

SUPERVISOR & COOPERATING TEACHER GUIDELINES

*University of Phoenix Online Teacher Education; "Impacting Student
Learning, One Educator at a Time"*

2015/16

UNIVERSITY OF PHOENIX MISSION

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations and provide leadership and service to their communities.

ACADEMIC AFFAIRS MISSION

The University of Phoenix is guided by its own mission and purpose that directs our work with teacher candidates and professional educators. Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The University constantly works toward our vision. Our Education Program Specialist (EPS) are leaders in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
- Employing a practitioner faculty who are recognized as experts in the educational community.
- Using integrated technologies to impact learning.
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
- Sharing our model and best practices with our colleagues.

ONLINE TEACHER EDUCATION DEPARTMENT GOALS

- To ensure successful completion of student teachers;
- To develop and maintain positive relationships with schools and districts.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The Cooperating Teacher is an integral part of the student teaching experience. The experience and theoretical knowledge the Cooperating Teacher shares with the Student Teacher is one of many keys to the success of the experience. The working relationship between the Cooperating Teacher and the Student Teacher will also have a great impact on the success of the new educator. The Cooperating Teacher is a designated mentor available to monitor, evaluate, and provide feedback to the Student Teacher on a daily basis.

Considering this responsibility, the Cooperating Teacher should have at least two years of teaching experience, a valid teaching certificate, and a Bachelor's degree. Cooperating Teachers should be considered master teachers in their schools/districts. The Cooperating Teacher should be comfortable with using evaluation instruments, standard observation, feedback, and coaching strategies to assist Student Teachers in the development of the management and instructional skills necessary to develop the Student Teacher into an effective and competent educator.

The responsibilities include, but are not limited to:

- Meeting with the Student Teacher prior to the start of the Student Teaching experience. At this time, expectations, policies, materials, and curriculum requirements for the first days/weeks of the experience should be communicated
- Assist in orienting the Student Teacher to the school, classroom, and the students; along with school district policies, rules, and regulations.
- Work with the Student Teacher to develop a schedule of responsibilities.
- Set and communicate the standards for the lesson plans the student is expected to develop.
- Supervise the Student Teacher on a daily basis throughout entire practicum.
- Review the Student Teacher's lesson plans to allow for constructive feedback and revisions where necessary.
- Phase the Student Teacher into the observation/teaching cycle. The Student Teacher should begin the experience acting as observer and should progressively be given more responsibility in the classroom.
- Assist with the development of the Teacher Work Sample, as needed.
- Allow time for the Teacher Work Sample to be implemented in the classroom.
- Establish a time to talk with the Student Teacher about his or her activities, impressions, reflections, suggestions for goals, and areas of improvement.
- Communicate the Student Teacher's progress to the Site Supervisor via face-to-face discussion or telephone contact.
- Complete a mid-term evaluation by logging into a TaskStream account and submitting the evaluation via TaskStream. Log in information will be provided by TaskStream.
- Collaborate with the Site Supervisor to assist the Student Teacher in developing identified skill and knowledge deficiencies throughout the student teaching experience.
- Complete the Final Evaluation of the Student Teacher's progress and submit via TaskStream.

ENSURING APPROPRIATENESS OF COOPERATING TEACHER

The University of Phoenix requires all Cooperating Teachers to meet the following qualifications:

- Hold current teaching certification;
- Have at least two years of teaching experience;
- Have the full recommendation of the District and site principal.

However, there are times when these qualifications are met, yet the mentor teacher may need assistance from the University Supervisor in honing his/her skills. University Supervisors should assist the following when observing a Cooperating Teacher:

- Models a variety of instructional strategies;
- Directs the student in record keeping and administrative routines;
- Encourages the student teacher to be creative and to find his/her "voice"; Does not expect student teacher to be exactly like self;
- Assists the intern in lesson planning and preparation and collaborates on lesson plans;

- Recognizes that student teaching is a learning experience and expects growth, not perfection, from his/her intern;
- Listens to the student teacher and addresses any concerns and questions that arise;
- Treats student teacher as a fellow educational professional;
- Works to establish a relationship and rapport with the student teacher;
- Provides both positive feedback and identification of opportunities for improvement;
- Provides an orientation to the school and community and introduces the student teacher to school staff;
- Gradually increases involvement in decision making and teaching responsibilities;
- Provides daily feedback;
- Encourages team teaching opportunities when appropriate;
- Confers with University Supervisor and Education Program Specialist;
- Invites student teacher to participate in extracurricular activities, workshops, departmental meetings, and conferences;
- Avoids unnecessary criticism and utilizes objective criteria in supervision;
- Utilizes praise liberally;
- Assists student teacher in problem solving.

RESPONSIBILITIES OF THE SUPERVISOR

The Supervisors assigned to supervise individual Student Teachers through their field experiences and to work collaboratively with the Cooperating Teacher are an important ingredient in student teaching success. The supervisor serves as an ongoing resource for the Cooperating Teacher in the school, and monitors and evaluates the Student Teacher's progress. This supervisor must have a Master or Doctoral degree, a current teaching and/or Administrative certificate, and must have at least one year of experience in supervision. Site Supervisors use evaluation instruments, standard observation, feedback, and coaching strategies to assist Student Teachers in developing their instructional and management skills during their time in the classroom.

The Supervisor is responsible for observing and evaluating candidates during student teaching. This is accomplished through scheduled observation and feedback sessions with candidates using the forms provided. It is up to the Site Supervisor to determine each candidate's supervision schedule in consultation with the candidate's Cooperating Teacher to create an individualized plan that best suits the needs of the candidate. The candidate may also indicate a need for more intensive supervision for a period of time based on problems with a particular skill. It is the university's intent that all student teaching experiences are individualized based upon a candidate's performance and progress in the classroom.

The responsibilities of the Supervisor include, but are not limited to:

- Make initial contact with the Cooperating Teacher (CT). Describe expectations for the Student Teacher and the role of the designated CT.
- Conduct a minimum of five (5) visits, including at least two formal observations (mid-term and final – submitted via TaskStream) with conferences.
- Meet periodically with the Cooperating Teacher to discuss the Student Teacher’s performance and to answer any questions.
- Ensure that the Cooperating Teacher assists the Student Teacher in developing and implementing the Teacher Work Sample.
- Require Student Teacher to notify Site Supervisor immediately of any emergencies or illness that will result in an absence. Inform Student Teacher that missed days must be made up (absence from teaching experience of more than 5 days will result in withholding of passing grade in the student teaching field experience until missed days are made up). Upon missed day 6, student teaching practicum will be discontinued. Second attempt is possible after completing of Supplemental Standards and coaching.
- Notify the University of Phoenix immediately of any concerns related to the performance of the student teacher or Cooperating Teacher, or other issues that warrant University administrative attention.
- Perform formal midterm and final evaluations of the Student Teacher and submit the evaluations via TaskStream.
- Upon completion of the practicum complete and submit the Final Grade Form via TaskStream.
- Communicate clearly and directly with the Student Teacher at all times. If the Site Supervisor has concerns about the content knowledge or performance of the Student Teacher at any point
- Collect weekly reflections from ST. Direct ST as to weekly due date and required format/questions that should be addressed by the student.
- in the experience, he or she should immediately report these concerns to the Education Program Specialist (EPS).

THE UNIVERSITY SUPERVISOR – OVERVIEW

Communication, collaboration, and counseling are three keys to being a successful University Supervisor. The University Supervisor counsels the student teacher by offering suggestions and providing encouragement for growth so that each student teacher is able to realize his/her full potential. Collaboration is also important in ensuring a positive and productive working relationship between the university and host school.

University of Phoenix student supervisors are selected for their expertise in the art and science of teaching. Student teachers benefit greatly by intensive mentoring from the supervisors, and high quality, constant feedback is necessary to spur growth in student teachers’ competencies. The University Supervisor enters into his/her assignment with the dedication to the goal that each student teacher is given the best possible opportunity to learn and grow within his/her potential.

The successful University Supervisor considers the following:

- Acts as a liaison between the student teacher, university administration, cooperating teacher, and participating school/district.
- Familiarizes self with the policies and procedures of the University of Phoenix programs and reads the Student Teaching Handbook.
- Performs evaluations of student teachers' progress, providing preventative and diagnostic supervision, conducting a minimum of five visits per semester.
- Serves as a mediator and problem solver as situations may warrant.
- Acts as a public relations agent for the University of Phoenix programs.
- Serves as a resource person for the student teacher and cooperating teacher.
- Answers questions and is in close communication with student teacher, cooperating teacher, and University.
- Monitors student progress and provides supplementary information to student teacher and cooperating teacher to assist in improvement of performance.
- Confers regularly with cooperating teacher about the progress of the student teacher.
- Provides instructional and managerial assistance through scheduled observations.
- Determines, in conjunction with cooperating teacher, student teacher's mastery of teaching competencies.
- Collaborates with cooperating teacher on midterm and final student teaching grade.
- Reviews evaluations thoroughly with student teachers and submits to TaskStream as directed.
- Provides specific tasks and behaviors necessary for continued improvement.
- Ensures student teacher receives final student teaching grade at final evaluation via TaskStream.
- Aware that a grade of B or better is necessary to pass student teaching and grades student progress accordingly. (Students must earn 42/50 points or higher to pass student teaching)
- Conducts regularly scheduled conferences with cooperating teacher and student teacher.
- Manages growth and development of the student teacher.
- Reports progress concerns to Education Program Specialist.
- Documents all student progress and notes any infractions of school policy or professionalism as well as unsatisfactory progress in instruction and/or management.
- Develops and implements a growth/remediation plan if there are problematic areas needing special attention. Signed copies of the remediation plan are provided to all parties as well as the University Administration.
- Conducts additional observations for students who may be having difficulty.
- Encourages professionalism within student teachers.

TIPS FOR SUCCESSFUL SUPERVISION

- Conduct an introductory teleconference or visit to the school in order to introduce yourself to the cooperating teacher and student teacher prior to the start of the practicum.
- Ascertain the teaching schedule of the student teacher to determine suitable visitation times.

- Complete your midterm evaluation and submit to TaskStream prior to the end of the sixth week, noting any deficiencies, progress, and developing a remediation plan if necessary.
- Contact the student teacher and cooperating teacher weekly to answer questions and provide resources. Discuss the suggested following topics:
 - Expectations of Student Teachers/Cooperating Teachers
 - Classroom Management
 - Lesson Plans
 - Classroom Environment
 - Relationship Building
 - Questioning Techniques
 - Assessment
 - Parental Involvement
 - Classroom Arrangement
 - Diverse Learners
 - Active Involvement of Learners
- Obtain a district calendar and school map so that you become familiar with the environment.
- Create a student file that contains this information: name, phone number, address, cooperating teacher name and contact information, school site information, copies of evaluations, documentation of correspondence.
- Discuss the evaluation forms with the student teacher and cooperating teacher so that expectations for completion are uniform and understood.
- Review student teachers' lesson plans on a weekly basis.
- Once practicum has begun, informally contact the school site, cooperating teacher, and intern to ensure that everyone is satisfied with the placement.
- Submit expense reports/mileage forms through eCampus (Oracle) if faculty or if site supervisor (if applicable) to Education Program Specialist directly to ensure timely stipend payment.
- At each observation, provide the student teacher with feedback on both strengths and areas of refinement.
- Share your wisdom. University Supervisors are one of the best resources that the interns have for development.
- Do not hesitate to contact University Administration for guidance, especially in circumstances during the student teaching experience that affects the physical or emotional health of the intern or the relationship between the host school and the University.

RESPONSIBILITIES OF THE STUDENT TEACHER

Student teaching is an important and invaluable component of the Teacher Education Program. It provides candidates with field-based experience at the appropriate grade level and content area. Student teachers work with a cooperating teacher at a school site and with a university supervisor. Candidates experience a clinical supervision model that utilizes observation, analysis, reflection, and

conferencing components. Additionally, student teachers will be responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of each assignment is scheduled to coincide with site supervisor visitations and/or student teaching seminars; the content of these assignments will form the basis for discussion at the meetings. The student teaching experience is designed to emphasize the achievement of state-specific standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Student teachers are expected to:

- Show up on-time every day, prepared to teach a full day
- Become familiar with the school's programs, calendar, policies, community, client base, and services.
- Participate in an observation cycle of cooperating teachers while noting routines, student learning styles, teaching styles, delivery of curricula, and classroom management.
- In collaboration with the cooperating teacher, develop lesson plans that satisfy state standards and local school district curricula.
- Maintain informal anecdotal records noting students' learning styles, teaching strategies, positive experiences, reactions, etc.
- Study the school district's progress reporting system. The cooperating teacher will model the evaluation of student class work and the diagnosis, writing, and scoring of student progress.
- Collect samples and data for the TaskStream professional portfolio.
- Participate in the professional activities of the classroom teacher.
- Confer with and/or observe teaching staff involved with student instruction in pullout programs or services including speech, ESL, gifted programs, special education, occupational therapy, physical therapy, etc.
- Quickly learn the names of the students and become a contributing member of the faculty.

STUDENT TEACHING

Student teaching is an integral component of the Teacher Education Program. It provides candidates with a field-based experience at the appropriate grade and content level. Student Teachers work with a Cooperating Teacher from a school site and with a Site Supervisor. Candidates experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of each assignment is scheduled to coincide with Supervisor visitations and/or student teaching seminars; the content of these assignments will form the basis for discussion at the meetings. The student teaching experience is designed to emphasize the achievement of state specific standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

FIELD EXPERIENCE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from birth through age 18. The focus of each observation will relate to specific course content and will follow a structured format. Documentation will be maintained in the candidate's professional portfolio. The completed field experience log must be submitted in the final Student Teaching Seminar.

GUIDELINES FOR EFFECTIVE OBSERVATIONS AND CONFERENCES

Observation Recommendations

One of the primary roles of the University Supervisor is to encourage success within student teachers and to ensure that student teachers' feel that their efforts are appreciated by the Cooperating Teachers and University Supervisors. Supervisors can encourage this growth within interns by showing consideration, appreciation, positive feedback, respect, and encouragement.

Prior to the start of the practicum, the effective University Supervisor will contact his/her student teacher to introduce him/herself and to provide a channel for getting-to-know one another, as well as opening the channels of communication by facilitating the student's questions. At this time, you are required to set up a TaskStream account if you have not already done so. Some things a University Supervisor may want to cover during this introductory conversation are as follows:

- Overview of supervisor's background and interests;
- Establishment of expectations for student teaching and discussion of observation schedule;
- Solicit and answer any questions;
- Attempt to put the intern's mind at ease regarding your visits;
- Ask the student teacher about his/her background;
- Biggest fear about student teaching;
- What he/she most looks forward to during practicum;
- Interests;
- Feelings about children/education;
- What their ideal classroom would look like;
- His/her road to deciding to become an educator.

During the first two to three weeks of the experience, while the student teacher is primarily an observer within his/her environment, University Supervisors should encourage student teachers to:

- Identify and list classroom rules;
- Explore socioeconomic and environmental factors of school/district;
- Ensure punctuality and a positive attitude;
- Identify classroom routines established and utilized by the Cooperating Teacher;

- Familiarize self with school and class schedules;
- Observe and document student behavior and interaction patterns among students;
- Identify strategies the Cooperating Teacher utilizes to keep students on task;
- Identify learning styles of students;
- Document positive reinforcement programs utilized by the Cooperating Teacher;
- Discuss lesson planning strategies with the Cooperating Teacher;
- Discuss overview of semester with Cooperating Teacher, develop semester plan;
- Describe instructional strategies utilized by the Cooperating Teacher;
- Practice lesson planning;
- Identify pattern of independent practice (homework) as issued by Cooperating Teacher;
- Determine effective motivational techniques as utilized by Cooperating Teacher;
- Identify diverse learners within the classroom;
- Identify effective systems for timely and positive feedback;
- Explore the impact of the physical environment on student learning;
- Identify questioning strategies utilized; develop questions which reach lower and higher cognitive levels.

During the midpoint of the practicum, students begin assuming more responsibility and ownership of classroom management and instruction. Through the observations and activities identified above, student teachers can hone skills and develop personal styles which are in harmony with the styles of the Cooperating Teachers. At this point, some of the recommended skills for University Supervisors on which to focus and provide feedback are as follows:

- Classroom Management techniques;
- Use of praise and consistent/timely feedback;
- Identification and attention to diverse student learning styles;
- Questioning Strategies (i.e. wait time, prompting, volunteers vs. non-volunteers, cognitive levels);
- Withitness, proximity, movement around classroom;
- Parent involvement, interaction;
- Lesson planning skills;
- Verbal and non-verbal communication;
- Use of technology in classroom;
- Professionalism;
- Listening skills;
- Effectiveness in developing a climate of trust;
- Grouping strategies.

As student interns move into the *final two to three weeks* of the student teaching experience, most have assumed primary instructional and management responsibilities within the classroom. As a result, the final evaluation is focused on the professional growth within the student teacher from beginning to end of practicum. In conducting the final evaluation, it is beneficial to identify the following skills:

- Varied teaching approaches;
- Growth in skills and proficiencies;
- Attitude;
- Flexibility;
- Rapport with students and coworkers;
- Confidence;
- Professionalism;
- Evaluates decisions and reflects upon his/her experience;
- Modeling;
- Interest and love for students;
- Creativity and ability to think outside of the box;
- Positive reinforcement;
- Awareness of weaknesses and commitment to professional development;
- Enthusiasm;
- Effectiveness in management and discipline strategies;
- Dependability;
- Initiative;
- Organizational skills;
- Responsive to feedback;
- Patience;
- Subject knowledge.

GUIDELINES FOR EFFECTIVE CONFERENCES

- Schedule a time for observation and conference that is convenient for all parties.
- Try to complete the evaluative conference immediately following the observation, or as soon thereafter as possible.
- Use data received from the observation to determine one or two major objectives for the conference.
- Have questions prepared to encourage student participation in the conference and to avoid a one-sided conversation.
- Listen appropriately.
- Provide concrete, measurable, observable suggestions for improvement.
- Emphasize the positive when possible
- Summarize the conversation and restate major points covered in the conference.

SUGGESTED GUIDELINES FOR OBSERVATION

- Ensure that the student teacher, cooperating teacher, and school administration are aware of your arranged observation prior to your arrival and that no conflicts exist.
- Send Pre-Observation Worksheets (if desired) to Cooperating Teacher and Student Teacher. Ask them to return, along with lesson plan(s) to be delivered, prior to your arrival.
- Ensure that you arrive early enough to check into the school office and, if possible, visit with the principal for a few minutes.
- If your scheduled visit must be rescheduled, contact and inform all parties as soon as possible, arranging an alternate visitation at this time.
- Ensure that you have time scheduled to meet with both the Cooperating Teacher and student teacher.
- Observe student dynamics within the classroom in reaction to your visit. Your visit will usually prompt students to act in one of several ways:
 - students pay little attention to your presence in the classroom;
 - students attempt to be on best behavior to make a good impression;
 - students act out or become animated in your presence.
- Determine which category the students you are observing fall into as this may impact your evaluation of the student teacher's progress.
- Situate yourself in an observation area that will be least distracting to the students and student teacher.
- Obtain a copy of the student teacher's lesson plan prior to lesson start.
- Remember that your main focus should be observation of the student teacher and at no point should you interrupt the lesson presentation.
- Review your evaluation of the student teacher's progress with him/her before you leave. Be sure that you cover areas of strength and opportunities for improvement. Please complete the evaluation form and submit via TaskStream.

Below are some recommendations for what to note when observing a lesson. The questions that follow are intended to guide observation. Note: When scripting a lesson on a particular technique (i.e. classroom management), be sure that you focus your attention solely on the teacher implementation and student response regarding only these skills.

- Describe the classroom environment. How does the established arrangement impact the teaching and learning atmosphere?
- Describe the instructional strategies taking place within the lesson (i.e. directed learning, discussion, cooperative learning, etc.).
- Is learning within the classroom teacher-centered or student-centered? What observations have led you to this conclusion?
- What classroom management techniques does the teacher use? What are the classroom rules? What are the positive and negative consequences?
- What motivational methods does the teacher utilize?

- What roles does technology play within the classroom?
- Is effective use made of time within the classroom? Why or why not?
- What questioning strategies does the teacher utilize?
- How does the teacher address students' unique needs and learning styles?
- Describe student reaction to the lesson.
- What three words would best describe the lesson you observed?

NOTE: Notify University Administration immediately of any potential problems you identify. Intervention and/or remediation may be necessary, and the earlier potential problems are addressed, the greater the possibility of effected change.

DETERMINING ACCURACY OF OBSERVATION EXPERIENCE

Clarification can be an important tool for the effective and efficient University Supervisor. Rather than quickly offering feedback and solutions to challenges the supervisor perceives that the intern is having, clarification techniques can increase dialogue and allow the student teacher to be an active participant in the decision-making process. Remember, the University Supervisor wants to see the student teacher succeed, not fail. Effective student teachers will receive support and encouragement, not criticism, from their supervisor and mentor teacher.

Observation sessions that do not go as the student teacher planned can be detrimental to an intern's self-esteem. It is important to reiterate that all teachers have lessons that do not go as intended and are learning opportunities. It is also important to relate that a student teacher's grade will not be based entirely on an atypical day. If a lesson went particularly poorly, it is important that a follow-up observation be scheduled to provide the student teacher with the opportunity to provide a more representative observation opportunity.

If, however, the University Supervisor determines that what was observed was an accurate sample of a typical lesson, remediation may be necessary and/or appropriate action may be taken.

The following questions may be used to determine an accurate analysis of the student teacher's progress:

- Was this a typical day within your classroom? Why or why not?
- What were the lesson objectives today? Do you feel that you met these objectives?
- Describe your students for me.
- Describe the events of the day before I arrived and after I left.
- What will you do with this group during your next instructional opportunity with them?
- With which aspects of the lesson were you pleased?
- What would you have done differently?
- How do you feel the students reacted to this lesson?
- What techniques do you regularly utilize to motivate this group of students?
- What is your philosophy of classroom management?

- How did you assess whether students were learning?

THE DIFFICULT CONFERENCE – THE UNDERPERFORMING STUDENT TEACHER

It should never be a surprise to anyone that placement is not progressing successfully.

There are three primary reasons for a student teacher's incompetence:

- Unwillingness or non-commitment to building skills; Apathy.
- Lack of awareness of areas needing refinement.
- Lack of skills needed for improvement.

If the level of the above problem appears correctable within the time remaining in student teaching, a conference should be held as soon as possible that includes the cooperating teacher, the faculty supervisor and the student teacher.

The primary objective when conferencing with an underperforming student teacher is to determine in which of the above categories the student teacher falls. The approach for remediation will differ depending upon the reasons behind the intern's failure.

For those student teachers who have been coached to improve and have been unsuccessful due to an unwillingness to improve, University Administration should be contacted immediately for further direction.

It is critical to increase awareness of areas needing attention for those student teachers who are unable to identify these areas for themselves. Once these areas have been identified, an improvement plan should be implemented to allow students the opportunity to improve.

For those student teachers lacking the necessary skills for improvement, intensive attention is warranted. The number of observations and feedback sessions should be increased; concrete examples and strategies for implementation should be identified and expected; observation and mentoring opportunities should be increased while teaching responsibilities may be decreased; and any progress should be communicated in order to provide additional encouragement for the student teacher.

Regardless of the reason behind a student teacher's incompetence, several principles should be followed when conferencing with the student teacher:

- A positive tone should be maintained at all times;
- Key issues should be kept at the forefront of the conversation;
- The University Supervisor should maintain control of the conference;
- Positive comments should be included in any remedial conference;
- A concrete, observable, measurable action plan should be developed and specific timelines for improvement should be included;
- The conference should be summarized in writing, and copies of the growth plan should be provided to all involved parties;

- The University Supervisor and Cooperating Teacher should monitor progress closely;
- All parties will be accountable for progress made or lack of progress therein.
- The student should verbally acknowledge that if these behaviors/concerns are not immediately addressed and corrected, the placement will be terminated.

COACHING TEACHER CANDIDATES THROUGH THE TEACHER WORK SAMPLE (TWS)

GENERAL TIPS FOR FACULTY SUPERVISORS AND MENTOR/COOPERATING TEACHERS

- Have a positive attitude toward the Teacher Work Sample (TWS).
 - Demonstrating that you value the TWS process and product will positively influence the teacher candidate's attitude and product.
 - Take time to familiarize yourself with the expectations of the TWS, paying special attention to the sections fit together and how the TWS models the planning-teaching-assessment cycle.
- Use the TWS Prompt, Rubrics, and Student Manual (accessed at <http://fp.uni.edu/itq>) to guide the process.
 - The Prompt gives directions and guidelines for each section and for the overall format.
 - The Rubrics describe the level of quality expected.
 - The Student Manual gives examples and suggestions.
 - All three sources provide valuable information.
 - No source should be used in isolation.
 - Every section of the TWS has page limits to keep the TWS manageable and concise for both the writer and the reader.
 - The page limits for each section are guidelines. However, the overall narrative for the TWS should not exceed recommended pages.
- Clarify your institution's or program's expectations for the length of the unit of study and definition of classroom.
 - A unit of study generally involves 1-3 weeks of instruction.
 - The complexity and length of the unit you expect will depend on the length of the student teaching placement, the grade level, and the unit content.
 - Expectations for the design of the unit may vary: some institutions may require thematic units; some institutions may expect certain types of goals, etc.
 - The definition of a class is dependent on the classroom placement, program, and grade level. The size of the class may influence the expectations of the Analysis of Student Learning. Example: In special education placements, a "class" may be a small group of students. In that case, the class or subgroup analysis may need to be revised from the expectations of the prompt.
- Assist the Teacher Candidate to set a logical timeline for the completion of each section of the TWS.

- Generally, drafts of the first four sections (Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction) should be completed before the unit is taught.
- The last three sections (Instructional Decision-Making, Analysis of Student Learning, and Reflection and Self-Evaluation) should be completed during or after implementation of the unit.
- Have your teacher candidate describe the “big picture” of the unit early in the process.
 - The unit should be cohesive.
 - The Learning Goals, Assessment Plan, and Design for Instruction should be aligned with appropriate content standards.
 - The unit should be consistent with content area and age level expectations.
- Encourage revisions of each section of the TWS as needed. The TWS is a “living” document throughout the process.
 - Data from students and modifications during instruction may influence the written sections already completed.
 - Example: Data from the pre-assessment may provide information for Contextual Factors related to students’ prior knowledge.
 - Example: The Learning Goals and Design for Instruction may need to be revised if the pre-assessment data show students understand one or more of the goals.
- Encourage the Teacher Candidate to record key events in a journal and collect a reasonable amount of student work.
 - Journal entries will be useful in recording valuable successes, failures, frustrations, surprises, insights, and teaching modifications.
 - The TWS prompt requires the teacher candidate to analyze work from two students. Collecting work from three to five students allows for the possibility that one of the selected students may be absent during the unit.
 - Copies of the student work should demonstrate the students’ learning related to the unit goals. There is no need to collect unrelated work.
- Encourage the Teacher Candidate to keep track of instructional resources.
 - Teacher candidates should get in the habit of crediting the sources for their instructional resources.
 - Encourage them to keep bibliographic information on sources.

DETERMINING THE CASE FOR REMEDIATION

In cases where student teachers are not performing up-to-par in any area, it may be determined that development of a remediation or growth plan is necessary. This section of the manual will focus on remediation and will address the following:

- How does one determine whether a remediation plan is warranted?
- What are some of the common areas of remediation for student teachers?
- What forms and resources are available in implementing a remediation or growth plan?

- How will I effectively address certain situations that may arise?

INITIAL DETERMINATION

- What are the primary concerns to be addressed?
- What are the student's strengths?
- In evaluating the student as he/she currently stands, what grade would you assign?
- Determine options (see following pages for specific resources):
 - Is University intervention needed/warranted?
 - Weekly teleconferences with the EPS/FS/CT/ST?
 - Progress Reports?
 - Weekly goals, objectives, feedback?
- Detailed lesson plans? More observation/scaling back on teaching duties? Videotaping? Observation of veteran teachers? Reflection journal with comments from Cooperating Teacher? Send lesson plans for approval by University Administration? Longer than 12 week student teaching experience?
- Weekly contact with Education Program Specialist to determine progress.
- Step-by-step process for implementation of suggestions.
- REITERATE
- We are here for support – common goal is to ensure successful completion of the student teacher and provide the resources necessary to enable improvement.
- Develop a plan of action to facilitate improvement/how to move toward goals and gauge acceptable progress.
- Provide remediation plan as necessary.
- University intervention in form of personal visit if warranted.
- Weekly teleconferences with University representation/all parties.

SUGGESTED 12 WEEK STUDENT TEACHING SCHEDULE

Note: The following outlines a recommended schedule based on a 12-week Student Teaching Assignment. If a longer Student Teaching Practicum is arranged, please adjust the schedule.

Prior to Week 1	Student Teacher	Cooperating Teacher	Faculty Supervisor
	<ul style="list-style-type: none"> • Review Student Handbook • Contact CT & FS • Ensure TaskStream acct is active 	<ul style="list-style-type: none"> • Review Student Handbook • Meet w/ST & FS • Review all expectations, rules, responsibilities, materials, lesson planning, etc • Submit W-9 to EPS 	<ul style="list-style-type: none"> • Review Student Handbook • Meet w/ST & CT • Review all expectations, rules, responsibilities, materials, lesson planning, etc.
Week 1	Review school/district policies Tour school	Assist ST in acclimating to school environment	Weekly contact w/CT & ST Set clear expectations

	<p>Begin assisting w/daily activities Conference w/CT daily Complete weekly reflections for FS Complete weekly lesson plans</p>	<p>Plan student teaching timeline Conference daily w/ST Daily ST support Review weekly lesson plans w/ST Weekly communication w/FS</p>	<p>Review weekly reflections, lesson plans</p>
Week 2	<p>Continue all prior expectations Plan & teach a minimum of one or two lessons during week</p>	<p>Continue all prior expectations Provide guidance & feedback</p>	<p>Continue all prior expectations Schedule 3 week informal observation</p>
Week 3 Informal Observation	<p>Informal observation Onsite conference w/CT & FS Plan/teach one lesson per day Continue all prior expectations/responsibilities</p>	<p>Informal observation w/FS Discuss Teacher Work Sample & Professional Growth Plan w/ST & FS Continue to increase ST work load Continue all prior expectations</p>	<p>Informal observation w/CT Conference w/ST & CT Discuss TWS & PGP Continue all prior expectations</p>
Week 4	<p>Continue all prior expectation/responsibilities Plan timeline for TWS w/ CT Plan/teach minimum 1 to 2 lessons per day</p>	<p>Continue all prior expectation/responsibilities Continue to increase responsibilities</p>	<p>Continue all prior expectation/responsibilities Schedule midterm evaluation</p>
Week 5	<p>Continue all prior expectation/responsibilities Release midterm evaluation to CT and FS Plan/teach a minimum of 2 to 3 lessons per day</p>	<p>Continue all prior expectation/responsibilities Continue to increase ST responsibilities</p>	<p>Continue all prior expectation/responsibilities</p>
Week 6 Formal observation	<p>Continue all prior expectation/responsibilities Midterm observation by CT & FS Review and discuss evaluation w/ CT & Fs Submit student acknowledgement - midterm by CT & FS Plan/teach 3 to 4 lessons per day</p>	<p>Continue all prior expectation/responsibilities Midterm observation Conference w/ST & FS on midterm Collaborate w/FS on midterm and grade form Complete, submit & release evaluation form in TaskStream</p>	<p>Continue all prior expectation/responsibilities Midterm observation Conference w/ST & CT on midterm Collaborate w/FS on midterm and grade form Complete, submit and release evaluation (w/ 3 week informal attached) and grade form in TaskStream</p>
Week 7	<p>Continue all prior expectation/responsibilities Discuss full- time teaching plan & implementation of TWS Plan/teach minimum 4 lessons per day</p>	<p>Continue all prior expectation/responsibilities Discuss full-time teaching plan and implementation of TWS</p>	<p>Continue all prior expectation/responsibilities</p>

Week 8	Continue all prior expectation/responsibilities Schedule implementation of TWS Plan/teach full day	Continue all prior expectation/responsibilities	Continue all prior expectation/responsibilities
Week 9 Informal observation	Continue all prior expectation/responsibilities Informal observation Conference w/FS & CT	Continue all prior expectation/responsibilities Informal Observation Conference w/ST & FS	Continue all prior expectation/responsibilities Informal observation Conference w/ST & CT
Week 10	Continue all prior expectation/responsibilities	Continue all prior expectation/responsibilities	Continue all prior expectation/responsibilities
Week 11	Continue all prior expectation/responsibilities Release formal evaluation and grade forms Discuss transition of responsibilities back to CT Completion of TWS	Continue all prior expectation/responsibilities Discuss transition of classroom back to CT	Continue all prior expectation/responsibilities Schedule final evaluation
Week 12 Formal observation	Continue all prior expectation/responsibilities Formal evaluation Conference w/ FS & CT Submit student acknowledgement of final	Continue all prior expectation/responsibilities Final observation Conference w/ST & FS Collaborate w/FS on evaluation and grade Transition back into class	Continue all prior expectation/responsibilities Final observation Conference w/ST & CT Collaboration w/CT on final and grade form Complete, submit and release evaluation (w/9 week informal attached) and grade form

TASKSTREAM INSTRUCTIONS

The following pages will guide you through logging onto TaskStream and completing the Evaluation and Grade Form (FS only).

#1 Log in: “Username: ” “Password: ”

#1a: Information has been provided to your email directly from TaskStream. (In some cases, information is misplaced, deleted or sent to wrong address.) In those cases: use “forgot login”. Provide ***your last name*** and ***your email*** – new access will be sent to your email address.

Taskstream: Assessment, Accreditation, e-Portfolios - Windows Internet Explorer provided by Apollo Group, Inc.

Taskstream.com

Share Browser WebEx

Taskstream.com -- Welco... Taskstream: Assessmen... X

username Log In Forgot Login? create or renew account help@taskstream.com

taskstream Solutions Technology Community Events About Contact

Student Information System Learning Management System

External Test Data Other Campus Data Sources

TASKSTREAM ENTERPRISE DATA HUB

Introducing the Enterprise Data Hub

One central portal to manage data integration between Taskstream and your campus' enterprise resource systems

Read More

Planning & Assessment Assessment to improve student

e-Portfolios Collect direct evidence and data to

Analytics Empower students, faculty, and

Done Internet | Protected Mode: On 100%

#2 Evaluation Required

The screenshot displays the TaskStream web application interface within a Windows Internet Explorer browser. The browser's address bar shows the URL https://www.taskstream.com/Main/main_frame.asp. The page header includes the University of Phoenix logo and navigation links for 'Rissa Cain', 'My Account', 'Logout', 'Go to AMS', 'Help', and 'task:'. A main navigation bar contains tabs for 'Folios & Web Pages', 'Lessons, Units & Rubrics', 'Standards', 'Communications', 'Resources', 'TS Coordinator', and 'Analytics'. The main content area is titled 'Evaluate a program' and features a sub-header 'All Items' with two buttons: 'EVALUATION REQUIRED' and 'AWAITING RELEASE'. An arrow from the text '#2 Evaluation Required' points to the 'EVALUATION REQUIRED' button. To the right, there is a sidebar with sections for 'October 2014 Product Upgrade', 'Search for Items', 'My Links', and 'My Folders'. The footer of the browser shows 'Internet | Protected Mode: On' and a zoom level of 100%.

#3 Searchr One Author: *Your student's name; spelling must be exact!*

The screenshot shows the TaskStream website interface. At the top, there is a navigation bar with the University of Phoenix logo and user information for Rissa Cain. Below this is a menu with options like 'Folios & Web Pages', 'Lessons, Units & Rubrics', 'Standards', 'Communications', 'Resources', 'TS Coordinator', and 'Analytics'. The main content area is titled 'Display Preferences' and includes a 'Directions' section with a note: 'To view items to evaluate, first complete the following selections. Please note: You can only select 50 programs at a time.' A search box labeled 'Search for One Author:' is prominently displayed with an orange 'Search' button. Below this is a section 'Or... Select Programs to Evaluate (Max. 50)' with 'Display Preferences' checkboxes for 'Include overall folio evaluations', 'Include "no submission required" items', and 'Include inactive (expired) authors'. A note indicates '(!) = Programs that currently have items requiring attention'. There are 'Cancel' and 'Continue' buttons. An 'Apply Date Filter' section has 'From:' and 'To:' input fields. A 'Quick select' dropdown is set to '- Select Program Group -' with an 'Uncheck All' button. A list of programs is shown with checkboxes: 'CA-Online MAED/Elem Program Requirements (08/09) (!)', 'CA-Online MAED/Elementary Assignments V005', 'CA-Online MAED/Elementary Assignments V007 (!)', 'CA-Online MAED/Elem Program Requirements V006 (!)', 'CA-Online MAED/Elementary Assignments V006 (!)', and 'CA-Online MAED/Elementary Field Experience (!)'. The browser's address bar shows 'https://www.taskstream.com/Main/main_frame.asp' and the status bar at the bottom indicates 'Internet | Protected Mode: On' and '100%' zoom.

#4 Evaluate: CT and FS evaluate either midterm or final form; FS evaluate grade form

taskstream.com -- Welcome - Windows Internet Explorer provided by Apollo Group, Inc.

https://www.taskstream.com/Main/main_frame.asp

University of Phoenix

Rissa Cain My Account Logout Go to AMS Help task:

Folios & Web Pages Lessons, Units & Rubrics Standards Communications Resources TS Coordinator Analytics

All Items Requiring Evaluation for [redacted]

Directions: The list below shows items awaiting evaluation sorted by the oldest submissions to the newest. To resort the list in a different way, click on the column headings. Help on this Page

University of Phoenix Support: Phone: 1-800-800-3493; Email: technicalsupport@apollogrp.edu

Filter By: Show All Programs (w/ Submissions) Update

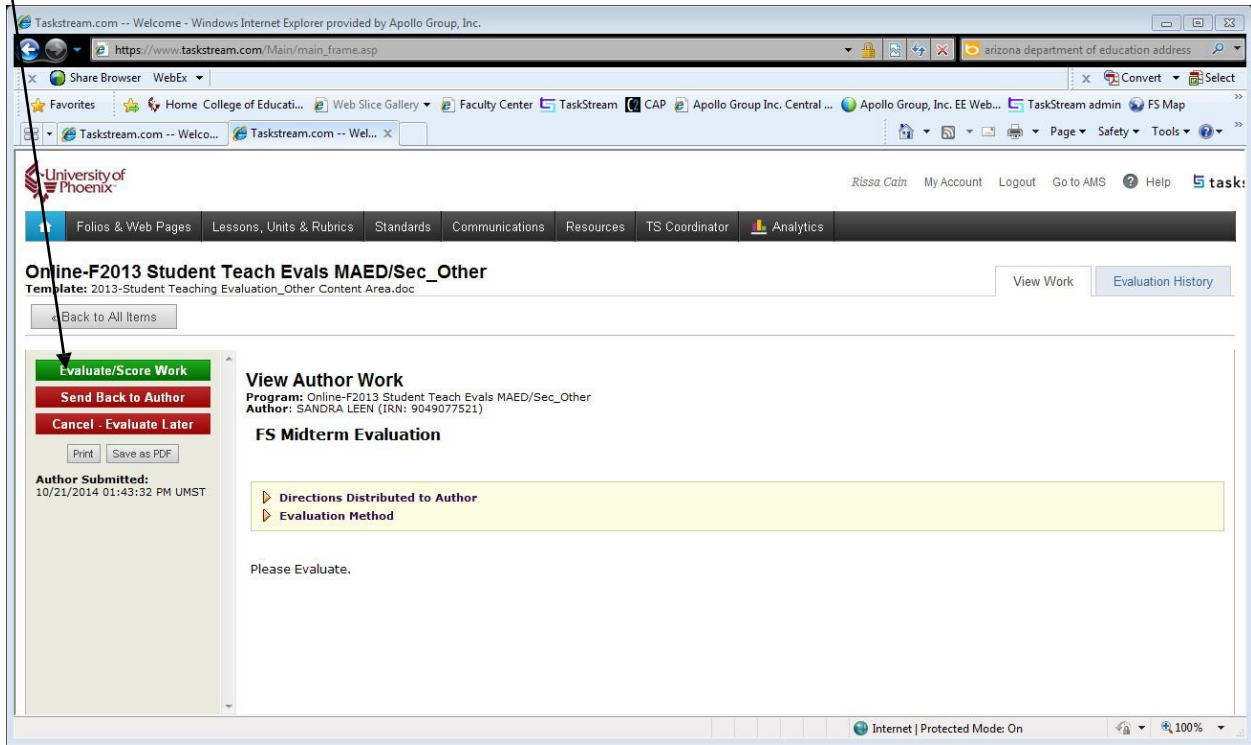
Get Latest Data More Display Preferences Print View Excel

Page 1 of 1

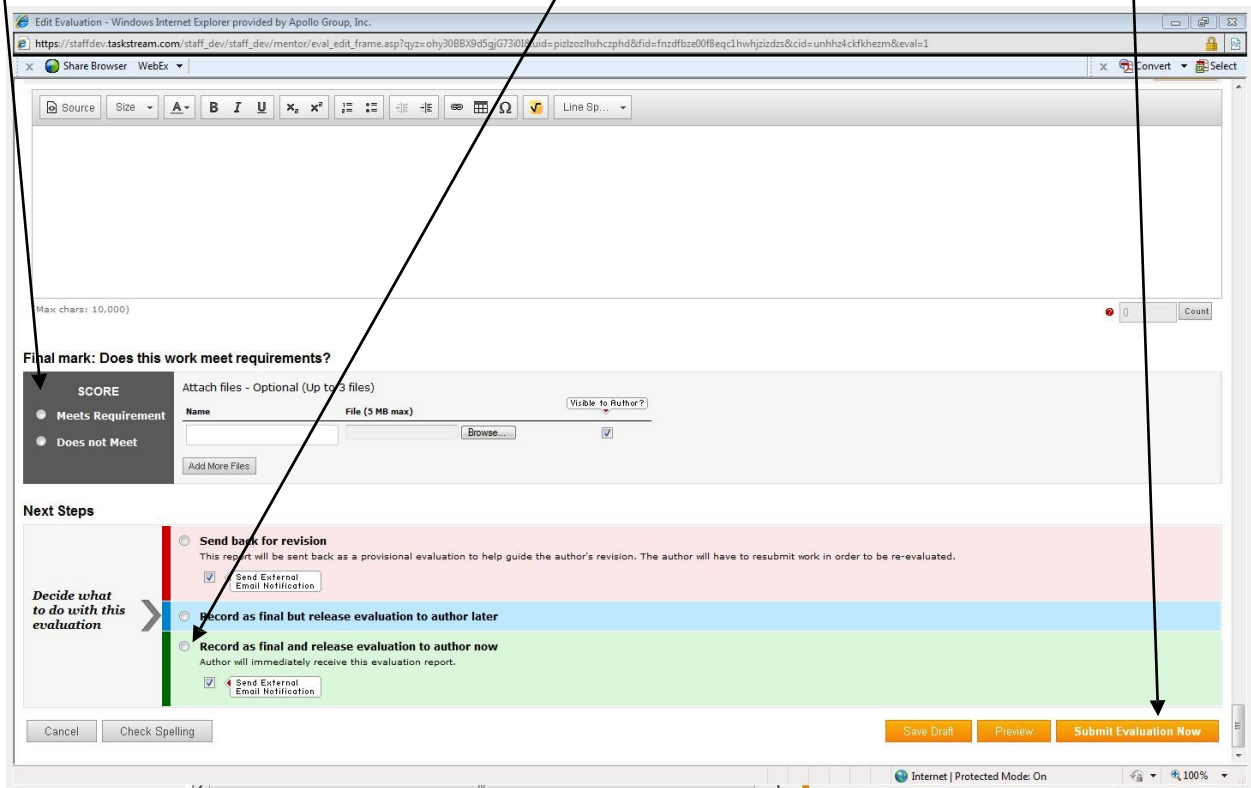
Submitted	Author	Work Submitted To	Status	Category	Requirement	Program	DRF template
1. 10/21/2014 8:31 am (JMST)	[redacted]	[redacted]	Submitted Evaluate	TWS-Other Content Areas	TWS Standard One	Online-MAED/Secondary Assignments (v007)	2012 MAED/Secondary Assignments
2. 10/21/2014 1:43 pm (JMST)	[redacted]	[redacted]	Submitted Evaluate	Midterm Evaluations	FS Midterm Evaluation	Online-F2013 Student Teach Evals MAED/Sec_Other	2013-Student Teaching Evaluation_Other Content Area.doc
3. 10/23/2014 8:17 am (JMST)	[redacted]	[redacted]	Submitted Evaluate	Midterm Evaluations	CT Midterm Evaluation	Online-F2014 Student Teaching Evals MAED/Sec_Other	2013-Student Teaching Evaluation_Other Content Area.doc

Internet | Protected Mode: On 100%

#5 Evaluate: Score work



#6 "Meets Requirements" or "Does not Meet"; "Record as Final and release to author now"; "Submit Evaluation Now".



EXPENSES

University of Phoenix Online reimburses faculty members and non-faculty acting as faculty supervisors for expenses that are necessary for effective site supervision. Reimbursement is obtained by completing the expense report form, attached in PDF format, and submitting it with original paid receipts or invoices.

Reimbursements must clearly fall within the allotted guidelines detailed below in order to be approved for processing and subsequent reimbursement. ***In addition, all expenses must be received by the University of Phoenix within 30 calendar days from the invoice/service/purchase/incurred date.***

Meals

If site supervision takes place more than 45+ miles outside of the site supervisor's home area (determined by address on file for the supervisor's home and the school) a meal during the supervision time frame may be reimbursed as follows:

Breakfast: \$10.00 (USD) (Before 7:00 AM)

Lunch: \$15.00 (USD) (Between 11:00 AM and 1:00 PM)

Dinner: \$20.00 (USD) (After 5:00 PM)

No snacks or alcohol are reimbursed. Grocery receipts must be clearly marked as replacing a meal or meals for 1 person. Only meal expenses for the site supervisor will be reimbursed. Tips are not a reimbursable expense.

Mileage

Mileage is reimbursed at a rate of 0.45 cents per mile. Mileage will only be reimbursed when traveling 45 or more miles one way from the site supervisor's home address.

Receipts

All receipts must be original and issued by the vendor, itemized, legible, dated, and if in a foreign language easily translated. If you have any doubt as to the receipt being easily translated please attach a note to the receipt with proper translation. Please note that if the translation cannot be determined the expense will be denied. All translations will be checked for accuracy by proficient speakers if and when possible.

Expense Report Timeframe

It is extremely important that site supervisors submit expense reports in a timely manner. Please submit all expense reports within 30 calendar days from the invoice/service/purchase/incurred date, whichever chronologically occurred first. *Expense reports that are not submitted within a timely manner will not be processed and will be returned to the site supervisor member.* This applies to all expenses including reimbursement for mileage.

Overnight Accommodations – may only be reimbursed if prior approval is secured. Circumstances for approval may include inclement weather that renders travel unsafe.

The Arts Candidate knows, understands, and uses-as appropriate to their own understanding and skills-the content, functions, and achievements of the performing arts-dance, music, and theater-and the visual arts as primary media for communication, inquiry, and engagements among elementary students.					
Health Education Candidate knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.					
Physical Education Candidate knows, understands, and uses-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.					
Narrative:					
Note: UN = Unsatisfactory; DE = Developing; PR = Proficient; AD = Advanced; N = Notes					

DOMAIN TWO: THE LEARNING ENVIRONMENT

STANDARDS	UN	DE	PR	AD	Notes
Creates a learning community/classroom that is safe and accessible.					
Maintains interactions that are polite and respectful.					
Establishes, implements, and monitors clear standards of conduct in order to create a smoothly functioning learning community.					
Deals effectively with inappropriate student conduct and/or serious discipline problems.					
Promotes shared decision-making among students.					
Promotes self-directed learning of students.					
Organizes and manages tasks for individuals and groups.					
Manages instructional transitions.					
Manages classroom materials and supplies.					
Establishes systems for non-instructional activities.					
Narrative:					
Note: UN = Unsatisfactory; DE = Developing; PR = Proficient; AD = Advanced; N = Notes					

DOMAIN THREE: INSTRUCTION

STANDARDS	UN	DE	PR	AD	Notes
Uses appropriate resources and materials, including technology, to communicate with and engage students.					
Uses appropriate resources and materials, including technology, for effective instruction.					

Uses vocabulary and communication styles appropriate for diverse populations.					
Creates and implements lessons, activities, and assessments that are appropriately aligned with content and with national and/or state standards.					
Creates and implements lessons, activities, and assessments that are well paced and cognitively appropriate for the student population.					
Demonstrates pedagogical content knowledge through effective teaching and assessment.					
Uses questions and discussions to incorporate students' multiple perspectives, including personal, family, community experiences, and cultural norms.					
Identifies and uses appropriate services, technology, and other resources to meet support learning needs of diverse and exceptional learners.					
Provides high quality feedback in a timely manner.					
Models good verbal and written skills.					
Narrative:					
Note: UN = Unsatisfactory; DE = Developing; PR = Proficient; AD = Advanced; N = Notes					

DOMAIN FOUR: PROFESSIONAL EDUCATOR

STANDARDS	UN	DE	PR	AD	Notes
Accepts constructive criticism and implements specific suggestions.					
Models appropriate dress and grooming.					
Demonstrates positive and collaborative relationships with colleagues and the larger school community.					
Demonstrates a nurturing and caring attitude toward students.					
Creates opportunities for parent involvement.					
Demonstrates professional demeanor in the school and community.					
Participates in school community activities (e.g., PTA, board meetings, bus duty, and playground duty).					
Maintains legal and ethical principles and standards.					
Engages in professional practices that promote lifelong learning.					
Actively reflects on instructional practices to improve student learning.					
Narrative:					
Note: UN = Unsatisfactory; DE = Developing; PR = Proficient; AD = Advanced; N = Notes					

Areas of Strength:

Areas of Refinement:

ATTENDANCE

Student teaching is a full time responsibility. Should an *unexpected* need arise for an absence from student teaching including snow/inclement weather days, students must immediately notify the Cooperating Teacher, Faculty Supervisor, and Education Program Specialist either by phone or email, to explain the absence. Following this, the Student Teacher should complete the absence form and submit it to the Education Program Specialist via fax or scan/email within three working days of the absence.

All absences must be made up. More than five documented absences during a scheduled placement will result in the need to repeat the student teaching experience.

State Specific Requirements for visitations

Student teaching length of time (Student teaching placement is 12 weeks, unless otherwise noted)

Colorado – If AZ based program, 12 weeks of student teaching. If CO based program, 15 weeks of student teaching

Florida – Clinical Education Training required to supervise

Georgia & Illinois – edTPA required for student teaching certification. (Many states due to follow within the coming years)

Iowa – Two 6 week placements for Special Education student teaching

Nebraska – 14 weeks (Omaha Public Schools – 16 weeks)

Nevada – 13 weeks of student teaching

Oregon - 15 weeks of student teaching

Texas – One orientation, one informal evaluation and 3 formals evaluations. 12 weeks of student teaching

*The Faculty Supervisor assigned by the University of Phoenix to oversee individual Student Teachers and work collaboratively with the Cooperating Teacher is an important ingredient in Student Teaching success. The Faculty/Site Supervisor serves as an ongoing resource for the Cooperating Teacher in the school, monitors and evaluates the Student Teacher's progress. Student Teacher may also indicate a need for more intensive supervision for support: **it is the University's intent that all student teaching experiences are individualized based upon a candidate's performance and progress in the classroom.***

Responsibilities of the Faculty/Site Supervisor include, but are not limited to:

Review all welcome materials including the Student Teaching Handbook, TaskStream Instructions, and PowerPoints.

- ✓ Make initial contact with the Student Teacher (ST) and Cooperating Teacher (CT) prior to student teaching. This meeting should establish a working relationship with all stakeholders and provide detailed expectations regarding student teaching and evaluation process.
- ✓ Determine a schedule in collaboration with the CT and ST that best suits their needs.
- ✓ Review and enforce the attendance policy (see ST Handbook).
 - More than five absences (excluding inclement weather days) will result in the automatic termination of the student teaching experience.
- ✓ Require weekly communications from the ST; review reflections and respond.
- ✓ Review submitted lesson plans and provide constructive, substantive feedback.
- ✓ Provide guidance and support regarding the development of the Teacher Work Sample, Professional Growth Plan, and any other state, program, or version specific artifacts.
 - The Faculty/Site Supervisor does not grade these artifacts.
- ✓ Conference periodically with the CT to discuss the Student Teacher's performance/progress and answer any questions.
- ✓ Conduct a minimum of two formal, onsite observations and two formal evaluations for each assigned ST.
 - The evaluation visits for the midterm and final must be a minimum of 45 minutes in length.
- ✓ Complete and provide substantive comments on the Midterm, Final Evaluation and Student Teaching Grade Forms via TaskStream by the established due dates. Please collaborate and review the grade forms with the CT. Completed evaluations must offer *substantive* comments regarding the Student Teacher's performance. Review the evaluation and grade form with the CT and ST prior to releasing it in TaskStream.
 - Please note that the Student Teacher must earn a "B" or better on the Midterm and Final student Teaching Grade Forms (at least 42 out of 50 on the evaluation matrix). If the Student Teacher earns less than a "B" on either grade form, they will automatically be withdrawn from student teaching.
 - Please note that the ECH program does not require a midterm grade form.
- ✓ Participate in the creation and implementation of a remediation plan if additional support is deemed necessary.

- ✓ Adhere to all policies and procedures for the host institution, including upholding the laws and regulations associated with access to, and conduct on a military base.
- ✓ Faculty must read and comply with all policies listed in the *Expense Reimbursement Guidelines*. Prior to making travel plans, please confirm the proper procedure with the EPS. Travel reimbursement forms and receipts are submitted directly to the EPS.

Please note that the University or host institution has the right to remove, reassign, or discontinue the student teaching practicum if reasonable cause exists.