

# SAINT PAUL PUBLIC SCHOOLS: PRE-SERVICE TRAINING COOPERATING TEACHERS

Thank you for helping to prepare future teachers by agreeing to be a cooperating teacher. Teacher candidates bring our staff a wealth of new ideas and our students an opportunity for additional learning. We hope the experience will be gratifying for you.

Pre-service training of teachers in SPPS requires cooperating teachers and student teacher candidates to participate in co-teaching methods during the pre-service placement. As a part of the co-teaching model, cooperating teachers and teacher candidates are required to complete co-teaching training prior to placement.

This packet includes information about student teaching in SPPS and more information on the co-teaching requirements. The teacher candidate has received a teacher candidate packet along with background information on district policies. Please remember to share the district calendar and school specific meetings with your candidate upon arrival. Guidelines and procedures are also included in the event you need to address any concerns as they occur.

We want to be sure to consider all teacher candidates prepared in our district as potential employees. Your assistance in preparing new professionals is greatly appreciated and your assessment of your teacher candidate's strengths is highly valued. You will receive an email with a form at the end of the semester for you to provide feedback on your teacher candidate. When you receive the email, please promptly respond to the survey. Survey questions are listed on page 5. If you have any questions, please feel free to contact Human Resources (651-767-8200).

Thank you for your assistance and ongoing commitment to the district and the teaching profession.

Sincerely,

SPPS Human Resources



# TEACHER CANDIDATE GUIDELINES

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## **Guidelines for Media Permissions in SPPS**

As part of the new Teacher Performance Assessment (EdTPA) your teacher candidate may be required to videotape a lesson. If any form of media is required, the teacher candidate has been instructed to work with you to determine the permission levels for media participation. The three different levels are as follows: 1. photographed, interviewed & use child's name allowed, 2. photographed allowed but don't use child's name, and 3. do not photograph, interview or use child's name. **Remind your teacher candidate to follow the EdTPA instructions for SPPS from their teacher candidate packet.** If you have any questions regarding media permission, please contact our office.

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## **Guidelines for Withdrawal/Removal of a Teacher Candidate**

It is the responsibility of SPPS administrators and teachers to ensure that the best interest of SPPS students is the first priority.

It is imperative that the cooperating teacher keeps the teacher candidate informed of his/her progress during student teaching. If at any time during the assignment the progress of the teacher candidate is determined to be unsatisfactory, the Institution of Higher Education (IHE) supervisor is to be notified by the cooperating teacher or Principal. Arrangements are to be made for the supervisor to immediately visit the school for observation or consultation. Until such visit occurs, the teacher candidate is to be involved in classroom observation only.

During the visit, the teacher candidate will be informed by the IHE supervisor that progress is unsatisfactory and a plan for improvement will be developed by the IHE supervisor for the teacher candidate. It is expected that the IHE supervisor will be an integral part of assisting the teacher candidate with the improvement plan. Subsequent observations are to be followed up by written communication to the teacher candidate and IHE supervisor from the cooperating teacher indicating whether performance was satisfactory or unsatisfactory. If the plan for improvement is not successful, the teacher candidate will be removed.

Any time the teacher candidate's performance is such that it endangers the personal, emotional, or physical well-being of the children of SPPS, the teacher candidate will be immediately removed from the classroom. The Principal will contact the district designee (Assistant Director of Human Resources) and the IHE supervisor. Arrangements will be made for the IHE supervisor to immediately visit the school for an exit conference. At that time, the reasons for removal will be outlined with the IHE supervisor and teacher candidate.

Notwithstanding the foregoing guidelines, the District retains the right to remove a teacher candidate at any time from the classroom or an SPPS program when deemed to be in the best interests of the teacher candidate, SPPS students or the District.

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## **Guidelines for Teacher Candidates Attending District Staff Development Sessions**

Teacher candidates may attend district-wide staff development Sessions if spots are available. If your teacher candidate plans to attend with you:

- ☐ Register yourself to the session via PD Express and plan to bring your teacher candidate if spot is available. If the session has a waiting list, the teacher candidate will not be able to attend.
- ☐ The supplies and curriculum provided at each session is only available to cooperating teachers. Your teacher candidate will share your materials.

## CO-TEACHING TRAINING REQUIREMENTS

Pre-service training of teachers in SPPS requires cooperating teachers and student teacher candidates to participate in co-teaching methods during the pre-service placement. As a part of the co-teaching model, cooperating teachers and teacher candidates are required to complete two courses on co-teaching prior to placement.

### Foundations

Foundations training allows participants to learn about co-teaching, how this differs from a traditional student-teaching model and the various co-teaching strategies. Training is taken once by each cooperating teacher and teacher candidate.

- Foundations Training – Cooperating Teacher
- Foundations Training – Teacher Candidate

### Pairs

The Pairs workshop provides the cooperating teacher and student teacher candidate with tools for how they will successfully work together in supporting the learning of all students in the classroom to maximize student achievement. Training is taken each time there is a new cooperating teacher and teacher candidate pair.

- Pairs Training – Cooperating Teacher and Teacher Candidate

### Training Options

There are three ways to participate:

- 1) **SPPS-based** – Foundations and Pairs training will be hosted at SPPS and can be found in PDExpress.
- 2) **IHE site-based** - Foundations and Pairs training takes place at the IHE and will be facilitated by the IHE(s).
- 3) **Online** - Trainings will be available online for those who are unable to attend institution-based or SPPS-based training session.

Cooperating teachers can receive 0.5 in-service credits (for attending both Pairs and Foundations training)

For additional information about hosting a teacher candidate, please see your principal or contact Human Resources.

# CO-TEACHING MODEL

## What is Co-Teaching?

Co-Teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Heck, Bacharach & Dahlberg (2010)

<p><b>Co-Teaching is an Attitude...</b> An attitude of sharing the classroom and students Co-Teachers must always be thinking... <b>We're Both Teaching!</b></p>	<p><b>Why Co-Teach?</b></p> <ul style="list-style-type: none"> <li>▪ Increases instructional options for all students</li> <li>▪ Addresses diversity and size of today's classrooms</li> <li>▪ Increases instructional options for all students</li> <li>▪ Enhances classroom management</li> <li>▪ Provides mentoring and guidance throughout the experience</li> <li>▪ Creates an opportunity to plan, teach and evaluate as a team</li> <li>▪ Helps develop knowledge, skills and dispositions for teaching</li> <li>▪ Improves the academic performance of students in the classroom</li> </ul>	<p><b>Co-Teaching is NOT:</b></p> <ul style="list-style-type: none"> <li>▪ A less rigorous student teaching experience or easier for teacher candidates;</li> <li>▪ One person teaching one subject or period followed by another who teaches a different subject or period;</li> <li>▪ One person teaching while another person prepares instructional materials or sits and watches;</li> <li>▪ When one person's ideas prevail regarding what will be taught and how it will be taught.</li> </ul>
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Adapted from and based on the co-teaching model of student teaching developed and researched by Saint Paul Public Schools and St. Cloud State University, MN

### Co-Teaching Won't Happen Without PLANNING

#### Pairs Are Encouraged to:

- **Designate a co-planning time.** This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time; the focus is on planning for co-teaching.
- **Try each co-teaching strategy (see below).**
- **Adjust the lead role.** Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.

Based on the co-teaching model of student teaching developed and researched at St. Cloud State University, MN

### Co-Teaching Strategies

**One Teach, One Observe** — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

**One Teach, One Assist** — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

**Station Teaching** — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

**Parallel Teaching** — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

**Supplemental Teaching** — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

**Alternative/Differentiated Teaching** — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

**Team Teaching** — Well-planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Heck, Bacharach, Dahlberg (2010) Adapted from the work of Cook & Friend (1995)

# TEACHER CANDIDATE FEEDBACK FORM

In an effort to recruit and hire talented new teachers, we will ask you to take a few moments to complete a survey about your student teacher. Your participation will allow our district to have a competitive advantage in finding high quality candidates.

Please find the list of questions that will be on the survey below:

## GENERAL QUESTIONS:

- Teacher Candidate Name
- Teacher Candidate Contact Information (if available)
- License Subject
- Grade Level(s)
- Your Name
- Your School

## ASSESSMENT AREAS:

Please rank your teacher candidate in the following areas

- ***Effective Instruction***
  - Written Lesson Plans
  - Pedagogical and Content Knowledge
  - Content Delivery Respects Diverse Learners
  - Access Prior Knowledge
  - Teacher Modeling
  - Differentiation
  - Engaging Student in Learning
  - Lesson Closure
  - Co-Teaching
  - Use of Technology for Instruction
- ***Environments for Learning***
  - Relationships between Candidates and Students
  - High Behavioral Expectations
  - Behavior Monitoring and Response
  - Transitions
  - Organization of Materials and Space
  - Engaging Families
- ***Professional Responsibilities***
  - Relationships with Colleagues
  - Feedback
  - Communication with Families
  - Self-Reflection as a Growth Tool
  - Record Keeping
  - Due Process (SPED only)
- ***Dispositions***
  - Culturally Responsive
  - Reflective
  - Coachable

- Collaborative Leader
- Analytical Problem Solver
- Organized
- Perseverant
- Resilient

**OVERALL RECOMMENDATION**

- Would you recommend this teacher candidate for a full time teaching position with SPPS?

## CONTACT INFORMATION

### **Student Teaching Coordinator**

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