Preparing Teacher Candidates as Culturally Sustaining Learners, Leaders and Activists


2018-2019
Resource for PDSDP Leaders, Interns, Coaching Teachers, and Supervisors

Plymouth State University
Holmes Center for School Partnerships and Educator Preparation

Version 1.1
Policy on Non-Discrimination and Affirmative Action

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The component institutions of the USNH, will take affirmative action to provide equal employment opportunity (EEO) to all qualified persons regardless of gender identity or expression, race, color, religion, age, national origin, sexual orientation, marital status, physical or mental disability, or veteran’s status. In addition, positive Affirmative Action will be taken in the form of setting goals for reviews of historical areas of discrimination, including race, gender identity or expression, disability and veteran’s status. All employment and personnel policies and practices - recruiting, hiring, promotions, demotions, reassignments, transfers, selection for training, compensation, benefits, layoffs and recalls, terminations - will be administered according to EEO principles. This Affirmative Action Plan includes a description of employment goals as well as the means to achieve those goals.

Affirmative Action Plan
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Director’s Welcome

Dear Teacher Candidates, Coaching Teachers, and University Supervisors:

On behalf of the Holmes Center at Plymouth State University, allow me to commend you on your choice of professions. There is no profession among us that is more important than teaching. I firmly believe that our main goal for our College of Education is to improve the lives of children, youth, teachers, schools, families and communities through our work.

This Clinical Experiences Manual serves as a guide to the nuts and bolts of this critical semester. I encourage you to become familiar with its contents so that you can have the most productive semester possible. The manual provides practical information to all of you involved in clinical experiences—student interns, classroom coaching teachers and university supervisors. Because each member of this triad plays a vital role in creating the best possible field experience, information is included to ensure that all of you have congruent expectations for assignments, roles, policies and assessment procedures.

For teacher candidates you will find information about:
- Requirements and responsibilities of the internship. It is important to remember that, in all you do, you serve as a reflection of both PSU and the school hosting your internship.
- Schedules integral to the internship.
- University policies related to the internship.

For coaching teachers, this handbook provides you:
- Clarification on your role as a mentor and partner in teacher education.
- Information on your mentor roles and responsibilities.
- Guidelines for ensuring that the intern is upholding his/her responsibilities.

For co-evaluators/university supervisors who will be supporting and assessing, this handbook will assist you in:
- Structuring and facilitating the internship experience.
- Providing information to both interns and coaching teachers concerning roles and responsibilities.
- Ensuring that all university policies and expectations are implemented.

As you embark on your student internship semester we know that it will be one of the most challenging and rewarding components of the teacher preparation program at PSU. Be assured that you will not be alone in your journey to transform the lives of children and youth. You will be supported through personal mentoring and guided on this journey by an experienced, trained classroom teacher and a supportive, university–based faculty member who will serve as your supervisor and university-school liaison.

Best wishes for a successful, productive, and rewarding clinical experience. I hope that each of you will find this semester to be rewarding, both personally and professionally. Whether you are a teacher candidate, a coaching teacher or a university supervisor, the work you will do this semester matters a great deal and will positively in the lives of the children in your classrooms.

Mary E. Earick, Ph.D.
Director, Holmes Center
### Organizational Structure for the Holmes Center

#### Holmes Center Organization: A Dynamic Systems Approach

- **Teacher Candidacy**
  - PDSD Placement Approved
  - Program Support
  - Valeria Comeau-Palmer

- **Dispositions**
  - CHECK Decision Points
  - Teacher Candidacy Declared

- **CLUSTERS**

- **Holmes Center for School Partnerships and Educator Preparation**
  - **Mary E. Earick, Director**

- **Clinical Experiences**
  - Brian Walker, Coordinator

- **Professional Development**
  - Schools Districts (PDS)

- **IMPACT**
  - Intern, Mentor Teacher, Supervisor and K-12 Student Performance Data

- **ADVISORY**
  - PDSD State Council
  - PSU Council for Educator Preparation

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Guiding Documents for the Teacher Education Program

Mission Statement

Plymouth State University is a dynamic, nurturing learning community that supports the growth of aspiring and practicing educators. The College, through purposeful interaction among faculty and students, emphasizes the active construction and application of knowledge, skills, and dispositions to promote educational excellence, equity and opportunity in the 21st century. We honor our responsibility to contribute to the high achievement of all learners and the development of an educated populace. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership as well as offering a forum for educational dialogue and advancement. This commitment entails:

- Bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts
- Conducting principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice
- Partnering with government agencies; P-12 educators, schools, and districts; families; professional organizations; and other institutions of higher education
- Preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice

Conceptual Framework for Teacher Education (CHECK)

What is the conceptual framework?

The conceptual framework for teacher education at Plymouth State University is a shared set of beliefs and attitudes that serves as the foundation for each teacher education program. The framework clearly identifies for faculty, staff and students the core values that we share as a community. These core values—Commitment, Holism, Experience, Collaboration and Knowledge—are meaningfully integrated into all teacher education coursework, service learning and practice teaching experiences.

How do faculty, staff and students use the conceptual framework?

Faculty, staff and students incorporate the conceptual framework into all aspects of their thinking, planning and assessment. The underlying assumptions of the conceptual
framework should be articulated and shared in our knowledge base, skills and dispositions necessary to help all students learn.

**How do students incorporate the conceptual framework in their daily work in the schools?**

Students need to think about the five elements of CHECK. Clarify in your mind exactly what the elements mean. Discuss with your clinical faculty member examples of each element and construct questions that help to define the element. For example, think about collaboration. What does it mean? Now consider how you as the teacher candidate collaborate with the school faculty, how does the school faculty collaborate with other teachers? Parents? Principals? And faculty?

Review the following elements of CHECK and begin to reflect on the meaning of the elements, start to look for examples in your work, your school faculty, clinical faculty and administrators.

In brief, the underlying assumptions of the conceptual framework are as follows:

**Commitment**

We define commitment as dedication, perseverance, and individual and social responsibility. Our candidates are committed to lifelong learning and to increasing self-knowledge. They are committed to the beliefs that all students can learn and that education has the power to transform individuals and the greater society. Our teacher candidates recognize the responsibility of educators to take a thoughtful and critical stance towards themselves and their profession.

**Holism**

Our holism perspective involves affirming diversity and understanding the “whole child” within the family, community and cultural context. It includes working towards an integrated curriculum and recognizing how we as educators are shaped by our own experiences and culture. This holistic perspective shapes our larger vision.

**Experience**

Experience allows us to put theory into practice. We provide opportunities for experiential learning that serves communities and schools so that our teacher candidates can do the same for their students. Experience also involves constantly renewing skills and knowledge within one’s discipline.
Collaboration

Collaboration involves working with students, families and colleagues effectively within the school context toward shared goals, demonstrating respect and openness towards diverse perspectives, and confronting and resolving conflicts effectively and respectfully. Collaboration enhances both teaching and learning, and is an essential part of developing the capacity to lead.

Knowledge

Knowledge refers to understanding the theory, content, methods, and materials and technologies of one’s field, as well as understanding child and adolescent development, learning processes, and student motivation within the familial, community, and cultural contexts in which children grow and learn. Teaching that engages all learners combines a knowledge of students and one’s subjects within the cultural, social and institutional context.

Admission Decision Points to the Professional Program

All students seeking to complete a degree, which leads to teacher certification, must complete the Road to Teacher Certification. Prior to beginning the Internship in Teaching, each student must complete Decision Points I, II and III. No Teacher Candidate will be placed in a school for an internship experience who has not met these requirements.

Road to Teacher Certification Overview

Here are the requirements for all Initial Teacher Certification Programs. Programs may have additional requirements. Students can view their progress in their Taskstream account.

Decision Point 1

- Complete the Candidacy Application
- Passing Praxis Core Scores or SAT waiver
- 2 Faculty Evaluations
- Cumulative Grade Point Average of 2.7 or higher
- Participation in Orientation 1

Decision Point 2

- Internship in Teaching Application
- Criminal Background Check
- Cumulative Grade Point Average of 2.7/3.0 or higher
**Decision Point 3**
- Submit sample Lesson Plan and Resume for Potential Mentor Teachers
- Participation in Orientation 2
- Confirmation Sheet signed by mentor teacher and principal
- Complete the Foundational Co-teaching workshop
- Passing Praxis II Scores (if required by the program)
- Cumulative Grade Point Average of 2.7/3.0 or higher

**Decision Point 4**
- Participation in Orientation 3
- Participation in Orientation 4
- Midterm/Site 1 Evaluations from Mentor Teacher and Co-evaluator
- Final/Site 2 Evaluations from Mentor Teacher and Co-evaluator
- Set Up New Hampshire Department of Education Account

**Fingerprinting and Background Check Requirements**

All initial teacher licensure programs require extensive field experiences in P-12 schools. All students must be aware that in order to complete many education courses candidates are required to submit to a criminal background check. Students with criminal convictions or pending charges may not be eligible for internship experiences or courses taught on-site in P-12 settings. At any time while a student at PSU, those who are arrested by any law enforcement agency are required to inform the Holmes Center Coordinator of Clinical Experiences of such matters within 72 hours of the arrest. Any student arrested while enrolled in an internship experience or courses taught on-site in a P-12 setting must also notify the Holmes Center, Coordinator of Clinical Experiences.

**Dispositions**

**Background**
The focus on dispositions within educator preparation flows from the recognition that teaching and working with learners of all ages, requires not only specific content knowledge and pedagogical skill, but positive attitudes about education, the value and abilities of all people, and our responsibilities as professionals. The PSU teacher education faculty in 2013
adopted four core focus areas identified by a Council for Teacher Education\(^1\) (CEP) task force in 2011-12 with appropriate observable on-campus dispositional behaviors to underlie the knowledge and practice required of candidates to graduate: Communication and Collaboration, Reflective Practice, Cultural Awareness and Personal Responsibility. This data is collected at three points prior to intern teaching placements. The PSU teacher education faculty in 2018 adopted four core focus areas identified by the Dispositions Committee in 2017-2018 with appropriate observable off-campus dispositional behaviors to underlie the knowledge and practice required of candidates to graduate: Integrity, Intellectual Spirit, Justice and Stewardship.

Since the initial 2012-2013 adoption and a 2017-18 revision by a dispositions task force, the Council for Teacher Education has continued to evaluate professional dispositions in regard to the college’s four core values and the evolving population of PreK-12 learners and program degree candidates. At the 2018 Problems of Practice Summit, the Director for School Partnerships and Professional Preparation and Coordinator of Clinical Experiences collaborated with the 2018-2021 PDSDP to review the professional dispositions assessment for recommendations for modifications prior to the start of the three-year partnership cycle. This review team developed a self-assessment instrument using the revised professional dispositions assessment rubric to increase the frequency of the College’s evaluation of professional dispositions as well as provide the opportunity for the College to obtain self-reported information from degree candidates. The professional dispositions self-assessment was implemented in 2016-17.

**The Rubric**

The rubric delineates ten areas of focus. A primary disposition titles each focus area with 2-3 focus areas identified for each disposition. Due to the overlap among behaviors that are associated with the dispositions, a disposition may be reflected in categories other than the ones for which it serves as the “title.” Descriptors are provided for each area of focus at the performance levels of unsatisfactory, approaching proficient, and proficient. The descriptors are examples of behaviors that meet expectations for each performance level. Descriptors clarify performance levels, but do not list every possible behavior. Candidates need not demonstrate all elements described for a particular performance level in order to be rated at that level. The purpose of the clinical experience performance level ratings is to ensure that all initial certification candidates meet the proficient level of performance. Dispositions may impact the intern’s final grade and recommendation for certification.

\(^1\) In documents prior to 09.2016 the CEP functioned under the title Council for Teacher Education. For the purposes of the 2018-2019 handbook CEP will used throughout our document to avoid unnecessary confusion for non-university readers.
**Implementation Procedures**

Professional Dispositions Self-Assessment with Pre-service programs. Candidates are asked to complete an online dispositions self-assessment at two program matriculation key markers—when applying to the professional program and when completing the internship application. Candidates responses are scored using emerging to proficient performance level ratings by the online surveying system.

Data from online dispositions assessment are entered in the unit-wide assessment database.

Professional Dispositions Observational Assessment with Pre-service programs

a. Emerging to proficient performance level ratings are used for all pre-service candidates at a minimum of two points in time (prior to and at the conclusion of student teaching/Internship B). Candidates are rated by two individuals each time: school-based practicum/coaching teacher and university-based supervisor or faculty member. Programs are encouraged to provide numerous experiences for their candidates in relation to understanding and assessing dispositions throughout their programs.

b. Data on clinical experience ratings are entered in the unit-wide assessment database. The Director of OCE is notified of any candidate who receives one or more unsatisfactory or approaching proficient ratings and works with appropriate personnel to address identified issue(s) with the candidate.

c. It is particularly recommended that programs assess explicit oral or written expressions of candidates’ understanding of the dispositions (e.g., an essay articulating the definition each disposition and examples of how s/he demonstrates each in practice). Consideration of the full-range of behaviors is recommended including the target (proficient) level. Collection of a variety of data on dispositions is supported by the Office of Assessment and Accreditation.

d. A rubric and instrument with an exemplary performance level will be developed for implementation in 2018-19 academic year.

**Internship Placement Procedures**

Effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on P-12 student learning. Therefore, a collaborative process is in place in relation to making field placements.

- Placements are made by the Holmes Center in conjunction with faculty and in cooperation with clinical adjuncts, principals and/or personnel directors in participating school districts. Educators and administrators co-construct criteria for the selection of coaching teachers.
• All placements must be made in public school settings with teachers who meet the criteria as stated for coaching teachers.
• A candidate may not be assigned placement with a relative or close family friend serving as the coaching teacher (or paraprofessional) or where the principal is a family member. Moreover, a candidate may not be assigned in a school where he/she has children attending.
• A candidate may not be assigned a placement in the high school he or she attended.
• If there are special considerations requested in placements, the candidate must make that request in writing to the Holmes Center at the time the internship application is submitted.
• Requests for changes in placements by teacher candidates must be made in writing to the Director of the Holmes Center and will be considered only where there is evidence of extenuating circumstances.

Placement Criteria

Each intern is placed with a coaching teacher who has been co-selected by both the Holmes Center, faculty and P-12 partners. This shared responsibility model of selecting coaching teachers includes the following:
• Completion of CHECK Decision Points 1 through 3
• Principal recommendation of teachers to serve as coaching teachers noting instructional and coaching strengths; and
• University supervisor and faculty recommendation/approval based on prior observation of and work with teachers.

Diversity

The Holmes Center is committed to ensuring that teacher candidates experience a variety of diverse school settings in their clinical field placements. Candidates have active clinical experiences in diverse settings throughout New Hampshire.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student’s alone, but consultation with the university supervisor and academic advisor is strongly encouraged.

Addressing Concerns and Problems during the Internship

Open and frequent communication among the intern, the coaching teacher, and the supervisor is the key to a successful internship experience. When this professional team
maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise in the internship, the following steps should be taken to address the concern:

- Any problems or concerns that arise related to the performance of the intern should be discussed with him/her by the coaching teacher and the university supervisor. Information related to challenges should be documented and clearly communicated to the intern. Specific suggestions for improvement should be made with written feedback provided. The internship is a developmental process. Therefore, interns are supported in learning from their experiences and making the necessary adjustments to meet all requirements.

- If the issue is not resolved, the coaching teacher, university supervisor, internship coordinator, and field experience coordinator will work in collaboration to develop a Focus Plan Support Document for the intern. This Focus Plan Support Document will describe:
  - the problem or concern
  - inform the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance.

The Focus Plan Support Document should be based on data from the coaching teacher, university supervisor, and other parties such as observation records, lesson plans, a mid-semester evaluation, and/or dispositional concerns forms. The Focus Plan Support Document Template in this appendix should be used.

- The Focus Plan Support Document should be signed and dated by the intern, coaching teacher, co-evaluator/university supervisor, and any others who attend the action plan conference.

- The original Focus Plan Support Document will be maintained in the Holmes Center with copies provided to the intern, coaching teacher, co-evaluator/university supervisor, program faculty and clinical coordinator.

- The coaching teacher and co-evaluator/university supervisor will review the intern's progress on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this time, the intern may be removed from the placement depending on the nature and severity of the problem or concern including the intern's unwillingness or inability to comply.

- Additional observations may be scheduled by a third party observer during the process if requested by any member of the action plan team. If the student meets...
the terms of the Focus Plan Support Document, this is documented and the contract is signed by all indicating mastery of areas for improvement. A copy of this action plan indicating satisfaction of the terms is to be turned in to the Holmes Center Director, after the consensus team has met.

• If the student does not meet the terms of the Action Plan Support Document during the Internship, the supervisor meets with the Program Coordinator and Coordinator of Clinical Experience to produce documentation of concerns in terms of the contract.

• Any student placed on an action plan for improvement during the Internship must completely satisfy the terms of the Focus Plan Support Document in order to exit from the program.

• The responsibility to remove an intern from the placement is based on the recommendation of the principal, coaching teacher, program area faculty, university supervisor/co-evaluator, clinical coordinator and the Director of the Holmes Center. When such removal is the result of an unsuccessful internship experience, the intern will not be given the option to begin a second assignment in another school that same semester. Grades for the internship and courses will be issued according to university policy. An intern may be permitted to retake the internship and capstone courses during a subsequent semester upon recommendation of the program area faculty. If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the student may be denied a second opportunity. The final decision to remove an intern from the placement is made by the program area and the Holmes Center Director. A student may apply to repeat an Internship at a future time if a petition is approved through a program area review process. Re-application requires that the intern submit an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship. This essay submission must include goals for the upcoming internship, related to contract concerns, and address steps on meeting the established goals. This essay is scored by a committee using an approved rubric. The student will receive the rubric to guide their writing. If re-application is approved, the student is responsible for paying full tuition and fees to repeat the courses.

Severe Clause
All teacher candidates are subject to this Preservice Teacher Education Clinical Experiences Manual, the General Student Conduct Regulations of Plymouth State University as stated in Student Rights and Code of Conduct, and the conduct codes of the public school and district in which they are assigned. Procedures for school and/or university removals are consistent with the policies and procedures delineated in these various documents and with the policies...
and procedures for removal of students from housing and for alleged violations of academic integrity.

A teacher candidate may be removed from the school site for violations of professional conduct and/or when there is reasonable cause to believe that the candidate is an immediate threat to the safety, health, or welfare of himself or herself, P-12 students, other PSU candidates, and/or school- or university-based personnel and/or when the candidate’s continued presence may be disruptive to the community or to the mission of the school or the university’s teacher education program. Alleged infractions will be brought to the immediate attention to the Coordinator of School Partnerships, Teacher Preparation and Certification by school/district administrators or university faculty/supervisors, who will submit a written report of the allegations no later than three working days following the initial contact with the Holmes Center Director.

Upon receipt of the written report, the teacher candidate will meet with the program Coordinator, Coordinator of Clinical Experience, University Advisor, and Holmes Center director to discuss the removal.

**Placement Changes**
Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the intern successfully completing the internship experience and require a reassignment. These concerns should be directed to the Holmes Center Coordinator of Clinical Experiences. The program faculty, supervisor, and the coaching teacher (as applicable), will determine whether the intern will be reassigned to a different school setting.

**C.A.R.E. Program**
Through the use of a reporting tool, the C.A.R.E. form, faculty, staff, students, and family members are able to alert the Dean of Students office when a student may be in need or when they may have experienced an emergency or significant incident impacting their ability to succeed- temporarily or long term- in the campus environment.
The Internship: Planning for Instruction

Overview

Faculty at the university and in our P-12 Partnership Sites and Professional Development Schools recognize the critical importance of each and every one of the school-based clinical experiences which teacher candidates participate in throughout their programs. We acknowledge that each of them offers teacher candidates a focused piece of the large puzzle of the teaching profession.

At the same time, we also unanimously agree that no one experience is more important to our candidates’ future in the profession than the final semester(s) of full-time involvement in the schools. This all-important final semester(s) of total immersion in the day-to-day workings of the school community provides candidates with the ultimate opportunity for in-depth study and learning and the opportunity to demonstrate the knowledge, skills, and dispositions of a Collaborative Educational Leader and Advocate.

Interns will differ as to the pace of progression through the stages, all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual induction period that is specific to the needs of the intern and the setting. There is no required schedule for acclimating interns to the placement, but the following timetable serves as guide to assist in planning. The goal is to have the intern in a position of full-time teaching for as long as possible while receiving guidance and support from the coaching teacher through a co-teaching model.

Stage 1: Developing a Collaborative Classroom

The beginning will set the tone for the remainder of the internship. Not only will the intern and the coaching teacher be developing as a collaborative, professional team, but they should be working together to establish the classroom as a positive learning community. They must include a deliberate plan for integrating the intern as a partner teacher in the classroom.

Developing a professional relationship between the school and university faculty will also be critical in the first weeks. Interns will be engaged in “learning by doing” as they continue to master content and pedagogy through a series of methods courses. Coursework and fieldwork should not be seen as separate obligations, but integral parts of building knowledge, skills, and dispositions. The coaching teacher, intern, and program faculty should use this handbook to establish norms for their communication and collaboration.
Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective of Stage 1. Coaching teachers should engage in “thinking out loud” in order to make processes and procedures visible and explicit. Through a well-developed relationship, interns must be encouraged to and feel comfortable asking how and why specific structures are designed.

*Specific Stage 1 activities might include, but are not limited to:*

- **Orientation to the School and Classroom (required)** - As is also the case with new teachers, it is important for the intern to become familiar with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. To that end, it is helpful if each school conducts an orientation for the intern or group of interns. The orientation might include a tour of the school, a discussion of the role of various personnel in the school, an overview of available equipment and its use, and introductions to persons important to the intern's success during the internship (such as administrators, office personnel and media, and counseling staff). To become acquainted with the assigned school, the intern should be familiar with policies such as:
  - Student attendance
  - School-wide discipline
  - Emergency drills
  - Teacher duties/responsibilities outside the classroom
  - Dress codes for teachers and students
  - In-school accidents
  - Medical records/alerts
  - Procedures for communicating with parents (with mentor approval)
  - Permanent records
  - Textbook and supplies
  - Testing programs
  - Signing in and out
  - Equipment (copier, laminator, etc.) use
  - In the classroom, the coaching teacher should provide additional information concerning individual students (medical concerns, Individual Educational Plans, etc.), routines, procedures, organization, management, and parent volunteers.
  - Setting goals and sharing instructional plans,
  - Carve out time for professional conversations and reflections; dedicate time to planning for co-teaching implementation
  - Discuss district curriculum scope and sequence (develop long range plans)
  - Designing space
  - Establish optimal working environment for students, intern, and mentor teacher
  - Provide resources for intern to engage as a co-teacher as much as possible (computer/laptop, desk, instructional materials)
• Collaborate on room arrangement, material placement, and instructional design
• Establishing and sharing classroom norms and procedures
• Design daily and weekly routines such as bell work, dismissal, etc.
• Divide responsibility for procedural tasks
• Spend time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
• Gather classroom data for classroom management and instructional planning (develop contextual factors)
• Communicate with families/caregivers (always in collaboration with mentor teacher)
• Work with individual students
• Observe and implement effective classroom management techniques
• Sharing instructional responsibility
• Assign intern tasks in order for students to “view” mentor and intern as co-teachers
• Planning and implementing instructional strategies
• Use the mentor teacher’s lesson plans to create and implement mini-lessons through multiple co-teaching strategies
• Collaborate with university supervisor to increase responsibilities to longer lessons and multiple content areas/preps

Stage 2: Mastering Content and Pedagogy

At this stage, interns take increasing responsibility for participating in and managing classroom routines. They will be developing, implementing, and reflecting upon content-based lessons assigned in methods courses. The coaching teacher continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. Having explicit conversations about instruction, assessment, and management facilitates the transition of the intern to having increased classroom responsibility.

Specific Stage 2 activities might include, but are not limited to:

• Assessing student knowledge and skills
• Discuss the selection of assessment tools to measure student understanding
• Build awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
• Plan conversations with mentor and colleagues about assessment
• Planning and implementing lessons
• Share lesson plans with mentor that answer the following questions:
  • Were the objectives clear?
  • What assessment was used to measure student achievement?
  • Did the assessment match the activities?
  • Are individual student needs being met?
• Co-teach lessons in content areas
• Work with small groups of students on a regular basis
• Plan, implement, and reflect upon a lesson in each content area/prep
• Observe and participate in the instruction in other classrooms and grade levels
• Communicating with parents
• Co-design a newsletter
• Discuss report card guidelines with mentor
• Role play a parent conference; attend a parent conference
• Attend a parent association meeting (PTA, PTO)

Stage 3: Guided Leadership

At this stage, the intern is moving into an active leadership role with close guidance and continued co-teaching support from the coaching teacher. The intern will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the coaching teacher. The coaching teacher serving as a mentor should assume a role of “curiosity,” asking the intern questions about plans and strategies while providing opportunities for risk-taking without fear of failure.

Specific Stage 3 activities might include, but are not limited to:

• Implementing effective teaching and management strategies
• Continue and/or adjust effective classroom management techniques for intern’s use during the transition to full-time teaching
• Plan, implement, and reflect upon best teaching practices
• Help prioritize ways to work smarter such as lesson plan development for common weekly procedures
• Observe mentor teacher’s varied teaching strategies that address differentiation
• Reflecting on the teaching process
• Continue conversations based on formative and summative observations
• Use written feedback from mentor for support in building a professional portfolio
• Looking ahead toward the future
• Finalize resume and attend University Career Fair

Stage 4: Lead Teaching

Interns at Stage 4 will gradually assume the position of lead teacher. This does not necessarily mean the coaching teacher is relinquishing responsibility, but more a shift in who is taking the lead role. The coaching teacher should continue to mentor, guide, coach, co-teach, and observe providing feedback whenever possible.
Specific Stage 4 activities might include, but are not limited to:

- Teaching fulltime
- Use effective differentiation strategies to plan and implement lessons (See Program Internship Syllabus for time guidelines)
- Integrate mentor teachers to assist with small groups and individuals through the use of various co-teaching models
- Provide time for intern to solo and lead co-teaching
- Reflecting on individual student growth
- Continuing with ongoing conversations about planning and teaching
- Reflect upon teaching with feedback based upon multiple data sources (assessments, observations, video capture, etc.)

Stage 5: Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demanding Stage 4, Stage 5, if planned appropriately, can be a time of extensive professional growth. While the coaching teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the placement classroom as well as throughout the school. The mentor teacher, with the school liaison and/or principal, should identify other master teachers in varied contexts that, through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession.

Specific Stage 5 activities might include, but are not limited to:

- Reflecting upon the past year
- Set goals for first year teaching experience
- Gathering resources for the future
- Research classroom resources for future use (i.e. materials and supplies, technology, classroom libraries, etc.)
- Discuss end of internship procedures with coaching teacher
- Finalize the NH TCAP
The Internship: Performance Evaluation

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. Each program area decides the formula for the calculation of the final grade for the internship. To evaluate the professional performance portion of the internship, the NH Teaching Standards is used. The domains of internship evaluation at the Plymouth State University include:

- Pedagogy
- Classroom Atmosphere
- Reflective Practice
- Professionalism
- Content and Teaching

Interns receive both formative and summative feedback throughout the internship. Formative assessment and Summative assessment are used by coaching teachers, co-evaluators, program faculty and university supervisors to evaluate progress toward competencies.

Observations in the Performance Standards

The intern will be immersed in observing the coaching teacher throughout the course of the internship. Additionally, the intern will benefit from the opportunity to both observe and participate in instruction in other classrooms at their school site during the internship. Having exposure to other grade levels and various teaching styles and instructional content provides a repertoire of teaching strategies and styles for the teacher candidate. Participation in other classroom instruction throughout Internship is highly encouraged. All evaluations are submitted in Taskstream.
**Submitting Midterm and Final Evaluations**

Taskstream is a cloud-based software solution that promotes educational excellence. Taskstream enables students and other users to create e-portfolios that demonstrate their skills and accomplishments, and to submit their work online for assessment and accreditation purposes.

TaskStream has been integrated with Moodle, so faculty and students can use these tools cohesively. Mentor Teachers and Co-Evaluators/University Supervisors will receive a Welcome email for logging into Taskstream to complete the evaluations. [Here is a help guide.](#)

**NH TCAP**

In 2013, all New Hampshire institutions of higher education (IHEs) that prepare educators voted unanimously to adapt pilot and validate a common assessment of teacher interns. All IHE’s were committed to adapting a common assessment tool that would evaluate teacher candidates’ preparedness for the classroom, and simultaneously serve as a tool for candidate and programmatic learning. To that end, the IHE Network adapted the California PACT for New Hampshire classrooms.

A central goal of the NHTCAP is to act as an assessment of learning as well as an assessment for learning.

Following the example of a high-quality assessment of teacher performance designed by teachers and teacher educators called the PACT, the New Hampshire TCAP requires teacher candidates to demonstrate strategies they will use to make learning accessible to their students. They will explain the thinking underlying their teaching decisions and analyze strategies they use to teach. They will examine the effects of their instructional design and teaching practices on students’ learning.

**The TCAP Strands**

I. Contextualizing Learners & Learning  
II. Planning & Preparing  
III. Instructing Students & Supporting Learning  
IV. Assessing Student Learning  
V. Reflecting & Growing Professionally  
VI. Using academic language
Candidates’ performance Across Strands

1) Establishing instructional focus
2) Making content accessible
3) Designing assessments
4) Engaging students in learning
5) Monitoring student learning
6) Analyzing student work
7) Using feedback to promote learning
8) Using assessment to inform teaching
9) Monitoring student progress
10) Reflecting on learning
11) Understanding language demands
12) Developing students’ academic language

Research studies have found that candidates’ performance on this assessment is correlated with candidates’ impact on student (Reagan, Terrell, Rogers, Schram, Tompkins, Ward, Birch, McCurdy, McHale, 201
Teacher Candidates: Responsibilities, Policies, and Practices

To ensure that all teacher candidates will be successful, policies and procedures have been developed to guide students throughout their clinical experiences. It should be noted that as the teacher candidate progresses through his/her chosen program, so does the extent of involvement in the clinical experiences. However, regardless of the level of involvement, there are certain expectations that apply to ALL clinical experiences, including a commitment to professionalism at all times. This commitment includes some very basic understandings:

Abiding by Protocols of the Host School

The teacher candidate should become familiar with and abide by the established host school protocols, including, but not limited to: safety issues; emergency procedures; entering and exiting school property; communication with school personnel, homes, families and communities; and field trips and special events.

Appropriate Attire and Appearance

Interns must wear their school’s ID while on school property. The policies and culture of each individual school and/or district and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local schools. Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). It is the intern’s responsibility to become familiar with the school’s expectations for faculty appearance. Interns should have a general discussion on choices of attire with both the coaching teacher and university supervisor prior to the first day of the experience. Interns should dress more like their coaching teacher and less like their students.

Attendance

Interns have an obligation to be consistent and punctual in attendance. This applies to two areas:

- *School-related Activities* - Interns should be in their assigned school (in the classroom, NOT pulling in the parking lot) at the time designated by their coaching teacher, school principal, and university supervisor. **Interns are to attend all workdays, in-service days,**
and professional development days with the coaching teacher that do not interfere with courses or required seminars at the university.

- **University-related Activities** - At specified times during the semester, interns are required to participate in conferences, seminars, and meetings with PSU faculty members. **Attendance at these activities is required.** These meetings may be during the teaching day or in the afternoon or evening. Coaching teachers will be informed of the dates of these meetings well ahead of time should the intern be away during any or all of the teaching day.

- Interns may attend one day of Professional Development Activities per semester (e.g., state/national conferences, seminars, trainings, interviews) by receiving approval from the university supervisor. If traveling in association with the Plymouth State University, a travel authorization form must be completed and submitted to the program area Department Chair, no less than two weeks in advance of the professional development session. If procedures are followed and permission is granted, these days need not be made up.

- Interns are allowed to participate in field trips for the classes in which they intern provided the date/time of the field trip does not interfere with university obligations. Please note that interns are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.

- It is fully expected that interns will **NOT** miss any days during the internship experience. When possible, PRAXIS tests and interviews should be scheduled outside of normal business hours. If an extenuating circumstance does arise, the intern must notify the coaching teacher and program faculty as early as possible. In case of illness requiring an intern to miss more than three days, a doctor’s note is required and submitted to the program coordinator.

- Interns are required to sign in and sign out daily at their school sites.

As stated above, **it is fully expected that interns will not miss any days during the internship; however, in the event of absence due to extenuating circumstances, the coaching teacher is responsible for determining when the day(s) are required for make-up. Absence for even part of a day counts as one absence.** Unless otherwise given permission by the Holmes Center Director, make-up days will be scheduled during the internship semester in which they occur in coordination with the coaching teacher and university supervisor. In case of excessive or unexcused absences, the intern may be removed from the placement.
Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the Family Educational Rights and Privacy Act (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the internship. Questions from the intern regarding confidentiality policies should be directed to the coaching teacher and/or university supervisor.

Professional Writing Expectations

The teacher candidate is expected to write at a level, which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. It is equally important that teacher candidates demonstrate legible handwriting. Frequently teachers must write on interactive display boards, dry/erase board, chalkboard, etc. Likewise, a teacher's handwriting is a model for students. Clinical experience assignments that demonstrate deficiencies in any of these areas can result in penalties as prescribed in the course syllabus.

Electronic Devices (including cell phones)

Electronic devices are not to be used for personal communication at school sites during regular school hours. Electronic devices should be turned off before entering the school site and should not be turned back on until the school day has ended. Use of electronic devices during emergencies should be consistent with school policy.

Appropriate Use of Social Media

Social Media is a general term used to reference websites, mobile apps, and activity on Facebook, Twitter, YouTube, and any other virtual hubs where users interact through the Internet. Other popular sites include but are not limited to Instagram, Tumblr, Snapchat, LinkedIn, Twitter, Wikipedia, Flickr, WordPress and FourSquare. The list grows daily. The rapid growth of social media technologies, combined with their ease of use, make them attractive channels of communication. However, students must realize and understand that these tools hold the possibility of a host of unintended consequences. To help students
identify and avoid potential issues, it is expected that all students in field experiences and/or classes adhere to the following:

- At no time should interns photograph or post on any form of social media any identifying image of a minor child. Doing so is a violation of the Family Educational Rights and Privacy Act, and subjects violators to federal penalties and/or fines.
- Photographs (images) that do not identify students and teachers within a placement setting are not to be posted on social media without the written consent of the mentor teacher and/or University course instructor/supervisor.
- Photographs that do not identify students and/or mentor teachers in a placement, that are submitted as part of a course assignment, must adhere to the guidelines of the PSU instructor, and require written approval of the mentor teacher and course instructor.
- Digital images captured in a placement setting as a part of a course requirement should not be saved beyond the semester in which the approval was granted for a course assignment.
- All language posted on social media regarding PSU field experiences should reflect an appropriate relationship between the Holmes Center, home certification program, students (interns, practicum students, and those completing any other PSU assignment), and the students enrolled in the school hosting the field experience. Additionally, all language should be respectful. In no situation should a student comment on the teacher or students in an inappropriate or unprofessional manner. Doing so can possibly subject violators to criminal fines and/or penalties.
- All social media posts regarding PSU field experiences and classes should build credibility and community, not divisiveness.
- All school and district rules and policies related to social media use must be adhered to at all times.

**Maintaining Electronic Communication**

Whenever communicating in the virtual world, whether through email, instant messaging, discussion posts, text, or some other method, please adhere to rules of “netiquette” in order to maintain and establish positive on-line relationships. The term “netiquette” refers to the rules of etiquette for communicating over computer networks.

E-mail is an important means of communication between the College of Education and teacher candidates. It is the responsibility of the teacher candidate to regularly check his/her e-mail. Teacher candidates with PSU e-mail addresses should be aware that even though PSU e-mail allows candidates to forward their accounts to another provider, such as gmail, outside spam filters many times do not allow forwarded mail.
In addition to the above issues of professionalism, teacher candidates should also be aware of the following:

• *Transportation to and from Field Sites* - Transportation to and from school sites is the responsibility of the teacher candidate. The Plymouth State University and the College of Education do not assume any responsibility or liability for travel expenses related to field experiences.

• *Legal Responsibilities* - The teacher candidate has no legal status in the school according to New Hampshire law. The coaching teacher is legally responsible for the pupils in his/her class at all times during the school day. While teacher candidates are not covered by professional liability insurance through the school district, it is recommended that they join one of the professional education organizations for teachers to obtain liability insurance at student rates. Teacher candidates should consult the Holmes Center about obtaining professional liability insurance.

• *Certification Requirements* – All teacher candidates seeking initial certification must score at or above the New Hampshire established qualifying score on the appropriate Praxis Core as well as on the appropriate Praxis II specialty areas examination(s). In order to be recommended for initial teacher certification, teacher candidates must complete the New Hampshire Department of Education application that is reviewed during Orientation 4. A teacher candidate who desires certification in another state should write for information directly to the Teacher Certification Office, State Department of Education, at the capital city of the particular state.

• *Precautions to Prevent the Spread of Infectious Diseases at the Clinical Site* – In the school setting, knowing who carries an infectious disease and what germs may be present is not possible. Persons with infections do not always have outward signs and often are not aware of being infected. However, the teacher candidate can take precautions at the clinical site that will help protect candidates from infectious diseases. Those precautions include the following:
  
  1. Wash your hands with soap and running water at regular times during your workday. Common infectious diseases, such as colds or viruses, may be contracted from dirt and waste encountered in the workplace. Human immunodeficiency virus (HIV) infection, acquired immune deficiency disorder syndrome (AIDS), and Hepatitis B are not prevented by hand washing.
2. Avoid punctures with objects that may contain the blood of others.
3. Handle discharges from another person’s body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when you are finished.
4. Carefully dispose of trash that contains body wastes and sharp objects. Use special containers with plastic liners for disposal of refuse that contains blood or for any body spills that may contain blood. For disposal of sharp objects, use containers that cannot be broken or penetrated. These containers are available in each school’s health room. Do not bend, break, or recap needles.
5. Promptly remove another person’s blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.
6. Clean surfaces that have blood or body wastes from your skin by washing with an Environmental Protection Agency (EPA) CDC approved disinfectant or a 1:10 solution of household bleach and water. (The bleach solution should be fresh daily to ensure proper strength.)
7. If you have been exposed to Hepatitis B, contact your principal.
8. If you are responsible for administering first-aid to others or may be placed in a position where you may give first aid, follow any current techniques in administering CPR.

These precautions will protect candidates from HIV infection, Hepatitis B, and many other infectious diseases. These ordinary hygienic practices will result in fewer illnesses for candidates and others around them. Candidates do not need to know which people around them are infected with HIV or any other diseases because the precautions should be used routinely. The teacher candidate should maintain confidentiality of all medical information concerning students and co-workers.

- **Standards of Conduct for New Hampshire Educators** – Plymouth State University is legally required to provide teacher candidates specific written information regarding the standards of conduct (based on N.H. Law required of New Hampshire educators for initial certification. See Appendix A for these Standards of Conduct.

- **Criminal Convictions or Pending Charges** – Teacher candidates with criminal convictions or pending charges may not be eligible for internship experiences or courses taught on-site in P-12 settings. Candidates should consult with their advisor regarding any question of their eligibility status. If representative of the Professional Education Unit becomes aware of pending criminal charges or convictions, a candidate may be immediately removed from any clinical
experience placement (and corresponding courses) and any course taught on-site at a P-12 location at the discretion of the appropriate program and college administrators.

**Students with Disabilities, Disorders or Diagnoses**

The Plymouth State University is committed to providing equal educational opportunities for all academically qualified students. The office of Campus Accessibilities Services is here: [https://campus.plymouth.edu/accessibility-services/students-with-disabilities/](https://campus.plymouth.edu/accessibility-services/students-with-disabilities/) Students with disabilities must contact the Office of Student Disability Services prior to or early in their program to determine if reasonable accommodations will be provided. It is the students’ responsibility to follow up with their program coordinator, university supervisor, and coaching teachers regarding any approved accommodations. All interns should note that internship teaching experiences are field-based and, therefore, may necessitate consideration of worksite accommodations that differ from those used in a typical University classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. The PSU College of Education is committed to providing reasonable accommodations for students with disabilities. Reasonable accommodations are not intended to change the requirements students are expected to meet. All students must be able to continuously meet the dispositions, knowledge and behaviors of the Conceptual Framework (p.6) and functional abilities established to ensure that the objectives of the teacher preparation program are met.

- **Students with Physical and/or Sensory Handicaps** - Consistent with Section 504 of the 1973 Vocational Rehabilitation Act, teacher candidates with physical handicaps will generally be allowed to participate in all clinical experiences. Only if the teacher candidate's handicap becomes more severe and would preclude him/her from becoming a successful teacher would it become necessary to reconsider the request for a clinical placement. Teacher candidates with handicaps should consult their program coordinator and the Coordinator of the Holmes Center about any special requirements for placements. Candidates who require special accommodations in a course are responsible for notifying the instructor before the beginning of the semester.

- **Temporary Physical Conditions** – Teacher candidates should inform the Holmes Center Coordinator of Clinical Experiences of special health conditions (e.g., pregnancy, injury, etc.) that should be considered prior to the
negotiation of a school placement. This provides the Coordinator of Clinical Experiences an opportunity to secure appropriate school placements.

Medical Return to Placements
When an intern has need to leave their internship for any length of time for medical reasons (not covered through the office of Campus Accessibilities Services) documentation from the treating physician is required to resume the internship stating the candidate is ready. A meeting with the Holmes Center Coordinator of Clinical Experiences is also required to discuss the details of continuing the internship and any specifics relating to the return (Coaching Teacher and Placement (depending on time lapse), make-up time, missed assignments, program requirements, etc.).

The Role of the Schools

Purpose
Internship experiences provide opportunities for teacher education students to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Interns have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of students learning. Interns are also exposed to a variety of techniques and methodologies and to diverse classroom experiences.

The Plymouth State University recognizes the vital role that teacher candidate placement in school settings plays in improving the quality of teachers and other educational professionals entering the profession. The university therefore appreciates the commitment made by school districts in encouraging P-12 faculty to mentor PSU teacher candidates as they progress throughout their programs.

From our experiences throughout the years, and acknowledging the diversity of the schools and districts with which we work, PSU encourages schools to work with teacher candidates through one of two models: Partnership Sites and Professional Development Schools. Each model requires different levels of support from both the schools and the university, but both models require a shared commitment by all parties to improved teaching and learning.
Partnership Sites and Professional Development Schools are identified through discussions between the Holmes Center, University Faculty and school district personnel, with the following criteria serving as the basis for selection:

- The school should have an instructional staff which is interested in working with teacher candidates and which understands the requirements of doing so.
- The school should have well-qualified faculty who employ effective teaching techniques.
- The school should be sensitive to multicultural concerns in its curriculum and programs.
- The school should be innovative and progressive in its policies and practices, with faculty willing to allow PSU candidates to try a variety of teaching practices.
- The school should have adequate physical facilities and up-to-date instructional equipment and materials.
- The school should have a curriculum that includes optimum educational experiences for both pupils and teacher candidates.
- The school should have a well-organized in-service program to stimulate professional growth of the instructional staff.

**Partnership Sites**

Partnership Sites are P-12 schools interested in providing clinical placements for teacher candidates and may include whole schools (typically at the elementary level) or departments within a school (a possibility particularly within high schools). University-based faculty visit Partnership Sites regularly to supervise advanced practicum students and teaching interns. Partnership Sites provide opportunities for teacher candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate’s level in the program. While there is variability across schools regarding academic requirements and practices, teachers working with candidates in Partnership Sites support teacher candidates in trying out innovative ideas consistent with their education course work.

Benefits for participation as a Partnership Site include:

- staff development through teacher involvement with teacher candidates, including serving as models for the teacher candidates in their classrooms, developing observation and supervisory skills, and having access to information regarding current research and practice through teaching candidates and their supervisors;
- enhanced student-staff ratios resulting from the involvement of the teacher candidates;
- first-hand observation of potential candidates for openings at the school;
- enhanced access to the university for staff development needs; and
• course tuition reductions for coaching teachers for full-time interns at each site.

For clinical experiences to run smoothly and to the greatest advantage of children, teachers, schools, and teacher candidates, each Partnership Site hosting teacher candidates requires a school-based faculty member or administrator who has specific responsibilities in supporting PSU candidates working on-site. While specific duties depend on the needs of the school and the type and number of clinical experiences, school-based representatives work closely with the College of Education’s Holmes Center to ensure that experiences "run smoothly" for children, teachers, and teacher candidates. Partnership Site representatives are encouraged, but are not required, to actively participate in the governance structure of PSU’s School-University Partnership Network.

**Professional Development Schools**

Like Partnership Sites, Professional Development Schools (PDSs) also provide quality placements for teacher candidates. However, PDSs move beyond this one element of collaboration by agreeing to a three-year commitment to the following:

• a demonstrated emphasis on inquiry-based teaching and learning;
• the presence of a critical mass of faculty working with PSU teacher candidates throughout their programs;
• conducting of at least one research or demonstration project in collaboration with PSU faculty over the course of the three-year relationship;
• the hosting, whenever possible, of pre-service courses on-site;
• active participation in the governance of the PDS Initiative within PSU’s School-University Partnership Network;
• the provision of a dedicated physical space within the school for use by a PSU Liaison and
• the assignment of a P-12 faculty member or administrator as the site’s Clinical Adjunct responsible for collaborating with the PSU Liaison in guiding PDS initiatives.

Benefits for participation as a PDS include:

• the assistance of a PSU Liaison who will work with the school no less than fifteen hours a week supervising PSU teacher candidates and serving as a support person for the school's professional development activities;
• free training for faculty on mentoring beginning teachers;
• at least one free, on-site professional development course, or similar professional development experience, per three-year cycle, with the topic to be identified by school faculty and staff;
• involvement of a PSU faculty member in at least one significant research or demonstration project over the course of the 3-year period;
• priority consideration for participation in practicum and internship experiences;
• priority consideration in hosting on-site courses for teacher candidates that provide
enrichment experiences for children and professional development opportunities for
teachers;
• priority consideration for grant-funded initiatives and teaching assignments at PSU;
• financial support for faculty and staff to attend the PDS National Conference;
• opportunities to serve on PSU committees to represent the P-12 perspective and share in
decision-making regarding education programs and faculty searches; and
• the option to "bank" tuition reductions from coaching teachers for use by teachers
working with PSU teacher candidates in other roles.

The Coaching Teacher

Overview

A coaching teacher is a teaching professional who is approved for mentorship by the
university and serves as role model, instructor, and coach for the intern. The coaching
teacher welcomes a qualified intern into his/her classroom and, through formative
assessment, moves the intern from guided practice into a direct teaching experience. The
coaching teacher, in coordination with the program coordinator, is responsible for leading
the intern through progressively challenging activities and structuring the activities so that
the intern applies theory, pedagogical concepts, and content knowledge while developing
practical professional skills.

The role of the coaching teacher is critical to the success of the intern. Research indicates
that the coaching teacher has the greatest and longest lasting influence on not only the
internship experience, but also the intern’s growth as a novice teacher long after the
internship has ended. In addition to such influence, coaching has many other benefits.

• Coaching Teachers work in conjunction with the Holmes Center to develop co-teaching
  skills and strategies.
• Mentoring enhances the coaching teachers own professional development.
• Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with students.
• Mentoring presents an opportunity to learn from and co-teach with another professional.

Criteria for Selection of Coaching Teachers

Plymouth State University seeks high quality coaching teachers who are interested in hosting undergraduate and graduate internship placements: an experience which contributes to the development of emerging teachers at all levels and in many subject areas.

A high quality-coaching teacher should:
1. exemplify best practices in the area of pre-planning in preparation for teaching;
2. implement a variety of effective teaching procedures and utilize appropriate resource materials;
3. maintain a positive working relationship with pupils, teachers, and administrators; and
4. demonstrate a commitment to professional development and lifelong learning.

The major criterion used in the selection of coaching teacher:

• Holds at least a professional bachelor’s level New Hampshire annual teaching certificate in the area of assignment and grade level
• Conducts an academic environment with high expectations for every student
• Shows interest in working with the pre-service teaching program at the Plymouth State University.
• Has extensive content knowledge, implements a variety of effective teaching practices and uses appropriate resource materials.
• Has positive working relationships with pupils, teachers, and administrators. Participates in school and district professional development.
• Gives evidence of commitment to being a professional educator.
• Conducts interactions with students that are respectful and concerned for their well-being and academic progress. The teacher is interested in students and is inclusive of student interests and cultural heritage.
• Trained in Co-teaching

These criteria are consistent with the requirements of the State Department of Education and teacher training program at the Plymouth State University.

Responsibilities

The following list of coaching teacher responsibilities should be a guide for the internship:
Before Midterm Evaluation:

- Access Evaluation in Taskstream
- Participate in introductory meeting with intern. Establish and inform all stakeholders of weekly planning time.
- Collaborate with the program faculty/university supervisor on the implementation of seminar assignments.
- Assist intern in planning for and completing the Long Range Plan (specific program areas – Early Childhood, Elementary, Special Education, Middle Level and Secondary- Review the internship syllabus for more information)
- Complete observations with a pre- and post-conference for each. Provide oral and written feedback to the intern.
- Collaborate with the co-evaluator/university supervisor to complete the mid-semester internship evaluation.
- Be present in a supporting and collaborative role for the Mid-semester evaluation conference between the university supervisor and the intern (if applicable).
- Submit Midterm Evaluations in Taskstream

Between Midterm and Final Evaluation:

- Complete formative observations with a pre- and post-conference for each. Provide oral and written feedback to the intern using the evidence record form. Focus observations based on goals documented on observation records.
- Collaborate with the university supervisor/co-evaluator to complete the Final Formal Evaluation Report.
- Be present in a supporting and collaborative role for final evaluation conference between the university supervisor and intern (if applicable).
- Submit Final Evaluation in Taskstream

Upon completion:

- Mentoring is critical to teacher development. Effectiveness is measured through surveys completed by interns and university supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities.
- Data (surveys, observations, feedback) collected is reviewed by the Holmes Center and used for program improvement, mentor selection and continuation, and appropriate matching of mentors and interns.

Placement Changes

Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the intern successfully
completing the internship experience and require a reassignment. These concerns should be directed to the Holmes Center Clinical Coordinator. The Holmes Center Director, program area faculty, university supervisor, and the coaching teacher (as applicable), will determine whether the intern will be reassigned to a different school setting. The Holmes Center Placement Coordinator will notify the Coaching Teacher of the placement change. The school based administrator will be included in the notification.

University Supervisor/Co-evaluator: Qualifications and Responsibilities

Overview

The university supervisor plays a key role in the internship triad and serves as a link between the school and the university. Often, the university supervisor role is facilitative; however, the role is also one of evaluating the intern, supporting the coaching teacher, and building a relationship with the assigned schools. The university supervisor facilitates a team approach and effective communication between the intern and the coaching teacher.

The university supervisor and the coaching teacher are charged with collecting evidence to determine teacher candidate proficiency in Internship Evaluations posted on Taskstream. The evidence is used to complete summative assessments that are submitted to the Holmes Center.

Qualifications
A university supervisor/co-evaluator is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by the Plymouth State University.

Whenever possible, interns are placed under the supervision of a full-time faculty member who meets the following requirements:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school; and
- Hold current or former state teacher’s license in the area of supervision.
- If a person is not a full-time instructor at the Plymouth State University, then the following qualifications must be met for adjunct university supervision:
  - Successful record of full-time teaching within the content area of supervision;
  - Written and/or verbal recommendations of former supervisors or administrative colleagues;
  - Current or former state teacher’s license in the area of instruction; and
  - Master’s degree.

**Responsibilities**

Among the many responsibilities of mentorship, the university supervisor serves as the primary contact person by working with the principal, coaching teacher, and intern. The university supervisor should become familiar with the background of the intern and assist the mentor teacher and intern in developing a positive working relationship. The following list of university supervisor responsibilities should be used as a guide for the year-long internship:

- becoming knowledgeable about the faculty, pupils, school policies, curriculum, and school plant facilities of the schools to which they are assigned and sharing that information with the teacher candidates;
- providing the coaching teachers with pertinent information about the teacher candidates;
- working with the school faculty and staff to provide teacher candidates an orientation to the school environment;
- sharing with coaching teachers and teacher candidates the general expectations for the clinical experience;
- describing for teacher candidates the role of the coaching teacher;
- discussing with coaching teachers and teacher candidates the means by which the teacher candidates will be evaluated and graded; and
- discussing the expectations for professional ethics and conduct during participation in the clinical experience.
Appendix A: Standards for Conduct: N.H. Educators

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulations of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years;
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling or treatment; psychiatric testing, counseling or treatment; or other conditions appropriate to the facts of the case; public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.
2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

New Hampshire educators have had disciplinary action taken on their certificates for:

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicant for certification in New Hampshire have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records. Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in New Hampshire and to the National Association of State
Appendix B: Co-Teaching Overview

What is co-teaching?
Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

What co-teaching is NOT
Simply dividing the tasks and responsibilities among two people.

For example, co-teaching is NOT:
- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers’ lounge
- One person teaching while the other sits and watches
- When one person’s ideas prevail regarding what will be taught and how it will be taught
- Someone is simply assigned to act as a tutor

Co-Teaching Myths/Reality

Myth #1 – Co-teaching means having two teacher candidates in a classroom.

REALITY: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate.

Myth #2 – Teacher candidates must be left on their own to sink or swim.

REALITY: Teacher candidates in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the teacher candidate acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the teacher candidate must learn how to become a teacher on their own.

Myth #3 – Co-teaching inhibits a teacher candidate's ability to develop classroom management skills.

REALITY: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies. As the skills are
gained, the teacher candidate takes the lead to make sure he/she can manage the classroom without support

**Myth # 4 – Teacher candidates don’t get enough solo teaching time with co-teaching.**

**REALITY:** Teacher candidates must have opportunities to teach all alone. The amount of time a candidate is left totally alone varies and is based on their skills in managing a classroom. It is important that the teacher candidate demonstrate that they can handle a classroom all by themselves.

**Myth # 5 – It takes too much time to co-plan.**

**REALITY:** It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

**Myth #6 – Teacher Candidates will never have full responsibility of the classroom.**

**REALITY:** For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

**Myth #7 – Co-teaching is not the “real world”. When a teacher candidate becomes certified they will be alone in the classroom.**

**REALITY:** To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today’s classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

**Myth #8 - Co-Teaching doesn’t work at the secondary level.**

**REALITY:** Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.
Myth #9 – Teacher candidates don’t have to write lesson plans for co-teaching because they co-plan.

REALITY: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a teacher candidate co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 - Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style.

REALITY: No two people have the same style because we are uniquely different. Teacher Candidates entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, teacher candidates and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth #11 - The university supervisor should only observe a teacher candidate when they are teaching solo.

REALITY: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her cooperating teacher, focus the observation on the candidate's teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.

Co-teaching @ Plymouth State University

The Holmes Center for School Partnerships and Educator Preparation has purchased a site license for the co-teaching foundational workshop. Interns should watch this video and participate in co-teaching workshops prior to the internship. The 75 minute co-teaching foundational workshop provides the basic information needed for participants to begin utilizing co-teaching. This engaging video, delivered by co-teaching experts Dr.’s Heck and Bacharach, provides the necessary foundational information that will assist your co-teaching pairs in getting off to a great start. This workshop is intended for use by teacher preparation programs and school districts implementing a co-teaching in student teaching program, and designed for their cooperating teachers, teacher candidates, university supervisors, faculty and administration.

The video is stored on the Holmes Center Password protected portal.
The password is 2018PSUPoP

Scroll to the bottom and click on the co-teaching image to start the video.

Co-Teaching Strategies & Examples

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<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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<tr>
<td>One Teach, One Observe</td>
<td>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <strong>Example:</strong> One teacher can observe students for their understanding of directions while the other leads.</td>
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<tr>
<td>One Teach, One Assist</td>
<td>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <strong>Example:</strong> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</td>
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<td>Station Teaching</td>
<td>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <strong>Example:</strong> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</td>
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<td>Parallel Teaching</td>
<td>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <strong>Example:</strong> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</td>
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<td>Supplemental Teaching</td>
<td>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <strong>Example:</strong> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
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| **Alternative (Differentiated)** | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
|**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 students’ 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.  
**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*
Appendix C: Focus Plan Sample

Holmes Center for School Partnerships and Educator Preparation

Internship in Teaching Focus Plan

Individual Plan For: ___________________________ Semester of Internship in Teaching: ___________________________

Major: ___________________________ School: ___________________________

The following plan is designed to help the intern meet certification requirements while under the supervision of administration and staff of the partner school and their Plymouth State University supervisor. The intern must demonstrate significant progress in all areas of concentration which include: Planning, Content Knowledge, Classroom Management and Professionalism during the time period between _______ and _______. The extent of this progress will be collaboratively assessed by all supervisors involved at the end of this time period. There is no substituting while on a focus plan.

AREAS OF CONCENTRATION

PLANNING: (sample)

• Plans should be submitted a week in advance for the mentor teacher to review. These should also be e-mailed in advance to the University supervisor. It is important that the mentor teacher have the opportunity to review the plans with ample time to revise.
• Lessons should include clear goals, measurable objectives, and specific and appropriate mechanisms for assessment.
• Read and be familiar with all students IEP’s.
• Plan modifications for learners with specific needs, based upon student IEP’s.
• Use the full time consistently in all classes. Students should not be doing homework in class.
• Follow lesson plans. It’s okay to refer to plans if necessary during the class.
• Be consistent with and follow deadlines.
• Lesson plans will reflect a strategy for revisiting content skills that students have not yet mastered.
CONTENT KNOWLEDGE:

- Come to class prepared to teach whatever it is you will be covering for that day.
- Complete in advance, all reading that is required of students, as well as supplementary background that will enable you to answer questions and enrich student understanding.

CLASSROOM MANAGEMENT:

- Set firm and consistent limits with all classes.
- Follow through with all directions given to a class.
- Maintain awareness of and responsibility for all students in the classroom, even while working with a small group.
- Follow all school policies with regard to discipline. A safe atmosphere for all students should be maintained at all times.

PROFESSIONALISM:

- Be on time every day, according to the expectations for teacher attendance.
- Be respectful of all students. Seek information and resources to help deal with students challenging behaviors.
- Do not wait for prompting to carry out responsibilities, but take responsibility for fulfilling your duties.

Weekly evaluations will be given by the University supervisor and the mentor teacher. The mentor teacher will provide a weekly evaluation of progress by commenting and initialing each of the focus areas. Each weekly evaluation will be faxed to the University supervisor on Friday, who will in turn share them with the Office of Educator Preparation. The University supervisor will visit on a weekly basis. Focus areas will be evaluated with comments at each of these weekly visits. Each weekly evaluation will be submitted to the Office of Educator Preparation. The extent of the intern’s progress will then be collaboratively assessed by all supervisors involved which must be decided upon by the ___ weeks.

Signatures of all parties indicate an understanding of and willingness to address the focus areas outlined in this plan.

_____________________________________________  ____________
Intern                                       Date

_____________________________________________  ____________
Mentor Teacher                               Date