



School of Education and Kinesiology

2020-2021

Bachelor of Arts in Education

University Supervisor &

Mentor Teacher Handbook

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Introduction

Thank you for agreeing to supervise and mentor our pre-service teacher certification candidates. The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within the Bachelor of Arts in Education program. To find additional information, or related policies and procedures of the School of Education and Kinesiology, refer to www.plu.edu/education.

Abbreviations used throughout this document are:

TC: Teacher Candidate

MT: Mentor Teacher

US: University Supervisor

Administration

The following faculty and staff members are available to assist candidates, university supervisors, cooperating teachers, principals and district staff regarding our certification programs.

Education Department: 253.535.7272

Dr. Jan Weiss, Associate Dean and Education Program Coordinator: weissjm@plu.edu

Dr. Mary Jo Larsen, Assistant Dean: larsenmj@plu.edu

Dr. Megan Anderson, Coordinator of Field Placement: megan.anderson@plu.edu

Diana Duclos, Assistant to the Dean: duclosdm@plu.edu

Ryan Branchini, Coordinator of Admissions, Advising, and Certification: branchrc@plu.edu

Natalie Mendez, Administrative & Program Assistant: nmendez@plu.edu

Bachelor of Arts in Education Program (BAE)

Fall term internships begin at the start of your district’s academic year and will continue through the middle of December.. Full-responsibility student teaching takes place during the spring semester.

The fall term is generally considered a practicum, where extensive observation, small group instruction, and minimum whole group instruction are completed. During this time, candidates are expected to be active members of your classroom, helping, learning, observing, and reflecting on the art and craft of teaching. Candidates will not be in the classroom full-time during fall. In general, our BAE candidates are in the classroom for 90 hours total on Mondays, Wednesdays, and/or Fridays.

In the spring, both BAE candidates will transition to full-time, full-responsibility student teaching. This transition typically begins at the start of PLU’s spring semester (February 8, 2021). At PLU, student teaching consists of three phases. While the timeline varies depending on which endorsement a candidate is pursuing, in the first phase (2-4 weeks) candidates gradually assume a more leadership-type role within the classroom as they take over planning, instructing, and assessing students. The second phase, lasting approximately eight weeks (more for dual endorsements), is the traditional full-responsibility student teaching period. The third and final phase, lasting the remainder of the PLU semester, mirrors phase one as the intern relinquishes the teaching duties back to the mentor teacher.

BAE Student Teaching Timeline

Reading Endorsement

| Fall Semester 90 Hours Total | J-Term 0 Hours Total | Spring Semester 15 Weeks Total |
|---------------------------------|-------------------------|-----------------------------------|
| 90 Hours Gen Ed | 0 Hours | 7 Weeks Gen Ed Full-Time ST |

SPED Endorsement

| Fall Semester 90 Hours Total | J-Term 0 Hours Total | Spring Semester 15 Weeks Total |
|---------------------------------|-------------------------|---|
| 60 Hours SPED 30 Hours Gen Ed | 0 Hours | 9 Weeks SPED 6 Weeks Full-Time ST 6 Weeks Gen Ed 3 Weeks Full-Time ST |

ELL Endorsement

| Fall Semester 90 Hours Total | J-Term 0 Hours Total | Spring Semester 15 Weeks Total |
|---------------------------------|-------------------------|--|
| 45 Hours ELL 45 Hours Gen Ed | 0 Hours | 9 Weeks Gen Ed 6 Weeks Full-Time ST 6 Weeks ELL 3 Weeks Full-Time ST |

Dates for Full-Responsibility Student Teaching

Students begin full-time student teaching on February 8, 2021. Below is a suggested schedule for SPED, ELL, and Gen Ed student teaching. These dates are flexible. For example, if it works better for a SPED student to begin student teaching with the Gen Ed mentor teacher, the dates can be switched. What is important about the timeline is that mentor teachers and teacher candidates are communicating about the schedule.

Sample SPED Schedule - 15 Weeks Total:

SPED: Weeks 1-2 -- February 8 - 19: In the classroom full-time, assuming more classroom responsibility

SPED: Weeks 3-8 -- February 22 - April 2: Candidates assume full-responsibility teaching role

SPED: Week 9 -- April 5-9: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

GEN ED: Week 10 -- April 12 - 16: In second classroom full-time, assuming more classroom responsibility

GEN ED: Weeks 11-13 -- April 19 - May 7: Candidates assume full-responsibility teaching role

GEN ED: Weeks 14-15 -- May 10 - 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Sample ELL Schedule - 15 Weeks Total:

GEN ED: Weeks 1-2 -- February 8 - 19: In the classroom full-time, assuming more classroom responsibility

GEN ED: Weeks 3-8 -- February 22 - April 2: Candidates assume full-responsibility teaching role

GEN ED: Week 9 -- April 5-9: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

ELL: Week 10 -- April 12 - 16: In second classroom full-time, assuming more classroom responsibility

ELL: Weeks 11-13 -- April 19 - May 7: Candidates assume full-responsibility teaching role

ELL: Weeks 14-15 -- May 10 - 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Sample Reading Schedule - 15 Weeks Total:

Weeks 1-3 -- February 8 - February 26: In the classroom full-time, assuming more classroom responsibility

Weeks 4-10 -- March 1 - April 16: Candidates assume full-responsibility teaching role

Weeks 11-15 -- April 19 - May 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Practicum & Student Teaching Overview

Fall Practicum: Observation, Initial Teaching, Active Participation

- Candidates will spend a minimum of 90 hours in the field during the fall semester.
 - Reading Endorsement: 90 hours in GenEd
 - SPED Endorsement: 60 hours in SPED, 30 hours in GenEd
 - ELL Endorsement: 45 hours in ELL, 45 hours in GenEd
- Candidates will implement course based assignments, respond to cooperating teacher requests, demonstrate initiative for full inclusion into the school community, and begin teaching lessons.
- The University Supervisor will schedule a minimum of two interactions which includes a goal-setting conference and video observation.
- Candidates will assume increasing responsibility over the course of the semester.
- Dispositional assessments will be completed by the supervisor and cooperating teacher.

Spring Internship: Full Responsibility Student Teaching

- Candidates will begin full-time in the field on February 8, 2021 and will remain in his/her/their placement full-time for the entire PLU spring semester (until May 21, 2021).
- Full responsibility student teaching expectations by endorsement:
 - **Reading Endorsement**
 - 15 weeks in GenEd (minimum of 7 weeks of full-responsibility)
 - **SPED Endorsement - SPED Focus**
 - 9 weeks in SPED (minimum 6 weeks full-responsibility)
 - 6 weeks in GenEd (minimum of 3 weeks of full responsibility).
 - **SPED Endorsement - GenEd Focus**
 - 9 weeks in GenEd (minimum 6 weeks full-responsibility)
 - 6 weeks in SPED (minimum of 3 weeks of full responsibility).
 - **ELL Endorsement**
 - 9 weeks in GenEd (minimum 6 weeks full-responsibility)
 - 6 weeks in ELL (minimum of 3 weeks of full responsibility).
- Although candidates will be in the placement full-time beginning on February 8, they do not need to assume full-responsibility right away. Rather, candidates will gradually assume more responsibility until they take complete responsibility of planning, teaching, classroom management, and other duties. This includes preparing for all classes, grading, communication with parents and staff, as well as being involved in activities of the school.
- University supervisors will schedule a minimum of 4 structured observations.
- Candidates will complete the edTPA.
- A Mid-Term Assessment will be completed by the supervisor and mentor teacher. Feedback should be shared with candidates during a meeting with the cooperating teacher and/or supervisor in order to help the candidate strengths and areas for improvement.

- A Final Assessment Conference will occur with the teacher candidate, mentor teacher, and university supervisor. Each will complete a final assessment before the conference and the triad will come to an agreement on final assessment scores.

Candidate Expectations & Responsibilities

The year-long internship experience provides teacher candidates an opportunity to apply the knowledge, pedagogical skills, and values acquired throughout the program. Candidates will begin with observation and move to increasing responsibility including a minimum of 6-7 weeks of full-time full responsibility teaching during the Spring Semester.

Candidates are expected to adhere to the Washington State Code of Professional Conduct and the following professional obligations:

- Follow the mentor teacher's lead for arriving at and leaving the school.
- Provide supervisor with a classroom schedule that shows the daily routine and expected responsibilities.
- Participate in out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- Dress professionally and appropriately and follow school policies for casual dress days.
- Interact with students, faculty members, and school personnel in an ethical and professional manner.
- Be well prepared for all teaching sessions.
- Discuss lesson plans with the cooperating teacher prior to their implementation.
- Contact the mentor teacher, school, and university supervisor (if requested) if an emergency or illness necessitates lateness or absence. Provide lesson plans during full responsibility or any planned teaching activity.
- Attend all scheduled required teaching seminars and other coursework.
- During spring internship follow the school district's schedule for holidays including spring break, NOT the university schedule.

University Supervisor Expectations & Responsibilities

The University Supervisor serves as liaison between the building administrators, mentor teachers, and the School of Education and Kinesiology. Supervisors are expected to conduct two “interactions” in the fall and five “interactions” in the spring. Other communication, such as phone calls, emails, and meetings are encouraged.

During site visits, the university supervisor will observe the candidate’s teaching, provide feedback on his or her progress, and support the edTPA. At the conclusion of student teaching, the university supervisor will meet with the candidate and cooperating/mentor teacher to assess the candidate's progress. All visits, conversations, observations, and feedback should be documented thoroughly.

Below are the primary responsibilities of the university supervisor:

- **Minimum of seven interactions** over the year:
 - Fall:
 - One Teaching Video with Collaborative Conversation Feedback
 - One Conference for Goal-Setting and Self-Reflection with MT
 - Spring:
 - Four Structured Classroom Observations with Collaborative Conversation Feedback
 - One Final Evaluation Conference with MT
- Promptly bring any concerns to the attention of the Associate Dean and Coordinator of Field Placement using the Student of Concern form.
- Support the candidate through the edTPA process.
- Submit all assessment forms in a timely manner.
- If requested, complete a letter of recommendation for the candidate.
- Complete and sign section II of OSPI Form 1128-1 Continuing Education Credit Hours (Clock Hours) as PLU representative and give from to the cooperating teacher.

Cooperating Teacher Expectations & Responsibilities

The cooperating teacher is the primary guide of the student teaching experience. The day-to-day contact with the candidate provides the best opportunity for the cooperating teacher to systematically guide the professional growth of the student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. Below are some of the responsibilities of a Cooperating Teacher who is working with a pre-service teacher candidate from PLU.

Below are the primary responsibilities of the mentor teacher:

- Acquaint the candidate with building faculty, staff, students, and district policies including parent reporting, parent-teacher conferences, and records that are the responsibility of the classroom teacher. (Please invite the candidate to participate in parent-teacher conferences whenever possible.)
- Acquaint the candidate with classroom organization and explain its underlying philosophical rationale and please provide space (closet and desk) for the candidate. Provide teaching materials (textbooks, for example) and copies of the state, district curriculum guides, policies, and procedures.
- Create a semester plan with the candidate to gradually assume responsibility for teaching and the orderly return of the class to the teacher at the close of the semester.
- Review lesson and unit plans before they are taught, offering constructive feedback when necessary and encouraging careful preparation and planning of lessons.
- Observe and provide feedback to the student teacher whenever he or she teaches regarding quality of performance, keep the candidate informed of their progress.
- Work cooperatively with the university supervisor and principal for the improvement of the candidate's performance and promptly report to the university supervisor positive aspects of the candidate's performance as well as the concerns, problems or issues that need to be addressed by the team (e.g., mentor, candidate, and university supervisor).
- Complete and return all paperwork according to the paperwork timeline.
- If a candidate asks you to complete a recommendation, please provide one. In the unlikely event you would feel unable to write a positive recommendation letter, please advise the candidate and suggest that he or she request a recommendation from someone else.

Assessment Form Instructions

Supervisors and Cooperating teachers will complete the dispositional, mid-term, and final assessments according to the paperwork timelines. Responses should be discussed with candidates in order to highlight and improve their instruction and professionalism. Examples of the forms are available in this handbook on pages 11-14.

SPED and ELL endorsement candidates will also need a SPED or ELL observation form completed prior to the end of their student teaching experience.

Due Dates for Assessments

1. Dispositional Assessment
 - Complete by December 15th (All candidates)
 - 2nd submission for candidates who received a score below a 7 on any area - March 10th
2. Mid-Year Assessment
 - March 10th (All candidates)
3. Structured Observations - UNIVERSITY SUPERVISORS ONLY
 - As completed (All candidates) - Ideally two before Mid-Year Assessment and two before Final Evaluation Conference
4. Final Evaluation Conference with TC, US, and MT
 - May 14th (All candidates)
 - Final Evaluation form submitted by University Supervisor, reflects agreed-upon scores from conference

Clock Hours for Cooperating Teachers

Cooperating teachers are eligible to receive 15 clock hour credits for a single semester assignment and 30 for a yearlong assignment. These clock hours will be awarded using Washington State form 1128-1 Continuing Education Credit Hours (Clock Hours), Supervisor of Training. The University Supervisor will complete the form, signing as the PLU representative, and distribute the completed form to the cooperating teacher. Cooperating teachers should either keep the completed clock hours form in their records, or turn in to their school district, whichever is appropriate. The completed clock hours form should not be returned to PLU.

Intern Substitute Certificates

All requests for Intern Substitute Certificates must be initiated through the Coordinator of Field Placement. Once the coordinator receives the request she will seek approval from all parties (cooperating teacher, principal, supervisor, associate dean, and faculty) prior to approving the request. PLU's policy regarding the approval of Intern Substitute Certificates is that candidates must have successfully completed their student teaching experience and submitted the edTPA. Upon approval, candidates can substitute in their student teaching classroom only.

Cooperating Teacher Stipends

Per agreement with each school district, Pacific Lutheran University will provide a cooperating teacher stipend of no less than \$400 for each full-time student teaching assignment. Dual placements (such as SPED or ELL) will receive a \$300 stipend. Cooperating teachers will receive a Check Request Form in the mail near the end of the student teaching term. Forms should be completed, signed and returned as directed. Please follow timelines as PLU's budget year finishes on May 31st which is before the end of a district's school year.