



Field Placement Handbook

2023-2024

Tulane University
Teacher Preparation and Certification Program

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Mission of Tulane University

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom. Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural, and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university. Tulane's mission statement is published on the university website at: <http://tulane.edu/about/leadership-and-administration/mission-statement>.

Mission of Tulane's School of Professional Advancement

School of Professional Advancement (SoPA) offers high quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond. The school dates back to 1886, when it was founded as the outreach division of Tulane with a mission to offer courses to teachers. While the school's offerings have greatly expanded and changed over time, its focus on programs relevant to working adults has remained.

Mission of the Teacher Preparation and Certification Program (TCP)

We prepare empathetic professional educators who continually develop the mindsets, knowledge, and skills necessary to empower all students to thrive.

Program Educational Outcomes for TCP

Program Educational Outcomes articulate the ultimate aims of the teacher preparation program. Our program graduates exhibit the following traits:

Empathy – Perspective-taking in our interactions demonstrating deep cognitive and social-emotional empathy

Professionalism – Enacting our professional expertise intentionally and collaboratively

Continual development – Personifying lifelong learning to champion the advancement of students, families, schools, and communities

Commitment to long-term impact – Approaching our work as advocate-allies singularly-focused on empowering all students to thrive

Program Learning Outcomes

Our teacher preparation program is anchored in various principles set forth in professional standards documents (e.g., the National Association for the Education of Young Children (NAEYC), the National Board for Professional Teaching Standards (NBPTS), CAEP Council for the Accreditation of Educator Preparation (CAEP), and various content specific organizations such as the National Council for the Teachers of English (NCTE). In August of 2005, the twelve certification programs offered at Tulane received state approval, and national accreditation was awarded by the Teacher Education Accreditation Council (TEAC) in April of 2011.

At the core of our curricular scope and sequence are four foundational Program Learning Outcomes (PLOs) which are based on the Model Core Teaching Standards and Learning Progressions for Teachers 1.0 developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

The learner and the learning – Construct a learning environment that is developmentally appropriate for each individual student to thrive

Content – Apply pedagogical content knowledge to develop all students’ understandings and transfer of learning in real-world contexts

Instructional practice – Integrate effective assessment, planning, and instructional strategies in coordinated and engaging ways that result in growth of all learners

Professional responsibility – Contribute to the improvement of craft, self, and school community through ongoing professional learning, reflection, and ethical practice

Overview of Field Experiences

Clinical, or field, experiences, in PreK-12 school settings are required in nearly every education course in the program. All placements are coordinated within TPCP, with a central goal of developing quality partnerships and field experiences for teacher candidates. Tulane University is fortunate to have dozens of local educational agencies (LEAs) with which we partner as well as a cadre of highly qualified cooperating teachers who are eager to assist and support the next generation of educators.

Service Learning

For those courses where the field experience also fulfills Tulane University's service-learning requirements, TPCP collaborates with the [Center for Public Service](#) (CPS) to secure and manage placements. Service Learning hours are fulfilled primarily during two core Foundations courses: EDLA 2000 - Education in a Diverse Society and EDUC 3410 – Craft of Teaching. In this phase, service learning hours are completed with community partners, such as after school and tutoring programs.

Examples of the types of activities teacher candidates undertake in the service learning phase are listed below:

- One-on-one tutoring
- Small group intervention
- Acting as reading buddies
- Homework help

Field Placement

During the Methods phase of coursework, teacher candidates are placed in classrooms in partner schools throughout the city. Assignments and activities require TPCP teacher candidates to make direct links between the research being studied in the university classroom and what they are experiencing in PreK-12 classrooms. Field placement hours are fulfilled in the follow Methods courses:

- Early Childhood program
 - EDUC 3801 - ECE Reading Methods
 - EDUC 4110 - Teaching Writing and SS in ECE
 - EDUC 4120 - Teaching Science in ECE
 - EDUC 4130 - Teaching Mathematics in ECE
- Secondary program
 - EDUC 3802 - Methods Reading Secondary Ed
 - EDUC 4210 - Secondary Methods I: General
 - EDUC 41__ – Secondary Methods II (in Content Area)

In the field, TPCP teacher candidates work alongside cooperating teachers. The following is a list of possible activities that student teachers may engage in:

- Preparing instructional materials
- Organizing the classroom (bulletin boards, hanging class work, etc.)
- Organizing instructional materials
- Assisting students with make-up work
- Small group instruction
- Lesson planning
- Creating tests or other assessments

By the time teacher candidates enter their final clinical experience (known as the residency), they have completed over 120 hours of applied learning in the field.

The Role of the Teacher Candidate in Our Community's Classrooms

TPCP teacher candidates are placed in PreK-12 classrooms based on their designated certification area. The field experience enables the TPCP student to gain first-hand experience of the complex nature of instructional decision-making and the components of classroom and school culture. As they gain professional knowledge and skills, teacher candidates are expected to demonstrate how their learning in the university courses apply in the PreK-12 classroom setting.

As TPCP teacher candidates progress through the certification program, they engage in a variety of activities within classrooms to fulfill their required clinical experience hours. Teacher candidates' roles correspond to both the requirements dictated by each TPCP course and their own level of proficiency as pre-service teachers.

At the onset of their program progression, teacher candidates have several early clinical experiences working with individual children as tutors and mentors. The focus of these field experiences is for the TPCP candidate to have direct experiences working with individual teachers and with small groups of students. In the earliest course, teacher candidates participate in academic and social support activities, predominately in the after-school environment. In the courses that follow, the teacher candidates move to the formal classroom setting in order to provide mainly academic support.

While participating in reading methods courses, early childhood and secondary teacher candidates assume the role of a literacy teaching assistant. In this role, teacher candidates must design and teach a variety of literacy mini-lessons and/or activities, collect and analyze student achievement data, and evaluate the effectiveness of their instructional decisions. The literacy activity mini-lessons are observed by the university instructor with ample feedback and reflection built into what is called the "Learning Cycle" (i.e. a specific observation/feedback protocol used here at Tulane TPCP) for teacher candidates.

By the time a TPCP student is enrolled in the final methods courses of the program, they are expected to serve as a teaching apprentice, helping the classroom teacher with grading, small group activities, and

whole class instruction whenever possible. As part of their learning within methods courses, the teacher candidate is expected to design an Understanding by Design (UbD) unit as well as plan and teach a minimum of two full lessons either from a current unit or one the cooperating teacher suggests.

The candidate is expected to meet instructional standards for a beginning teacher and, beginning in Fall 2022, is evaluated by the university professor using the Aspiring Teachers Rubric from the National Institute for Excellence in Teaching (NIET). This evaluation rubric is aligned with the state's new COMPASS evaluation system for PreK-12 teachers. The university instructor observes and evaluates the planning and implementation of these lessons while cooperating teachers are asked to observe at least one lesson using TPCP's observation rubric and provide feedback to the university supervisor and the teacher candidate.

Partnering Schools

Partnerships with the Local Educational Agencies (LEA) across Greater New Orleans are critical to our teacher candidates' development. Tulane University partners with a variety of school settings and places special emphasis on placing and training our candidates in the region's most underserved schools, including (but not limited to):

- Audubon Charter Schools
- Bricolage Charter School
- Community Academies
- Early Partners
- Elan Academy Charter School
- Firstline Schools
- Inspire NOLA Schools
- Jefferson Parish Schools
- Kenner Discovery
- KIPP New Orleans Schools
- Morris Jeff Community School
- New Orleans Military and Maritime Academy
- Sophie B. Wright
- St. Andrew's Episcopal School
- St. George's School
- St. Stephen's Catholic School
- Success at Thurgood Marshall
- Willow School
- Young Audiences Charter Schools

Placement Policy

TPCP teacher candidates 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. Whether the candidate is already the Teacher of Record or is participating at a school for a semester's field placement, the MOU must be in place prior to the state of their tenure.

Tulane teacher candidates are placed in PreK-12 classrooms according to their designated certification area and grade levels. In addition, previous field settings are taken into consideration in order to ensure that teacher candidates have placement experiences across the grade span of their licensure program (e.g. PreK-3rd for Early Childhood teacher candidates, 1st-5th for Elementary teacher candidates and 6th-12th for Secondary teacher candidates). All TPCP teacher candidates placed in PreK-12 classroom

settings will complete 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 begin, the program is in contact with the schools where teacher candidates are placed. The program outlines the various types of field experience and service-learning roles TPCP teacher candidates can assume and asks for recommendations regarding cooperating teachers willing to work with Tulane teacher candidates. The field placement coordinator provides each cooperating teacher a copy of the course syllabus, a brief description of the course-field connections, and a list of PreK-12 classroom activities appropriate for that early field experience role.

Depending on the course and the nature of the field experience component, the TPCP Clinical Placement Coordinator establishes the placements while the course professors work with the school coordinators and cooperating teachers who have been identified. In the case of courses with a service-learning component, course instructors coordinate with liaisons from Tulane's Center for Public Service.

Each semester, the professor of each TPCP course with a field experience component compiles a list of the teacher candidates who require a PreK-12 classroom placements and has them 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 teacher candidates and the schedule will be solidified.



ROLES AND RESPONSIBILITIES OF THE TPCP SUPERVISING PROFESSORS

The university instructor is the representative from the Tulane University Teacher Preparation and Certification Program (TPCP) responsible for providing support in monitoring the progress of the student. It is the responsibility of the university instructor 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 instructor works with the school coordinator and cooperating teachers throughout the semester. For those courses with a service-learning component, a coordinator from Tulane’s Center for Public Service will assist the university instructor.

The university instructor is also responsible for: verifying that all cooperating teachers have a copy of the course syllabus and a Field Experience Request Form (FERF) which includes a list of suggested field-based activities in which the TPCP teacher candidate should be engaging; participating in a school-based orientation; and collecting field experience schedules and midterm and final time logs to verify completion of field experience hours.

For all courses except EDLA 2000, time logs are completed. The university instructor creates an assignment in Canvas and shares the time log process with students.

The university instructor is responsible for sending: a copy of the professional dispositions rubric to the cooperating teacher and a Field Placement Professionalism Concerns Form (Appendix B) for cooperating teachers to complete any time during the semester should an issue with a TPCP candidate arise. The university supervisor collects any submitted Concerns Form and shares them with the Program Director so the issue may be addressed immediately.

The list of university supervisors/ TPCP faculty for field experiences includes:

Richard J. Mihans II, PhD Professor of Practice 504.865.5334 rmihans@tulane.edu	Erica Smith, PhD Professor of Practice 504-314-7621 esmith39@tulane.edu
Brooke Grant, PhD Senior Professor of Practice 504.865.5350 bgrant@tulane.edu	Ari Zeiger Adjunct Lecturer 415.300.7894 azeiger@tulane.edu

<p>Trung Nguyen, PhD Professor of Practice 832.633.4620 tnguyen27@tulane.edu</p>	<p>Rachel McCloskey Adjunct Lecturer 505.451.6953 rmccloskey@tulane.edu</p>
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RESPONSIBILITIES OF THE TEACHER CANDIDATE

Attendance

Before a TPCP student begins working in any field placement, he/she MUST attend an in-person orientation. This meeting involves the site coordinator, the university instructor, all TPCP teacher candidates who are at that school for the semester, and 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; appropriate dress; parking; and, if possible, a brief meeting between TPCP teacher candidates and their cooperating teachers to finalize the early field experience schedule for the semester.

By the time the school orientation takes place, the schedule for the TPCP teacher candidate's visits to the PreK-12 classroom should be established. 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 time requirements of the field placement can be met within the established school calendar and by the teacher candidate's last regular class day of the semester. Once the schedule is established, 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 teacher candidates 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 teacher candidate and the cooperating teacher necessitate finishing up field-based hours past this date, the university instructor, the TPCP student, and the cooperating teacher need to agree to 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 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 midterm and final time logs are completed in Canvas. The university instructor will verify by the deadlines given in the course syllabus. Teacher candidates in EDLA 2000 will complete the Early Field Experience Time Log provided in the service learning Canvas tile.

Professional Dress and Demeanor

As representatives of Tulane University, the Teacher Preparation and Certification Program (TPCP), and the teaching profession, TPCP teacher candidates must adhere to a professional dress code appropriate for PreK-12 schools. This includes: 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 PreK-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 teacher candidate 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 student should adhere to the TPCP expectations outlined above.

All interactions with PreK-12 teacher candidates, parents, support personnel, faculty in the host school, and peers should be collegial and should demonstrate effective communication. Teacher candidates should speak and write professionally and work continuously to develop their professional vocabulary. TPCP teacher candidates should arrive on-time, refrain from using cell phones on site, refrain from sharing any social media information, ask appropriate questions to avoid confusion, participate in the activities of the host classroom/ school, and assist the cooperating teacher whenever possible. Under no circumstance should a teacher candidate take a photograph of a PreK-12 student as there are strict laws governing this behavior.

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

Inappropriate or unprofessional behavior that negatively impacts PreK-12 students, teachers, schools, or Tulane University can result in a TPCP teacher candidate being removed from a school placement and dismissed from the Teacher Preparation and Certification Program.

Guidelines for TPCP Teacher Candidate and PreK-12 Pupil Interactions

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

individual's name or other personal identifying information. Again, TPCP teacher candidates should NEVER take photos of PreK-12 teacher candidates.

TPCP teacher candidates are "visitors" to the school: they cannot be left in charge of a classroom without another adult present. While TPCP teacher candidates often tutor individual teacher candidates 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 teacher candidates must be cognizant of the differences between "public" information and "private" information transmitted on social networking sites. As such, TPCP teacher candidates are asked to review their social networking sites and determine whether or not there is information that is unprofessional or inappropriate. TPCP teacher candidates should also NOT provide PreK-12 students with access to their personal communication devices or social networking sites and should not be "friends" of the students they encounter in their field placement classrooms. And, 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 in a professional environment.

RESPONSIBILITIES OF THE HOST SCHOOL AND COOPERATING TEACHER

School Site Orientation

Working with the university instructor, a coordinator at the school site or the cooperating teacher schedules an orientation for TPCP teacher candidates 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 teacher candidates in adjusting to the school setting. Ideally, this orientation takes place in person at the school site.

It is possible that more than one TPCP course may have teacher candidates placed at the school for early field experience. As such, the site coordinator and cooperating teachers should work closely with the university instructors to find a mutually-agreeable time and minimize any disruptions to the school schedule and routine.

Qualifications of the Cooperating Teacher

The participation of dedicated cooperating teachers in field experiences is critical for an effective teacher education program. Cooperating teachers are truly school-based teacher educators. While the

time commitment for a 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 teacher candidate in the development of the student's professional skills.

Cooperating teachers are recommended by school administrator, colleagues, and university professors. 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 professional conduct and 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 teacher candidates opportunities to assume "teaching roles" in a protected environment.
- Is proficient with both daily and long-term planning.
- Uses a variety of instructional and management strategies to meet the needs of all teacher candidates.
- Is comfortable working with adults and values professional conversations.
- Is willing to take the time it requires to give TPCP teacher candidates feedback on their teaching and/or their interaction with teacher candidates.
- Is open to new ideas and able to help a TPCP student develop his/her teaching style.

Setting up the Field Experience Schedule

By the time of the first meeting (typically at the school orientation) between the TPCP teacher candidate and the cooperating teacher, the schedule for the TPCP teacher candidate's visits to the PreK-12 classroom should be established. 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 time requirements of the field placement can be met within the established school calendar and by the teacher candidate's last regular class day of the semester. Once the schedule is established, 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.

Again, university policy stipulates that Tulane students 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 teacher candidate and the cooperating teacher will agree on an adjustment.

Role of the Cooperating Teacher

The role of the cooperating teacher varies depending on the nature of the field experience-based learning required in the TPCP course. For guidance, cooperating teachers should refer to the list of field-based activities sent to them by the Field Placement Coordinator at the beginning of the semester on the Field Experience Request Form (FERF).

For each methods course, teacher candidates 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. The teacher candidate 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 should be in Understanding by Design (UbD) format and an instructional observation evaluation should be uploaded in the appropriate place in Canvas. These learning cycles are a significant component of the candidate's course grade.

Cooperating teachers can assist these teacher candidates 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. Cooperating teachers are expected to provide feedback on lessons using the TPCP observation rubric, NIET's Aspiring Teachers Rubric. Cooperating teachers can involve the teacher candidate in grading and analyzing the results from formative and summative assessments and, when appropriate, discuss how assessment results are used in planning and overall instructional design.

Most TPCP professors have multiple teacher candidate observations to complete every semester. As a result, changing scheduled observation “lessons” at the last minute can make it very difficult for the university supervisor and, as a result, impede the TPCP student’s ability to complete his/her course requirements. When scheduling lessons with the teacher candidate, cooperating teachers and university instructors for methods courses are encouraged to determine a “backup” date in case of unplanned changes in the school schedule or other unforeseen circumstances.

Many of our methods courses require that the cooperating teacher complete an Education Data Architecture datasheet for their teacher candidates. The university instructor sends a copy of the rubric to the cooperating teacher at the appropriate time.

Best Practice for Cooperating Teachers

Below are a few tips for a successful experience between the cooperating teacher and the TPCP student:

- Be sure to introduce the TPCP teacher candidate to your students and explain their role in your classroom.
- Try to schedule time for professional discussions with your TPCP teacher candidate, especially for those engaged in methods courses.
- Be open to and encourage TPCP teacher candidate to pose questions.
- Encourage the TPCP teacher candidate to try new strategies and activities.
- Model reflective practice and encourage the teacher candidate to exercise ongoing self-evaluation.
- Provide effective feedback: be precise and specific when offering advice.
- Share your lesson and unit plans with the teacher candidate as appropriate and offer suggestions for activities you have found to be effective.
- Provide opportunities for the TPCP teacher candidate to design and conduct activities with both small groups and the whole class when possible.

A final, but important, note: TPCP teacher candidates are “visitors” to the school: they cannot be left in charge of a classroom without another adult present. While TPCP teacher candidates 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).

Dealing with Concerns

The best approach for dealing with any issue concerning a TPCP teacher candidate during field experience placement is to address it immediately and directly with them before small issues develop into major problems. Effective communication among all three parties (TPCP student, PreK-12 cooperating teacher, and university instructor) is vital. Cooperating teachers should familiarize

themselves with the field experience requirements of the course(s) and ask clarifying questions of the university instructor whenever necessary.

Although PreK-12 cooperating teachers should discuss issues with the TPCP teacher candidate as they occur, they should also contact the university supervisor with concerns about multiple, ongoing, or more serious problems with attendance, unprofessional dress, or behavior. While TPCP teacher candidates should be given an opportunity to correct minor problems, any concerns requiring university supervisor intervention must be documented in the TPCP Field Placement Professionalism Concerns Form (Appendix B). Cooperating teachers send the completed form to the university supervisor promptly so the issue may be addressed without delay.

Cooperating teachers and university instructors should work together to provide effective coaching for any TPCP teacher candidate not meeting expectations. TPCP teacher candidates should be aware that these incidents may be reflected in their dispositions' grades. Aside from failure to maintain an education GPA of 3.0, receiving multiple unsatisfactory evaluations from PreK-12 cooperating teachers or university instructors can result in a teacher candidate being counseled out or dismissed from the program.

[Appendix A: TPCP Schedule Planning Form](#)

[Appendix B: Field Placement Professionalism Concerns Form](#)

[Appendix C: Definition of Terms for Residency](#)

Cooperating Teacher - certified, experienced, full-time teacher that supports, guides and contributes to the development and evaluation of the student teacher resident or practitioner resident.

Host School/ Field Placement School Site – the school that hosts the teacher candidate during the semester-long field placement.

School Coordinator – a school staff person who works with the TPCP faculty/staff to identify cooperating teachers and coordinate field placements.

Teacher Candidate – a Tulane student seeking a degree or certification in the TPCP.

University Professor or Supervisor – This is the professor of the course for which the placement is required. A Tulane faculty or adjunct professor that provides supervision, conducts observations, and completes evaluations with teacher candidates. The university professor/supervisor consistently communicates with the cooperating teacher and teacher candidate.