field observation, leaving it to candidates to make selections and/ or adaptation based on their own knowledge of their students' and on the content to be taught.	Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.
Editing	No editing of edTPA is acceptable	Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable.
Electronic platforms	Supporting candidates to use electronic platforms such as Taskstream,	Uploading artifacts or commentaries for candidates
Handbooks & Templates	Providing password-protected electronic access to edTPA handbooks and templates	Displaying or discussing edTPA handbooks, prompts, rubrics and templates in publicly accessible electronic platforms or websites.
Rubrics Explanation	Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.	Using edTPA rubrics to provide formal feedback &/or scores on drafts of edTPA tasks.
Support Documents	Sharing support documents from the Resource Library at edtpa.aacte.org or Evaluation Systems such as "Making Good Choices", video tutorials, help line assistance, etc.	Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts and benchmarks) provided by SCALE and/or Evaluation Systems.
Technical Assistance	Arranging technical resources for video recording and uploading documents into electronic platforms. Ensuring that candidates understand the video requirements (number of clips, time limits, etc.) for their subject area as well as the evidence to be visible in their videos.	Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.

Guidelines for supporting candidates completing edTPA. (Stanford University).

Teacher Candidate Evaluation

Evaluation:

Evaluating teacher candidates involves providing explicit oral and written feedback to the teacher candidate at least during 2 formal observations using the observation form required by the university. Discuss evaluation points with the university supervisor and the teacher candidate and establish clear timeliness given the parameters of the length of Phase 1 student teaching. It is important to participate in three way conferences to discuss the teacher candidate's progresses with the university supervisor. The university supervisor will be making 3 on site visits and 1 virtual supervision during the student teaching phases. Establish timeliness for the performance based assessments.

Evaluations completed at Midterm and at the end of Student Teaching by the teacher candidate (self-evaluation); cooperating teacher, and university supervisor.

Formative Evaluations:

- ✓ The cooperating teacher will formally observe the teacher candidate two times and complete the Observation form included under Appendix A. Complete two formal observations of the teacher candidate using the observation form the teacher candidate twice Please provide focused feedback to the teacher candidate on a consistent basis.
- ✓ The university supervisor will observe the teacher candidate 4 times using the Observation form included under Appendix A.
- ✓ The university supervisors and cooperating teachers will review one teacher candidate practice video and provide explicit feedback.

Summative Evaluations Completed at Midterm: Completed by the TC, Cooperating teacher and the university supervisor.

- ✓ Initial Professional Dispositions Inventory (IPDI)
- ✓ Clinical Evaluation of Student Teaching

Summative Evaluations Completed at the End

- ✓ Initial Professional Dispositions Inventory (IPDI)
- ✓ Clinical Evaluation Of Student Teaching
- ✓ Letter of recommendation
- ✓ edTPA portfolio