

Teacher Preparation and Certification Program (TPCP)

Handbook:
Early Field Experience
Cooperating Teacher's Guide

Academic Year: 2020-2021

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The information in this publication is as accurate as possible at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Tulane University Teacher Preparation and Certification Program (TPCP). The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of the publication. All partners in the field placement experience should also read and continue to refer to the Tulane TPCP Handbook. (Updated August 2020)

LETTER TO COOPERATING TEACHER

Dear Cooperating Teacher,

Thank you for agreeing to serve as a Tulane University Teacher Preparation and Certification Program cooperating teacher for our students. As pre-service teachers, our students need a variety of PK-12 classroom activities to assist them in developing their professional skills. Given the hectic nature of teaching (especially these days), your assistance is greatly appreciated.

Cooperating teachers assume responsibility for the daily experiences of the TPCP students assigned to them, serving as models and greatly influencing attitudes, teaching strategies, and even philosophies of teaching. With your guidance, the TPCP students will have opportunities to observe the complex and demanding work of teaching. To get started on what we have found to be a rewarding and mutually beneficial partnership, the university supervisor should contact you to schedule an orientation or initial meeting with you and the TPCP student. This typically takes place in September. At this meeting, the timeline and course requirements will be reviewed.

We hope that this guide will provide you with the necessary resources and details of this partnership. Should you have any further questions, please do not hesitate to contact our program. We're looking forward to a successful field placement experience. Thanks again for providing your guidance and expertise to our beginning teachers—you make all the difference in shaping the next generation of heartfelt and effective new teachers!

Sincerely,

Richard Mihans, PhD

Interim Director, Teacher Preparation and Certification Program

TULANE'S TEACHER PREPARATION AND CERTIFICATION PROGRAM OVERVIEW

The program's purpose is to develop compassionate and knowledgeable educators who act with integrity and who are dedicated to fostering academic, social and emotional growth, creative expression, critical thinking, and community service. The TPCP strives to extend the University's commitment to preparing educators by using an interdisciplinary approach designed to help meet the needs of all learners.

Teacher Preparation and Certification Program (TPCP) aims to:

- **promote sensitivity to learner variety and cultural differences**
- **model the application of best practices and educational research**
- **provide opportunities for candidates to practice, reflect, and grow in both college and field settings.**

As an alternative certification program, the primary goal of TPCP remains to produce rigorous certification programs that balance the importance of disciplinary content knowledge with the teaching skills and dispositions needed to apply that content knowledge in diverse educational settings.

TPCP MISSION

To develop innovative, caring and knowledgeable educators who use an interdisciplinary approach to meet the needs of diverse learners.

VISION

An innovative and caring educator in every classroom.

Core Principle 1 Designing and Planning Instruction

1a. Demonstrating Knowledge of Content and Pedagogy;

1b. Demonstrating Knowledge of Students;

1c. Setting Instructional Outcomes;

1d. Designing Coherent Instruction;

1e. Designing Student Assessments

Core Principle 2 The Learning Environment

2a. Creating an Environment of Respect and Rapport;

2b. Establishing a Culture for Learning

Core Principle 3 Instruction

3a. Communicating with Students;

3b. Engaging and Motivating Students in Learning;

3c. Using Assessment in Instruction;

3d. Demonstrating Flexibility and Responsiveness

Core Principle 4 Professional Responsibility and Leadership

4a. Participating in a Professional Community;

4b. Growing and Developing Professionally;

4c. Showing Professionalism

Core Principle 5 Sensitivity to Diversity

Candidates demonstrate a sensitivity to learner variety and cultural differences and use knowledge to raise the self-esteem and achievement of all learners regardless of their backgrounds, characteristics, and/or learning profiles.

OVERVIEW OF EARLY FIELD EXPERIENCES

Early field experience/service learning in one or more public schools is required in nearly every education course in the program. TPCP students observe cooperating teachers; tutor individuals and small groups; serve as literacy tutors; and teach small-group and whole class lessons. These placements are coordinated through TPCP or the Center for Public Service. By the time students enter the final clinical experience (residency), they will have completed nearly 180 hours of field-based learning. Assignments and activities require TPCP students to make direct links between the research being studied in the college classroom and what they are observing or experiencing in PK-12 classrooms. Tulane University is fortunate to have a cadre of highly qualified cooperating teachers who are eager to assist and support the next generation of educators.

TPCP Students' Roles in PK-12 Classrooms

As TPCP students progress through their certification programs, they are expected to engage in a variety of activities in the classrooms in which they complete their field experiences/service learning. Students' roles correspond to the TPCP course requirements and their level of proficiency as pre-service teachers. TPCP students are placed in PK-12 classrooms according to their designated certification area. As they gain professional knowledge and skills, students are expected to demonstrate learning in the field classroom setting as well as in the university classroom. The focus of this level of field experience is to enable the TPCP student to gain first-hand experience of the complex nature of instructional decision-making and the components of classroom and school culture.

At the onset of their program progression, students have several early clinical experiences working with individual children as literacy tutors. The focus of these field experiences is on the TPCP student's gaining direct experience working with struggling or reluctant readers (EDLA 2000, EDUC 3420), using diagnostic tools, and designing intervention plans (EDUC 3801 and 3802).

In conjunction with the Reading Methods courses, early childhood and secondary students assume the role of a literacy teaching assistant. In this role, students must design and teach a variety of "literacy" mini lessons/activities, collect student achievement data, analyze that data, and evaluate the effectiveness of their instructional decisions. The literacy activity mini lessons are observed by the university instructor.

By the time a TPCP student is enrolled in the final two Methods courses, he or she is expected to serve as a **teaching assistant**, helping the classroom teacher with grading, small group activities, and whole class instruction whenever possible. During their methods courses, the TPCP student/teacher candidate is expected to design a UbD unit and design/teach a minimum of two full lessons either from this unit or one that the cooperating teacher suggests. The university instructor observes and evaluates these lessons. We ask that the cooperating teacher observe at least one lesson using our TPCP observation rubric and provide feedback to the university supervisor and the teacher candidate.

The candidate is expected to meet the instructional standards for a beginning teacher and is evaluated by the university professor using the TAP™ Instructional Rubric. This evaluation rubric is aligned with the state’s new COMPASS evaluation system for PreK-12 teachers.

In addition to the required classroom hours (35 hours), teacher candidates in Methods courses are expected to participate in at least five hours of professional development activities: faculty meetings, professional development activities at the school, parent/teacher conferences, etc. In addition to those 40 hours, teacher candidates are required to attend two workshops offered online or by local groups such as The Stone Center for Latin American Studies, the Audubon Institute and the National World War II Museum. One workshop should address effective instructional technology.

TPCP Early Field Experience Matrix

This table includes the number of clock hours and the nature of the required field experience/service learning for each of the TPCP Pre-Clinical courses.

Service Course	Activities	Clock-Hours
EDLA 2890: Service Learning in Public Schools (20 hours) (Co-req with EDLA 2000)	Reading tutor Reflective journals	20 hours
EDUC 3893 Service Learning (20 hours) (Co-req with EDUC 3410)	Work as classroom assistant/tutor Reflective journals	20 hours
EDUC 3420: Emergent Literacy	Interactive Read Aloud Reflections	20 hours
EDUC 3801: Early Childhood Education Reading Methods	Learning Cycle- UBD lesson plan Reflection of lesson NIET/TAP Observation Reading tutoring Diagnostic assessments Participation in various professional development activities Reflective Journals	30 hours

<p>EDUC 3802: Secondary Reading Methods</p>	<p>Learning Cycle- UBD lesson plan Reflection of lesson NIET/TAP Observation</p> <p>Reflective Journals Reading tutoring</p>	<p>30 hours (Focus: middle and secondary grades' struggling readers)</p>
<p>EDUC 3510: ECE Methods— Science and Social Studies</p>	<p>UbD Unit Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals</p> <p>Minimum of two professional development workshops (one science and one social studies).</p>	<p>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)</p>
<p>EDUC 3911: ECE Methods— Mathematics</p>	<p>Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals</p> <p>Minimum of two professional development workshops (one in math and one to include instructional technology).</p>	<p>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)</p>
<p>EDUC 4010: Secondary Methods I (40 hours)</p>	<p>UbD Unit Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals</p> <p>Minimum of two professional development workshops (one to include instructional technology).</p>	<p>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)</p>
<p>EDUC 4220-4270 (course number dependent upon content-area) Secondary Methods II</p>	<p>UbD Unit Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals</p>	<p>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation</p>

5100- Science 5110- English 5120- Math 5130- Foreign Language	Minimum of two professional development workshops (one to include instructional technology.	in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)
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Partnering Schools

This list of schools applies to Tulane undergraduate and non-practitioner postgraduates:

Lusher Charter School	N.O. Charter Science and Math High	Lafayette Academy
Homer Plessy Charter	St. Andrew's Episcopal	NOCCA Academy/Riverside
Ben Franklin H.S.	McGehee School	Bricolage Academy of NO
Crocker Elementary	Audubon Charter	ReNew Charter
Newcomb Nursery School	Hynes Charter	KIPP New Orleans Schools
Warren Easton H.S.	St. George's Episcopal	McDonough 15
Sophie B. Wright Charter	Ursuline Academy	St. Rita Catholic School
Noble Minds Institute		

PLACEMENT POLICY

While practitioners can accept teaching positions at both public and private schools, TPCP non-practitioner students can only be placed in school settings for which the university has a signed *Memorandum of Understanding (MOU)* Agreement. The legal liabilities and responsibilities of the university and the host school are defined in this agreement.

Non-practitioner students are placed in K-12 classrooms according to their designated certification area and grade levels. In addition, the previous field settings are taken into consideration since students must have placements across the grade span of their licensure program (e.g. both PK/K and grades 1st-3rd for Early Childhood students and 6th-12th for Secondary students). All TPCP students placed in PK-12 classroom settings will have completed a Louisiana State Police or NOPD background check and are required to complete the orientation hosted by the partner school or instructor.

Each semester before classes start, the program will be in contact with the schools where students are placed. The program will explain the various types of early field experience/service-learning roles TPCP students can assume and ask for

recommendations regarding cooperating teachers willing to work with Tulane students. Depending on the course and the nature of the early field experience component, the course professor will work with a coordinator from Tulane's Center for Public Service, or with qualified cooperating teachers who are interested in working with TPCP students in their classrooms.

Each semester, the professor of each TPCP course with a field experience component will compile a list of the students who require a PK-12 classroom placement and have these students complete the *TPCP Schedule Planning Form* (Appendix A) during the first-class meeting. The university instructor is responsible for sharing that information with the school coordinator (usually an administrator). Once cooperating teachers have been identified, the school coordinator and course professor will match them with our TPCP students.

The university instructor will provide each cooperating teacher a copy of the course syllabus, a brief description of the course-field connections and a list of PK-12 classroom activities appropriate for that early field experience role. At the first meeting of the cooperating teacher and the TPCP student, the completed *Field Experience Schedule Agreement* (Appendix B) will be signed by the cooperating teacher and the TPCP student with copies retained by the student and the cooperating teacher. The TPCP student will give a copy to the university instructor NO LATER THAN TWO WEEKS after the start of each semester.

ROLES AND RESPONSIBILITIES OF THE TPCP SUPERVISING PROFESSORS

The university supervisor is the representative from the Tulane University Teacher Preparation and Certification Program responsible for providing support in monitoring the progress of the student. It is the responsibility of the university supervisor to check the implementation of the TPCP student's timeline and to ensure that the cooperating teacher understands the university's requirements for the course. The university supervisor will work with the school coordinator and coordinating teachers throughout the semester. For some of the courses, a coordinator from Tulane's Center for Public Service will assist the university instructor.

The university instructor is also responsible for: ensuring that all cooperating teachers have a copy of the course syllabus and a list of suggested field-based activities in which the TPCP student should be engaging; participating in a school-based orientation; and collecting field experience schedules and midterm and final LiveText time logs to verify completion of field experience hours.

Those time logs will be completed through LiveText (for all courses except EDLA 2000). The university instructor will compile a list of names and emails of all cooperating teachers and send them to our Assessment and Accreditation Coordinator, who will send directions to the cooperating teachers on how to sign in to LiveText (See Appendix E for details).

Many of our courses require that the cooperating teacher complete a Professionalism rubric for the students. The university instructor will send you a copy of the rubric or a link to complete the rubric. Please note that there is also an *Early Field Placement Professionalism Concerns Form* (Appendix D) for cooperating teachers to complete any time during the

semester should an issue with a TPCP student arise. This form is not required for TPCP students who are performing well. Please make sure to send the completed form to the university supervisor promptly.

Personnel for Early Field Experiences

<p>Richard J. Mihans II, PhD TPCP Interim Director and Professor of Practice 504.865.5334 rmihans@tulane.edu</p>	<p>Erica Smith, PhD TPCP Adjunct Instructor 504-314-7621 esmith39@tulane.edu</p>
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RESPONSIBILITIES OF THE EARLY FIELD EXPERIENCE STUDENT

Attendance

Before a TPCP student begins working in any field placement, he/she MUST attend an orientation hosted by the school site. This meeting involves the site coordinator, the university instructor, all TPCP students who will be at that school for the semester, and, if possible, the cooperating teachers. Items addressed at this meeting include: the course requirements and field-based learning expectations; the school’s visitor policy and location of school sign-in log; a brief tour of the school; if possible, a brief meeting between TPCP students and their cooperating teachers to finalize the early field experience schedule for the semester. In cases where a TPCP student is returning to a school site where he/she has already completed a previous field placement, the orientation with a new cooperating teacher may be accomplished via email (with university instructor approval).

According to university policy, Tulane undergraduates are to be finished with their field experience/service-learning assignments by the last regular day of classes identified in the university’s semester schedule. If extenuating circumstances beyond the control of the TPCP student and the cooperating teacher necessitate finishing up field-based hours past this date, the university instructor, the TPCP student and the cooperating teacher will agree on an

adjustment. It is the responsibility of the TPCP student to inform the university instructor of any issues affecting his/her completion of the field experience component **at least two weeks before the last scheduled day of classes.**

Once the field experience placement begins, the Tulane student is expected to be at the host school/classroom at all regularly scheduled times. It is the responsibility of the student to listen to news outlets when weather/storms may lead to school closings. If the Tulane student is unable to be at the school on a scheduled day, it is the responsibility of the Tulane student to notify BOTH the cooperating teacher AND the professor of the course for which the field experience placement has been assigned. Attendance at the field placement site is considered a part of the mandatory class attendance policy. Unforeseen changes in the school schedule may necessitate revisions in the student's visits. Adjustments made to the field schedule must be agreed upon between the cooperating teacher and the student.

The TPCP student must ensure that the time log is completed in LiveText (at least weekly) and that the midterm and final time logs are available in LiveText for the university instructor to verify by the deadlines given in the course syllabus. Students in EDLA 2000 will not have access to LiveText and will complete the *Early Field Experience Time Log* provided by the university instructor or sign in at each visit with the CPS Senior Program Coordinator at the school site.

Professional Dress and Demeanor

As representatives of Tulane University, the Teacher Preparation and Certification Program, and the teaching profession, TPCP students must adhere to a professional dress code (no jeans, tank tops, midriff-baring tops, T-shirts, extreme mini-skirts, flip-flops, or other casual attire). What is appropriate dress for a college campus is not necessarily appropriate for a PK-12 setting. Many schools have prohibitions against clothing with advertising (or other inappropriate messages), distracting jewelry, body piercings and visible tattoos. If in doubt, the TPCP student should check with the cooperating teacher during the orientation. Even if other teachers in the field placement school dress casually (e.g. jeans, T-shirts, etc.), the TPCP students should adhere to the TPCP expectations.

All interactions with PK-12 students, parents, support personnel, faculty in the host school, and peers should be collegial and should demonstrate effective communication skills. Students should speak and write Standard English and work continuously to develop their professional vocabulary. TPCP students should arrive on-time, refrain from using cell phones, ask appropriate questions to avoid confusion, participate in the activities of the host classroom/school as much as possible and offer assistance to the cooperating teacher when appropriate.

TPCP students are required to read and adhere to all requirements and regulations in the TPCP Handbook and the course syllabus for additional information on the expectations for professional behavior. TPCP students are also subject to the Tulane University Code of Student Conduct.

Inappropriate or unprofessional behavior that negatively impacts PK-12 students in the

classroom can result in a TPCP student being removed from a school placement and dismissed from the Teacher Preparation and Certification Program.

Guidelines for TPCP Students and PK-12 Pupil Interaction

Any TPCP student working in a PK-12 classroom is expected to maintain strict confidentiality of all personal information about individual PK-12 students, PK-12 teachers and staff, their families and all school records. If a TPCP student refers to a PK-12 student, teacher, or staff member in a reflective journal or case study assignment, the reference should never include the PK-12 individual's name or other personal identifying information.



TPCP students should NOT take photos of PK-12 students.

TPCP students are “visitors” to the school: they cannot be left in charge of a classroom without another adult present. While TPCP students often tutor individual students or work with small groups, this work needs to occur in locations where other adult school employees are in close proximity (e.g. the library, “reading room,” or the hallway just outside the classroom).

TPCP students are also asked to review their social networking sites and determine whether or not there is information that is unprofessional or inappropriate. TPCP students should NOT provide PK-12 students access to their personal social networking sites and should not be “friends” of the students in their field placement classrooms. While social networking sites can be an effective use of technology, TPCP students must be cognizant of the differences between “public” information and “private” information. While casual conversations (about weekend plans, summer vacations, favorite entertainers or TV shows, and so on) can help build positive relationships, the TPCP student should always remember that he or she is not in a college environment.

RESPONSIBILITIES OF THE HOST SCHOOL AND COOPERATING TEACHER

School Site Orientation

Working with the university supervisor, a coordinator at the school site will schedule an orientation for TPCP students who are placed at that school. This orientation should address: the field-based learning goals; school policy and procedures (e.g. location of visitor sign-in log, dress code, emergency routines, parking, visitor name tags, etc.); school layout and locations of cooperating teacher's classrooms; school calendar and bell schedule; and other items that may impact the success of TPCP students in adjusting to the school setting.

The cooperating teachers should also attend this orientation so the TPCP student can finalize the *Field Experience Schedule Agreement* (Appendix B). It is possible that more than one TPCP course may have students placed at the school for early field experience. University instructors should work closely with the site coordinator to minimize any disruptions to the school or cooperating teachers' schedules.

Qualifications of the Cooperating Teacher

The participation of dedicated cooperating teachers in the early field experiences is critical for an effective teacher education program. Cooperating teachers are truly school-based teacher educators. While the time commitment for an early field experience is not as all-consuming as that required in the final year-long residency, it is an important commitment for both the teacher and TPCP student in the development of the student's professional skills.

Cooperating teachers are recommended by a school administrator. They should be full-time teachers, who hold a Louisiana teaching license that matches their teaching assignment and have at least three years of effective classroom experience.

A successful cooperating teacher:

- Values the professional growth gained through serving as a cooperating teacher.
- Is a reflective practitioner who models best practice in professional decision-making.
- Communicates effectively and is able to explain his/her rationale for classroom practices in terms which can be understood by a beginning professional.
- Is willing to share classroom responsibilities and allow TPCP students opportunities to assume "teaching roles" in a protected environment.
- Is proficient at both daily and long-term planning.
- Uses a variety of instructional and management strategies to meet the needs of all students.
- Is comfortable working with adults and values professional conversations.
- Is willing to take time to give TPCP students feedback on their teaching and/or interaction with students.
- Is open to new ideas and able to help a TPCP student develop his/her teaching style.

Setting up the Field Experience Schedule

At the first meeting of the TPCP student and the cooperating teacher (usually at the school orientation), the schedule for the TPCP student's visits to the PK-12 classroom should be established (Appendix B). It is to be expected that changes in the school calendar may result in adjustments to this schedule over the course of the semester, but creating the schedule ensures that the clock hour requirements of the field placement can be met by the last regular class day of the semester. Once the schedule is established, all three parties should have a copy. It is the responsibility of the TPCP student to make sure that the cooperating teacher and the university instructor have copies of the agreed upon schedule.



According to university policy, Tulane undergraduates are to be finished with their field experience/service-learning assignments by the last regular day of classes identified in the university's semester schedule. If extenuating circumstances beyond the control of the TPCP student and the cooperating teacher necessitate finishing up field-based hours past this date, the university instructor, the TPCP student and the cooperating teacher will agree on an adjustment.

ROLES OF THE COOPERATING TEACHER

The roles of the cooperating teacher vary depending on the nature of the field experience-based learning required in the TPCP course. Every cooperating teacher should refer to the list of field-based activities sent to them by the university instructors **at the beginning of the semester.**

For EDLA 2890, the field-based learning is based on the student's serving as a general classroom assistant. The focus of this Preclinical early field experience is to enable the student to gain first-hand experience with the complex nature of instructional decision-making and the components of classroom and school culture.

For EDUC 3420, the field-based learning is based on the Early Childhood TPCP student serving as a Pre-Clinical general literacy tutor, often working one-on-one or with small groups. Students learn how to use a variety of diagnostic tools and apply the research on assisting struggling readers in real-world settings with real children. University instructors will visit the school sites, but there are no formal observations that need to be scheduled.

For EDUC 3801, and 3802, Early Childhood and Secondary students serve as Pre-Clinical literacy co-teaching assistants and are required to design and teach a variety of "literacy development" lessons, usually 20-30 minutes in length. At this level, TPCP students are also required to use a variety of formative assessment techniques, collect and summarize the class learning achievement data and use that data to analyze the effectiveness of their instruction. Cooperating teachers who are working with these students can assist them by sharing activities/ strategies which they have used successfully and can allow multiple opportunities for TPCP students to design and direct classroom activities focused on the five components of literacy.

The instructors for these courses will make appointments to observe one of these literacy lessons over the course of the semester. These lesson plans and observations are a significant component in the TPCP student's course grade. Cooperating teachers and TPCP students should set "back- up" dates for these observations whenever possible.

For Methods I (EDUC 3510 and EDUC 4210) and Methods II (EDUC 3911 and EDUC 4220- 4270), the TPCP student serves as a Pre-Clinical teacher candidate. This is the highest level of early field experience before the final clinical (residency). While students at this level are still pre-clinical teacher candidates, they are expected to demonstrate a variety of skills: helping the classroom teacher with grading, leading small group activities, and designing whole class instruction whenever possible.

For each Methods course, the TPCP student is expected to design and teach a minimum of two lessons or activities. These two lessons are part of a learning cycle that includes pre- and post-observation conferences. The university instructor will observe each, and the student will be

responsible for recording the lesson for reflection. The accompanying lesson plan in UbD format and an instructional observation evaluation are entered into the student's LiveText account as instructional products. These learning cycles are a significant component of the candidate's course grade. Cooperating teachers can assist these students by sharing unit plans and summative assessment projects with the student and allowing him/her to teach several lesson components (mini lessons) before the learning cycle is scheduled. They are expected to provide feedback on lessons using the TPCP Observation Rubric.

Cooperating teachers can involve the student in grading and analyzing the results from formative and summative assessments, and when appropriate, discuss how assessment results are used in planning and curriculum design.

Several of the TPCP professors have 30-40 observations (or more) to complete every semester. Changing scheduled observation "lessons" at the last minute can make it very difficult for the TPCP student to complete his/her course requirements. When scheduling lessons with the student, cooperating teachers at this level are encouraged to have a "backup" date scheduled in case of unplanned changes in the school schedule or other unforeseen circumstances.

In addition to the required classroom hours, Pre-Clinical teacher candidates (those in Methods I and Methods II) are expected to participate in at least five hours of professional development activities. Cooperating teachers can assist the candidate by inviting them to open houses, parent- teacher, faculty meetings, faculty workshops, professional development meetings or conferences when appropriate. They are also required to complete at least two professional development workshops, and at least one should focus on instructional technology.

TIPS FOR A SUCCESSFUL EXPERIENCE WITH YOUR TPCP STUDENT

- Be sure to introduce the TPCP student to your PK-12 students and explain the role in your classroom.
- Try to schedule time for professional discussions with your TPCP student, especially at the upper level courses (Methods Courses).
- Be open to TPCP student questions and encourage him/her to ask questions.
- Encourage the student to try new strategies/activities by being willing to try new things.
- Model reflective practice and encourage the student to practice reflective self-evaluation.
- Provide effective feedback- be precise and specific when offering comments.
- Share your lesson and unit plans with the student as appropriate and offer suggestions for activities you have found to be effective.
- Provide opportunities for the TPCP student to design and conduct activities with both small groups and the whole class whenever possible.

DEALING WITH CONCERNS

The best approach for dealing with any issue concerning a TPCP student or a field experience placement is to address it immediately before small issues develop into major problems. Effective communication among all three parties (TPCP student, PK-12 cooperating teacher, and university supervisor) is vital. TPCP students should familiarize themselves with the field experience requirements of the course(s) in which they are enrolled and ask clarifying questions of the cooperating teacher or university instructor whenever necessary.

Although PK-12 cooperating teachers should discuss issues with the TPCP student as they occur, they should also contact the university supervisor with concerns about multiple problems with attendance or unprofessional dress or behavior. These conversations should be documented, and students should be given an opportunity to correct minor problems. See Appendix D for the *TPCP Early Field Placement Professionalism Concerns Form*.

Cooperating teachers and university supervisors should work together to provide effective coaching for any TPCP student not meeting expectations. TPCP students should be aware that these incidents may be reflected in their dispositions' grades. Failure to maintain an education **GPA of 3.0** or receiving multiple unsatisfactory evaluations from PK-12 cooperating teachers or university supervisors can result in a student being counseled out or dismissed from the program.

Please note that there is also a [TPCP Reporting Form](#) that can be found on the TPCP website, along with several other important and helpful forms.



APPENDIX B: SCHEDULE AGREEMENT FORM



**Tulane University Teacher Preparation and Certification Program
Early Field Experience**

TPCP Student:

Phone:

**Student's Tulane email address
(required):**

Certification Area (circle one):

Early Childhood

Secondary education—Content Area:

TPCP Course:

Semester:

Instructor:

Instructor Email:

Cooperating Teacher:

Grade/Subject:

Room Number:

Planning Period:

Cooperating Teacher Email:

School:

Main Office Phone:

School Address:

Principal/ Site Coordinator:

SCHEDULE AGREEMENT (cont.)

TPCP STUDENT’S SEMESTER FIELD PLACEMENT SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Agreement: *The TPCP student will be participating in the PK-12 classroom and in school activities with a minimum of _____ hours of his/her time outside of the university classroom. As a Tulane cooperating teacher, I have received the current Cooperating Teacher Guide and am aware I may be asked to complete an evaluation of the professional dispositions displayed by this TPCP student in my classroom and return that evaluation to the university instructor. I agree to follow the guidelines in serving as a cooperating teacher to the student named above. We have mutually agreed upon the above schedule. The TPCP student will give a copy of this signed contract to the cooperating teacher and the university instructor.*

ORIENTATION AGENDA CHECKLIST	Cooperating Teacher/Site Supervisor and TPCP Student Initials
The university supervisor explained the learning goals of the field placement to the cooperating teacher/site supervisor.	
The site supervisor/cooperating teacher explained the school policies and procedures, including those for visitors (sign-in, name tags, etc.)	
The site supervisor/cooperating teacher explained the school’s emergency routines.	
The cooperating teacher or site supervisor led a tour of the classroom and other important areas of the school building.	
The site supervisor/cooperating teacher provided the TPCP student with a school calendar and bell schedule.	

*Tulane TPCP Student’s Signature:

Date:

*Student signature also indicates his/her authorization to release this information in case of emergency.

Cooperating Teacher’s Signature:

Date

APPENDIX C: TIPS FOR COOPERATING TEACHERS FOR METHODS COURSES



Tulane University Teacher Preparation and Certification Program: Early Field Experience

Thank you for serving as a cooperating teacher. This is a Pre-Clinical early field experience, the last level before the final year-long residency. Here are some ideas for making this a positive experience for both you and the TPCP teacher candidate:

- Review the TPCP Early Field Experience Handbook and work with the candidate to develop a schedule that meets the requirements for the classroom and professional development contact hours (minimum of 35 and 5).
- Share your unit and lesson plans with the TPCP candidate, and as time permits, discuss the resources you use to develop those plans. Ask the candidate to help identify websites or other resources.
- If possible, allow time for the candidate to review the textbooks, workbooks, and other student materials used in your course(s). Share handouts, activities, and other materials.
- Involve the candidate in instructional activities whenever possible: working with small groups, introducing activities, or assisting in designing and/or grading quizzes or homework.
- As often as possible, allow the candidate to develop and “teach” an activity, quiz or other segment of a lesson (10-15 minutes). This is especially helpful for the candidate in learning students’ names and in gaining more poise in front of the class.
- Involve the candidate in management routines: many pre-service teachers have little idea how much time is spent on organizational and paperwork issues.
- As candidates schedule their observation dates for their learning cycles, be supportive and encouraging. Offer suggestions for activities or resources and share your expertise.
- Please review the TAP™ Professionalism Rubric - we will want you to share your assessment of these elements of the candidate’s professional growth at the end of this early field placement.
- Cooperating teachers for TPCP students in Methods I and II are expected to review the candidate’s weekly attendance Time Log on the right side of the LiveText screen. Hours are entered by the student. To approve the student’s entries, the cooperating teacher checks the box next to the entry and clicks Approve Hours. Details can be found in

Appendix E.

If you have any questions or concerns, please contact me.

Professor:

Office:

Email:

APPENDIX D: PROFESSIONALISM CONCERNS



Tulane University Teacher Preparation and Certification Program: Early Field Placement

This form is to be used should the cooperating teacher feel that there is an issue with the TPCP student's professionalism. The cooperating teacher should complete this form as soon as the issue arises and discuss the issue with the university instructor as soon as possible.

TPCP Student:

TPCP Course:

Professor:

Semester:

**Cooperating
Teacher:**

School:

Grade:

Subject(s)

Please mark the expectations that are not being met.

	Not Satisfied	Comment
Student consistently arrived for scheduled placement time.		
Student consistently arrived on time.		
Student wore appropriate clothing to school.		
Student communicates appropriately with students.		
Student works well with other adults, taking advice and feedback when given.		
Student spends the entire time working with students, observing, and learning, not engaged on cell phone or laptop.		
Other (please describe):		

Cooperating Teacher's Signature:

Date:

University Supervisor's Signature:

Date:

APPENDIX E: LIVETEXT INSTRUCTIONS



Tulane University Teacher Preparation and Certification Program: Early Field Assessment Platform Log-in

To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read:

*“Dear **YOUR NAME**,*

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made.

During this placement, assessments and other activities will be managed through an online application called LiveText.

To log in, go to www.livetext.com and enter the following username and password:

USERNAME: [YOUR USERNAME]

PASSWORD: [YOUR PASSWORD]

Thank you for the contributions you will make to your mentee's professional development.”

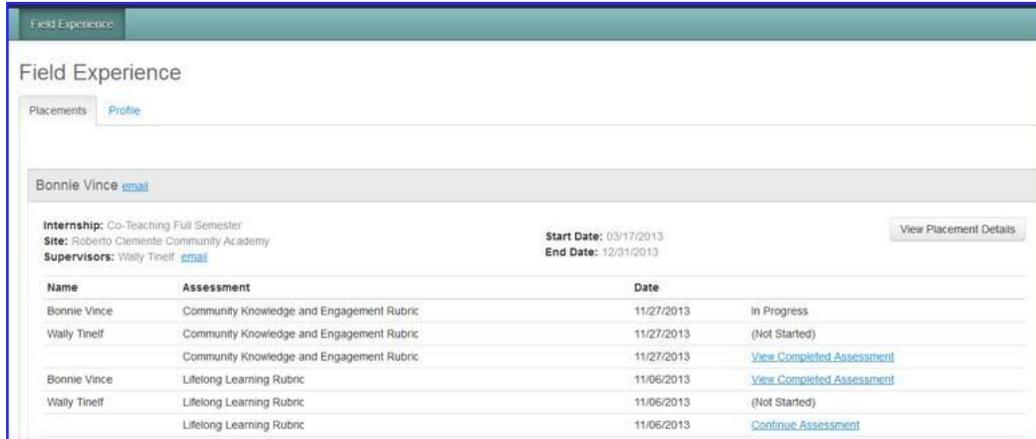
Visit the website www.livetext.com and log in with the username and password provided to you.

You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the **OPTION** to change the password by:

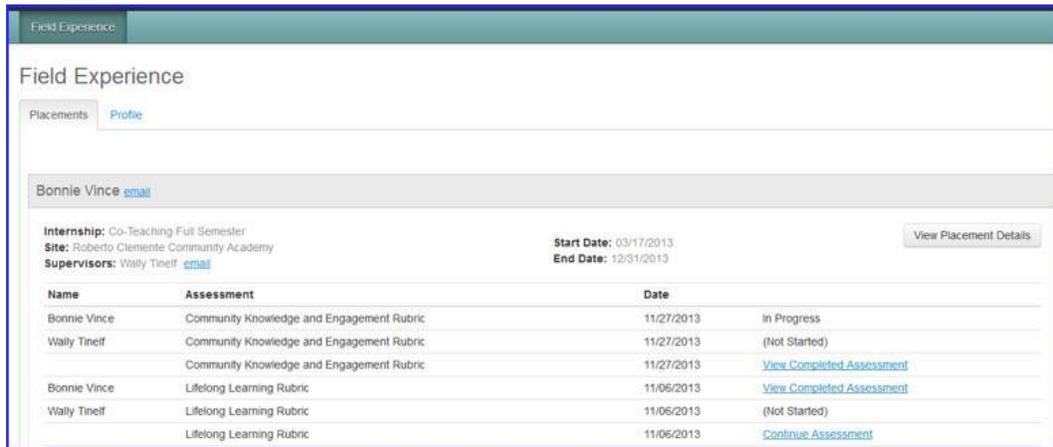
1. Clicking **My Account** in the upper right corner
2. Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.



Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student’s name. Click the “View Placement Details” button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.



You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.



1. Basic details about the placement will display to the left.
2. To view and enter demographic information about the site, click **View Demographics**.
 - a. **Site Demographics** may already have been added by the college or university.
 - b. Click in the boxes next to each category in “Classroom Demographics” and “Staff Demographics” and type in a number.

Site: Roberto Clemente Community Academy
District: CPS 299

Site Demographics:

Total Students	0	Special Programs	#
Ethnic Distribution	#	English Language Learners	<input type="checkbox"/>
African American	<input type="checkbox"/>	Bilingual Education and ESL	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	Compensatory Education	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Extended Day Kindergarten	<input type="checkbox"/>

Close Save

3. To write an email to the student, Supervisor, or both click the corresponding email icon or link.
4. To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
 - a. Click the cells to highlight the level of performance achieved in each area.
 - b. Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - c. Add comments for the *entire* assessment using the text box at the top of the rubric.

Site: Roberto Clemente Community Academy
District: CPS 299

Site Demographics:

Total Students	0	Special Programs	#
Ethnic Distribution	#	English Language Learners	<input type="checkbox"/>
African American	<input type="checkbox"/>	Bilingual Education and ESL	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	Compensatory Education	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Extended Day Kindergarten	<input type="checkbox"/>

Close Save

5. To upload attachments to the shared workspace, click **Add Attachments**. Attachments can be LiveText documents or files.
6. You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To approve the student's entries, check the box next to the entry and click **Approve Hours**.