

Early Field Cooperating Teacher Handbook

2015 - 2016

McAllan Hall



Undergraduate and Graduate Initial Programs

SCHOOL OF EDUCATION

**MONMOUTH
UNIVERSITY**

February, 2016

Hello Teachers:

The faculty and staff of the School of Education at Monmouth University appreciate your willingness to mentor one or more of our early field students as they complete the early field hours aligned with their respective education course(s). Your guidance, encouragement, and modeling of differentiated instruction, multiple assessment strategies linked to the New Jersey Core Curriculum Standards and Common Core Standards, and teaching behaviors related to the 21st century skills of communication, collaboration, creativity, and critical thinking are crucial to the growth and development of our future educators as they build their professional knowledge through guided practice in real-life situations.

This Cooperating Teacher Handbook outlines the roles and responsibilities of cooperating teachers, clinical faculty, and our early field students. Our semester began September 8 and ends on December 14, 2015. Our students have received their early field placement assignments.

At the end of the semester, you will receive a certificate from Monmouth University for professional development hours in accordance with NJDOE guidelines. If you have any questions or concerns, please feel free to contact me at 732-263-5798 or by e-mail at mjahn@monmouth.edu. I am confident that, with all of us working as a team, this will be a successful experience. Thank you very much for your cooperation.

Sincerely,





Marta Jahn
Coordinator of Early Field Placements
Monmouth University



Monmouth University

School of Education
Office of Certification, Field Placements and School Partnerships
Clinical (Early Field) Experiences

Guidelines for Cooperating Teachers

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- I. Help the clinical experience student to learn about the importance of a positive, engaging classroom environment.
 - II. Encourage the clinical experience student to participate in various classroom activities to assist and support the teacher's mission to improve the learning of all students. *
 - III. Involve the clinical experience student in teaching individual, small, and large groups of students with the emphasis on P-12 student engagement and achievement.
 - IV. Provide modeling, mentoring, direction, and feedback to the clinical experience student throughout the field experience.
 - V. Provide information and advice about developing a positive classroom environment that focuses on student engagement, motivation, and the 21st century skills of creativity, critical thinking, collaboration, communication and technology integration.
 - VI. Help the clinical experience student become acclimated to the school and classroom cultures.
 - VII. Promote professionalism and reflection.
 - VIII. Help the clinical experience student to evaluate his/her teaching and learning and set goals for future teaching experiences.
 - IX. Reinforce the importance of time and attendance. If a student does not attend his/her field placement, please contact me. **A field supervisor will be contacting you during the semester to check on the student's progress and completion of his/her field hours.**
 - X. Sign the field experience student's time log at the end of each visit.
 - XI. Complete the Field Experience Evaluation Form online and a Field Experience Lesson Observation Form if a lesson was taught in your classroom. The evaluation form will be sent to you via e-mail toward the end of the semester. The lesson observation form will be provided to you by your field experience student and is also available online at <https://www.monmouth.edu/school-of-education/documents/2018/06/appendix-d-field-lesson-observation-form.pdf>
 - XII. All cooperating teachers will receive a certificate for professional development hours at the end of the semester.



Marta Jahn, Coordinator of Early Field Placements – 732-263-5798
mjahn@monmouth.edu

General Information

The cooperating teacher's role in mentoring prospective teachers in the clinical (early field) experience is important. Thank you for sharing your expertise and providing our clinical experience (early field) students with a valuable opportunity for growth and development as they prepare for professional careers in education.

Please reinforce the awareness of state and national standards and initiatives including:

NJ Department of Education Core Curriculum Content Standards (NJCCCS) 2014 Standards for Visual Arts, Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, 21st Century Life and Careers: www.state.nj.us/njded/cccs

The Common Core State Standards for English, Language Arts and Mathematics:
<http://www.corestandards.org/read-the-standards/>

NJ Administrative Code: 6A:9-3.3 Professional standards for teachers
<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Our professors are encouraged to have their students deliver to you a cover letter of the requirements that our students need to complete in the field.

Clinical Faculty

- Clinical faculty (early field supervisors) or Monmouth University clinical faculty are assigned to each early field student doing field work in a district. These supervisors are asked to check in with you at least twice during the semester by visiting you at the school and/or via e-mail. The first communication with you is to be sure the student has made contact and has begun his/her field hours. The second contact is to be sure the student has completed his/her hours or is on target to complete the required number of field hours. When fieldwork courses are taught by university faculty on site, the professor of record consults with the cooperating teachers and building administrator. If you have any questions or concerns, do not hesitate to let the supervisor or myself know about them. Please also feel free to contact the professor of the student's course.

Frequently Asked Questions

This section provides an overview of frequently asked questions regarding the early field experience. After you read this section, if you have further questions, do not hesitate to contact the Early Field Placement Coordinator, Marta Jahn, at 732-263-5798 or e-mail mjahn@monmouth.edu.

What tasks are the clinical experience (early field students) responsible for?

With the exception of the Foundations of Teaching and Learning Courses (ED-250 and ED-510), all clinical (early field) students are expected to assist in the classroom in basic instructional roles such as tutoring, mentoring and teaching lessons to individuals, pairs, and groups of students. In addition, based on their course requirements, early field students will have various activities/lessons to conduct. Clinical experience (early field) students taking the Foundations of Teaching and Learning courses (ED-250 and ED-510) will be observing their cooperating teachers and reflecting on what they have observed.

What kind of background and experience do the clinical experience (early field) students have?

Students participating in the field experience are education majors in early childhood, elementary education, middle school education, secondary education, special education and/or ESL. For some students, this may be their first professional classroom experience. However, many of our students have had prior field placements, teaching experience, or methods courses in their areas of specialization and may bring special interests and skills to the classroom. Their coursework and assessments have been linked to state and national professional standards.

How much supervision do you expect me to provide?

Clinical experience (early field) students will need supervision. You can help by orienting them to classroom rules and procedures, and by introducing them to the instructional strategies and materials, text(s), and lesson plans you will be using (if appropriate). Clinical experience (early field) students are expected to help in the classroom in basic instructional roles such as tutoring, mentoring, and teaching lessons.

What should I do if the clinical experience (early field) student does not attend the classroom sessions?

If your student does not attend the scheduled sessions or is not punctual or dressed professionally, please contact me via e-mail at mjahn@monmouth.edu or by telephone at **732-263-5798**.

What if I have more serious problems or concerns about my clinical experience (early field) student?

Our students have clear guidelines for behavior while they are in the school.

We would appreciate prompt notification if a student is consistently absent or late, exhibits unprofessional behavior, violates confidentiality, fails to complete assigned tasks, displays inappropriate attitudes, or in any other way disrupts your classroom.

What kind of evaluation do you want at this level?

One of the most important goals of the clinical experience (early field) placements is for the students to reflect upon their strengths and weaknesses and to determine if teaching is a viable career choice. Your observations of education students in classroom situations can help play an important role in this process. This is why we ask you to provide feedback in the form of a brief checklist evaluation and why we ask you to be honest and frank in your assessment. This form is called the Field Experience Evaluation Form – Appendix B. We have a few different evaluations depending on the course(s) the students are taking. (Sample Attached)

This form will be sent to you electronically via your school e-mail address towards the end of the semester in a survey format.

We ask that you complete this form as soon as possible. You may receive more than one e-mail with an evaluation if you are hosting more than one of our students. Please complete an evaluation for each clinical experience (early field) student that you are hosting in your classroom. We apologize for any inconvenience.

Some professors require their clinical experience (early field) students to teach a full lesson or mini lessons. If your clinical experience (early field) student is required to teach lessons, we ask that you complete the Field Lesson Observation Form - Appendix D. (Attached) In partnership schools, our clinical experience (early field) candidates will collaborate on a videotape critique of one mini lesson.

Clinical Experience (early field) students will also have a Field Experience Time Log (Appendix C) which will need to be signed by you after each field visit. (Attached)

All our forms and any relevant information can be found on our website at <https://www.monmouth.edu/school-of-education/departments/clinical-experience/cooperating-teachers/>

Our clinical experience (early field) students cannot receive a course grade until these forms are completed and returned, so your cooperation in this process is essential.

How many professional development hours will I receive?

Professional Development hours are based upon the following criteria:

0-9 hours = 2 Professional Development Hours (PDH)

10-25 hours = 3 PDH

26-40 hours = 4 PDH

41-60 hours = 5 PDH

61-75 hours = 6 PDH

76-100 hours = 7 PDH

100+ hours = 8 PDH

If you are hosting more than one student, the total of amount of hours will be added together and one certificate will be sent per semester.