



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

**EDU 580 Workshop: Professional
Development for Cooperating Teachers**

SPRING 2011

Instructor:

Eileen Sullivan

esullivan@ric.edu (But please note that all email about the course during the time of the course, must be sent to the instructor through the Blackboard email system and not this email address)

Virtual Office Hours:

TBD Skype address: skid76

Blackboard login page:

<https://blackboard.ric.edu>

RIC Policies:

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: *Academic policies and procedures*. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for [Students with Disabilities](#):

Prerequisites:

Participants in this EDU580 workshop must have graduated from an accredited college or university and hold an undergraduate degree. They should be working, or planning on working with a Rhode Island College Teacher Candidate and have met all the criteria to serve as a Cooperating Teacher.

Course Description:

This three-credit graduate workshop is designed to provide information and specific skill sets needed to serve as a Cooperating Teacher for a teacher candidate (student teacher) from the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College (RIC).

Course Dates for Spring 2011:

February 20, 2011-April 16, 2011

Course Organization:

This workshop uses an all-online format via the Internet. Communication and coursework is completed as [asynchronous](#) learning, or learning which takes place on a student's own time. Each student sets his/her own class time and works through the online resources in the pre-determined sequence of contents posted in folders on the Blackboard site. This three-credit course requires forty-five hours of content time and the additional amount of time to complete the readings and assignments. (A good rule here: For each hour in contact class time, a student is expected to study/prepare for class at least two hours. With an online class this time estimate may be much less for some and more hours for others.)

Course resources include word documents, pdf research articles and other written materials, PowerPoints, videos, and audio files. The instructor will use her [Skype](#) account to talk and see students if they so choose to do so (not required). There will also be a required telephone call with the instructor at an assigned time towards the midpoint of the workshop.

Required Texts:

All materials for this workshop are linked within Blackboard or are available on the Internet.

Course Withdrawal Policy:

Course withdrawal policy is listed in the student handbook and this course follows these same guidelines as an on-campus course.

Academic Misconduct and Plagiarism:

The Rhode Island College Handbook offers the following policy regarding academic integrity. Students must adhere to these guidelines diligently in all of your written/project work.

Course Requirements:

The expectations for the class are clearly stated and in order to do well you must complete assignments in a timely manner. The online learning allows you flexibility of when and where you learn and complete the readings but the deadlines are strict. The assignments are due by **11:59 pm** the day of the assignment-Saturdays- or it is considered late. Points will be deducted for late papers and assignments. My late assignment policy is that a written assignment/paper is marked down 3 points a day for tardy submissions. Plan ahead and do not wait till the last minute to submit papers, as this is usually when technology issues may arise. I do understand there are extenuating circumstances but this should only be used for extreme circumstances and will be considered on an individual basis. We are all busy people and the deadlines are presented on day one. I am always available to grade papers early, too.

Online discussion is an important part of this online class learning experience. Please follow the specific guidelines as specified in the syllabus. You are usually expected to participate in two discussions each week. Be sure to provide comments during the week of the discussion or it won't be counted as participation.

For spring 2011, each new week/module starts on Sunday and ends on Saturday.

All postings for the first discussion question are due by Wednesday of that week at 11:59 pm and then discussion question two starts at midnight Thursday. Discussions close so you will not be able to go to post a comment after the last day/date of the discussion. The rubric for the online asynchronous discussion grading is explained on pages 14 and 15 of this document.

Course Content/Learning Objectives/Standards/Assessment

Course content is arranged in folders on the Blackboard site. Students will be accessing and completing folders/modules 1-7 in progressive order. You must "click" and view each page before moving onto the second page of each module.

Participation Criteria for the Online Asynchronous Discussion Questions:

There are a total of ten discussion questions, with a point value of 4 points/discussion question. In an asynchronous format (students being online at different times) students must have an active voice with student-to-student and facilitator-to-student discussion. Postings for these discussion questions are an integral part of this online course and your participation grade.

For each discussion question you are asked to post an initial comprehensive, reflective, and content-rich response. Then you are required to respond to at least two of your classmates' posts and provide comments and feedback to them about their postings. Thus, you must make *three* meaningful posts for each discussion question. This participation grading constitutes 40% of your grade and is based on the Participation Rubric and Rubric for Asynchronous Discussion Participation. You will be given a 0-4 point value for each discussion question.

SUGGESTION: Write your initial response as a word document first and take time to write, read, and proof read before posting to the discussion board.

General Participation Rubric Overview

Points	Expectations
4	Strong voice in discussions, near exemplary active participation leader
3	Acceptable and active participant
2	Limited participation with weak discussion voice
1-0	Little to no participation in discussions

Specific Rubric for Asynchronous Discussion Participation (Adapted from: www.udel.edu/janet/MARC2006/rubric)

Criteria	4 Points	3 Points	2 Points	1-0 Points
Frequency & Quality of Postings	Posts a comprehensive, reflective, and content-rich initial response that is factual. Posts complete comments to two other classmates' postings. Advances discussion with a strong voice.	Posts a strong initial posting and responds to two others. Postings could lack full development of concept or thought.	Posts the initial comment and responds to only one of the required two postings.	Posts initial response but participation not evident. May or may not respond to others.
Professional Language	Exemplary use of professional language. Vocabulary from the content covered is evident.	Professional vocabulary frequently used.	Limited use of professional language.	Little to no use of professional language from the course.
References & Support	Uses references to literature, readings, or personal experience to support comments.	Incorporates some references from literature and personal experience.	Uses personal experience, but no references to readings or research.	Includes no references or supporting experience.
Clarity & Mechanics	Contributes to each discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Posts unorganized or inappropriate content that may contain multiple errors or may be inappropriate.

Overview of Modules, Assignments and Assessments

Week of Instruction (week starts Sunday and ends on Saturday)	Module Number/Name	Assignment Titles/Points Written Assignments-due Saturday's by 11:59pm	Online Participation/ Discussion Questions Point Value (Discussion Question 1 postings due each Wednesday by 11:59pm, Discussion Question 2 postings due by Saturday at midnight)	Total Points/ Module
2/20-2/26 2011	1.Introduction to Blackboard and Online Learning	Introduction posting to discussion board 0 Points	Practice postings, navigating Blackboard 0 Points	0
2/27-3/5 2011	2. Introduction to the supervision of teacher candidates at FSEHD Module	Assignment 1: Short Research Review 10 Points Due 3/5/2011	2 Discussion Questions (4 participation points each) 8 Points	18
3/6-3/12 2011	3. Rhode Island Professional Teaching Standards (RIPTS) Module		2 Discussion Questions 8 Points	8
3/13-3/19 2011	4. Cultural Competency	Assignment 2-Questions to Consider Narrative 10 Points Due 3/19/2011	2 Discussion Questions 8 Points	18
(3week module) 3/20-4/9 2011	5.Assessments in Student Teaching Module	Assignment 3 Module 5a-Video Rating: 10 Points if submitted by 3/26 Link to video: http://physicsed.buffalostat e.edu/AZTEC/RTOP/RTOP_full/using_RTOP_4.html Assignment4-Dispositions Scenarios 6 Points if submitted by 4/2 Assignment 5-5c:Collaborative PowerPoint Presentation 10 Points 26 Points Due 4/9/2011	4 Discussion Questions (4 participation points each) 16 Points	42
4/10-4/16 2011	6. Mentoring/Coaching Your Teacher Candidate	Assignment 6: Conventional and Proposed Student Teaching Supervision and Evaluation Model 10 Points Due 4/16/2011	1 Discussion Question (4 participation points each) 4 Points	14
Course evaluations 4/16-		Total Points for Assignments: 54 Points	Total Points for Online Participation/Discussion Questions 44 Points	Total: 100 Points



Module 1. Introduction to Blackboard and online learning

The purpose of this module is to have you become familiar with Blackboard as a platform to learn in an online medium. You will be viewing movies and exploring the course site. You will also be asked to respond to a discussion question where you will introduce yourself and then practice how to post comments in response to others' postings. You will be asked to send an email to the instructor through Blackboard, as all email communication will take place through Blackboard. Finally, you will read about the netiquette guidelines for the course.

Blackboard tutorial

Tutorial and basic information about learning online

Netiquette



Module 2. Introduction to supervision of teacher candidates at FSEHD

The purpose of this module is to provide participants with a background about the student teaching experience at RIC. Participants will read our Conceptual Framework, be introduced to the Student Teaching Handbook, and then review a research article that explores the characteristics of an effective cooperating teacher. There are two discussion questions in this module and one written research review paper where participants will select one of four research articles and write a summary and reflection.

<i>Learning Objective (s):</i>	<i>Standards (RIPTS, RIC Conceptual Framework)</i>	<i>Required Readings</i>	<i>Assessment</i>
1. To be able to discuss and apply RIC's Conceptual Framework	1, 2, 3, 8, 10 Knowledge, Diversity, Pedagogy, Professionalism	2-1-FSEHDConceptualFramework.pdf 2-2-Conceptual FrameworkSummary.pdf	Discussion question on Blackboard Module 2. Q1 4 Points
2. To reflect on the goals and responsibilities of a cooperating teacher with specific reflection on the phases of student teaching	2, 3, 6, 8, 9, 10, 11 Knowledge, Diversity, Pedagogy, Professionalism	2-3-2010-2011 Student Teaching Handbook.pdf	Integrated into discussions
3. To discuss the significance of the role of the cooperating teacher in the student teaching experience	6, 7, 8, 9, 10, 11 Knowledge, Diversity, Pedagogy, Professionalism	2-4-ModelvsMentor.pdf Glenn, W. (2006) Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. Teacher educator quarterly (33, no. 1, Winter 2006), pp. 85-95.	Discussion question on Blackboard Module 2. Q2 4 Points
4. To be able to read, review, and reflect on a research article about the role of cooperating teachers	7, 8, 9, 10 Knowledge, Diversity, Pedagogy, Professionalism	<u>One</u> research article from the following list: 2-5-CharacteristicsCoopTeachers.pdf 2-6-CoopTeacherResponse.pdf 2-7-Role-CoopTeacher-Power.pdf 2-8-PerspectivesofCoopTeachers.pdf Killian, J & Wilkinks, A. (2009). Characteristics of highly effective	Short Research Review 10 Points

		<p>cooperating teachers: A study of their backgrounds and preparation. Action teacher education vol. 4, no. 4, Winter 2009, 67-83.</p> <p>Post, D. (2007). The cooperating teacher I's: Effective mid-lesson responses to student teachers' critical incidents. Action in teacher education, Spring 2007, 61-70.</p> <p>Anderson, A. (2007). The role of the cooperating teachers' power in student teaching. Education, no. 2., Winter 2007, 307-323.</p> <p>O'Brian, M et al. (2007). First field experience: Perspectives of preservice and cooperating teachers. Teacher education special education 2007, vol. 30, no.4, 264-275.</p>	
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Written Assignment 1. Short Research Review (10 Points)

1. Read, comprehend, and reflect on one of the four research studies about the student teaching experience. (Note-if you care to use another research study about the role of the cooperating teacher in a specific content area, send the file or link to the facilitator so he/she can approve of it before you read and write the research review.)
2. At the top of the paper include your name and cite the article you are reviewing in APA format. For the first part of this written assignment, write a one page Summary, in your own words, about the purpose and type of study, methods, organization of the data collection, and key findings. For the second part of the paper, write a one to one page Reflection about what you learned from reading about the research, and how you will use what you have learned (theory into practice), and the relevance to your work with a teacher candidate.

Formatting Requirements

Maximum-two pages single-spaced
 Top, bottom, left and right margins .50”
 Times New Roman Font (size 12)

3. There is an assessment icon (a clip art picture of a paper with a pencil and ruler) at the bottom of the Module 3 page that says, “Short Research Review-10 Points.” Here scroll down to Attach File and Browse for Local file (your paper on your desktop or from your computer). Then scroll down to the bottom right and click, “SUBMIT.” The facilitator will be using word tracking to evaluate the papers and will send them back to you with comments.

Your paper must be submitted as a word document (either a .doc or a .docx).

Use your last name and _ short_review as a file name (Sullivan_short_review.doc)

Point Distribution for Research Review (5 Points for Summary and 5 Points for Reflection)

Note-Points will be deducted if you do not closely follow the formatting guidelines.

Assignment 1. Short Research Review Rubric

Criteria	5 Points	4 Points	3 Points	2-1 Points	0
Summary	Complete review of content with purpose, type of study, methods, data, key findings and results defined.	Content mostly complete but lacks depth and explanation of the research in one or more areas.	Partial overview of the research with major sections eliminated.	Content is incomplete and major sections of the assignment have been excluded.	Assignment not submitted or is incomplete.
Reflection	Complete, appropriate, and well-defined essay with all required criteria. Included one reference from the class readings.	All major criteria included, but not in as much depth or explicit as necessary.	Adequate discussion about application of the research but one or more criteria not evident.	Content is incomplete or inappropriate	Assignment not submitted or is incomplete.

Discussion Questions for Module 2:

Module 2. Q1 Introduction to Supervision of Teacher Candidates at FSEHD

After reading about the two motifs - PAR (Planning, Acting, Reflecting) and the Four Themes (Knowledge, Pedagogy, Diversity, and Professionalism) - reflect on how your work as a cooperating teacher relates to Feinstein's Conceptual Framework. Prepare a comprehensive posting about how you will model one component of the Conceptual Framework (select Planning, Acting, or Reflecting and then one of the themes) for your teacher candidate. Include one specific example of how your work/teaching and mentoring with your teacher candidate (or prospective teacher candidate) aligns with the component and theme selected.

Module 2. Q2 After reading "Model versus mentor: Defining the necessary qualities of the effective cooperating teacher" by Wendy J. Glenn, discuss one of the traits from the qualitative research study that a cooperating teacher needs to be effective. Define the trait with reference to the results of the research study, and then write about a means of applying the trait to your own work with a teacher candidate (student teacher).



Module 3. Rhode Island Professional Teaching Standards (RIPTS) Module

This module serves as a review of the Rhode Island Teaching Standards (RIPTS). You will be reading an overview about the development of the RIBITS. You will also be introduced to the Five Core Propositions of the National Board for Professional Teaching Standards, with which the RIBITS were originally designed to align and which are aligned with the RIBITS now. There is a RIBITS identification activity and two discussion questions for this module.

<i>Learning Objective (s):</i>	<i>Standards (RIPTS, RIC Conceptual Framework)</i>	<i>Required Readings</i>	<i>Assessment</i>
1. To be able to demonstrate knowledge and understanding of the eleven Rhode Island Professional Teaching Standards (RIPTS)	1,2,8 Knowledge	3-1-RIPTS_history_standards.pdf	Discussion question on Blackboard Module 3. Q1 4 Points
2. To be able to reflect on the	1, 2, 8, 10	3-2-5CorePropositions.pdf	Reflection with

5 core propositions (from the National Board for Professional Teaching Standards) and weave them into a discussion of RIPTS	Knowledge, Diversity, Pedagogy, Professionalism		either of the two discussion questions
3. To be able to apply RIPTS knowledge with a learning activity using selected parts of RIC's Observation and Progress Report (OPR)	1, 2, 10 Knowledge Pedagogy,	3-3-RIPTS_ID_Activity.doc	RIPTS Identification Activity Discussion question on Blackboard Module 3. Q1 4 Points
4. To be able to define competency and growth with the RIPTS through personal and professional reflection	8, 9, 10 Knowledge, Pedagogy, Professionalism		Discussion question on Blackboard Module 3. Q2 4 Points

Discussion Questions for Module 3

Module 3. Q1 Select one of the statements from the RIPTS Identification Activity. Write the letter of the statement (A-K) and the number of the RIPTS. Then, clearly explain why you selected the particular RIPT to be aligned with the statement and write a definition of the RIPTS in your own words.

Module 3. Q2 Select one of the RIPTS and explain your perceived degree of competency. Provide specific examples of this RIPTS in your practice.



Module 4. Cultural Competency Module

The purpose of this module is to identify your own views about instruction and learning with a specific focus on the consequences for students of diverse races and ethnicities.

<i>Learning Objective (s):</i>	<i>Standards (RIPTS, RIC Conceptual Framework)</i>	<i>Required Readings</i>	<i>Assessment</i>
1. To identify beliefs about instruction and learning that may have consequences for students of diverse races and ethnicities	1,3,4, 5 Knowledge, Diversity	The Common Beliefs Survey http://www.tolerance.org/tdsi/user/register	http://www.tolerance.org/tdsi/user/register
2. To be able to account for, and demonstrate awareness of responsiveness to the sociocultural distinctiveness of his or her students, families and communities when planning for and delivering instruction (Taken from RITER Diversity Committee document about RI Cultural Competency Assessment Tool.)	1, 3, 4, 5, 6, 7 Knowledge, Diversity, Pedagogy	The Common Beliefs Survey Other sections of the TDSI website	Discussion question on Blackboard Module 2. Q1 4 Points

3. To be able to reflect on and write about a defined topic on cultural competence	2, 4, 6, 9, 10 Knowledge, Diversity, Pedagogy	“Take a Closer Look at 13 Commonly Held Beliefs” http://www.tolerance.org/tdsi/cb_intro	Written Assignment 2- Questions to Consider Narrative 10 Points
4. To reflect on research and resources that facilitate student learning by building on race, race and ethnicity-related values, dispositions and experiences	1, 4, 7, 8, 9 Knowledge, Diversity, Pedagogy	Culturally Relevant Pedagogy Primer (TDSI) http://www.tolerance.org/tdsi/crp_primer_intro	Discussion question on Blackboard Module 2. Q1 4 Points

Written Assignment 2: Questions to Consider Narrative (10 Points)

Further exploration and examination of the TDSI website resources.

After you have completed the Common Beliefs Survey:

1. Go back to the TOOLS link at the far left of the screen of the website
2. Click on The Common Beliefs Survey
3. Scroll down to Step 2. “Take a Closer Look at 13 Commonly Held Beliefs”
4. Select one of the 13 statements and click on the link.
5. A screen will pop up with the topic, statement, and then there are narratives and videos.
6. Read the contents and watch the videos for the statement you selected.
7. As a written assignment (Written Assignment 2 for the Course), completely answer the first two “Questions to Consider” for the section/statement you selected to learn more about.

Formatting Requirements:

Maximum-two pages single-spaced (for answers to the two questions combined)

Top, bottom, left and right margins .50”

Times New Roman Font (size 12)

3. There is an assessment icon (a clip art picture of a paper with a pencil and ruler) at the bottom of the Module page that says, “Written Assignment 2: Questions to Consider Narrative (10 Points).” Here scroll down to Attach File and Browse for Local file (your paper on your desktop or from your computer). Then scroll down to the bottom right and click, “SUBMIT.”

The facilitator will be using word tracking to evaluate the papers and will send them back to you with comments.

Your paper must be submitted as a word document (either a .doc or a .docx).

Use your last name and _ questions _ consider as a file name (Sullivan_questions_consider.doc)

Point Distribution for Questions to Consider Narrative (5 Points for Each Question)

Note-Points will be deducted if you do not closely follow the formatting guidelines.

Questions to Consider Rubric (5 Points for Each question=10 Point Total)

Criteria	5 Points	4 Points	3 Points	2 Points	1-0
Response to Question	Complete, appropriate, well-defined review of content with detailed answer to the selected question.	Answer mostly complete but lacks depth and explanation of topic.	Partial overview of the answer to the question.	Content is incomplete, incomplete answer to question. Major content excluded.	Assignment not submitted or is incomplete.

Module 4 Discussion Questions:

Module 4. Q1 Discuss one of the 13 Commonly Held Beliefs Statements, one other than the one you are answering for your “Take a Closer Look at 13 Commonly Held Beliefs” written assignment. Make a connection to what you learned from the resources on the TDSI website to your past and future classroom teaching and professional work.

Module 4. Q2

Define “culturally relevant pedagogy” in your words. Write about one research-based resource from the TDSI website and then explain how you can apply the information presented with your own students as well as working with your RIC Teacher Candidate.



Module 5. Assessments in Student Teaching Module

The purpose of this module is to investigate the processes and functions of the three assessment tools utilized during the student teaching experience. In Module 5a. you learn about the Observation and Progress Report (OPR), which is the evaluation form, used to formally assess three lessons presented by the TC. The background and means of assessing TC’s dispositions comprises Module 5b. and Module 5c. informs you about RIC’s Teacher Candidate Work Sample (TCWS). Our TC’s need to successfully complete a TCWS, and although the College Supervisor is ultimately responsible for scoring this written work, you will have some involvement with the process.

Module 5a: FSEHD Observation and Progress Report (OPR)

<i>Learning Objective (s):</i>	<i>Standards (RIPTS, RIC Conceptual Framework)</i>	<i>Required Video / Readings</i>	<i>Assessment</i>
1. To accurately describe behaviors assessed in the OPR categories (Planning, Action, Reflection)	All RIPTS; Knowledge, Diversity, Pedagogy, Professionalism	View video: Interview with the FSEHD Director of Assessment – OPR 5a-1-FSEHD_Observation_Progress Report.doc	Scoring practice using the RTOP clip
2. To accurately identify teaching behaviors reflective of a range of scores in the OPR (Ratings 0-6)	All RIPTS; Knowledge, Diversity, Pedagogy, Professionalism	5a-2-FSEHD_OPR_Video_Ratings.pdf	OPR Scoring Practice with the Video
3. To acknowledge the benefits of collecting, analyzing, and using accurate, meaningful data about teacher candidate progress	9, 10 Pedagogy, Professionalism		Discussion Question on Blackboard, Module 5a
4. To accurately describe cooperating teacher responsibilities in regards to the OPR	10 Professionalism		Capstone Discussion Question on Blackboard, Module 5

Learning Experiences for Learning Objective 1 and 2:

1. View the Video: Interview with the FSEHD Director of Assessment – OPR.
2. Read the FSEHD Teacher Candidate Observation and Progress Report.
 - View clip #3 at:
http://physicised.buffalostate.edu/AZTEC/RTOP/RTOP_full/using_RTOP_4.html
 - Use the OPR to rate instruction presented in the clip. (You can print a copy of the OPR or use the word document version to complete electronically. There is a word doc of the OPR sections to

complete online in the module and the assignment submission area. Use:
Module5_Assignment_OPR_Sections.doc

- For this assignment only complete Implementation, Climate, and Classroom Management indicators, which are found in the second component of Section One: ACTION. Do not complete the PLANNING (Planning Indicators) or the Content Indicators.
- Your OPR ratings will be submitted online but not graded; you will earn credit (10 points) for participation only. Submit the document by browsing for your file and submitting here. Use your last name and _opr_rating for a file name. (sullivan_opr_rating.doc)
- After completing the specified sections of the OPR, compare your ratings to the FSEHD Assessment Committee ratings (see 5a-2-FSEHD_OPR_Video_Ratings.pdf)

Module 5b: Dispositions of Teacher Candidates

<i>Learning Objective (s):</i>	<i>Standards</i> <i>(RIPTS, RIC</i> Conceptual Framework)	<i>Required Video / Readings</i>	<i>Assessment</i>
1. To be able to accurately explain the rationale and FSEHD procedures for assessing teacher candidate dispositions	10 Knowledge, Professionalism	View video: Interview with the Director of Assessment: Dispositions Readings: 5b-1-FSEHD_Dispositions_Assessment.pdf	Capstone Discussion Question on Blackboard, Module 5
2. To be able to accurately identify behaviors reflective of teacher candidate dispositions	10, 11 Knowledge, Pedagogy, Professionalism	5b-2-Hallam_Dispositions_article.pdf 5b-3-Dispositions_Scenarios.pdf	Assignment 4-Activity: 5b-3 Dispositions Scenarios
3. To be able to draw meaningful connections between teacher dispositions and student learning	3, 4, 10 Pedagogy		Discussion Question on Blackboard, Module 5b

Learning Experiences:

1. View the Video: Interview with the FSEHD Director of Assessment – Dispositions
2. Read the dispositions articles posted on the site
3. Submit a written evaluation of the three scenarios. (Not graded but must be submitted to earn 6 points.)
4. Use your last name and dispositions_scenarios as a file name (Sullivan_dispositions_scenarios)

Module 5c: FSEHD Teacher Candidate Work Sample (TCWS)

<i>Learning Objective (s):</i>	<i>Standards</i> <i>(RIPTS, RIC</i> Conceptual Framework)	<i>Required Video / Readings</i>	<i>Assessment</i>
1. To provide a basic description of each process of the TCWS.	All RIPTS, Pedagogy, Professionalism	View video: Interview with the Director of Assessment: Teacher Candidate Work Sample Readings:	Activity: Collaborative PowerPoint presentation
2. To describe the relationships between TCWS processes and skills / dispositions of	10 Pedagogy, Professionalism	5c-1-FSEHD_TCWS_F10.pdf 5c-2-Devlin_Scherer_article_TWS.pdf	Activity: Collaborative PowerPoint presentation

effective teachers.		Additional Suggested Readings: EXEMPLARS HERE 5c-3-Denner_Norman_Renaissance_TWS.pdf	Activity: Collaborative PowerPoint presentation
3. To identify opportunities for teacher candidates to complete the TCWS while working in the classroom	10 Pedagogy, Professionalism	5c-4-Denner_Salzman_TWS.pdf 5c-5-Parker_Sinclair_TWS.pdf	Discussion Question on Blackboard, Module 5c
4. To describe cooperating teacher behaviors that would be supportive and obstructive for completion of the TCWS.	All RIPTS Pedagogy, Professionalism		Discussion Question on Blackboard, Module 5c
5. To accurately describe cooperating teacher, college supervisor, and teacher candidate responsibilities in regards to TCWS completion.	10 Professionalism		Capstone Discussion Question on Blackboard, Module 5

Learning experiences:

1. Read the required articles on BlackBoard
2. Answer discussion question
3. Work in small group on the PowerPoint Presentation Assignment

Module 5c: TCWS Collaborative PowerPoint Presentation (10 Points)

For this activity, the instructor will divide the class into small groups. Group size will be dependent upon number of students enrolled in the course.

Task: Each group will be assigned one of the processes of the TCWS:

Process 1: Contextual Factors

Process 2: Learning Goals

Process 3: Assessment Plan

Process 4: Design for Instruction

Process 5: Instructional Decision-Making

Process 6: Analysis of Student Learning

Group members will gain expertise about the TCWS process by reading and interacting in the discussion board area with their group members. Each group will be responsible for helping other class members develop an understanding of their TCWS process.

After carefully reading the TCWS process and the required readings for this part of the course, group members will work together to create a short PowerPoint presentation, complete with a notes section, designed to educate class members about the assigned TCWS process. Within the presentation, groups must provide the following:

1. A summary or general overview of the assigned process
2. An explanation of teacher candidate's task
3. An explanation of how the task relates to work of effective teachers
4. A thought question designed to encourage others to think deeply about important ideas related to the process
5. Other significant information

Each PowerPoint presentation should include no more than 4-5 slides per group. Groups must follow guidelines for effective PowerPoint presentations for this task. For example, use text and images in ways that enhance the delivery of information. Limit the amount of text included on each slide. A guideline to follow is to use at least a 24 point sans serif font with no more than 6-9 lines on each slide. The following URL will lead you to more helpful PowerPoint tips: <http://www.cheney268.com/training/PowerPoint/PowerPointTips.htm>

The instructor posted a sample PowerPoint outlining the Final TCWS Component: Candidate Reflection on Student Teaching Experience. Groups may refer to this as a model.

Supporting details related to the main points will be included in the presentation note section. This will help the facilitator cover the important points in appropriate depth. When creating the slides, you will see a box with the prompt “click to add notes”. This is where supporting comments will be written. Essentially, these would be the notes that you would use when presenting the PowerPoint to an audience.

Use your last name and *collaborative_tcws* as you file name (Sullivan_collaborative_tcws.ppt)

Module 5c: TCWS Collaborative PowerPoint Presentation: Scoring Rubric

Criteria	5 Points	4 Points	3 Points	2 Points	1-0
Response to required prompts	Each slide of the presentation provides clear, relevant, and complete information related to the assigned prompts.	Most of the information provided in the presentation slides is clear, relevant, and complete.	Much of the information provided in the presentation is unclear, less relevant, or incomplete.	Information provided in the presentation is weak and does not help the reader gain an understanding of the TCWS process.	Response was not provided for all of the required prompts.
PowerPoint formatting and supporting notes	The slides are well formatted with valuable supporting information supplied in the notes section.	The slides are well formatted with basic supporting information supplied in the notes section.	The slides are formatted in an unprofessional manner but supporting information is supplied in the notes section.	The slides are formatted in an unprofessional manner and information supplied in the notes section does not help the further the explanation provided on the slide.	Notes were not included in the PowerPoint presentation.

Module 5 Discussion Questions:

5a. Q1

As a Cooperating Teacher you will be using the OPR to formally evaluate three lessons by the Teacher Candidate. One of these lessons will be observed collaboratively with the College Supervisor. How can you use the completed OPR ratings to effectively help your Teacher Candidate progress and grow as a beginning teacher?

5b. Q1

Reflect on your experience as an educator and consider a situation when a teacher or Teacher Candidate displayed a positive or negative disposition. Describe the situation and explain how you and your classroom students may have been impacted by this disposition. Did the situation impact your practice? Explain your thinking.

5c. Q3

How could you support your Teacher Candidate (TC) in completing his/her TCWS? State one specific strategy you could implement to assist the TC. What obstacles might make it challenging for the TC to complete the TCWS in your school?

5d. Q4

You learned about the Observation Progress Report (OPR), Dispositions, and the Teacher Candidate Work Sample (TCWS); Cooperating Teachers play a pivotal role with these evaluations. Why do you feel better prepared to evaluate your Teacher Candidate and to assist him/her in moving forward and progressing towards the skills and dispositions needed by teachers?



Module 6. Mentoring/Coaching Your Teacher Candidate

This module introduces you to some current literature about mentoring and coaching beginning teachers, or in this case student teachers (teacher candidates).

<i>Learning Objective (s):</i>	<i>Standards (RIPTS, RIC Conceptual Framework)</i>	<i>Required Readings</i>	<i>Assessment</i>
1. To review and reflect on current literature and explore key concepts about mentoring and coaching beginning teachers	7, 8, 9, 10 Knowledge, Diversity, Pedagogy, Professionalism	http://www.mentors.net/03library/collab_pc.html http://cse.edc.org/products/teacherleadership/mentoring.asp#10 http://web.archive.org/web/20040218142739/http://www.ascd.org/publications/ed_lead/199905/rowley.html http://www.coachingandmentoring.com/Articles/mentoring.html http://www.ericdigests.org/1997-1/mentoring.html http://www.educationworld.com/admin/admin260.shtml	Discussion question on Blackboard Module 6. Q1 4 Points
2. To examine effective strategies for teacher supervision and evaluation	7, 8, 9, 10 Knowledge, Diversity, Pedagogy, Professionalism	6-1- Marshall_Rethink_TeacherSupervision.pdf	Written assignment: Conventional and Proposed Student Teaching Supervision and Evaluation Model (10 Points)

Assignment 6. Conventional and Proposed Student Teaching Supervision and Evaluation Model (10 Points)

Read Kim Marshall's article, "It's Time to Rethink Teacher Supervision and Evaluation," and then critically relate the contents of the article to your work as a Cooperating Teacher. Even though the author was writing about principal-teacher supervision the reasons can be directly applied to your work with teacher candidates.

Marshall posts a Conventional Model for Evaluation and then a Proposed Model (p.734)

Reflect on the Traditional Student Teaching Supervision/Evaluation Model posted here:

Table I.

Conventional Student Teaching Supervision/Evaluation Model

For the College Supervisor (CS) and Cooperating Teacher (CT)

- Entrance "meet and greet" time for College Supervisor
- Teacher candidate (TC) prepares written lesson for the observations
- Three formal evaluations by the CS and CT (one collaboratively)
- CS and CT complete RIC's Observation and Progress Report (OPR)
- Meeting at end of each observation
- CS, CT, and TC work as a triad to assist growth with TC's teaching behaviors
- CS responsible for evaluation of the Teacher Candidate Work Sample
- CS and CT submit Satisfactory/Unsatisfactory grade

This written assignment has two parts.

Part I.

Develop a unique outline of a **Proposed Student Teaching Supervision/Evaluation Model** (after examining the College Supervisor (CS) and Cooperating Teacher (CT) (just like Marshall did on page 734-a list of the proposed changes for the process). Please note that the bulleted model/outline that you develop can be an ideal model or one that could improve the Conventional Model. Be bold but also use the Marshall article as guidance.

Part II.

After posting the model, select two of Marshall's 10 reasons why the conventional supervision and evaluation process is not effective. (Assumption: You would have used these ideas to create your new model.)

Write a narrative about the two selected reasons as they relate to your **Proposed Student Teaching Supervision/Evaluation Model** and work with student teaching supervision and evaluation. Elaborate on each of the two selected reasons and they compare to student teaching. Also explain why the defined reason is not only an ineffective strategy for principal-teacher supervision and evaluation, but also why it is ineffective for student teaching. Be sure to explain why the two Marshall reasons supported your **Proposed Student Teaching Supervision/Evaluation Model**.

Formatting Requirements:

Maximum-three pages (total) single-spaced

Top, bottom, left and right margins .50"

Times New Roman Font (size 12)

Note-Points will be deducted if you do not closely follow the formatting guidelines.

Use your last name and evaluation_model as a file name (Sullivan_evaluation_model.docx)

Assignment 6. Conventional and Proposed Student Teaching Supervision and Evaluation Model (10 Points)

Scoring Rubric

Criteria	5 Points	4 Points	3 Points	2-1 Points	0
Proposed Student Teaching Supervision/ Evaluation Model	Complete presentation of a model clearly defined	Content mostly complete but lacks depth and completeness	Partial overview of a model presented	Content is incomplete	Assignment not submitted or is incomplete.
Narrative with 2 reasons about supervision (from Marshall's article) related to development of model	Complete, appropriate, and well-defined narrative with two (of Marshall's 10) reasons clearly explained/ compared to student teaching	Two reasons explained but lack depth and content	One or both of the models is not clearly defined or explained	Content is incomplete or inappropriate	Assignment not submitted or is incomplete.

Note-Points will be deducted if you do not closely follow the formatting guidelines.

Module 6 Discussion Questions:

Module 6 Q1

Use what you have learned from the required readings about mentoring and coaching to discuss what you, as a Cooperating Teacher, did (or will do) to impact/influence/affect the professional behavior of the Teacher Candidate you mentored?

Course Evaluation:

1.Introduction to Blackboard and Online Learning Module	No Points
2. Introduction to supervision of teacher candidates at FSEHD Module	18 Points
3. Rhode Island Professional Teaching Standards (RIPTS) Module	8 Points
4. Cultural Competency Module	18 Points
5. Assessments in Student Teaching Module	42 Points
6. Mentoring/Coaching Your Teacher Candidate	<u>14 Points</u>
Total:	100 Points

- A Excellent 95-100
- A- 90 - 94
- B+ 87 - 89
- B Above Average 84 - 86
- B- 80 - 83
- C+ 77 -79
- C Average 74 -76
- C- 70 -73
- D Below Average 65 -69
- F Failure Below 65
- I Incomplete